

Parent/Student Handbook

2023-2024



Elite Academic Academy Charter Schools

www.eliteacademic.com

*Please note that this document may be updated periodically. Parents/Guardians will be notified of changes.

Dear Student and Parent/Guardian(s),

Welcome to Elite Academic Academy (“Elite Academic Academy” or “EAA”)! We are so excited to share in this educational journey with you! This handbook outlines what it is to #BeElite and gives some insight into Elite Academic Academy’s mission and vision. Please review the contents of this handbook, sign the acknowledgment page, return it to your student’s Elite Educator, and keep the handbook accessible for future reference.

Elite Academic Academy was founded in 2018. It is a FREE PUBLIC Personalized Learning Charter School. We are here to provide students and families with the option of flexible personalized learning environments with superior education! We provide students not only with rigorous curriculum options but also with amazing enrichment opportunities! This includes our Elite Athletic Academy, Visual and Performing Arts Academy (VAPA), and Career Technical Education courses. Our vast selection of courses and support academies offers students the opportunity to prepare for college and careers, all while capturing the essence of 21st Century skills.

Our vision at Elite Academic Academy is to create an opportunity for flexible learning so that our students can celebrate their diversity within our superior learning environments. This environment and empowerment will allow our students to gain the necessary skills to achieve long-term educational, professional, and personal goals and dreams! We want all students to #BeElite and EAA allows students to find their interests and strengths, and make those connections through experience.

EAA faculty are eager to serve your child and foster a lifetime experience of discovery, learning, nurturing diversity, and fun! We look forward to working with you as a team to help each Elite Academic Academy student meet their individualized goals throughout the school year!



Best Regards,

Elite Academic Administration

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About Elite Academic Academy

Charter Authorizers

Elite Academic Academy Charter Schools is a program authorized by the Lucerne Valley Unified School District and the Mountain Empire Unified School District.

Mission Statement

Elite Academic Academy (EAA) is the premier independent study educational option with the goal of ensuring college, vocational, and workforce readiness from all of our graduates. We believe learning best occurs in flexible, personalized environments for students who need individualized learning and/or choose not to attend traditional brick and mortar schools.

Elite Academic Academy enables students to become literate, self-motivated, lifelong learners by creating a safe, multicultural student-centered environment where they are held to high academic and behavioral standards. EAA provides high-quality and rigorous standards through traditional and virtual curriculum options. We also provide unique academies emphasizing Elite Athletic Training, Visual and Performing Arts (VAPA), and Career Technical Education (CTE) opportunities to ensure our students graduate ready for the 21st-century workforce.

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 a personalized learning environment to enable each student to gain the skills necessary to achieve their long-term educational, professional, and personal goals and dreams.

About Independent Study

Independent Study Policy

Elite Academic Academy (Charter School) shall offer independent study to meet the educational needs of pupils enrolled in the charter school. Independent study is an alternative education program designed to teach the knowledge and skills of the California core curriculum system. Elite Academic Academy shall provide appropriate services and resources to enable pupils to complete their independent studies successfully.

A school district or county office of education (or charter school) may not be eligible to receive apportionments for independent study by pupils unless it has adopted policies and has implemented those policies. The following written policies have been adopted by the Board for implementation at the Charter School:

1. For pupils in all grade levels offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be thirty-five (35) school days.
2. An evaluation will be conducted to determine whether it is in the best interest of the pupil to remain in Independent Study if the pupil misses three (3) assignments and/or in the event the pupil's educational performance falls below satisfactory levels as determined by whether or not:
 - The pupil's achievement and engagement in the independent study program fulfills the standards indicated by the pupil's performance on applicable pupil level measures of pupil achievement and pupil engagement set forth in paragraphs (4) and (5) of subdivision (d) of Section 52060.
 - The pupil is completing assignments, assessments, or other indicators that serve as evidence that the pupil is working on assignments.
 - The pupil is learning required concepts, as determined by the supervising teacher.
 - The pupil is progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the aforementioned findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation, and if the pupil transfers to another California public school, the record shall be forwarded to that school.

3. The Charter School will provide content to pupils aligned to grade-level standards that is substantially equivalent to in-person instruction. For high school pupils, this includes access to all courses offered by the Charter School for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria.
4. The Charter School will implement procedures for tiered re-engagement strategies for the following pupils:
 - All pupils who are not generating attendance for more than 10 percent of the required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar; or
 - All pupils found not participatory in synchronous instructional offerings for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or
 - All pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

Tiered re-engagement strategies shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

- Verification of current contact information for each enrolled pupil.
- Notification to parents or guardians of lack of participation within one (1) school day of the recording of a non-attendance day or lack of participation.
- Creation of a plan for outreach from the school to determine pupil needs, including connection with health and social services as necessary.
- Scheduling of a pupil-parent-educator conference (a meeting involving all individuals who signed the pupil's written independent study agreement) to review the pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with

the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.

5. Based on each pupil's grade level, the Charter School will offer synchronous instruction defined as classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher and pupil. Synchronous instruction shall be provided by a teacher or teachers of record for that pupil pursuant to Section 51747.5. Opportunities for synchronous instruction and/or daily live interaction will be offered at least as frequently as set forth below:

- For pupils in transitional kindergarten through grade 3, inclusive, the school will offer pupils opportunities for daily synchronous instruction for all pupils throughout the school year.
- For pupils in grades 4 through 8, inclusive, the school will provide opportunities for both daily live interaction and at least weekly synchronous instruction for all pupils throughout the school year.
- For pupils in grades 9 through 12, inclusive, the school will provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year.

"Live interaction" means interaction between the pupil and local educational agency classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in person, or in the form of internet or telephonic communication.

The Charter School will document each pupil's participation in live interaction and synchronous instruction on each school day for which these are provided as part of the independent study program. A pupil who does not participate in scheduled live interaction or synchronous instruction shall be documented as non-participatory for that school day for purposes of pupil participation reporting and tiered re-engagement.

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6. In the event a family decides to return to in-person instruction, within five (5) instructional days, the school will provide the family with a transitional plan including, but not limited to, resources such as contact information for their school of residence, other classroom-based educational opportunities, and wellness support.
 7. A requirement that a current written agreement for each independent study pupil shall be maintained on file including all legal requirements.

Master Agreement

A fully executed legally compliant written independent study agreement (Master Agreement) is required for each student prior to the student’s attendance start date with EAA. This agreement shall be signed by the student, the parent/guardian/caregiver, the Elite Educator, and the certificated employee designated as having responsibility for the special education programming of the student, if applicable. The agreement will list the student’s courses and credits or other measures of academic accomplishment, the manner, time, frequency, and place for submitting the student’s assignments, the objectives and methods of study, methods of evaluation, and specific resources, and the duration of the agreement. The Elite Educator will prepare this agreement prior to the student’s first enrollment date with EAA and will send it out via email to the student and parent/guardian/caregiver for electronic signatures. Students must sign their own signature on the master agreement. We recommend the use of the electronic signature by all individuals.

Attendance

Students must be engaging in and completing school work every day. The chart below shows the required minutes * per year for the various grade levels.

Charter School Required Number of School Days	Required Minutes
175	TK-K: 36,000 1-3: 50,400 4-8: 54,000 9-12: 64,800

* See your specific program for details.

Elite Educator (Teacher of Record)

At Elite Academic Academy, emotional and academic student success is our focus; therefore, building positive relationships is our priority. The first step to building a positive teacher student relationship is through an Elite Educator (who is a credentialed teacher). An Elite Educator offers a sense of community and belonging. This teacher will be with the Elite student throughout their experience with EAA to continuously support students, pass along general announcements, and work with parents to bridge student success. The Elite Educator will be the teacher of record who is responsible for maintaining all student records.

Parent Involvement

Parent support* is vital in ensuring student success. The role of a parent at Elite Academic is as follows:

1. Respond to the school's communication in a timely manner.
2. Provide all required documentation for continued enrollment such as proof of residency.
3. Have students attend and complete all mandated school assessments.
4. Attend IEP/504 meetings (if applicable).
5. Provide any necessary documentation and information to the school in order to record attendance in accordance with applicable law. This includes signing the Learning Log documents promptly.

* See specific program for more details.

Communication

Communication is key for student success. Families, students, Elite Educators, counselors, administration, and school support staff are expected to communicate frequently to ensure student academic, social, and emotional growth.

Contact Information

A valid and working email account and phone number is required for all parents. If a parent/guardian's email address, mailing address, or phone number changes, the information must be updated with the Admissions team. Please keep your Elite Educator informed of any changes in your contact information.

Academics

Academic Progress

Our primary objective at Elite Academic Academy is to ensure that each student not only grasps the material presented but also acquires skills vital to their ongoing education and future success. Consistent practice and application of knowledge is crucial for effective learning.

Adequate academic progress is required each learning period and is determined by the quality and amount of work done in the student's courses. Adequate progress is determined by work toward learning period goals as developed by the student and Elite Educator.

If a teacher needs additional assignments or information to evaluate a student's understanding or progression towards academic success, the teacher will connect with the student to determine the best next steps.

If it is determined that adequate academic progress is not being made, the following may be some of the supports provided to the student:

1. Weekly support sessions with their Elite Educator and/or Content Teacher(s)
2. Academic support sessions through Elite's Learning Labs.
3. Change of course or change of program placement
4. Online supplemental supports such as iReady, Aleks, Freckle, and/or Fast ForWord.

Academic and/or Attendance Concerns

To ensure successful and continuous enrollment at Elite Academic Academy, a student must keep scheduled appointments, engage in educational activities each school day, and complete all assignments by the due dates. Attendance and academic progress are measured by work completion and daily educational engagement.

The following are the criteria for what Elite Academic Academy defines as satisfactory educational progress of each pupil:

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- The student's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil level measures of pupil achievement and pupil engagement set forth in paragraphs (4) and (5) of subdivision (d) of Section 52060.
 - The student is completing assignments, assessments, or other indicators that serve as evidence that the pupil is working on assignments.
 - The student is learning required concepts, as determined by the supervising teacher.
 - The student is progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

Failing to adhere to the aforementioned academic standards will evoke the consequences outlined in the Independent Study Policy and including a placement review and possible withdrawal from the program.

The Charter School will implement procedures for tiered re-engagement strategies for the following pupils:

1. All pupils who are not generating attendance for more than 10 percent of the required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar; or
2. All pupils found not participatory in synchronous instructional offerings for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or
3. All pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

Tiered re-engagement strategies shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

1. Verification of current contact information for each enrolled pupil.
2. Notification to parents or guardians of lack of participation within one (1) school day of the recording of a non-attendance day or lack of participation.
3. Creation of a plan for outreach from the school to determine pupil needs, including connection with health and social services as necessary.

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- Scheduling of a pupil-parent-educator conference (a meeting involving all individuals who signed the pupil's written independent study agreement) to review the pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.

School Calendar

Please see the Elite Academic Academy Parent Portal for our up-to-date calendars and important resources to support your child: <https://www.eliteacademic.com/parent-portal/>

Eite Student Awards

Elementary (TK-5th)

Teachers of Record will choose two students from their roster each semester to honor for the named award.

Social and Emotional Learning Awards

E	Elite Kindness Award	Demonstration of exceptional generosity.
L	Leadership Award	Demonstration of leadership characteristics and involvement in the school and community.
I	Integrity Award	Demonstrates and values feedback from others and accepts personal responsibility & change.
T	Thoughtful Award	Shows consideration for the needs of others.
E	Excellent Effort Award	Demonstrates greatness in academic excellence, leadership and engagement, and innovation.

Academic Awards

Reading Rockstar Award	Demonstrates academic excellence in reading.
Writing Wizard Award	Demonstrates academic excellence in writing.
Math Magician Award	Demonstrates academic excellence in math.

Honor Roll (Grades 3-5)	Students who earn all 3's and 4's (as determined by the grade reporting system) on their report card for the semester.
Eli the Eagle High Honors (Grades 3-5)	Students who earn all 4's (as determined by the grade reporting system) for the semester.

Middle School (6th - 8th)

Awards will be determined by the student's semester grades.

Honors with Distinction	Students who earn an unweighted GPA of 4.0 or above for each semester.
High Honor Roll	Students who earn a 3.5-3.9 (as determined by the grade reporting system) on their report card for the semester.
Honor Roll	Students who earn a 3.0-3.49 (as determined by the grade reporting system) on their report card for the semester.

High School (9th - 12th Grade)

Awards will be determined by the student's semester grades.

Honors with Distinction	Students who earn an unweighted GPA of 4.0 or above for each semester.
High Honor Roll	Students who earn an unweighted GPA of 3.5-3.9 each semester.
Honor Roll	Students who earn an unweighted GPA of 3.0-3.49 each semester.

Portrait of a Graduate Awards (6th - 12th Grade)

Teachers of Record will choose two students from their roster (one Middle School and one High School) each semester to honor for the named award.

Critical Thinker Award	Uses critical and creative thinking skills to analyze and take responsible action on complex problems.
Compassionate Award	Shows empathy, compassion and respect with a commitment to service, and acts to make a positive difference in the lives of others.
Communicator Award	Expresses themselves confidently and creatively and actively listens carefully to the perspectives of other individuals and the group.
Curious Award	Demonstrates skills for inquiry and research, learns independently and with others with enthusiasm and a love of learning.
Creative Award	Demonstrates the ability to create new ideas through the use of imagination, innovation, and experiences.
Collaborator Award	A natural team player who is understanding, people-oriented, and contributes to a culture of teamwork.

Transcripts

Transcripts are available by request via email, website, or the eTranscript service, Parchment. Transcripts sent and received between EAA and other institutions are considered official records of course completion. Transcripts sent and received through any other means are considered unofficial and must be checked for validity against an official transcript.

Tk-8th Grade Academics

Report Cards

Traditional report cards are meant to show parents how students are progressing toward meeting grade-level standards and expectations. Report Cards are each given two times per academic school year, at the end of each semester.

Grades TK-5

Students in grades TK-5 receive a 1-4 rating.

4	Above Grade Level
3	At Grade Level
2	Approaching Grade Level
1	Below Grade Level

Grades 6-8

Student course grades are determined by student performance on assessments , activities and assignments, participation, quizzes, exams, and projects. Cumulative grade point averages (GPA) are determined by course letter grades using the below scale:

Letter Grade	Percent Grade	Grade Point
A+	97-100	4.0
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3

C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	65-66	1.0
F	Below 65	0.0

Promotion Ceremonies for K, 5th, and 8th Grade

Promotion ceremonies are an exciting time for Elite staff, students, and families! Promotion ceremonies take place once a year at the end of the school year at various locations and/or online. Students and parents will be notified of promotion locations, dates, and times in ample time for planning.

Grade Level Retention & Advancement/Acceleration

Provisions for successful student progress toward identified benchmark expectations in meeting the California Content Standards shall be made by offering educational experiences of increasing complexity.

Each student's Academic Learning Plan shall be an integral part of the educational experience; providing students in need with the appropriate prevention, early intervention, remediation, and ongoing assessment and support services to help ensure success.

Decisions on the grade placement of students shall be based on academic performance and analysis of appropriate student data within a standards-based education system.

Factors to be weighed in the decision for grades K-8 include:

1. Achievement is demonstrated by academic performance and successful progress in meeting identified benchmarks as specified in the California Common Core Standards.
2. Multiple student data sources and supporting evidence including, but not limited to:
 - a. Report card and General Learner Outcomes ratings;
 - b. School assessments;
 - c. Cognitive testing;

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- d. Student portfolios;
 - e. Student performance on the CAASPP; and
 - f. Student progress on an Individualized Education Program (IEP).

Should the decision regarding promotion/retention/acceleration of a student be in question, the final decision of placement will be made by the Educational team upon completion of an SST and review of documentation and recommendation of the student's teacher(s) and in consultation with parents, and may include:

1. Promotion – placement in the next succeeding grade.
2. Conditional promotion – placement in the next succeeding grade with reservation.
3. Retention – placement in the same grade.
4. Acceleration – placement in a grade higher than the next succeeding grade.

Grade Level Retention

1. There can only be one retention for children grades K-8.
2. Parents have the right to voluntary retention one time in a child's K-6 career and must complete this board-approved waiver. This form can only be completed using DocuSign, and will NOT be accepted prior to a meeting with parents.
3. Currently enrolled students in grades 7-8 can only be retained for primarily academic purposes as deemed throughout the SST process.
4. Parents must attend an SST and be given research and literature on the benefits and risks both academically and socially for retention.
5. Students must have an academic plan in place to support continued growth.
6. Students being recommended for retention may need to complete at least two months of intervention using Fast ForWord or a designated program before retention is approved
7. Voluntary Retention is not a part of the enrollment process. Retention is something that must be discussed with the academic team AFTER enrollment has been completed.
8. Parents may appeal retention to the CEO or designee with their decision being final.

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9. Students who have been retained once and are still experiencing academic difficulty should be referred to a Student Study Team, to ensure appropriate supports and services are in place for student success.
 10. If a student has an IEP, retention would be an IEP team decision.
 11. Retention/Promotion meetings take place in May (Year Round) and August (Traditional) each school year for the next year placement.
 12. If a student is newly enrolled, and parents bring up a concern, a SST the meeting will take place within the first two weeks of enrollment as long as that enrollment is before October 31st. Enrollment after October 31st will lead to retention for the following school year.
 13. Students must be enrolled in their current grade level upon enrollment.
 14. Mid- year retentions are not permitted.

Acceleration/Advancement

This procedure is used when a request is made for a child to be placed in one or more grade levels above the next sequential grade, otherwise known as “double promoted.”

Identification of children for advancement is through parent referral, Teacher of Record, and/or Academy Director.

Children are first provided enrichment and acceleration activities within the regular curriculum to differentiate and appropriately challenge their giftedness. On occasion, a child is so advanced intellectually, physically, socially, and emotionally that a grade advancement/double promotion is requested by a parent and/or recommended by staff.

Once a child has been identified as a potential candidate, the Academy Director explains the assessment process to the parent.

1. Academy Director arranges for an initial SST meeting to determine if a more intense response to the current curriculum and enrichment activities is necessary. Participants share observations and review test data on reading, writing, and mathematics, as well as the current curriculum to understand the child’s intellectual, achievement, and social/emotional development level and needs. Participants include the Academy Director, parent, Teacher of Record, School

Counselor (if middle or high school student), and Special Education representative. Other team members may include the content teacher, school psychologist, speech/language pathologist, social worker or other people of interest. If the team concludes that the current curriculum meets the student's needs, no additional steps are required at this time. The Teacher of Record continues to monitor the child's progress to continue providing appropriate enrichment as needed. If the team seeks more information, these next steps are followed.

2. The SST team recommends a battery of assessments to be completed by staff. The process concludes when any measure does not meet Double Promotion criteria.
 - a. Above Grade-Level iReady assessment in alignment with the grade level the student will be moved into. For example, if a sixth-grade student is being considered to move to seventh grade at the start of the second semester, the child should show the proficiency of seventh grade, semester 1 concepts on iReady assessments.
 - b. Elite's contracted School Psychologist administers the WISC-V Wechsler Intelligence Scale for Children test (WISC®-V), an intelligence test that measures a child's intellectual ability including the cognitive domains that impact performance. If the child meets the cognitive/ability score requirement, further academic and social-emotional assessments are considered.
 - c. Once data is collected, the Academy Director meets with the SST team and parents to determine student eligibility for double promotion. Each professional reports assessment results and observations. Criteria for Double Promotion are clearly stated and adhered to during the meeting.
 - d. If the student's performance meets requirements and the various factors have been seriously considered with satisfaction, support for Double Promotion is warranted. In that case, parents make the ultimate decision. If the recommendation is for the child to remain in the current grade level or not to be promoted, the team and parents discuss options for enrichment and/or differentiation opportunities, as needed.

The School Counselor verifies the decision in a letter to the parents and places a copy in the child's school records.

Middle School Students Enrolling in High School Courses

Middle School students in grades 6-8, may enroll in high school level classes in both world language and mathematics as part of their middle school coursework with approval from both the school counselor and the Academy Director. Middle school students will need to show advanced academic progress in coursework, and for high school math course enrollment, iReady proficiency scores in mathematics.

The course of study taken at the middle school is comparable to those same courses which are taken at the high school level; however, no high school credit will be granted for these courses taken in middle school. Students who are designated as double advanced and/or gifted according to state and local tests may be eligible for highschool credits. This would be determined on a case by case basis by an SST team comprised of a School Psychologist, School Counselor, Academy Director and in alignment with our grade level promotion policy. For students exiting Elite Academic Academy, the course and grade may be entered on the high school transcript, but under no circumstance will the grade be calculated into the student's high school GPA.

Middle School Advanced Placement

This policy also applies to students in middle school who take advanced placement courses at the high school. Enrollment in these courses is on a space-available basis with the approval of both the Academy Director and school counselor.

Middle School Concurrent Enrollment

Middle school students in grades 6-8 may enroll in two community college courses each semester as part of an advanced academic option with the approval of the school counselor and the Academy Director while also taking a minimum of four Elite Academic Academy classes; However, Community College courses will not be counted toward high school graduation credits. Students who are designated as double advanced and/or gifted according to state and local tests may be eligible for high school credits. This would be determined on a case by case basis by an SST team comprised of a School Psychologist, School Counselor, Academy Director and in alignment with our grade level promotion

policy. For students exiting Elite Academic Academy, the course and grade may be entered on the high school transcript, but under no circumstance will the grade be calculated into the student's high school GPA.

High School Academics

Earning High School Credits

EAA awards five credits per course, per semester. High school students are expected to be enrolled in a minimum of 30 units per semester; 230 credits are required to graduate. To earn credit for a course, a student must earn a grade of D (65%) or higher. Students are eligible for a high school diploma when all requirements have been met. Please note that for UC/CSU admission eligibility, students will need to pass all A-G classes with a grade of C or higher. High School students are assigned a grade level based on the year of 9th-grade entry. See your Academy Teacher of Record and School Counselor for course options.

High School Course Selection

The Elite Academic School Counselors play a crucial role in helping students make informed decisions about high school course enrollment. School counselors will work with the student, as well as the Elite Educator, to create a four-year plan that includes course selections aligned with their academic abilities, interests, future college majors, and career aspirations, as well as Elite Academic Academy's graduation requirements. Counselors will help students understand the prerequisites for advanced courses and the sequence of courses needed for specific career paths or college programs. While we offer a lot of flexibility in course scheduling, certain courses, such as Economics, may only be taken when students reach a specific grade; the Academy Directors and School Counselors have final discretion in course planning decisions.

High School Prerequisites

Some courses require students to successfully complete a prerequisite before enrolling in the course. Students need to master a certain body of knowledge and successfully complete the course before enrolling in the course that contains a prerequisite. An earned grade of "A", "B", "C", "D", or "P" is defined as a student successfully completing a prerequisite. Students will need to present proof of a passing grade on their transcript in order to enroll in courses that require a student to meet the prerequisite for the course.

Adding or Changing Courses High School Students

1. All course changes must be done within the first two weeks (10 school days)* of each semester.
2. Students or Parents/Guardians wanting to change a course in the middle of the semester must get permission from both the counselor and program administrator.
3. Students or Parents/Guardians wanting to change a course in the middle of the semester must present evidence of unsuccessful academic interventions (i.e tutoring, test retakes, etc.).
4. Students or Parents/Guardians wanting to add an extra course from what is being recommended will need to get permission from both the counselor and the program administrator.

* If a student changes a course, an addendum to the master agreement must be executed prior to or on the first day the student starts the new course.

Course Drop Procedures

Elite students are able to drop a course if the course drop request is submitted within three (3) days of the student's start date. This drop will not reflect on the student's transcript.

Course Withdrawal Procedures

Parents who wish to withdraw their student from an Elite course may do so up to the 10th day of the school session start date. The student's transcript may reflect one of the following:

1. If a gradebook item was submitted prior to the drop date, the student will receive a "W" on their transcript.
2. If a student withdraws after the 10th day of the course, students will receive a final grade that will be reflected on their transcript.
3. If a special circumstance determines the withdrawal, the administration will determine the approval of a "W" on the transcript.

Course Extensions for High School Students

Elite Academic Academy understands that there are times when a student may need additional time to complete the learning objectives of a course. Should a student need extra time in a course, a teacher of record will work with the student to request an extension from the Program Director. Extensions will need to be requested in writing via email to the Program Director at least eight weeks prior to the course end date (unless an extenuating circumstance occurs after that date, then it may be requested at the time of the circumstance). Extensions are reviewed and approved or denied at the Director's discretion. Extensions may be granted in cases where the student has made acceptable progress in the course but has experienced an extenuating circumstance that will prohibit successful completion of the course.

Acceptable progress is defined as

- The student has actively participated in course activities up to the point of the extenuating circumstance.
- The student is current with all assignment submissions.
- The student has earned a grade of at least 65% (D) for work up to that point.

Course Extensions are limited to a three-business day extension for the student, per course, and will expire on 11:59 pm on the third day.

Extensions are not granted for lack of participation or failure to submit work on time by the student.

Concurrent Enrollment at Community College

Per Ed Code 48800 high school students may enroll in two community college courses (or upwards of 7 college credits with Director Approval) each semester to earn both high school and Community College Credit as part of an advanced academic option with the approval of the School Academic Counselor while also taking a minimum of four Elite Academic Academy classes (20 credits).

Courses may be taken at a Community College for dual enrollment/concurrent enrollment credit if the following circumstances have been met:

-
1. Must be in good academic standing with Elite Academic Academy (to ensure the student has enough ability for college rigor).
 - a. Have earned a 2.5 GPA in his/her most recent semester.
 - b. Have received a minimum of 20 credits in his/her most recent semester.
 - c. Demonstrate good attendance.
 - d. Must be enrolled in a minimum of 20 credits with Elite Academic Academy each semester.
 - e. Demonstrates adequate preparation in the discipline to be studied (Ed Code 48800 d).
 - f. For Summer Courses: Exhausts all opportunities to enroll in an equivalent course, if any, at his or her school of attendance (Ed Code 48800 d)
 2. College courses must be approved by the school counselor to enroll in the courses, to ensure courses meet one of the student's graduation requirements and/or post-secondary plans.
 3. A concurrent course form needs to be completed by the school counselor and needs both parent and student signatures. The School Counselor must sign the college approval forms prior to the student's entry to community college. Community college courses that are "100" level or above will earn an extra point on the grade scale, beginning in 10th grade, so an A would be worth 5 points on a 4-point high school scale.

Community College Credit

High school credit will be awarded as follows for students in grades 9-12: Courses that are "3 units" or above. One semester of community college is equivalent to one year of high school credit. One community college course of 3 units or above = 10 high school credits (one year).

Community College Course Units Conversion:

- 1 Unit = 2.5 High School Credits
- 2 Units = 5 High School Credits
- 3 or More Units = 10 High School Credits

Community Service Hours High School Elective Credits

All high school students enrolled at Elite Academic Academy have the opportunity to complete up to 180 hours of unpaid community service for a non-profit agency, for 10 total elective credits. 90 hours of Community Service equals 5 elective credits. Therefore, 45 hours of community service equals 2.5 elective credits for high school students.

This can include volunteering at the school. These hours may be completed in grades 9 through 12. Community Service is added to the student's transcript as "Credit" and does not count toward their GPA.

NOTE: LATE LOGS ARE NOT ACCEPTED. LOGS ARE DUE EACH LEARNING PERIOD.

The student needs to:

- Contact an agency to determine if the agency has a non-profit tax status (Schools, government offices and libraries are examples).
- Arrange with the personnel staff there to work at regularly scheduled times.
- Determine the appropriate clothing for the volunteer site and duties.
- Each time the student completes hours toward Community Service please ensure the Log is signed by all parties. Complete the reflection on your Log each learning period.
- Turn in the signed log for each learning period to your Elite Educator. Once the set amount of hours have been completed for credit, your Elite Educator will report the credits on your Report Card. Additional Information:
- Students who have volunteered through a religious organization to participate in a strictly nondenominational outreach (beyond the members of the church) activity that focus on providing assistance to disenfranchised individuals or groups of individuals for the sole purpose of providing some type of relief (food, clothing, housing, financial assistance, etc.), not to include the dissemination of religious literature, may receive HS elective credit for Community Service.
- Chief Student Development Officer or designee may review, upon request, the merit of activities that do not strictly follow the above guidelines.
- If you aren't sure, please ask. Don't assume what will and or won't count toward Community Service hours. Unacceptable Placements (for profit):

- Veterinarians' Offices- but animal rescue organizations are acceptable.
- Private Schools
- Medical Doctor or Dentist Office – unless this is an outreach service such as County Health.

FAFSA/CADAA Completion

Per California Education Code Section 51225.7, high school students are required to complete a Free Application for Federal Student Aid (FAFSA) or California Dream Act Application (CADAA) during their graduation year. Students may alternatively complete an opt-out form, which shall be collected and retained by EAA.

Report Cards

Report Cards are each given two times per academic school year, which is at the end of each semester. Traditional report cards are meant to show parents how students are progressing toward meeting grade-level standards and expectations.

Student grades are determined by student performance on assessments (formal and informal), teacher-graded activities/assignments, auto-graded computerized assignments, participation, quizzes, exams, and projects. Cumulative grade point averages (GPA) are determined by course letter grades, honors, and AP courses. Elite Academic Academy's Grade Point Average scale is based on the College Board's scale (www.CollegeBoard.com). Many colleges will recalculate weighted GPA scores to unweighted GPA scores to ensure that when evaluating transcripts for college applications, candidates are being viewed from the same page before comparing or examining any AP or Honors courses the student took during their high school years (SparkAdmissions).

Letter Grade	Percent Grade	Honors/AP Level GP	Grade Point
A+	97-100	5.3	4.0
A	93-96	5.0	4.0
A-	90-92	4.7	3.7
B+	87-89	4.3	3.3

B	83-86	4.0	3.0
B-	80-82	3.7	2.7
C+	77-79	3.3	2.3
C	73-76	3.0	2.0
C-	70-72	2.7	1.7
D+	67-69	2.3	1.3
D	65-66	2.0	1.0
F	Below 65	0.0	0.0

Class Rank

Students’ Class Rank for graduating years 2027 and above is determined by the unweighted GPA scale and is used to determine honors graduates, high honors, and National Honors Society determination, and used for college applications. Any grades that have been replaced by a higher grade from retaking a course will remain on the transcript but will not be calculated into the unweighted total for class ranking.

Students’ Class Rank for graduating years 2024-2026 and above is determined by the weighted GPA scale and is used to determine honors graduates, high honors, and National Honors Society determination, and used for college applications. Any grades that have been replaced by a higher grade from retaking a course will remain on the transcript but will not be calculated into the weighted total for class ranking.

The National Honor Society

The National Honor Society chapter of Elite Academic Academy is a duly chartered and affiliated chapter of the National Honor Society.

Membership is open to those students who meet the required standards in four areas of evaluation: scholarship, leadership, service, and character. Students are selected for membership by a majority vote of a 5-member Faculty Council, appointed annually by the principal, which bestows this honor upon qualified students on behalf of the faculty of our

school each November. The chapter adviser, Jessica Yazdani, is also appointed by the principal and facilitates all selection procedures and chapter activities during the year.

Students in grades 10-12 are eligible for membership. For the scholarship criterion, a student must have a cumulative GPA of 3.0 or better on a 4.0 scale. Those students who meet this criterion are invited to complete a Candidate Form that provides the Faculty Council with information regarding the candidate's leadership and service. A history of leadership experiences and participation in school or community service is also required.

To evaluate a candidate's character, the Faculty Council obtains additional professional input. First, official school disciplinary records are reviewed. Second, members of the faculty are requested to provide their professional reflections on a candidate's service activities, character, citizenship, and leadership. These forms and the Candidate Forms are carefully reviewed by the Faculty Council to determine whether each candidate meets the criteria for membership. A majority vote of the Council is necessary for selection.

Following a review of the results of the Faculty Council voting by the principal, candidates are notified regarding selection or non-selection according to a predetermined schedule.

Once the notification process is completed, a formal induction ceremony is held at the school to recognize all the newly selected members. Once inducted, new members are required to maintain the same level of performance (or better) in all criteria that led to their selection. This obligation includes regular attendance at chapter meetings held monthly during the school year, and participation in the chapter service projects(s). Students or parents who have questions regarding the selection process or membership obligations can contact the chapter adviser, School Counselor Ms. Jessica Yazdani.

Elite Graduation Requirements

EAA's graduation requirements emphasize university preparatory courses of English, Mathematics, Science, Social Science, a Language Other Than English (LOTE), and Visual and Performing Arts (VAPA). Additionally, students will complete 80 elective credits and may choose from our elective course catalog, including CTE courses.

Graduate Participation in "Senior" Activities

All senior activities are considered a privilege. Activities such as Grad Nite and Prom are considered extra senior activities. EAA students must be in good standing by having a 65% or higher in all classes, meeting all graduation requirements and clearing all financial and disciplinary obligations to participate in senior activities and the graduation ceremony.

Graduation Ceremony

Graduation is an exciting time for Elite staff, students, and families! The graduation ceremony takes place once a year at the end of the school year in a central location in Southern California. Students and parents will be notified of the location, date, and time in ample time for planning.

Regalia Adornments

Students are expected to dress appropriately and wear comfortable shoes for this event. Students may elect to decorate their graduation cap for the ceremony. All phrases and decorations on graduation caps must be school appropriate. The number of ceremony tickets per graduate for families and friends to attend will depend each year on the venue size and amount of graduates.

California state law specifically protects students' right to wear "traditional tribal regalia or recognized objects of religious or cultural significance as an adornment at school graduation ceremonies." If you are unsure if an adornment you'd like to wear is allowed, please contact your Elite administrator.

Ceremony Participation for Summer Graduates

Graduating students who still need to complete two or fewer courses will be allowed to participate in the June graduation ceremony with the expectation that they complete their remaining courses in the summer. Students who need more than two courses to graduate will not be able to participate in the June Ceremony, but will be invited to attend the ceremony the following year.

Graduation Speakers

It is the policy of Elite Academic Academy to encourage the involvement of as many students as possible in the graduation ceremony. Therefore, the selection of student speakers should not be confined only to those students with academic honors. In addition to one Valedictorian and one Salutatorian for both Homeschool and Virtual Academy, EAA academy directors will select up to 3 students to be keynote speakers at graduation. Students will have 2-3 minutes to present their speech during the ceremony.

High School Graduate "with Honors" -- Classes of 2027 and Above

Honors distinctions, including determination of Valedictorian(s) and Salutatorian(s), for graduating years 2027 and above are determined by the unweighted, total GPA from the first semester of 9th grade through the first semester of students' graduating year. The unweighted, total GPA will also be used to determine high honors, National Honor Society determination, and used for college applications. Any grades that have been replaced by a higher grade from retaking a course will remain on the transcript but will not be calculated into the unweighted total for honors distinctions and determinations.

EAA graduates with an unweighted, total GPA of 3.5 or higher after the completion of the first semester of their graduation year will be distinguished with gold honor cords at graduation in recognition of their academic achievement. The top 10 students with the highest unweighted, total GPAs will receive "High Honors" and will wear white regalia at graduation in recognition of their accomplishments.

High School Graduate "with Honors" -- Classes of 2024, 2025, and 2026

Honors distinctions, including determination of Valedictorian(s) and Salutatorian(s), for graduating years 2024-2026 are determined by the weighted GPA from the first semester of 9th grade through the first semester of students' graduating year. The weighted GPA will also be used to determine high honors, National Honor Society determination, and used for college applications. Any grades that have been replaced by a higher grade from retaking a course will remain on the transcript but will not be calculated into the weighted total for honors distinctions and determinations.

EAA graduates with a weighted GPA of 3.5 or higher after the completion of the first semester of their graduation year will be distinguished with gold honor cords at graduation in recognition of their academic achievement. The top 10 students with the highest weighted GPAs will receive “High Honors” and will wear white regalia at graduation in recognition of their accomplishments.

Alternative Graduation Policy

Student eligibility for alternative graduation status (130 credit pathway) is a team decision made by school counselors and directors only, on a case by case basis.

It is a best practice to support all students to pursue traditional graduation and alternative graduation should be offered sparingly and only when in the best interest of the student.

In the case of credit deficiency, if summer school or adding additional courses can be utilized to get students back on track, that must be the first course of action before an alternative graduation determination is made. Credit deficient students must be making adequate progress in their current courses before alternative graduation will be considered.

Students must complete 3 years of high school before an alternative graduation determination can be made.

Alternative graduation must not be used as a pathway to early graduation.

Current language regarding Alternative Graduation determination:

- Expelled (EC Section 48925[b]) including situations in which enforcement of the expulsion order was suspended (EC Section 48917)
- Suspended (EC Section 48925[d]) more than 10 days in a school year
- Wards of the Court (Welfare and Institution Code [WIC] Section 601 or 602) or dependents of the court (WIC Section 300 or 654)
- Pregnant and/or Parenting

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- Recovered Dropouts – State Board of Education (SBE) defines recovered dropouts based on EC Section 52052.3(b) as students who: (1) are designated as dropouts pursuant to the exit and withdraw codes in the California Longitudinal Pupil Achievement Data System (CALPADS), or (2) left school and were not enrolled in a school for a period of 180 days
 - Habitually Truant (EC Section 48262) or Habitually Insubordinate and Disorderly whose attendance at the school is directed by a school attendance review board or probation officer (EC Section 48263)
 - Retained more than once in kindergarten through grade eight
 - Students who are substantially credit deficient (i.e. students who are more than 45 credits behind in the credits required to graduate on-time, per grade level, from the enrolling school's credit requirements) and would not reasonably be able to complete their needed credits during summer school or by adding additional courses.
 - Students with a gap in enrollment (i.e., students who have not been in any school during the 45 days prior to enrollment in the current school, where the 45 days does not include non-instructional days such as summer break, holiday break, off-track, and other days when a school is closed)
 - Students with high level transiency (i.e., students who have been enrolled in more than two schools during the past academic year or have changed secondary schools more than two times since entering high school)
 - Foster Youth (EC Section 42238.01[b])
 - Homeless Youth
 - Determined to be a Highly Mobile Youth

Academic Enrichment

Student Clubs

Elite students in grades K-12 have the unique opportunity to participate in various club offerings. Each unique club has an advisor who facilitates meetings and trips. Student club opportunities are held in-person as well as virtually using the Zoom platform.

All Elite students are invited to participate in Club Rush at the beginning of each school year to learn more about Club offerings and opportunities. All Club announcements and events will be placed in the Parent Square Calendar, including meeting locations, times, and zoom links, as applicable. Any student attending a club field trip must have the Elite-approved field trip documents signed by the student and parent/guardian and turned into the Club advisor 48 hours prior to the event.

To learn more about Club offerings and advisors, please visit the Elite Academic Academy website. Students are encouraged to join clubs and attend field trip experiences. Students may join a club at any time throughout the school year. In order to participate in enrichment, students need to be making academic progress.

Career Technical Education (CTE)

CTE pathways are designed to prepare students for postsecondary education and training and to help them make a smooth transition into the workforce and/or college. Students have the opportunity to earn college credit, gain industry certifications, experience an internship, and more.

Students in grades 7-12 may participate in our Career Technical Education pathways. Elite Academic Academy currently offers a variety of Career and Technical Education (CTE) programs. CTE courses are weaved into your student's academic schedule and these courses prepare students for post-secondary college and careers in various industry sectors. Most CTE courses are A-G approved for students interested in meeting the A-G or NCAA requirements for Cal State or CSU entrance.

To learn more about these programs, please contact the CTE Associate Director.

Peak Performance Athletics

Peak Performance Athletics believes every child deserves the opportunity to play sports. EAA provides students/athletes of all levels the unique opportunity to customize their athletic development and experience. Students may choose their athletic interest and attend training or participate in sports using a Community Partner or their athletic club sport/training. Student-athletes who are interested in playing college-level sports are also eligible to register with NCAA. Creating a student account at NCAA.org is the first step to becoming an NCAA student-athlete.

Peak Performance Athletics offers students:

- Mental Performance Training
- Athletic Benchmark Training
- Academic Cohorts with Peak Performance Teacher of Record
- NCAA support
- Tracking of Academic progress with Honest Game
- Scholarship Support
- Community outreach for Club Sports

Field Trips

Elite Academic Academy students will be provided with the opportunity to attend field trips (local and overnight). Safety and learning of all students is the top priority of the staff at all times. Students who have a failing grade, poor attendance, or poor behavior history will be ineligible to participate.

Elite Academic Academy plans about 2 field trips per month (16-18 per year) depending on availability. Parents are welcome to suggest ideas for possible field trips to the Program Directors. All field trips are posted to ParentSquare. You will be able to RSVP, fill out the event waiver form, and pay (or request using educational funds), all through ParentSquare. Students are able to use their educational funds to pay for field trips.

Unless otherwise required by applicable law under certain circumstances, parents are required to transport their child on field trips. Parents and siblings are welcome to come along on field trips but must pay for the field trip on their own. Parents are required to fill out an Educational Activity form for all students participating, and the Parent/Sibling form for non-Elite Academic Academy students, and provide non-refundable payment prior to the field trip. If you are paying for the field trip out of pocket, payment is due 5 business days prior to the event. If you have RSVP'd and paid for a field trip, and then need to cancel, a refund is only available if EAA is able to fill the number of spots you reserved.

State and Local Assessments

Assessment serves multiple objectives at Elite Academic Academy. Its primary purpose is to allow staff to utilize assessment data to track and demonstrate consistent student progress, pinpoint areas needing improvement, gauge the effectiveness of teaching strategies, monitor progress toward meeting school-wide and state standards, and assess progress towards annual strategic planning goals.

Another crucial goal is to offer students and their parents or guardians an accurate understanding of the student's academic skills and progress towards their personal objectives.

We understand that a single assessment cannot provide a complete picture needed for informed curriculum and instructional decisions. However, a comprehensive assessment system can yield valuable data to aid this decision-making process. We operate under the following guiding principles when analyzing assessment data:

- Assessments form an essential part of the instructional process.
- Utilizing multiple assessment indicators is vital for evaluating success.
- Collecting and maintaining high-quality assessment data is of utmost importance.
- Year-to-year comparison of assessment data is central to our ongoing improvement.
- Communicating assessment data effectively aids in making informed decisions.

Therefore, students in grades K-12 take a local assessment up to three times a year during a predetermined window.

State Standardized Testing

State test results serve as an objective indicator of how effectively students have met their grade-level expectations. However, they are merely one element in a broader array of measures and are not intended to encapsulate a student's entire performance. For a more holistic view of a child's academic performance, these results should be considered alongside other factors like report card grades, classwork, and teacher observations.

State test results also play a significant role in evaluating the efficiency of our school's systems, processes, and staff, both internally and externally. This test data informs decision-making and is utilized by the State, County, and charter authorizers to verify our charter's validity.

As a public school, we are obligated to test 95% of our eligible students, mirroring the accountability standards applicable to all public schools. It's crucial for our charter that all students participate and finish the test within the specified testing window.

Your child may be assigned one or more of the below state assessments:

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress is comprised of various assessments. Students are assigned assessments based on grade level.

Smarter Balanced Assessments for English Language Arts/Literacy (ELA) and Math

Students in grades 3–8 and grade 11 take these tests annually. The test is comprised of four components: computer-adaptive tests in both ELA and math and a performance task computer task in both ELA and math.

California Science Test (CAST)

The CAST is assigned to 5th and 8th grade students, as well as once in high school, either in grade 10, 11, or 12.

California Alternate Assessments (CAAs) for ELA and Math

Students whose individualized education program (IEP) identifies the use of alternate assessments take the CAAs for ELA, Math, and/or Science. The CAAs for ELA and Math are computer-based tests that are administered one-on-one by a test examiner who is familiar with the student.

English Language Proficiency Assessments for California (ELPAC)

State and federal laws mandate that all students, whose first language isn't English, must undergo English Language Proficiency (ELP) assessment. The requirement for ELP testing is based on the legal principle that every student is entitled to an equal and appropriate education. If English language limitations are not detected and addressed, it could impede a student's access to this right.

Participation in ELPAC testing is mandated by the California Ed Code. The option to opt out is not available in this case.

* Students whose IEP identifies the use of an alternate assessment and who have a home language survey that lists a language other than English will take the Alternate Initial or Summative ELPAC.

Initial ELPAC

Students who have a home language survey that lists a language other than English will take the Initial ELPAC test, which identifies students as an English learner student or as initially fluent in English.

Summative ELPAC

The Summative ELPAC has two purposes:

- To determine the level of ELP of EL students
- To assess the progress of EL students in acquiring the skills of listening, speaking, reading, and writing in English

The Summative ELPAC must be administered annually to students identified as EL students in K-12, ages three through twenty-one until they meet the reclassification criteria in EC Section 313 and they are reclassified as fluent English proficient (RFEP).

Criteria for Reclassifying Fluent English Proficient (RFEP)

The following criteria are used in tandem to determine reclassification:

1. Early Advanced or Advanced with no subscore below Intermediate, or (3) on the Summative ELPAC.
2. Parent Approval.
3. Teacher, Academy Director, or Assessment Director approval based on work product, performance in courses, or other relevant academic criteria.

Physical Fitness Test

The test consists of five performance components: aerobic capacity, abdominal strength, trunk strength, upper body strength, and flexibility. At Elite we offer students the Do-it-Yourself option. Families/Students are provided with a link that provides them detailed instructions and a place to document their results. This gives students the flexibility to test at home or in the environment of their choice. We also offer various opportunities to test in-person under the guidance of our Athletic leads. Participation in Physical Fitness Testing is mandated by the California Department of Education. The option to opt out is not available in this case.

Students in grades 5, 7, and 9 will take the FITNESSGRAM[®], which is the test used in California.

Elite Internal Assessments

Our goal at Elite Academic is to personalize each student's academic journey and ensure consistent academic growth. The beginning of that journey begins with using a diagnostic to help us to determine a student's baseline. The results are instrumental in identifying learning gaps and providing appropriate support or acceleration measures, as well as in tracking progress. Therefore, it is required that all Elite Academic Academy students grades

K-12 take an internal diagnostic at least once or twice a year during a predetermined window. The type and timing of the diagnostic will be determined by your Academy Director. The Academy Director also reserve the right to require a diagnostic as evidence to support a student academic ability in response to specific requests or decisions (i.e. grade retention, acceleration, dual enrollment, etc)

iReady Diagnostic

iReady is a math and reading assessment tool that provides practical information about a student's academic needs in both English Language Arts and Math. It provides a comprehensive view of student progress and development, eliminating the necessity for multiple overlapping tests. By adjusting to student answers and evaluating a wide spectrum of skills—some of which may be above or below a student's actual grade level—iReady Diagnostic accurately identifies a student's competency level. It specifies the precise skills students need to master to enhance their growth and devises a custom learning pathway for each student.

EasyCBM (K-1)

Curriculum Based Measures (CBMs) are standardized assessments that evaluate student mastery of crucial skills and knowledge at each grade level by sampling from a year's curriculum. They ensure consistent test difficulty across forms, so score changes reflect student skill improvement, not test alterations.

Reading tests include measures of alphabetic principle, phonics, fluency, vocabulary, and comprehension, based on the National Reading Panel's "Big Five". Math tests, informed by the National Council of Teachers of Mathematics (NCTM) Focal Point Standards, consist of three types per grade, each with 16 items.

Internal Assessment Testing Window

- Sept-Nov - Beginning of Year/Baseline Assessment
- Dec-Feb - Middle-of-Year Growth /Progress Monitoring Assessment
- Mar-May - End-of-Year Assessment (Students not assigned CAASPP testing only)

Optional Assessments

SAT/ACT

The SAT and the ACT are standardized tests widely used for college admissions in the United States. ACT and SAT tests are paid for individually by families or by fee waivers from the School Counselor. Many colleges accept the SAT or ACT test results as part of their admissions process, however many universities like the UC and CSU systems no longer require either test. It is recommended that students research the admissions requirements of any university they are interested in to determine if they need to take the ACT or SAT. Although students may take these assessments at any time starting freshman year, most students take them for the first time in the spring of their junior year and possibly retake them in the summer or fall of their senior year. To register for the ACT, head to www.act.org or for the SAT, head to <https://satsuite.collegeboard.org/sat/registration>

PSAT/NMSQT

The Preliminary SAT/National Merit Scholarship Qualifying Test is a co-sponsored program by the College Board and National Merit Scholarship Corporation (NMSC). PSAT/NMSQT stands for Preliminary SAT/National Merit Scholarship Qualifying Test. It is a practice test for the SAT Reasoning Test and gives students a chance to enter the National Merit Scholarship Corporation (NMSC) scholarship programs. The PSAT measures critical reading skills, math problem-solving skills, and writing skills. Students can register for these tests independent of EAA but can see an administrator or counselor for more information or fee waiver criteria. For the latest PSAT/NMSQT testing schedule or practice, material go to the website <https://collegereadiness.collegeboard.org/sat>.

Academic Integrity

At Elite Academic Academy, we hold academic integrity as one of our core values. Students are expected to present their unique and original insights in their work, whether in the form of online discussions, presentations, essays, or other assignments.

While we encourage students to explore various perspectives through reading and research, they must appropriately cite these external sources to maintain academic honesty and avoid plagiarism. Citation styles may differ depending on the course, and students are advised to consult the course teacher for specific guidelines.

Examples of Plagiarism & Violation of Academic Integrity

Violating academic integrity can take many forms, some of which include:

1. Copying answers from another student's test or using unfair methods during exams or assignments.
2. Reusing an assignment from a different class without any modifications or enhancements.
3. Falsifying information in a document or assignment.
4. Sharing old assignments with other students.
5. Using websites for ready answers instead of doing the work independently.
6. Submitting work generated by artificial intelligence, such as Chat-GPT, pretending it to be a student's original work.

Process for Addressing Suspected Academic Integrity Violations

1. Identification and Documentation: When a teacher suspects a student of violating academic integrity, the first step is to gather evidence. This may include the suspected assignment, any relevant materials such as test answers or reports from plagiarism detection software, and any prior work for comparison.
2. Consultation: The teacher will consult with a colleague or supervisor to gain a second opinion, while maintaining student confidentiality to eliminate any potential bias and ensure that the evidence is solid.
3. Reporting: If after consultation the suspicion is still valid, the teacher will report the violation to the Elite Educator and/or Academy Director. This report should include all relevant information and documentation.
4. Meeting with the Student: A meeting will be scheduled with the student and the Elite Educator, in which the concern and evidence is provided. The student is provided time to explain what happened.

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5. **Implementing Consequences:** If the violation is confirmed, appropriate consequences, as outlined below, will be followed.
 6. **Follow-Up and Monitoring:** After the incident, the teacher will monitor the student's work more closely for a time to ensure compliance with academic integrity rules. The teacher will also provide guidance and resources to help the student understand and avoid future violations.

Throughout this process, it's important to remember the goal is not only to maintain academic integrity but also to educate students about its importance and encourage ethical behavior.

Consequences for Violation of Academic Integrity

If a student's work is in violation of academic integrity in any course during the student's enrollment at Elite Academic Academy, the following steps will be taken to address the violation.

First Offense	<ul style="list-style-type: none"> ● Student may correct their mistake and redo the assignment within a one-week time span. ● Student's newly submitted assignment grade will be deducted by 20% due to the infraction. If the student does not redo the assignment, he/she will receive a zero on the assignment. ● A telephone conversation with parents, administrator, counselor, student, and teacher will be made upon first violation. ● A student may not redo the assignment if it is a final exam or project for the course.
Second Offense	<ul style="list-style-type: none"> ● Students will receive an assignment grade of zero, with no option to correct or redo the assignment. ● Telephone conference with school administrator, counselor, teacher, student, and parent will take place. ● Student will take a self-paced tutorial course on Plagiarism.

Third Offense	<ul style="list-style-type: none"> ● Student will receive a failed grade in the course in which the first two offenses occurred. ● Telephone conference with counselor, administrator, teacher, student, and parents. ● Documentation of violation will be added to the student's discipline record, where colleges and other educational institutes may be provided documentation if the student seeks to enroll, or transfer.
Special Education Students	A student that holds a valid IEP or 504 plan will be referred to the Special Education Department Director to ensure any actions taken comply with all provisions of applicable law in addressing any student violations.

Student/Parent Grievance Procedure for Plagiarism

The following procedure is established by Elite Academic Academy to ensure that students' grievances are appropriately and fairly addressed in a timely manner. EAA prohibits discrimination against students and families based on disability, race, creed, gender, sexual orientation, color, national origin, or religion.

If a student is accused of plagiarism, cheating, or any other form of academic dishonesty, and the parent/student disagrees, the following Grievance procedure should be followed in a timely manner:

1. A written response to the Chief of Student Development Officer the grievance that explains why he/she disagrees with the accusation.
2. EAA administrator will investigate and respond to the parent(s)/guardian with a written response within ten (10) working days.
3. If the grievance is not resolved, the student and parent(s)/guardian may request within ten (10) working days, a review with the governing school board. The governing board will then investigate and then respond to the student and parent(s)/guardian within ten (10) working days. The governing board will base its decision on a simple majority vote. The governing board's decision is final.

Educational Funds

Elite Educators at Elite Academic Academy play a crucial role in managing and directing educational funds towards high-quality, Common Core-aligned educational materials and services. These funds are not owned by students or parents but are designed to cover the costs of providing educational services to students. It is the responsibility of the Elite Educator/Program Director to make sure state funds are spent wisely.

Elite Educators, in collaboration with parents, work to ensure that the use of these funds is both relevant and effective. They manage educational fund accounts and make recommendations based on the unique needs of each student, employing their professional judgment to evaluate and approve all funding requests. Recommendations after core curricula is purchased may support tutoring, community partner classes, and the acquisition of various additional educational materials.

Our responsibility is to provide standards-based core educational materials and curricula to every student. These funds are prioritized for essential materials for each area of study before being allocated to enrichment materials or services. After securing the core curriculum and necessary resources, remaining funds may be used for additional learning materials or opportunities. Please note, for more than 50% of funds to be directed towards enrichment opportunities, Academy Director approval is required.

If a proposed selection is denied, then alternatives will be suggested by the Elite Educator. The parent/legal guardian may appeal a denial to the Academy Director. The rationale provided by the parent/legal guardian concerning the educational merits will be reviewed and any decision made at this level is final.

If any unusual orders are noted outside the scope of these guidelines and are deemed unnecessary such orders may be denied.

Adequate Academic Progress

If adequate academic progress is not being made, the use of Educational Funds will be used first towards intervention/tutoring and curriculum to help instruction.

If a student is designated as needing intervention/tutoring, as determined by state and Elite benchmark testing, informal assessment, and work completion, the TOR shall earmark a minimum of \$200 per semester of Educational Funds to ensure funding for intervention, tutoring, or other means is available to close achievement gaps.

Requests for material and enrichment services other than tutoring and academic help may be denied if adequate academic progress is not being made.

Acceptable Use of Educational Funds

Acceptable Use of Educational Funds Include textbooks and workbooks; Tutoring; Supplemental Instructional Community Partner Classes – e.g. Art, PE, Music; Approved Online Learning Programs; and Basic School Supplies.

1. **Educational Materials That Support New Learning:** When utilizing Educational Funds, materials and services selected must promote and advance student learning and achievement and reading (library type) books that correlate to the student's academic plan. We encourage students to use their public library for books outside that scope.
2. **Tracking of Expenses:** Each Elite Educator and parent/legal guardian bears the responsibility for tracking the expenses incurred to meet the educational needs and choices of each student.
3. **Responsibility for Instructional Materials:** Parents assume responsibility for instructional materials upon receipt from Elite Academic Academy. All non-consumable items must be returned to the school in good condition upon request or upon disenrolling from the program. Families are welcome to keep learning materials over the summer if they are re-enrolled or if they are going to use the materials with other siblings. This is subject to the discretion of the Elite Educator/Program Director.
4. **Need to Reflect on an Appropriate Course of Study:** The purchase of educational materials should be consistent with the academic plan agreed upon by the parent/legal guardian and the Elite Educator.
5. **Non-Consumable Materials:** All materials ordered with educational funds are the property of Elite Academic Academy. All non-consumable materials ordered or

borrowed from Elite Academic Academy that are no longer being used by the student must be returned to your Elite Educator when the family is done using them. If it is determined that any student has an excessive quantity of non-consumable materials checked out, these items will be requested to be returned.

6. **Lost, Damaged, or Misplaced Non-Consumable Materials:** Parents/legal guardians are financially responsible for any non-consumable educational materials that are lost, misplaced, or damaged by the family during the current academic school year.
7. **Educational Funds Do Not Roll Over from Year to Year:** Educational Funds issued each year are to be used during the current academic school year.
8. **Family Accounts:** The transfer or “pooling” of Educational Funds is a privilege afforded to Elite Academic Academy families and must be demonstrably related to a specific objective in core academic areas. No more than \$250 of a student’s funds may be transferred to a sibling’s account. This must be approved by the Program Director and Elite Educator and they have the discretion to deny this request.

Unacceptable Use of Educational Funds

The following items are NOT allowed when using Educational Funds:

1. Tutors that are not Elite Community Partners.
2. Courses that could be taken for free at a local Community College.
3. Excessive Quantities of any Educational Materials – No more than a reasonable per student quantity of items is permitted.
4. Generic library books intended for free reading and not a part of the student's academic plan. Please use your local public library.
5. Sophisticated Office Supplies: Filing or shelving units, paper shredders, paper cutters, laminate machines, electric pencil sharpeners, electric staplers, tape dispensers, etc.
6. Home and Office Equipment: DVD and CD players, tablets, faxes, phones, dictation equipment, TV's, three-in-one printer/copier/scanners, etc. It helps if a student's home is equipped with the basic home and office supplies.

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7. Sectarian / Religious Service Community Partners or Materials: While some of our approved Community Partners may carry items that are religious in nature, such items cannot be ordered. (However, educational materials that survey a variety of world religions or viewpoints may be acceptable based on the academic plan at the discretion of the director.)
 8. Food
 9. Personal Hygiene Items
 10. Kitchen Equipment
 11. Yard Equipment
 12. Special Education Services
 13. Community Partners fees related to anything other than instruction: No fees unrelated to direct instruction will be allowed including registration fees.
 14. Materials or services that may expose the student or Elite Educator to potential danger or serious injury are not permitted.
 15. Dissection Tools and Science Kits (such as Chemistry) must be age appropriate.
 16. Large or Heavy Items: Limited to those items which the staff can reasonably transport and house.
 17. Inappropriate materials and/or services: Subject to review by the Elite Academic Academy Director.
 18. Amusement Park Memberships are not appropriate for the use of Educational Funds.
 19. Funds usage for events and activities outside the state of California (ie. while traveling) will be denied without Director Approval.

This list is not all-inclusive. Elite Academic Academy reserves the right to refuse selections that are deemed inappropriate. Contact your Elite Educator if you have questions or concerns.

Educational Funding Allocations

The amount of funding allocated to each student's academic plan is based on the academic calendar. Educational Fund allotments vary depending upon the student's enrollment date.

The amount of funding is subject to change dependant upon state budget.

TK-8th Funding Allocation

TK-8th grade students enrolled **prior to September 4, 2023**, receive the full funding amount of \$2950* (TK-8th) in two distributions for the academic year.

- 1st Distribution Date: 8/1/2023, Amount \$1475* (TK-8th)
- 2nd Distribution Date: 1/2/2024, Amount \$1475* (TK-8th)

Students enrolled **after September 4, 2023**, receive the funding amounts for the academic year in the following allocation(s) based on their enrollment month.

TK-8th Grade Funding Schedule

	August (or Earlier) Enrollment	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
August	1475							
September	(after the 4 th)	1190						
October			905					
November				620				
December					335			
January	1475	1475	1475	1475	1475	1475		
February							1190	
March								905
TOTAL	2950	2665	2380	2095	1810	1475	1190	905

9th-12th Funding Allocation

Students enrolled **prior to September 4, 2023**, will receive the full funding amount of \$3300*(9th-12th) in two distributions for the academic year.

- 1st Distribution Date: 8-1-2023, Amount \$1650* (9th-12th)
- 2nd Distribution Date: 1-2-2024, Amount \$1650* (9th-12th)

Students enrolled **after September 4, 2023**, will receive the funding amounts for the academic year in the following allocation(s) based on their enrollment month.

9th-12th Grade Funding Schedule

	August (or Earlier) Enrollment	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
August	1650							
September	(after the 4 th)	1330						
October			1010					
November				690				
December					370			
January	1650	1650	1650	1650	1650	1650		
February							1330	
March								1010
TOTAL	3300	2980	2660	2340	2020	1650	1330	1010

Educational Funds Ordering Deadline

The deadline to place orders for the 2023-2024 academic school year is Friday, April 5th, 2024. Elite Educators will request order submissions prior to this date to ensure time for processing. It is the responsibility of the family to send order information in a timely manner to their Elite Educator. Orders will not be processed after this date. There is the potential for orders to be canceled during the school year because items become unavailable. If you wait to place orders at the deadline, it is possible that all items will not be available, and you will lose your ability to place another order.

Additional Materials Ordering Information

1. PE Equipment: Educational funds may not be used for consumable PE-related items, which cannot be repurposed or subsequently used by another student (clothing, footwear, etc.) Basic sporting items such as a jump rope, a basketball, or a soccer ball would be acceptable. Maximum of \$250 for athletic equipment.
2. Materials that create an “end product” (consumable): A maximum of \$250 per student per year can be spent on supplies that have an “end product.” These supplies include science kits, history/social studies kits, scrapbooking, fabric, crocheting materials, knitting materials, construction paper, paint, glue, art pencils, crayons, cardstock, and all other art materials.
3. Instructional Games and Kits (non-consumable): A maximum of \$150 per student with a maximum of \$300 per family.

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4. Microscope: Up to \$250 in Educational funds may be used to order one (1) microscope per family per academic year if there is not one available.
 5. Musical Instruments: Up to \$250 in educational funds may be used per family for musical instruments and any peripheral items necessary for the basic use of the item. Any type of registration fee for music-related events, competitions, and/or performances are not allowed. Instruments are non-consumable material items and are the property of Elite Academic Academy. Any kind of deposits needed to rent musical instruments are not allowed as they would be the responsibility of parents/legal guardians. Parents/legal guardians are financially responsible for the care and maintenance of the musical items. Instruments must be returned when they are no longer part of the student's academic plan.
 6. Supplies: Two printer cartridges and 6 reams of paper are allowed per family per year.
 7. Technology: Students may request a Chromebook for \$225 in Educational Funds. Students who qualify for Free/Reduced lunch and do not have home internet access may instead request a Chromebook with LTE access for \$350 in Educational Funds. LTE access is limited to TMobile's service area and may not be accessible for every student. Families can also apply for discounted internet through <https://www.everyoneon.org/>. All issued devices are to be used for academic purposes only, and as such, will have internet filters and limited functionality. Issued devices are the property of Elite Academic Academy and must be returned in working order when unenrolling from the school, or as requested by the Technology Department for upgrades and servicing. Repair costs resulting from misuse will be charged to Educational Funds.
 8. Online Classes: Online classes are acceptable uses of funds. Examples are Strongmind, Rosetta Stone, Raz-Kids, Time for Learning, BYU Online, Brave Writer, ALEKS, Art of Problem Solving, Well Trained Mind Academy, Online G3, Accelerate Ed, Edmentum, and other approved Community Partners.
 9. Educational Activities: Educational Funds can be used for any Elite Academic Academy-sponsored events (educational activities).
 10. Tutoring: Approved tutors or tutoring agencies for core curriculum improvement.
 11. Gym Memberships for 12 years old and up - waiver must be signed.

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12. Other memberships will be evaluated by the Program Director on a case-by-case basis and must meet Common Core standards.

Parent/Guardian Reimbursement Procedure

Students must be making satisfactory academic progress in core classes and must have the curriculum purchased prior to requesting reimbursements. Parent/Guardian must submit a Pre-Approval request for all services provided by Enrichment Providers not found on EAA's Community Partner list. **See Elite Academic Academy's website for EAA's approved community partner list!**

Pre-approval requests must be reviewed and approved by the Teacher of Record and Academy Director prior to enrolling and/or paying for services. Pre-Approval requests will be denied if materials or enrichment activities are requested from an approved Elite Community Partner. Please contact your TOR in order to use an approved Elite Community Partner.

Reimbursement requests must be submitted within 30 days after services have been completed or educational materials have been purchased. There are organizations and items that are not eligible for reimbursement, so it is very important that pre-approval is given BEFORE attending a class or purchasing items. Please refer back to the appropriate pages of this handbook or reach out to the reimbursement team at reimbursement@eliteacademic.com for more information.

NEW UPDATES 2023-24

1. Elite Academic Academy will not reimburse for outside tutoring service. Please utilize the Elite Approved Community Partners for tutoring services. If your tutoring services provider is not an Elite Approved Community Partner, please contact your TOR to learn how to invite them to apply.
2. Elite Academic Academy will not reimburse for courses that can be taken for free at a local Community College. Please contact your TOR for more information.
3. Elite Academic Academy will not reimburse for educational materials or enrichment activities that can be obtained through an Elite Approved Community Partner.

Elite Academic Academy uses a TWO-step Reimbursement Process. Step ONE is **PRE-APPROVAL**; Step TWO is **REIMBURSEMENT**.

STEP 1: Pre-Approval Process for Enrichment Experience and Educational Materials

1. At least 10 business days prior to enrollment of any enrichment activity or purchase of educational material, parents/guardians must complete and submit the **“PowerForm Signer Information and the Pre-Approval DocuSign Form”** which is located on the Student/Parent Portal page of the Elite Academic Academy website (<https://www.eliteacademic.com/student-parent-portal/>).
2. Upon receipt of the Pre-Approval DocuSign Form, a Community Relations Clerk (CR clerk) will review and add Pre-Approval request number.
3. The student’s Teacher of Record/Elite Educator will verify the following: (1) sufficient educational funds are available, and (2) the enrichment activity or the educational materials aligns with CA State Standards. Once verified, the Elite Educator will generate a purchase order in OPS to deduct the amount from the student’s educational funds, and complete the DocuSign form. The Academy Director, or designee, will then review and approve or deny the request. Afterwards, all signers and the Reimbursement Team will receive a final PDF copy of the Pre-approval DocuSign.
4. Once you receive the completed PDF, please verify the purchase order number, the amount allocated, and any details noted by your TOR or Academy Director. If the pre-approval is denied, please contact your TOR for more information.

***Do not enroll in or register for enrichment activities or purchase educational materials until you have received the approved Pre-Approval DocuSign form. ***

Step 2: Reimbursement Process for Enrichment Activities and Educational Material

1. Within 30 calendar days after the student completes the pre-approved enrichment activity or purchase of educational material, the parents/guardians will complete and submit the **“PowerForm Signer Information and the Pre-Approval DocuSign Form”** located on the Parent Portal page of the Elite Academic Academy website (<https://www.eliteacademic.com/student-parent-portal/>). Please have the Pre-Approval number and completed form handy for reference. Reimbursement

requests not submitted within this timeframe will require special approval by the Academy Director and CEO and may be denied.

2. Parents/Guardians must attach copies of the original receipts or proof of payment to the DocuSign for processing for either educational materials or enrichment activities. Additionally, for enrichment activities, parent/guardian must certify that the student was not dropped off or left alone with an unapproved enrichment provider or their staff at any time during the enrichment activity.
3. Upon receipt of the Reimbursement DocuSign Form, a Community Relations Clerk (CR clerk) will review and add a Reimbursement request number.
4. When the Reimbursement Team receives the completed DocuSign Form with copies of the original receipts or proof of payment, they will review and upload the invoice for payment. Please remember all non-consumable items must be returned to the school at the end of each academic school year unless the materials will be used for future coursework at Elite Academic Academy.

In addition:

1. Parents/Guardians must contact their Elite Educator prior to registration in the class to check on the availability of funds and ensure academic alignment.
2. Parents need approval in writing that the class is aligned with the students' academic program and they are eligible for reimbursement.
3. Elite Educators must include a description of the class/course and how it aligns with the standards.
4. Parents are reimbursed only after completion of the class(es).
5. Reimbursements are only applicable to pre-approved Enrichment Providers that are not on the EAA's approved list.
6. Reimbursements MUST be submitted no later than 30 days after the service is provided or good is received. Late reimbursements are subject to denial.

NOTE: Failure to follow this process may result in reimbursements being denied by Elite Academic Academy.

All reimbursement requests must be submitted four weeks prior to the last day of the school year.

Elite Academic Academy reserves the right to deny any reimbursement request.

Please direct any questions regarding the reimbursement process to the student's Teacher of Record/Elite Educator. You may also send an email to reimbursements@eliteacademic.com or call (866) 354-8302 ext. 704.

Community Partners

A Community Partner at Elite Academic Academy (EAA) is an independent contractor. They collaborate with EAA to supply materials and services to EAA students using the students' educational funds.

If you wish to add new Community Partners to EAA's approved list, you must provide the Community Partner's name, phone number, email address, website, and category to an Elite Educator. These prospective partners must undergo our selection process to qualify for serving EAA students.

Our goal is to offer a diverse array of curricula to customize each student's educational experience. EAA reserves the right to decline a partnership that fails to meet Elite's guidelines.

EAA collaborates with numerous Community Partners to reinforce our educational approach. Students are permitted to participate in in-person partner classes up to two days per week only. Community Partners, as private entities, complement a comprehensive independent study journey by providing enrichment opportunities, while EAA delivers the core curriculum.

Please note, EAA will not endorse a Community Partner that presents itself as, acts like, or claims to be a school.

Community Partners at Elite Academic Academy must ensure that all new employees or contractors (hired after the partner's approval) undergo a Department of Justice (DOJ) Live Scan clearance before interacting directly with students.

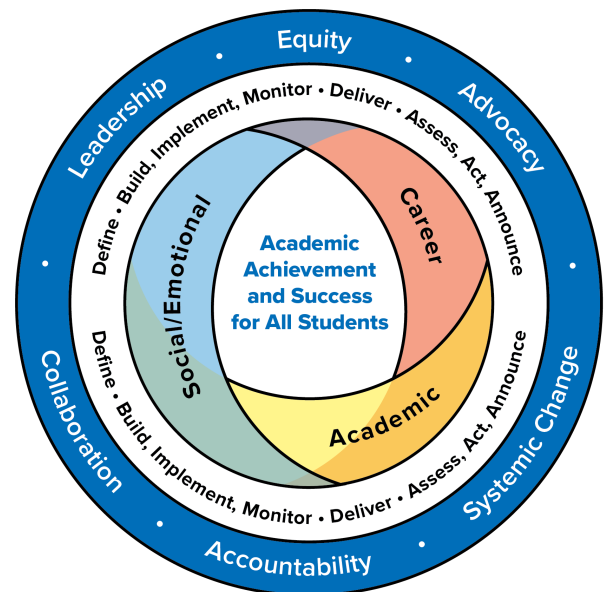
Community Partners are required to supply Elite with an updated certification, according to the Employer Fingerprinting Clearance Form, for each new employee or contractor who will be interacting with students. They must also consistently monitor the status of all their employees or contractors to confirm that any certification given to Elite remains valid and precise.

Student Support Services

The Student Support Services Team fosters positive relationships among educators and students through social-emotional learning, academic interventions and support, college and career readiness plans, and collaborative problem solving to ensure every student thrives - all in one team. We are responsible for the “whole child” and provide support to ensure the success of all students.

School Counselors

Our Elite Academic Academy (EAA) School Counselors are available to support students with their academic, college, career, and social/emotional needs. Our counselors work collaboratively with students, parents, Elite Educators, and the Student Support Services team to advocate for and empower students and to ensure that the best decisions are being made for each student and their individualized education plan. Working alongside students and staff, our counselors ensure all Elite students are college ready by helping choose appropriate courses to meet A-G and NCAA eligibility as appropriate. Our School Counselors are also Dual Enrollment coordinators and can assist students interested in taking community college classes.



Our school counselors provide short-term individual counseling, group counseling, resource linkage for families, schoolwide psychoeducation and training, parent/guardian support and information, and crisis interventions. Short-term counseling can address emotional, social, or developmental needs the student has that present an obstacle to students’ academic success. Students in need of longer-term or more intensive emotional support will be referred to CareSolace; Elite partners with CareSolace in order to connect families to access mental health care outside of school. Our school counselors also serve as our Crisis Response Team Leads, Suicide Prevention Liasons, and McKinney-Vento Liasons.

Individual Counseling – Missed Meeting Policy

If a student is receiving individual counseling services and they miss/“no show” two consecutive meetings, their counseling sessions will be terminated. The student may be placed on a waiting list for future individual counseling services. This does not apply to students who qualify for special education services and receive ERMHS (Educationally Related Mental Health Services) counseling. The length of ERMHS counseling is determined by the student’s IEP and ERMHS assessment.

Learning Lab Support Team

Learning labs provide a safe, positive and supportive environment where students who are missing foundational skills can join a small group of their peers and practice skills with the guidance of a highly-qualified academic coach. Learning labs are designed to be engaging and intentionally use strategies to increase students' growth mindset and build academic confidence. Students meet with their coach via Zoom for 1 hour a week for a period of at least 10 weeks. Each session will target a specific English or math skill.

How Do Students Qualify

Students must be nominated by their teacher. Priority is given to previous year Learning Lab students who did not perform at grade level on End-of-Year diagnostic or CAASPP assessment in either math or ELA and new students who perform 2 or more grade levels below in math or ELA on their diagnostic and are not responding to Tier 1 supports.

How are Groups formed

Students will be grouped by grade and then by skill level. Student overall performance on the diagnostic plus Teacher and Lab Coach recommendation will help determine grouping.

How Will Success be Measured and Communicated

Teachers and parents will receive weekly notes detailing what was covered. We encourage consistent communication with the Learning Lab coaches. Learning Lab Coaches will track student progress and note areas of strengths and needs. Exit tickets or other forms of

benchmark assessments or progress monitoring tools will be used to provide parents, teachers and students with progress reports.

English Language Learners (EL) Support

Elite Academic Academy (EAA) will translate documents for families, as required by law. Documents including English Language Proficiency Assessment for California (ELPAC) testing correspondence and reclassification materials will be translated as needed.

A Home Language Survey is sent home prior to the beginning of the school year, which targets students whose primary language at home is a language other than English. Those whose primary language is other than English will be classified as a To Be Determined (TBD) English Learner (EL).

The process for English Learners is as follows:

1. Newly identified (TBD) English Learners are tested at the beginning of each school year or within 30 days of enrollment using the Initial English Language Proficiency Assessment for California (ELPAC).
2. Previously identified EL students take the Summative English Language Proficiency Assessment for California in Spring
3. After the State ELPAC scores are released, parents are notified of the results within 30 days.
4. EL students who do not accelerate one level per year on the ELPAC, or a similar benchmark, will be monitored and offered extra targeted support services.
5. All EL students are supported by Highly-Qualified Credentialed teachers who provide students with multiple opportunities to demonstrate mastery on assessments and writing assignments
6. EL supports systems are embedded within the curriculum
7. 6th-12th grade students are offered our Foundation course which is designed to support English language development. Those with an ELPAC score of 1 are offered the Newcomers level and those with a score of 2-4 are offered the basic course.
8. EL students are also given priority when determining Tier 2 tutoring support.

All EAA students who are classified as English Language Learners are supported by Highly-Qualified Credentialed teachers. EL students are accommodated within the curriculum by providing multiple opportunities to demonstrate mastery on all assessments, including writing assignments and also have EL support systems embedded within the curriculum and other various resources for reading, writing, and language support.

Student Support Team (SST) Process

Elite Educators, counselors, and administration will ensure that student success is one of our top priorities. If a student is not making academic progress, Elite Educators will put together an SST plan to help ensure student success. The Student Support Services team will oversee this process and ensure students' needs are being met. This could include additional meetings or outside tutoring.

Students identified for SST support may have one or more of the following:

1. Student is currently failing two (2) or more courses.
2. Student has more than two (2) failing grades on record within an academic year.
3. Student is not complying with Elite Academic Academy's attendance policies.
4. Student has not attempted or complied with the "SST Plan" designed by the Elite staff for support.

The initial SST meeting is when the team gets to know the student and their parents. The team discusses the students strengths and areas where they may be struggling. During the SST meetings an action plan is set in place which are goals that are agreed upon and followed by the student, families and teachers. The parent is required to attend the meetings and follow the action plans that are agreed upon during the meetings. The team determines how often mandatory follow up meetings will occur. Follow up SST meetings are important to discuss what is working and establish new action plans if necessary. These meetings are meant to be a level of accountability and support for teachers, students and families to help students find success in school. If, after the intervention, insufficient progress continues, the team will discuss additional interventions to include possible teacher, academy or school change.

Special Education and 504 Services

Elite Academic Academy adheres to all laws regarding special education including the California Education Code; the Individuals with Disabilities Education Act (IDEA); Section 504 of the Rehabilitation Act; and the Americans with Disabilities Act (ADA).

As a public school, Elite Academic Academy provides eligible students with disabilities a free appropriate public education (FAPE) through the provision of special education and/or related services, depending on their disability and level of need, under an Individualized Education Program or a Section 504 Plan.

Contact Elite Academic Academy's Special Education Coordinator for more information on Elite Academic Academy's policies and procedures related to the identification, evaluation, placement, and provision of FAPE to students with disabilities.

Child Find

Elite Academic Academy ensures that all children with disabilities within its jurisdiction, including children with disabilities, who are homeless, or wards of the state, regardless of the severity of their disability, and who are in need of special education and related services are identified, located, evaluated, and given proper special services provided by the school. If you suspect your child has a disability, please contact the Elite school counselor for further steps.

Elite Academies

Flex Academy

Students in TK-8th grades enrolled in the Elite Flex Academy (EFA) enjoy a flexible and creative environment in which students and parents can customize their learning and prepare themselves for the future. Flex Academy provides structured flexibility with intensive support. Flex students enjoy weekly virtual instructional meetings with their Elite Educator and individualized pacing guides to support them with their daily activities. The EFA is a blend of both virtual and offline independent study programs for students who need more hands-on support from credentialed teachers to ensure success in school. Students may choose to participate in core and enrichment classes and meet with their California Credentialed Elite Educator at a mutually agreed upon public location or virtually. Our dedicated staff know and understand student needs and may interact with their students as much as three times a week in this independent-study model. EFA educators are available to encourage, support, and guide Elite students and parents on their flexible education journey.

Parent's Role

Parent support is vital in ensuring student success. The role of a parent at Elite Flex Academy is the following:

1. Provide all required documentation for enrollment.
2. Attend SST, IEP, or 504 meetings if applicable.
3. Make sure students are working daily on their coursework.
 - a. Review/teach daily lessons with students.
 - b. Support students with completing daily lessons/assignments in all subjects.
 - c. Upload/turn in student work daily/weekly.
4. Have students attend and complete all mandated school and state assessments.
5. Update Elite Educators on current phone numbers, emails, and addresses.
6. Communicate regularly with their Elite Educators and return emails and/or phone messages within a 24-hour time period.

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7. Make sure students are touching base with their Elite Educators at least two times a week.
 8. Support students in attending their required weekly instructional meetings.
 9. Create a learning environment that will support the student in making progress and finding success in the Elite Flex program.

Elite Educator's Role

The Elite Educator is the student's primary contact for educational needs. The Elite Educator will:

1. Assist students in creating a comprehensive academic plan and oversee progress towards that plan.
2. Choose an appropriate curriculum for each individual student.
3. Suggest various resources to help meet a student's needs or learning style.
4. Document student learning and assess student progress in all coursework.
5. Proctor all state and internal diagnostics/assessments.
6. Order and deliver curriculum or other instructional resources in a timely manner.
7. Provide information to parent/legal guardian concerning Elite Flex Academy, Community Partner options, testing, field trips, and other special events throughout the school year.
8. Provide information related to Elite Flex Academy policies and procedures.
9. Communicate with the student weekly, meet weekly to ensure academic success, and provide weekly tutoring if needed.
10. Meet with the parent/legal guardian at least once every 30 school days for an academic consultation to verify attendance and ensure that progress has been made based on the established educational plan.
11. Provide report cards at the end of every semester.

Missed Meeting

It is the responsibility of the parent/legal guardian to ensure the student attends required weekly meetings as scheduled with the Elite Educator and/or Flex support/instructional teacher. If the student misses a meeting with their Elite Educator, the

student will have an opportunity to attend a makeup meeting as designated by the Elite Educator. Failure to attend scheduled or rescheduled meetings on a regular basis will jeopardize your child's enrollment and could ultimately result in being withdrawn from Elite Flex Academy. Parents are also responsible to bring their child(ren) to scheduled tutoring sessions and support sessions as required by the Elite Educator and ensuring their student communicates weekly with their Elite Educator.

Curriculum

EFA offers a variety of curricula. The Elite Educator and student work together to determine the most appropriate curriculum choice to ensure school success. Depending on the student's grade, curriculum options may be online, blended (online and offline), or offline. . Many options are available to make the school experience fun and engaging. Students can participate in novel studies and literature discussions. Students can also participate in hands-on enrichment classes like yoga, music classes, theatre classes, book clubs, art appreciation, current events, career exploration, and physical fitness like golf, cross training and Jiu Jitsu. These offerings may vary by Community Partner center location.

Academic Areas of Study

TK-8th students will be given a schedule/pacing guide that includes activities or assignments that cover all five academic areas.

The five (5) academic areas are:

- English/Language Arts (Reading / Grammar / Writing / Vocabulary)
- Mathematics
- Science
- History / Social Studies / Geography
- Physical Education

Students in TK-8th grade are able to choose between offline, online, or a combination of offline and online curricula. They are given a pacing guide to support them in organizing and creating their school work routines. They are required to complete work daily and submit work weekly to their Elite Educator. TK-3rd grade students are required to interact

with their Elite educator at least once a week and attend instructional sessions at least twice a week. Instructional sessions can be with their Elite Educator, or another Flex Elite Educator. 4th-8th grade students are required to interact with their Elite educator at least once a week and attend instructional sessions at least four times a week. Instructional sessions can be with their Elite Educator, or another Flex Elite Educator. All Flex students are encouraged to participate in group conversations, virtual webinars, field trips, and workshops. All students are required to complete work daily and submit completed work daily or weekly.

Flex Acceleration Tools/Supports

It is recommended that all TK-2nd grade students use Math and Reading supplemental supports. They can choose from Raz Kids, Fast ForWord, Freckle ELA/Math, Lexia, and/or i-Ready online supplemental support programs. Offline resources are available upon request.

All 3-8 students are required to use Fast ForWord, i-Ready, Lexia, and/or Freckle ELA/Math online supplemental supports if they are below grade level in Reading and/or Math. It is recommended that students use at least 1 of these programs for acceleration if they are at or above grade level in reading and/or Math.

Acceleration: All Flex students are required to receive acceleration support for at least one hour a week if they are struggling or are not making adequate progress in their core classes (English, Math, Science, and/or History). Students will be asked to use educational funds for tutoring before they can use it on other enrichment if they are not making adequate progress in their core classes.

Easy Breezy Math

Easy Breezy Math sessions are held at least twice a week. These sessions are designed to support students in fundamental Math skills such as addition, subtraction, multiplication, division, fractions, integers, expressions, proportions and more. Students are required to attend Easy Breezy Math sessions unless their Elite Educator excuses them from these sessions.

Literacy Cohorts

Literacy Cohort sessions are held twice a week. These sessions are designed to support students in foundational literacy skills such as phonics, vocabulary, sight words, and writing. Kinder and 1st grade students are invited to attend these sessions. If invited to a Literacy Cohort, students are required to attend unless their Elite Educator excuses them from these sessions.

Novel Study Discussions

Novel Study discussions are held once a week for students in 2nd-8th grade. Novel Study discussions are designed to support students with developing grade level vocabulary and literary skills and strategies. The novel and discussion topics relate to a student's grade level Language Arts class. Students are required to attend Novel Study discussions unless their Elite Educator excuses them from these sessions.

TK-5 Instructional POD sessions

TK-5 Instructional POD sessions are required for all TK-5th grade students. Students meet at least twice a week in their learning pod and receive instruction and support from a Flex educator in Language Arts and Math. In addition to attending these sessions, students must meet at least once a week with their Elite Educator.

Middle School Content Support Sessions

Middle school content support sessions are required for all 6th-8th grade students. Students meet once a day (Monday-Thursday) with a content support teacher and receive instruction in English, Math, Science and Social Studies. In addition to attending these sessions, students must meet at least once a week with their Elite Educator.

Study Hall

Study Hall sessions provide students with the opportunity to complete school work with other students. A Flex educator facilitates study hall sessions and is available to support

students with content tutoring and answering questions. If invited to a study hall session, students are required to attend unless their Elite Educator excuses them from these sessions.

FLEXperience

FLEXperience is about students experiencing what they are learning through doing. Students research relevant problems, engage in discussions with content experts and peers, and participate in hands-on projects. The experiences lead to enriched learning, a deeper understanding of the concepts, and an increased ability to solve real life problems.

FLEXperience collaborative problem solving challenges are embedded into Science and/or Social studies courses. Students receive credit for participation in these challenges. Students also have the opportunity to participate in in-person FLEXperience challenges.

Homeschool Academy

Elite Homeschool Academy (EHA) is for students and families who love the flexibility of learning from their own home, prioritize much choice in curriculum, and parents who are comfortable taking an active role in direct instruction at home. Parents work in conjunction with Elite Educators in this model. Every student benefits from the expertise and support of a California Credentialed Elite Educator.

Parent's Role

Parent support is vital in ensuring student success. The role of a parent, as the primary provider of instruction to the student at Elite Homeschool Academy, is as follows:

1. Provide all required documentation for enrollment.
2. Attend IEP or 504 meetings, if applicable.
3. Select curriculum, plan and implement daily lessons with the support and guidance of an Elite Educator. The Elite Educator will assist in curriculum selection, and/or creating lesson plans, and daily schedules.
4. Provide academic instruction daily in at least two or more subjects, in accordance with Independent Study Policy (see 'Attendance' section below)
 - a. TK/Kindergarten - 3.5 hours of core instruction per day which includes physical education, music, and art
 - b. 1st -3rd Grade - 4.8 hours of core instruction per day which includes physical education, music, and art
 - c. 4th-8th grade - 5.2 hours per day of core instruction which includes physical education, music, art, or foreign language
 - d. 9th-12th grade - 6.2 hours per day of core instruction which includes all high school classes
5. Have students attend and complete all mandated school assessments, plans of intervention, tutoring sessions, synchronous sessions, and teacher meetings.
6. Communicate regularly with their Elite Educators and return emails and/or phone messages within a 24-hour period. Failure to communicate and submit school work to ensure learning is happening with Elite Staff in a timely manner will result in an

evaluation meeting to determine if a student needs an academy/teacher change or should be exited from the program. Access to a computer and email is vital.

7. Touch base with their Elite Educator minimum once per week and meet in person if required.
8. Sign all necessary documentation in a timely manner (Master Agreements, Learning Logs, etc.)
9. Submit proof of learning through student work weekly to their Elite Educator.
 - a. Parents/Students submit work from each core subject each week to their Elite Educator in accordance with their educational plan. Failure to submit work will impact student attendance and Elite's ability to verify student progress and learning. A required Homeschool Administration Meeting will be set-up to determine if a student needs an academy/teacher change or should be exited from the program.
10. Be prepared and meet with their Elite Educator at least once approximately every 20-35 school days for an Academic Consultation (ie. Learning Period Meeting). Meetings are approximately 45 minutes – 60 minutes per student. At the Learning Period Meeting, the parents should be prepared to do the following:
 - a. Have each student prepared to discuss all of the learning that occurred over the learning period.
 - b. Arrive on time to scheduled meetings with all necessary materials.
 - c. Provide a comprehensive review, summary, and reporting of student work that was done.
 - d. Provide parent-reviewed assignments, assessments, and writings that were completed during the learning period.
 - e. Bring in the whole body of work that was completed during the learning period to the meeting. Be prepared for the Elite Educator to look over the work and to pick one sample from the body of work that will be put in the student/s portfolio.

Learning Period Meetings are required. Students/Parents who missed their meeting with their Elite Educator will have an opportunity to attend a makeup meeting as designated by the Elite Educator. Failure to attend scheduled or rescheduled meetings will result in a required Homeschool Administration Meeting to determine

if a student needs an academy/teacher change or should be exited from the program.

11. Attend required Elite Homeschool Trainings. New incoming parents to Elite Homeschool Academy are required to attend at least one offered training session per semester.
12. Submit Reimbursement Pre-Approval and Reimbursement Ticket Submissions for Non-Approved Elite vendors in a timely manner.

Homeschool Elite Educator's Role

The Elite Educator is the parent's/legal guardian's primary contact for the student's educational needs. The Homeschool Elite Educator will:

1. Assist parent/legal guardian in creating a comprehensive academic plan and oversee progress towards that plan.
2. Offer guidance with respect to curricular choices and suggest various resources to help meet a student's needs or learning style.
3. Document student learning, and assess progress at each of the learning periods in the academic year in five (5) academic areas: English/Language Arts, Math, Science, History/Social Studies, and Physical Education.
4. Keep students engaged with weekly meetings/check-ins, and provide academic support/tutoring as needed to ensure success.
5. Proctor all state and local assessments.
6. Order and deliver curriculum or other instructional resources in a timely manner.
7. Works with parents to ensure students have proper tools to engage in curriculum daily (wifi, computer, supplemental materials).
8. Connects students with VAPA or Athletics Leads, identifies struggling students, and provides and oversees progress in tutoring or other necessary resources (Lexia, Fast Forward, ALEKS, i-Ready, etc).

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9. Provide assistance or training as needed for families regarding educational online resources offered by the school.
 10. Provide information to parent/legal guardians concerning Elite Academic Academy Community Partner options, testing, field trips, and other special events throughout the school year.
 11. Provide information related to Elite Academic Academy policies and procedures.
 12. Meet with the parent/legal guardian and student at least once every 35 school days for an academic consultation to verify attendance, collect portfolio samples and ensure that progress has been made based on the established educational plan.
 13. Keep a running record of available educational funds and ensure funds are used for acceptable educational enrichment after core curriculum needs are fulfilled.
 14. Elite Educator will approve and process reimbursements for approved materials as well as outside services. All reimbursements must be approved by the Elite Educator as well as the Virtual Director and will only be approved if academic progress is being made.
 15. Elite Educator will provide synchronous Instruction for students. Based on each student's grade level, Elite Educators will offer opportunities for synchronous instruction and/or daily live interaction.
 - a. Grades TK-3: Daily Synchronous Instruction
 - b. Grades 4-8: Weekly Synchronous Instruction, Daily Live Interaction
 - c. Grades 9-12: Weekly Synchronous Instruction

Learning Period Meetings

The purpose of the Learning Period Meeting is to meet with the student and parent/legal guardian to document the learning that has taken place during the prior attendance period and to determine whether or not progress has been made based on the educational plan that was established for the learning period. Meetings are approximately 45 minutes – 60

minutes per student. There will be seven academic consultations during the school year. At this meeting, the Elite Educator will:

1. Review with you and your student(s) the whole body of work, and learning that has occurred, discuss how the learning has occurred, and consider how the learning was assessed or evaluated.
2. The Elite Educator assesses the student's academic progress in each learning area through discussion and review of completed work.
3. Review the work produced by each student (chat with your child and listen to all they have learned) and use the work produced to verify attendance.
4. Determine if sufficient work has been completed for the learning period - if not, attendance will be docked, and tutoring might be required to catch up on missed work. This will be determined by your Elite Educator. If insufficient work is done, additional tutoring will be required (by Elite Educator once per week) and additional tutor-paid out of educational funds if needed. Educational funds for enrichment activities will not be provided if insufficient work is done. More than 10% of absences in a 4-week period may require a meeting with the Director to discuss if homeschooling is an appropriate placement and steps toward academic success.
5. Collect portfolio samples for each learning period-one to two samples per subject: language arts (includes reading comprehension, writing, vocabulary, grammar, and spelling), math, science, social studies (includes history and geography), and one physical education log with a written summary.
6. Assess progress by reviewing graded student work, assessments, and learning activities and confirm attendance by work samples.
7. Take notes to complete the student's assignment and work record, which officially documents the student's educational progress in each academic area.
8. The Elite Educator may also request the parent/legal guardian email an outline of what was done on a daily basis prior to the academic consultation meeting.
9. Document Community Partner services and discuss reimbursements for unapproved Community Partners if sufficient academic progress is being made and give written approval.
10. Assist the parent/legal guardian in establishing academic goals, the pace of learning, or methods of instruction for the upcoming learning period(s).

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11. Administer various local assessments and assist in setting additional academic goals for student progress based on the assessment results. Academic consultations can be a time when local assessments are proctored.
 12. Discuss and review grades for each learning period, report cards, and final assessment grades.

These meetings provide time for the parent/legal guardian to ask for and receive support in areas such as curriculum selection, teaching strategies, pacing, and educational methodology. The student will have time to discuss the various assignments and the Elite Educator will discuss/evaluate student learning/progress. This can occur through games, discussions, and presentations made by the student. Have your student be prepared to share what they have learned. Bring pictures, books, and summaries of experiments done. During the academic consultation, the Elite Educator will continue to monitor progress made toward the academic plan. The Elite Educator may also initiate various types of informal assessments to help guide the instruction as well as mandate more frequent meeting requirements.

Elite Educators are available to answer any general questions about the school. If he/she is unable to answer a specific question, the Elite Educator will research the answer and respond.

Learning Period Meetings are required. Students/Parents who missed their meeting with their Elite Educator will have an opportunity to attend a makeup meeting as designated by the Elite Educator. Failure to attend scheduled or rescheduled meetings will result in a required Homeschool Administration Meeting to determine if a student needs an academy/teacher change or should be exited from the program

Student Academic Portfolios

Elite Academic Academy must comply with independent study regulations, which require work samples to be submitted to the Elite Educator for each student. Portfolio samples will be collected by Elite Educators at each Academic Consultation. The portfolio samples can be returned at the end of the year if requested, otherwise, they will not be returned.

Items required in a student's portfolio: One to two samples from each core academic area at each meeting. Samples can be the following:

1. Original written work samples
2. Photographs of projects with a written description of the activity (Dictation is permitted for TK – 2nd-grade children if they do not know how to write or are just beginning to learn how to express their thoughts in writing; otherwise the student should be the one who is composing and submitting a writing sample to accompany the picture)
3. Proof of projects, performances, etc.
4. All samples must have something written or drawn by the student.

Guidelines for Portfolio Submissions:

1. Student name must be on each sample.
2. All samples should be clean and presentable. Portfolio samples should represent a student's best work.
3. Samples need to be indicative of each student's level of academic ability.
4. For photograph samples, the portfolio sample photo must include a student written (or dictated by for K-2) description of what was learned.
5. Portfolio sample submissions must be reviewed by the parent/legal guardian.

Activity-based learning logs are acceptable for portfolio samples (i.e. PE logs, Music Logs) if they include a short, hand-written summary of what was learned or practiced in the student's writing.

Transitional Kindergarten

Transitional Kindergarten (TK): Students must turn 5 between September 2-February 2. Kindergarten age-eligible students are allowed to choose TK if their 5th birthday is between June 1st-September 1st; however, they must sign the Kindergarten Continuance Form verifying that the parent/guardian agrees to have his/her child continue in kindergarten for one additional year. Students may not be promoted from TK to 1st grade.

Kindergarten: Students must turn 5 on or before September 1.

Kindergarten-Eighth Grade Academic Areas of Study

It is important when planning your child's learning to include activities or assignments that cover all five academic areas.

The five (5) academic areas are:

- English/Language Arts (Reading / Grammar / Writing / Vocabulary)
- Mathematics
- Science
- History / Social Studies / Geography
- Physical Education

High School Coursework

Homeschooling differs from independent study programs (ie. Flex Learning, Virtual Academy) due to the high level of parent/guardian involvement. To participate in this program effectively, students should have resources available within the home that provide them the tools to be successful in learning.

Students enrolled in Elite Academic Academy Home High School must meet with their Elite Educator weekly in addition to the academic consultation meetings. This is to ensure that adequate progress is being made and to help the student develop good learning habits. The Elite Educator will help set daily and weekly goals. The nature of Elite Academic Academy's Home High School program is to provide students with flexible learning opportunities within their communities. While the Elite Educator works with the parent/guardian to create an academic learning plan, it is the responsibility of the parent/guardian to ensure that the student is receiving adequate instruction and meeting his/her learning objectives.

The school counselor will work with families and their Elite Educator to develop a four-year plan based on the student's post-secondary goals and interests, and follow California State guidelines.

High school credit can be earned by taking courses online, with books, or at a community college as approved by School Counselor. Parents will be provided a syllabus and your Elite Educator will pace out the assignments at the required weekly meetings.

Students wishing to take community college courses must be in good academic standing, and require prior written approval from the Elite Academic Academy counselor. Official transcripts must be submitted to Elite Academic Academy in order to receive credit.

Online Courses

Online courses through specific Community Partners are available for students. Elite Virtual Academy, Strongmind, BYU, UC Scout, and Williamsburg are a few of the many options. These may include A-G approved courses, core courses, and electives. Students must understand the responsibilities of taking online courses, including regular communication with the Elite Educator as well as the online instructor to ensure completing coursework in a timely manner. Online courses must all be paid for from Educational Funds.

Custom Courses

Custom courses are permissible as approved by the Elite Educator and Homeschool Director. Please use the Custom Course Form in order to apply for a newly created course. Custom courses must meet California state standard requirements.

Virtual Academy

Elite Virtual Academy is a 100% online program for students in grades 6-12 (middle school and high school) who are independent, motivated, and prefer a learning environment with structured flexibility. Students have the ability to customize their learning pathway to reach their personal and academic goals. Elite Virtual Academy also provides intensive support. Students enjoy weekly virtual meetings with their Teacher of Record, live sessions with Content Teachers, and individualized pacing guides to support them with their daily activities. Students participate in core and enrichment classes and have opportunities for hands-on learning and in-person field trips. Our dedicated teachers know and understand student needs and are available to support students daily, even though it is an independent-study model. Virtual Academy educators are partners with families who encourage, support, and guide students and parents on their educational journey.

Parent's Role

Parent support and collaboration is vital in ensuring student success. To ensure student academic, emotional, and social growth, it is vital the parent takes interest in their student's education. As an Elite Parent, it is vital that parents/guardians:

1. Provide all required documentation for enrollment.
2. Attend IEP, SST, and 504 meetings, if applicable.
3. Ensure the student has technology and internet access.
4. Have student attend and complete all mandated school assessments.
5. Communicate regularly with their Elite Educators and return emails, and text messages, and/or phone messages within a 24-hour time period. (Access to a computer and email is vital)
6. Ensure students touch base with their Elite Educator once per week via phone, Zoom, email, or through the Learning Management System, attends Live Sessions with their Content Teacher, and Synchronous Sessions with Teacher or Record.
7. Sign all necessary documentation for Elite Virtual Learning in a timely manner (Master Agreements, Learning Logs, etc.)
8. Ensure your student logs in and submits coursework daily.

Elite Educator's (Teacher of Record) Role

The Elite Educator is the parent's/legal guardian's primary contact for their student's educational needs. The Elite Educator will:

1. Oversee/monitor student progress in virtual courses.
2. Maintain announcements in the virtual Homeroom classroom.
3. Document student learning.
4. Proctor all state and local assessments.
5. Provide assistance or training as needed for families regarding educational online resources offered by the school.
6. Provide information to parent/legal guardian concerning Elite Virtual Academy Community Partner options, testing, field trips, and other special events throughout the school year.
7. Provide information related to Elite Virtual Academy policies and procedures.
8. Communicate with the parent/legal guardian and student when academic interventions need to take place.
9. Keep a running record of available educational funds and ensure funds are used for acceptable educational enrichment after core curriculum needs are fulfilled.
10. Elite Educator will approve and process reimbursements for approved materials as well as outside services. All reimbursements must be approved by the Elite Educator as well as the Virtual Director and will only be approved if academic progress is being made.
11. Work together with Elite Virtual Academy's school counselor to ensure academic, emotional, and social progress is being made by each student.
12. Work together with Elite Virtual Academy's school counselor to provide college and career opportunities for each student.

Academic Progress

Adequate academic progress is required each learning period and is determined by the quality and amount of work done in the student's virtual courses. Adequate progress is determined by work toward learning period goals as developed by the parent and the Elite Educator.

If adequate academic progress is not being made, the Elite Educator will offer suggestions including but not limited to the following:

1. Weekly Virtual tutoring with their Elite Educator, Elite Content Teacher, or Elite tutor.
2. Change of course or change of program placement.

If after the changes are implemented and there is still no adequate progress, the Elite Educator, Elite Counselor, and Elite Virtual Director will meet to discuss how to ensure progress is being made. This can include, but is not limited to, a Student Success Team (SST) where stakeholders come together to create a plan of interventions for student success.

Online Courses

Each semester, middle school students will complete either five core courses or six including an elective. High school students will be enrolled in six courses each semester to complete graduation requirements. Students who are close to meeting graduation requirements will take a minimum of four courses if that is all that is left to complete their graduation requirements. If less than four courses are left to complete the requirements during the semester, students will take the last courses left for completion and can accelerate the courses toward completion.

Elite Virtual Academy online courses are offered through the Canvas Learning Management (LMS) system. A-G approved core and elective courses, as well as non A-G courses, may come from Elite proprietary courses, StrongMind, Edmentum, UC Scout, or other approved course publishers. Courses are taught by highly qualified Elite Content Teachers with subject-matter expertise.

Students must understand the responsibilities of taking online courses, including regular communication with the Elite Educator, as well as the Elite Content Teacher, to ensure completing coursework in a timely manner.

Students may retake assignments within the course up to two (2) times. Exams may be taken only one (1) time. The only exception to allowing students to retake an exam is that the student must meet with the content teacher to review the standards and concepts.

Once the teacher sees a mastery of the content/standard(s), the teacher will re-open the exam for the student to retake. The Elite Content Teacher will provide feedback to students within a week of students turning a graded assignment in for a grade.

Course Catalog

For a complete and current course catalog, please visit the Elite Academic Academy website or contact your Elite Educator. Courses are continuously updated, so be sure to visit the website for the most current courses and updates. For the latest information on the high school A-G approved courses, please visit [Elite Academic Academy UC/CSU A-G Website](#).

Syllabus

Each course in the Canvas Learning Management System contains a course syllabus. Please be sure to read the course syllabus so that all course objectives and expectations are clear. The syllabus also provides teacher contact information.

Synchronous and Live Sessions

Elite Virtual Academy provides students with weekly synchronous Check-In Meetings and Academic Support Sessions with their Teacher of Record.. At Weekly Check-In Meetings, students create individualized learning plans and schedules, review grades and academic progress, plan enrichment opportunities and determine needs for extra support. In Academic Support Sessions, students are provided the opportunity to receive live instruction from their Teacher of Record on concepts and competencies to be learned that week and get support with completing schoolwork. Students are required to attend a lesson synchronously with their teacher of Record/Elite Educator at least once per week.

Elite Content Teachers provide at least one live session per course per week that is focused on mastery of the learning objectives within the course. Students not attending the live session are expected to watch the recording in order to learn all relevant course material. If, after attending the live session and/or watching the recording, students are still struggling with a concept, students can attend the Content Teacher's scheduled labs and/or study halls or request a one-on-session with the Content Teacher.

Course Announcements

Students can find the weekly course announcements in their specific course under Course Announcements. Students are expected to read all course announcements as they provide important information about live sessions, assignments, and valuable resources students need for successful course completion.

Technology

Acceptable Use Agreement

Elite Academic Academy (“EAA”) offers its educational community a wide range of technologies and online tools to support teaching and learning. EAA is committed to promoting a respectful, secure, and responsible learning environment in all areas of the educational setting, including the digital context. This Technology Acceptable Use Agreement (“AUA”) provides students and parents (all references to “parents” in this AUA include parents and/or legal guardians) with the rules, expectations, and guidance for a student’s appropriate use of EAA technology.

Use of EAA technology shall comply with all Elite Academic Academy Board policies and procedures as well as all applicable federal and state laws. California Education Code 48900 also applies to this AUA.

EAA technology includes computing devices and peripherals (e.g., computers, laptops, tablets, wearable technology, etc.); network and communication devices/services (telephones, wireless networks including WiFi access points, email systems, etc.); EAA-managed online services (such as G-Suite/Google Apps For Education, Parent/Student Square, StrongMind, etc.); access to all online collaboration and information sources; and any and all future technology provided to students.

The use of EAA-provided online accounts and technology is a school-sponsored activity. Actions and behaviors while using school accounts and/or technology falls under the purview of this AUA. Students are cautioned to communicate responsibly while online at all times to ensure the school environment remains safe and welcoming to all.

By accepting and using EAA technology students and parents agree to the following:

1. Students and parents grant specific consent, as defined by the California Electronic Communications Privacy Act (also known as “CalECPA” or Senate Bill 178), for EAA to review and monitor all electronic communication information and electronic device information created with, stored on, or transmitted via EAA technology.

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2. Student use of EAA technology may be monitored or accessed without any further advanced notice. Students have no reasonable expectation of any right to privacy while using EAA technology; which includes any and all files and communications traveling over or stored on its network, or while using EAA provisioned accounts and online resources including email and online collaboration tools.
 3. Elite Academic Academy staff may act as an authorized agent for the creation of online student accounts solely for educational purposes in accordance with state and federal student information privacy laws (COPPA, FERPA, SOPIPIA, etc.). EAA-managed student accounts may include, but are not limited to, online accounts created to access Google G-Suite (Google Apps for Education), StrongMind, ParentSquare, Fast ForWord, and any other apps, programs, or online services and digital curriculum resources for the purpose of student learning.

By law, parents may choose to opt-out of this implied parental consent by obtaining a Student Online Account Opt Out Form from the Instructional Technology Dept, completing the form, and scheduling a conference with the school Director to discuss the reasons for and the consequences of opting out, which may include an inability to continue accessing the EAA curriculum.

1. The following activities or uses of technology are prohibited to ensure a respectful digital learning environment:
 - Using technology to threaten, bully, or harass others by sending, accessing, uploading, downloading, or distributing text, images, or other materials or means that are offensive, threatening, profane, obscene, or sexually suggestive or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion or political beliefs.
 - Searching for, accessing, creating, or possessing lewd, sexually suggestive, graphically violent, illegal, or derogatory/demeaning images and/or media files.
 - Bypassing (or attempting to bypass) the EAA's internet content filter through a web proxy, anonymizers, or other means from an EAA device.

Use of Artificial Intelligence Technology

With the increase in AI and other technologies, it is important that students understand the implications of using AI and other technological innovations on academics, career, and life.

According to ChatGPT's Terms of Use, it acknowledges its limitations and inaccuracies, saying the technology is evolving to "make [it] accurate, reliable, safe and beneficial." The Terms of Use go on to say that it can provide "incorrect [information] that does not accurately reflect real people, places, or facts."

Students using AI to complete coursework and submit it as their own work is academic dishonesty and has the same consequences as plagiarism.

- You must be at least 13 years old to use the Services.
- If you are under 18 you must have your parent or legal guardian's permission to use the Services.

Online Netiquette

"If you wouldn't do or say it in real life, don't do it online either."

Netiquette refers to the rules that apply to EAA's online communication. Below are guidelines for students to adhere to for email and when posting online for class discussions, collaboration, and presentations:

1. Do not type in ALL CAPS! To others reading your screen, it seems as though you are yelling!
2. Stay on topic; if the conversation leads you in a completely different direction, leave the other topic for discussion via IM, online chat groups, clubs, in person, or on the phone.
3. Do not badmouth others or call them names. If you disagree with a classmate on a topic, state your opinion without name calling.
4. Address classmates with their names. Always say "please" and "thank you." Manners go a long way!

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5. Make sure you read through the entire discussion thread before responding. Someone else may have already posted your idea.
 6. Always check spelling, and grammar, and read through your response before posting. Autocorrect can sometimes be incorrect.
 7. Be forgiving of your classmates if they make a mistake. We are all in this together to learn and sometimes the best lessons come from simple mistakes.

Elite Google Accounts

Students will use Elite-issued Google Suite accounts to complete assignments, communicate with their teachers, sign in to Chromebooks (when issued), and learn 21st-century digital citizenship skills.

These tools include:

- Gmail: an email account within the Elite domain, i.e. Joe.Chavez@eliteacademic.com (with limited capabilities)
- Google Docs: word processing, spreadsheet, presentation and drawing applications that allows multi user access and editing.
- Google Drive: document storage that allows the student to access documents from any device with web capabilities.

Remember that G Suite is a school environment. You are responsible for following all Elite Academic Academy guidelines when using these tools. Although parents may request that students share the password with them, it should not be shared with anyone else.

Elite-Issued Chromebooks

Students needing access to technology may have an Elite Chromebook issued to them. Use of this equipment/property is for the benefit of the student and any other use is not authorized.

1. Loaned equipment/property shall be reasonably safeguarded and secured.
2. Loaned equipment/property remains the property of Elite and will be returned when the student ends enrollment or upon the request of Elite staff.

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3. Any loss or damage of equipment/property SHALL be immediately reported to Elite Academic Academy Charter School (EAA). The borrower is fully liable for any damage or loss occurring to the equipment due to negligence during the period of its use. The cost for repairs or replacement will be taken from educational funds. Users shall not be responsible for damage due to normal wear and tear or due to an internal hardware/software failure.
 4. Students will only use their Elite-issued school Google account when using an issued Chromebook.
 5. Chromebooks are filtered and monitored for inappropriate internet usage. Repeated violations could result in forfeiture of the use of the device, and/or disciplinary action.
 6. Chromebooks are also filtered and monitored for student safety concerns (ie: searches related to self harm, violence, mental health emergencies, etc.). It is recommended that students utilize personal devices or a paper journal for personal writing or activities.

Elite-Provided Internet Access

Internet access allows students to meet the attendance requirement for courses; offers valuable information for the students academic research; and allows diversity for learning. It must be used in a responsible, ethical, safe, and legal manner.

On a global internet network, it is impossible to control all materials and sometimes students may discover controversial information by accident or deliberately. Elite-issued Chromebooks are equipped with a web filter and monitor program to limit exposure to inappropriate material, but Elite Academic Academy (EAA) families should be aware that some material available and accessible on the internet may contain inaccurate information, offensive information, and some potentially illegal items.

With this said, Elite Academic Academy does not authorize and does reject all claims accessed via the internet. This disclaimer includes direct, incidental, consequential, indirect, or punitive damages arising from the use of the internet. EAA believes that the benefits from the use of the internet for academic purposes far outweigh that of material that users may procure which is inconsistent with EAA's academic goals.

Internet access is a privilege, not a right; therefore, students, families, and staff must adhere to the strict guidelines of EA internet use. Below are examples of internet usage which may result in punishable infractions:

- Using obscene, profane, lewd, vulgar, rude, threatening, or disrespectful language (CA Law & EVA policy)
- Copying or plagiarizing internet content.
- Creating or distributing computer viruses or other harmful content Hacking into others' systems
- Sending spam mail

When students end their enrollment with Elite, the family is responsible for packaging the device so as to prevent breakage and returning it to Elite Academic Academy within 14 days of withdrawal. Failure to return the device will result in a bill of charges being sent to the family.

Student Profile Picture on Elite Applications

When uploading your student picture in the LMS or to any other Elite account, there are guidelines to follow. Your portal photo should follow these guidelines:

1. A single headshot from the shoulders up; do not include photos with groups of people.
2. A current photo.
3. Make sure your photo is right-side up and not slanted or sideways.
4. Do not use blurry photos or photos with a filter.
5. Writing on the photo is not permitted.
6. Not include any profanity, grand-related symbols, or offensive content

Cyberbullying and Harassment

Elite Academic Academy have a zero-tolerance policy for cyberbullying or harassment of any kind. Students are responsible for behaving in an appropriate, responsible, ethical, and legal manner when communicating online or in person.

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1. Harassment is defined as any unwanted conduct or creating an unpleasant or hostile situation based on a protected class (i.e. race, color, national origin, religion, gender, age, disability, or sexual orientation).
 2. Cyberbullying can be, but is not limited to, threats, insults, verbal abuse, racial slurs, and sharing negative, harmful, false, or mean content about someone else through digital devices and platforms (IM, email, discussion threads, chat rooms, websites, social media, etc.).
 3. Offensive content is defined as, but is not limited to, sexual comments, sexual images, racial slurs, gender-specific comments, disabilities, color, race, or economic status. Examples of this behavior include but are not limited to:
 - a. Sending false, cruel, vicious messages.
 - b. Creating websites that have stories, cartoons, pictures, and jokes ridiculing others.
 - c. Breaking into an email account and sending vicious or embarrassing materials to others.
 - d. Engaging someone in electronic communication, tricking that person into revealing sensitive personal information and forwarding that information to others.
 - e. Posting a picture of someone else without their permission.

When communicating in the EAA online environment, students are expected to adhere to the following procedures, regulations, and policies:

1. Accepting an instant message (IM) means it will be used properly for school purposes and communication with faculty and staff will be appropriate and free from cyberbullying or harassment.
2. Communication via email or Live Sessions will be free from cyberbullying and harassment. Contents in an email or Live Sessions will be school appropriate.
3. Cyberbullying or harassment by any faculty, parent/guardian, or student will not be tolerated in the online environment or in person.

Harassment, cyber-bullying, and offensive content are actions that present situations which interfere with the culture of Elite Academic Academy and student academic and social success; they will not be tolerated.

Student Reporting for Cyberbullying/Harassment

If a student feels that he/she is a victim of cyber-bullying or harassment, the following steps should be followed:

- Do NOT respond to the person accused of harassment or cyberbullying.
- Keep evidence of cyber-bullying and record the times, dates, and descriptions or screenshots of the bullying.
- If the cyberbullying from another student occurs during a live session or group assignment, notify the Elite Educator and send the Elite Educator documentation as soon as possible.
- If Cyberbullying or harassment occurs from another Elite student outside of the classroom environment, document the incident and send the documentation to the Program Director as soon as possible.
- If the Cyberbullying or harassment is from an Elite Faculty member, document the incident and report it to the Program Director as soon as possible.
- If the Cyberbullying or harassment is from an Elite Administrator, document the incident and report it to the School Counselor as soon as possible who will report it to the Chief Executive Officer.

Administrative Action Plan for Cyberbullying/Harassment

When a student reports an incident of cyber-bullying or harassment to an Elite Educator, the Elite Educator will follow the protocol below:

1. Review documentation of abusive communication from the student.
2. The Elite Educator will discuss the incident with the accused student and determine the best course of corrective action. If the incident is severe enough, the teacher will contact the Program Director. Documentation of the incident will be placed in the student's discipline file.
3. The Elite Educator will schedule a phone conference with the accused student's parent(s)/guardian to discuss the matter.
4. If, in the sole discretion of EAA the incident warrants consideration of expulsion, EAA may initiate the expulsion process.

When a student reports an incident of cyberbullying or harassment to a Program Director, the following protocol will occur:

1. The Program Director will collect all available documentation concerning the incident.
2. The Program Director will discuss the incident with the student and will decide what further actions if any, are appropriate. Documentation of the incident will be placed in the student's discipline file.

If a student reports harassment or cyberbullying by an EAA staff member or Community Partner, EAA will take necessary actions in accordance with EAA policies and as required by state and federal law.

Consequences for students who partake in Cyberbullying or Harassment may include:

1. Participate in a parent(s)/guardian conference.
2. Receive a warning about a possible expulsion for a repeated offense.
3. Work with the school counselor to complete a bullying prevention program.
4. Attend counseling sessions.
5. Referred to be a candidate for expulsion.
6. Notification sent to Law Enforcement.

The Program Director will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation; and, if bullying or harassment is found, what action is being taken to prevent further acts of bullying or retaliation. Because of the legal requirements regarding the confidentiality of student records, the Program Director cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

Policies, Procedures, and Regulations

Policies

Residency Policy

Elite Academic Academy shall offer independent study to students who are legal residents of the state of California and reside within the Charter's enrollment boundaries. The policies found herein define the standards of residency which will be used by Elite Academic Academy (the Charter School).

The following written policies have been adopted by the Board for implementation at the Charter School:

Definition of Residency: A student has residency in the state and county of the residence of the parent/guardian with whom that student maintains their place of abode. Residence denotes any factual place of abode of some permanency that is more than a mere temporary stay. Owning a home in California or any particular county does not qualify a student to attend Elite Academic Academy unless this is the student's primary residence.

Only students who are residents within Elite Academic Academy's enrollment boundaries shall be permitted to enroll pursuant to the following California Education Code:

Notwithstanding paragraph (1) of subdivision (e) of Section 47605 or any other law, community school and independent study average daily attendance shall be claimed by school districts, county superintendents of schools, and charter schools only for pupils who are residents of the county in which the apportionment claim is reported, or who are residents of a county immediately adjacent to the county in which the apportionment claim is reported. [EC §§ 51747.3 (b)(1)]

Likewise, only students who are residents of the state of California shall be permitted to enroll pursuant to the following California Education Code:

Thus, the average daily attendance in a charter school may not, in any event, be generated by a pupil who is not a California resident. Therefore, a student who is not a resident of the state of California is not eligible to attend Elite Academic Academy. [EC §§ 47612(b)]

Additionally, reasonable evidence of residency for a pupil living with his or her parent or legal guardian shall be established by current documentation showing the name and address of the parent or legal guardian within the school's boundaries, including, but not limited to, any of the following documentation [EC §§ 48204.1]:

- Property tax payment receipts
 - Rental property contract, lease, or payment receipts
 - Utility service contract, statement, or payment receipts
 - Pay stubs
 - Voter registration
 - Correspondence from a government agency
 - Declaration of residency executed by the parent or legal guardian of a pupil
1. Residency for a Student on an Extended Traveling* Vacation: A student on an extended vacation lasting longer than four weeks will not be deemed to have lost California residency by the Charter. Prior approval will be needed by the CEO, or designee, for any travel longer than four weeks.
- *Families that are residing in a family-owned home, out of attendance areas, for more than four weeks in a school year are not considered to be traveling and will have lost eligibility to attend our school. The school does not allow for out-of-state education for extended periods of time (more than 4 weeks in a school year) even if the family continues to own a home in our attendance area, it will be deemed they are not residing in our attendance area.
2. Location Material Will Be Mailed To: All materials will ONLY be mailed to the address identified in the student's records in their proof of residence documentation.
 3. In Person Services; Elite Academic Academy is not obligated to provide any in person services or schedule in person meetings while students are traveling. Zoom meetings

may continue , as applicable, and in alignment with all credentialing/licensing laws while a student temporarily travels.

4. Student's Residency is in Question: If there is reason to believe that a student's residency is in question, Elite Academic Academy may investigate to determine the home address's authenticity.

When it is determined that a student lives outside of its boundaries, Elite Academic Academy will provide written notice of the determination of nonresidency within five days of its intention to disenroll the student. If the parent/guardian has not provided the Proof of Residency or affidavit within five (5) school days, Elite Academic Academy will disenroll the student from the school.

5. Children of Military Families: Elite Academic Academy will serve children of military families, as defined by Education Code section [48204.6 (b)], as follows:

(b) Notwithstanding Section 48200, the local educational agency serving a pupil who is a child of a military family shall do either of the following:

(1) Allow the pupil to continue his or her education in the school of origin, regardless of any change of residence of the military family during that school year, for the duration of the pupil's status as a child of a military family.

(2) For a pupil whose status changes due to the end of military service of his or her parent during a school year, comply with either of the following, as applicable:

(A) If the pupil is enrolled in kindergarten or any of grades 1 to 8, inclusive, allow the pupil to continue his or her education in the school of origin through the duration of that academic school year.

(B) If the child is enrolled in high school, allow the pupil to continue his or her education in the school of origin through graduation.

6. Homeless Youth: Elite Academic Academy will be considered to be a pupil's school of origin for a homeless youth when the child attended Elite Academic Academy when

permanently housed or was last enrolled in Elite Academic Academy before becoming homeless. Elite Academic Academy will serve homeless youth, as defined below, whose residency has changed as follows:

(48852.7) (a) At the point of any change or any subsequent change in residence once a child becomes a homeless child, the local educational agency serving the homeless child shall allow the homeless child to continue his or her education in the school of origin through the duration of homelessness.

(b) If the homeless child's status changes before the end of the academic year so that he or she is no longer homeless, either of the following apply:

(1) If the homeless child is in high school, the local educational agency shall allow the formerly homeless child to continue his or her education as the school of origin through graduation.

(2) If the homeless child is in kindergarten or any of grades 1 to 8, inclusive, the local educational agency shall allow the formerly homeless child to continue his or her education in the school of origin through the duration of the academic school year.

7. Foster Youth: Elite Academic Academy will be considered to be a pupil's school of origin for foster youth when the child attended the Elite Academic Academy at the initial detention or placement or any subsequent change in the placement of a foster child for the duration of the jurisdiction of the court. EAA will serve former foster youth, as defined below, whose residency has changed as follows:

(48853.5 (f)) (1) At the initial detention or placement, or any subsequent change in the placement of a foster child, the local educational agency serving the foster child shall allow the foster child to continue their the foster child's education in the school of origin for the duration of the jurisdiction of the court.

(2) If the jurisdiction of the court is terminated before the end of an academic year, the local educational agency shall allow a former foster child who is in kindergarten or any of grades 1 to 8, inclusive, to continue the former foster child's education in the school of origin through the duration of the academic school year.

(3) (A) If the jurisdiction of the court is terminated while a foster child is in high school, the local educational agency shall allow the former foster child to continue the foster child's education in the school of origin through graduation.

8. Migratory Youth: Elite Academic Academy will be considered to be a pupil's school of origin for a migratory youth when the child attended the Elite Academic Academy at the time the pupil's status changed to a pupil who is a migratory youth. Elite Academic Academy will serve migratory youth, as defined below, whose residency has changed as follows:

For purposes of this section, the following definitions apply:

(48204.7) (a) (b) Notwithstanding Section 48200, the local educational agency serving a pupil who is a migratory child shall do either of the following:

(1) Allow the pupil to continue their education in the school of origin, regardless of any change of residence of the migratory child during that school year, for the duration of the pupil's status as a pupil who is a migratory child.

(2) For a pupil whose status changes as a pupil who is a migratory child during a school year, comply with either of the following, as applicable:

(A) If the pupil is enrolled in kindergarten or any of grades 1 to 8, inclusive, allow the pupil to continue their education in the school of origin through the duration of that academic school year. (B) If the child is enrolled in high school, allow the pupil to continue their education in the school of origin through graduation.

McKinney-Vento Information

If an EAA student is in a situation that qualifies as homeless, based on the McKinney-Vento definition below, and the student is interested in receiving information about resources available in their area, please contact our McKinney-Vento Liaison/school social worker.

The McKinney-Vento Homeless Assistance Act defines homeless as:

(A) individuals who lack a fixed, regular, and adequate nighttime residence; and

(B) includes-

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

Elite Academic Academy will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual, and each homeless youth, has equal access to the same free, appropriate public education as provided to other children and youths in accordance with applicable law.

Foster Youth Information

If an EAA student is considered a Foster Youth, they have several legally protected educational rights. These rights include: the right to remain in their school of origin, the right to immediate enrollment, the right to partial high school credits for all classes with passing grades, the right to free applications for community college, the potential option to graduate high school with 5 years or reduced credits, and rights surrounding suspensions

and expulsions. For an in-depth breakdown, please see the California Department of Education's list of [Foster Youth Rights](#). EAA will adhere to all applicable laws to ensure that each child involved with foster services has equal access to the same free, appropriate public education as provided to other children and youths.

Suspension and Expulsion Policy

This Pupil Suspension and Expulsion Policy (the "Policy") for Elite Academic Academy ("School") has been established in order to promote learning and protect the safety and well-being of all students. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. At the same time, the School intends to provide effective interventions for pupils who engage in acts of problematic behavior to help them change their behavior and avoid exclusion from the School.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. The Policy will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. The Chief Operations Officer shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy is available on request at the Admissions office.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, community service on or off campus, the use of alternative educational environments, suspension, and expulsion. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of reasonable force necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

A student has the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff. This right includes, but is not limited to, the right to be free from the use of a drug administered to the student in order to control the student's behavior or to restrict the student's freedom of movement if that drug is not a standard treatment for the student's medical or

psychiatric condition. School staff may use seclusion or a behavior restraint only to control behavior that poses a clear and present danger of serious physical harm to the pupil or others that cannot be immediately prevented by a response that is less restrictive. School staff shall avoid, whenever possible, the use of seclusion or behavioral restraint techniques.

School staff shall not do any of the following:

- Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
- Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
- Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places his or her body weight against the pupil's torso or back.
- Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or another item to cover a pupil's face.
- Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back.
- Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504, the IDEA, the Americans with Disabilities Act of 1990 ("ADA"), and all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Suspension

Definition: Suspension is the temporary removal of a pupil from class instruction for adjustment or disciplinary reasons. Suspension does not mean any of the following:

- Reassignment to another education program or class at the School where the pupil will receive continuing instruction for the length of day prescribed by the Board or Chief Student Development Officer or designee for pupils of the same grade level;
- Referral to a certificated employee designated by the Chief Student Development Officer or designee to advise pupils;
- Removal from the class, but without reassignment to another class for the remainder of the class period without sending the pupil to the Chief Student Development Officer or designee.

While suspended, the pupil may not loiter on or about any School grounds at any time, nor attend or participate in any School activity at any time, no matter where such activity is taking place. Violation may result in further disciplinary action. Suspended students shall be excluded from all School and School-related activities unless otherwise agreed during the period of suspension. The School shall consider suspension from School only when other means of correction fail to bring about proper conduct or where the student's presence would constitute a danger to persons or property or seriously disrupt the educational process.

Authority

A teacher may suspend a student only from his/her classroom for the day of the suspension plus the following school day. The Director or his/her designee may suspend a student from class, classes, or the school for a period not to exceed five days. The Director or his/her designee may extend a student's suspension pending a final decision by the Board of Directors of the School on a recommendation for expulsion. Such extended suspension should not exceed 10 days unless specific procedural safeguards are met. Those are identified below.

On a recommendation for expulsion, the Board of Directors may suspend a special education student being considered for expulsion in accordance with the laws relating to expulsion of special education students.

A pupil may not be suspended or expelled for any of the acts enumerated in this Policy unless the act is related to school activity or school attendance of Elite Academic Academy. A pupil may be suspended or expelled for acts that are enumerated in this Policy and related to school activity or attendance that occur at any time, including, but not limited to any of the following:

- While on school grounds
- While going to or coming from school
- During the lunch period, whether on or off the school campus
- During, or while going to or coming from a school-sponsored activity
- All acts related to school activity or school attendance occurring within the School Grounds

The Chief Student Development Officer may use his/her discretion to provide alternatives to suspension or expulsion recommendations that are age appropriate and designed to address and correct the student's specific misbehavior. Alternatively, students may be suspended or recommended for expulsion for any of the following acts (whether completed, attempted or threatened) when it is determined the pupil:

- Caused physical injury to another person or willfully used force or violence upon the person of another, except in self-defense
- Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from an authorized certificated school employee, with the CEO or designee's written concurrence
- Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code sections 11053-11058 (including, but not limited to, opiates, hallucinogenic substances, stimulants, depressants, and narcotic drugs), alcoholic beverage or intoxicant of any kind.

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- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented the same as a controlled substance, alcoholic beverage or intoxicant
 - Committed or attempted to commit robbery or extortion
 - Caused or attempted to cause damage to school property or private property
 - Stole or attempted to steal school property or private property (as used in this policy, “school property” includes but is not limited to electronic files and databases)
 - Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, betel, and e-cigarettes, whether or not they contain tobacco. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products.
 - Committed an obscene act or engaged in habitual profanity or vulgarity
 - Unlawfully possessed or offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code section 11014.5
 - Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials or other school personnel engaged in the performance of their duties
 - A pupil enrolled in kindergarten or in grades 1 through 3 shall not be suspended for any of the acts enumerated in the previous bullet, and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12 to be recommended for expulsion.
 - Commencing July 1, 2020, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified above relating to disrupting school activities and willful defiance, and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
 - Commencing July 1, 2020, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified above relating to disrupting school activities and willful defiance. [EC 48901.1]
 - Knowingly received stolen school property or private property

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- Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm
 - Committed a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 288a, 289, or former section 288a, or committed a sexual battery as defined in Penal Code section 243.4
 - Harassed, threatened or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness
 - Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma
 - Engaged in, or attempted to engage in, hazing. "Hazing" means a method of initiation or pre-initiation into a pupil's organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. "Hazing" does not include athletic events or school-sanctioned events.
 - Engaged in an act of bullying. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils directed toward one or more pupils that have or can be reasonably predicted to have the effect of one or more the of the following:
 - Placing a reasonable pupil(s) in fear of harm to that pupil(s)' person or property;
 - Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health;
 - Causing a reasonable pupil to experience substantial interference with the pupil's academic performance;
 - Causing a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by a school.

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- An electronic act, for purposes of the immediately preceding paragraph, means the transmission, by means of an electronic device, including but not limited to, a telephone, wireless telephone, or another wireless communication device, computer, or pager, of communication, including but not limited to, any of the following:
 - A message, text, sound or image.
 - A post on a social network Internet Web site including, but not limited to
 - Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed above.
 - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - Creating a false profile for the purpose of having one or more of the effects listed above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - An act of cybersexual bullying.
 - For purposes of this section, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described above. A photograph or other visual recording shall include the depiction of a nude, semi-nude or sexually explicit photograph or another visual recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act.

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- Cybersexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political or scientific value or that involves athletic events or school-sanctioned activities.
 - An electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - A “reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil’s exceptional needs.
 - Made terrorist threats against school officials and/or school property. For the purpose of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of \$1,000.00, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of charter school property, or the personal property of the person threatened or his/her immediate family.
 - For students in grades 4 to 12, committed sexual harassment
 - Caused or participated in an act of hate violence
 - Carried, possessed, sold or otherwise furnished an electronic signaling device
 - Committed vandalism/malicious mischief
 - Violated academic ethics
 - Falsified or misinterpreted notes or phone calls of parents or guardians
 - Falsely activated fire alarm
 - Habitually violated the dress code

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- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment
 - Discriminated against, harassed, intimidated, and/or bullied any person or groups of persons based on the following actual or perceived characteristics: disability, gender, nationality, race or ethnicity, religion, sexual orientation, gender identity, gender expression, or association with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance occurring within the school.
 - A pupil who aids or abets, as defined in section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this policy, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury may be recommended for expulsion.

The above list is not exhaustive and depending upon the offense, a pupil may be suspended or recommended for expulsion for misconduct not specified above.

Procedures Required to Suspend

Step One

The Chief Student Development Officer or designee shall investigate the incident and determine whether or not it merits a suspension.

Searches: In order to investigate an incident, a student's attire,¹ personal property, vehicle, or school property, including books, desks, school lockers, computers, and other electronic devices, may be searched by a Principal or designee who has reasonable suspicion that a student has violated or is violating the law or the rules of the school. Illegally possessed items shall be confiscated and turned over to the police.

¹ This does not include removing clothing to permit visual inspection of the under clothing, breasts, buttocks or genitalia of the pupil.

Step Two

Unless a student poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, a suspension will be preceded by an informal conference between the Chief Student Development Officer or designee and the student in which the student shall be orally informed of the reason for the suspension, the evidence against him/her, the other means of correction that were attempted before the suspension and be given the opportunity to present informal proof of his/her side of the story. If the student poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, the informal conference will be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to, hospitalization or detention in a correctional facility.

At the time of the suspension, a School employee shall make a reasonable effort to contact the parent/guardian by telephone or in person to inform him/her of the suspension and the reasons therefor and it may state the date and time when the student may return to school.

If a student is suspended without the informal conference, both the student and the parent/guardian will be notified of a student's right to return to school for the purpose of a conference.

Step Three

The Chief Student Development Officer or designee determines the appropriate length of the suspension (up to 5 days). When suspensions do not include a recommendation for expulsion, they shall not exceed 5 consecutive school days per suspension.

Step Four

The Chief Student Development Officer or designee fills out a Notice of Suspension Form, a copy of which will be sent to the student's parent/guardian and to the student. A copy of this form is also placed in the student's cumulative file at the School. The Notice of Suspension Form shall state the fact of suspension, its duration and the specific offense committed by the student. In addition, the notice may state the date and time when the

student may return to school. The notice shall also state that if desired by the parent/guardian, a prompt meeting or hearing will be held at which the suspension may be discussed and at which the student may be present and afforded an opportunity to present informal proof of his/her side of the case. Additionally, if the School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request the parent/guardian to respond to such requests without delay.

Step Five

The Chief Student Development Officer or designee determines whether the offense warrants a police report. Chief Student Development Officer or designee will report certain offenses to law enforcement authorities in accordance with Education Code section 48902.

When Chief Student Development Officer or designee releases a minor pupil to a peace officer for the purpose of removing the minor from the school premises, the Chief Student Development Officer or designee shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, unless the minor has been taken into custody as a victim of suspected child abuse. Education Code § 48906.

Step Six

The Chief Student Development Officer or designee may require the student and his/her parent/guardian to sign a contract that states the conditions that the student is expected to meet while at the School. Copies of the signed contract are kept by the school and given to the parent/guardian.

Step Seven

Upon the request of a parent/guardian/educational rights holder/student, a teacher shall provide to a student in any of grades 1 to 12 who has been suspended from the School for two or more schooldays, the homework that the pupil would otherwise have been assigned. If a homework assignment that is requested and turned in to the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the

end of the academic term, that assignment shall not be included in the calculation for the student's overall grade in the class.

Special Education and Section 504 Student Suspensions

When suspensions involve special education students or students with a 504 plan, a manifestation determination meeting shall be held no later than the 10th suspension day (whether consecutive or cumulative for the school year). The Chief Student Development Officer or designee shall notify the student's special education teacher or regular education teacher when the student's cumulative days of suspension for that school year reach eight. That teacher shall promptly notify the Special Educational Coordinator and Director of the need for the manifestation determination meeting. The manifestation determination meeting shall include the LEA, the parent, and relevant members of the student's IEP Team or 504 Plan Team (as determined by the parent and the LEA).

The student shall be treated as a general education student for disciplinary purposes, except to the extent that educational services must continue, if at the manifestation determination meeting the following are both determined in the negative, after reviewing all relevant information in the student's file, including the student's IEP or 504 Plan, any teacher observations and any relevant information provided by the parents: 1) the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability under the IDEA or section 504; or 2) the conduct in question was the direct result of the LEA's failure to implement the IEP or 504 Plan. If it is determined at the manifestation determination meeting that 1) or 2) is answered in the affirmative, the conduct is deemed a manifestation of the disability.

If the conduct is deemed a manifestation of the disability, the IEP Team or 504 Plan Team must conduct a functional behavioral assessment (or other appropriate assessment for the 504 students), create a plan, and implement it, or if the plan is preexisting, review it and modify it as necessary to address the behavior.

In the case of a manifestation of a disability, the student will be returned to the placement from which he/she was removed, unless the LEA and parent agree to a change of placement as part of the modification of the behavioral intervention plan or updated 504

Plan. For special education and 504 students, a new manifestation determination meeting is required for all proposed suspensions exceeding ten cumulative days in one school year.

The special education student may be removed from school to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability if the student: 1) carries a weapon to or possesses a weapon at school, on school premises or to or at a school function under the jurisdiction of the School; 2) knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the School; or 3) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the School.

Appeal Process

A student or the student's parent/guardian may appeal those disciplinary actions, other than expulsion, imposed upon a student for his/her School related offenses. Appeals must be made first in writing at the School level, and should be directed to the Chief Student Development Officer or designee within 5 of days of the School sending the Notice of Suspension Form to the parent/guardian and the student. The Chief Student Development Officer or designee will attempt to resolve the appeal with a written response within ten school days of receiving the written appeal. After appeal at the School level, if further appeal is desired, the student or his/her parent/guardian should appeal in writing to the School Board within 5 days of the date of the School level written response and should direct it to the School Board President for final resolution within 15 school days. If any appeal is denied, the student, and his/her parent/guardian may place a written rebuttal to the action in the student's file.

Expulsion

Definition: Expulsion means involuntary disenrollment from the charter school.

Authority

A student may be expelled either by the Board following a hearing before it or by the Board upon a recommendation of an Administrative Panel to be assigned by the Board as

needed. The Panel may recommend expulsion of any student found to have committed an expellable offense.

The Board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil [or other conditions such as good behavior, attendance, etc.]. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the pupil has satisfactorily completed the rehabilitation program.

Grounds for Expulsion

Category I Expulsions – Mandatory Recommendation for Expulsion

The Chief Student Development Officer or designee shall immediately suspend a student, and recommend for expulsion, a student who has committed one or more of the following acts:

- Possessing, selling or otherwise furnishing a firearm when a school employee verifies firearm possession, unless the student obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or his/her designee
- Brandishing a knife at another person
- Unlawfully selling a controlled substance
- Committing or attempting to commit a sexual assault or committing a sexual battery
- Possession of an explosive

Category II Expulsions – Recommendation for Expulsion Required, Unless Inappropriate Under the Circumstances

A student who has committed one of the following acts of misconduct must be recommended for expulsion unless the Chief Student Development Officer or designee

determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct.

- Causing physical injury to another person, except in self-defense
- Possession of any knife, explosive, or another dangerous object of no reasonable use to the student
- Unlawful possession of any controlled substance, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis or for possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician
- Robbery or extortion
- Assault or battery on a school employee

Category III Expulsions – Discretionary Expulsion Recommendation

In the discretion of the Chief Student Development Officer or designee, any act that warrants suspension may warrant expulsion. Additionally, a student may be expelled for misconduct that is not listed above if the acts disrupt and/or present ongoing health and/or safety concerns, or the student has repeatedly engaged in the misconduct.

In no event, however, will a student be expelled for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials or other school personnel engaged in the performance of their duties.

Procedures to Expel a Student

Step One

Chief Student Development Officer or designee investigates the incident and determines whether the offense results in a suspension. If so, the Chief Student Development Officer or designee follows the procedures to suspend the student as outlined above.

Step Two

In the discretion of the Chief Student Development Officer or designee, a student's suspension may be extended pending expulsion. If such extended suspension exceeds 10 days, and for any suspension exceeding 10 days, the following procedures must be

followed: 1) The Executive Director shall provide timely, written notice of the charges against the student and an explanation of the student's basic rights; 2) The School will provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel. At this hearing, it will be determined whether the presence of the student at the School would cause a danger to persons or property or a threat of disrupting the instructional process pending the results of an expulsion hearing.

If the proposed extended suspension is under 10 days, a meeting is held within 5 school days of the student's suspension to extend the suspension. The student and his/her parent/guardian are invited to attend this meeting with [insert title] or his/her designee. The Chief Student Development Officer or designee may also be present.

At this meeting, the offense and the repercussions are discussed. An extension of the suspension may be granted only if the Chief Student Development Officer or designee has determined, after the meeting, that the presence of the student at the School would cause a danger to persons or property or a threat of disrupting the instructional process. If the student has committed an offense that requires a mandatory expulsion recommendation, this is discussed so that it is understood by all parties. The purpose of the meeting is to decide upon the extension of the suspension order and may be held in conjunction with the initial meeting with the parents after the suspension.

Step Three

The School shall send a letter to the student and parent/guardian regarding the expulsion hearing. The expulsion hearing shall be held no later than 30 school days from the date that expulsion is recommended unless a brief extension is requested by the student or his/her parent/guardian.

The letter shall be sent via certified mail to the student and his/her parent/guardian to the address reflected in the pupil's student file at least 10 calendar days before the date of the hearing. The letter shall notify the student and parent/guardian when and where the expulsion hearing will take place and the rights of the student with respect to the hearing, including:

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- The date and place of the expulsion hearing;
 - A statement of the facts, charges and offenses upon which the proposed expulsion is based;
 - A copy of the School's disciplinary rules relating to the alleged violation;
 - Notification of the student's or parent/guardian's obligation to provide information about the student's status at the School to any other school district or school to which the student seeks enrollment;
 - The opportunity for the student or the student's parent/guardian to appear in person and/or to employ and be represented by counsel or an advocate;
 - The right to inspect and obtain copies of all documents to be used at the hearing;
 - The opportunity to present testimony, evidence and witnesses and confront and question witnesses who testify at the hearing;
 - The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witness testimony.

Step Four

The Chief Student Development Officer or designee shall maintain documents that may be used at the hearing and make them available for review by the student and/or his/her parent/guardian. These papers may include, but are not limited to, the following: A record of the student's attendance and grades, a record of previous infractions, a statement of the facts surrounding the case made by a Chief Student Development Officer or designee; a statement of the facts surrounding the case made by a witness, a law enforcement agency's report and any other relevant matter.

Step Five

An expulsion hearing shall be held before the school board. A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

While the technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by Chief Student

Development Officer or designee to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on evidence produced at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay evidence, although sworn declarations may be admitted as testimony from witnesses who are determined by the School Board that disclosure of their identity or live testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

Step Six

The decision of the Chief Student Development Officer or designee shall be in the form of a written recommendation, with findings of fact, to the Board of Directors who will make a final determination regarding the expulsion. The final decision by the school board shall be made within 10 days following the conclusion of the hearing, or within 40 school days after the date of the pupil's removal from the School for the incident for which the recommendation for expulsion is made. If the school board decides not to recommend expulsion, the pupil shall be reinstated and permitted to return to classroom programs. The decision not to recommend expulsion shall be final.

Step Seven

The Chief Student Development Officer or designee following a decision of the Board of Directors to expel a student, shall send written notice of the decision to expel, including the school board's findings of fact, to the student or parent/guardian. The notice shall include the following:

- Notice of the specific offense committed by the student;
- Notice of the right to appeal the expulsion to the County Board of Education. If that Board does not hear such appeals, the student may submit a written objection and

request for reconsideration to the school's Board of Directors within 10 days.

Decisions of the Board of Directors shall be final.

- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status within the charter school

Within 30 days of the decision to expel, the school board shall send written notice of the decision to expel to the student's district of residence, the County Office of Education and the charter granting district (if different than the student's district of residence). This notice shall include the student's name and the specific expellable offense committed by the student.

Step Eight

Expelled students are responsible for seeking alternative education programs, including but not limited to, programs within the County or their school district of residence.

Step Nine

The school shall maintain records of all student suspensions and expulsions at the school site. Such records shall be made available for Elite Academic Academy's review upon request.

Students who are expelled from the charter school shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors, or its designee, at the time of the expulsion order, which may include, but is not limited to, a periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the school for readmission.

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors or its designee following a meeting with the Chief Student Development Officer or designee and the pupil and parent/guardian to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Chief Student Development Officer or designee shall make a recommendation to the Board of Directors following the meeting

regarding his/her determination. The pupil's readmission is also contingent upon the school's capacity and any other admission requirements in effect at the time the student seeks admission or readmission.

Student Freedom of Speech/ Expression Policy

Students attending the School has the right to exercise free expression including, but not limited to the use of bulletin boards, distribution of printed materials or petitions, wearing buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities. The Board of Directors ("Board") respects students' rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, their writing, their clothing, and the printed materials they choose to post or distribute.

Student liberties of expression shall be limited only as allowed by law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the School community.

Students will not be disciplined solely on the basis of speech or other communication that would be constitutionally protected when engaged outside of school but may be disciplined for harassment, threats, or intimidation unless constitutionally protected. Education Code § 48950.

Freedom of Expression Procedures

Circulation of Petitions and Other Printed Matter

Students shall be allowed to distribute petitions and other printed matter subject to these procedures.

The time of distribution shall be limited to the half hour before school begins, during the lunch period, and the half-hour after school is dismissed.

The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions. Materials are not to be left undistributed or stacked for pick-up while unattended at any place in the School or on School grounds.

Buttons, Badges, and Other Insignia of Symbolic Expression

Students will be permitted to wear buttons, badges, armbands, and other insignia as a form of expression.

Students will be subject to disciplinary action when expressive activities such as the distribution of materials, wearing of buttons or displays, or posting of notices or other materials:

1. Are obscene, libelous, or slanderous;
2. Incite students so as to create a clear and present danger of the imminent commission of unlawful acts on school premises or of the violation of lawful School regulations or of the substantial disruption of the orderly operation of the School;
3. Express or advocate racial, ethnic, or religious prejudice so as to create a clear and present danger of the imminent commission of unlawful acts on School premises or of the violation of lawful School regulations, or of the substantial disruption of the orderly operation of the School;
4. Are distributed in violation of the time, place, and manner requirements;
5. Are in violation of current federal, state, and local laws.

Unofficial School Publications

School officials may not ban the distribution of non-School-sponsored publications on School grounds. Writers and editors of unofficial student publications who violate any state or federal law may be disciplined after distribution. Students distributing or posting any materials that are obscene, libelous, or slanderous, or which demonstrably incite students to commit unlawful acts on School premises, violate School rules or substantially disrupt the School's orderly operation will be subject to disciplinary action.

The following points apply to unofficial student publications:

1. The School and its employees may disassociate themselves from the material printed inasmuch as it is not an official publication of the School.
2. School officials may reasonably regulate the time, place, and manner of distribution. This distribution will be limited to

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- a. One-half hour before school begins, during the lunch period, or the half-hour after dismissal.
 - b. In locations that do not obstruct the normal flow of traffic within the School or at entrances.
 - i. Without undue noise.
 3. No student shall use coercion to induce students or any other persons to accept printed matter or to sign petitions.
 4. "Distribution" means dissemination of a publication to students at a time and place of normal School activity, or immediately prior to or subsequent thereto, by means of handing out free copies, selling or offering copies for sale, accepting donations for copies of the publication, or displaying the student publication in areas of the School which is generally frequented by students.

School officials cannot:

1. Prohibit the distribution of anonymous literature or require that literature bear the name of the sponsoring organization or author.
2. Ban the distribution of literature because it contains advertising.
3. Create regulations that discriminate against non-School-sponsored publications or interfere with the effective distribution of non-sponsored publications provided such publications abide by time, place, and manner regulations.

Official School Publications

Pupil editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations identified above. It shall be the responsibility of a journalism advisor(s) of pupil publications within the School to supervise the production of the pupil staff, to maintain professional standards of English and journalism and to maintain the provisions provided in the Education Code relating to student expression.

Other Forms of Student Expression

Forms of student expression may include but are not limited to speech, debate, assemblies, posters, bulletin board announcements, and the wearing of buttons, badges, and armbands. In general, the laws pertaining to all forms of student expression are the same.

The rights of students to express their opinions are recognized by law and are not limited to verbal expression. The basic guidelines listed above for publications apply to all forms of student expression. No teacher or administrator shall interfere with such expression on the grounds that the message may be unpopular with students or faculty.

In conforming to state and federal laws, student expression must obey copyright laws; for example, student posters cannot use nationally registered and copyrighted characters such as those from Walt Disney or “Peanuts” publications.

A student shall be subject to discipline for off-campus expression, including the expression on off-campus Internet websites, when such expression poses a threat to the safety of other students, staff, or school property, or substantially disrupts the educational program. The School director will document the impact the expression had or could be expected to have on the school program.

Distribution of Procedures Governing Student Rights

Site administrators will distribute copies of this Administrative Procedure to all teachers who are advisors of students who produce publications or present public performances. It is the responsibility of the School and site administrators to see that these guidelines are kept up-to-date and accurate.

Appeals

The pupil and a School staff member shall attempt to resolve the problem before consulting the administrative staff. If the issue cannot be resolved between the staff member and the pupil, the pupil may appeal the decision to the site administrator, and then to the Charter School Director or his/her designee. As a final step, the pupil may follow the School’s complaint procedures as outlined in the Student/Parent Handbook.

Civility Policy

School personnel, parents, and students are required to be civil in all of their interpersonal school-related interactions. Civility does not require unqualified agreement or conformity of opinion. An expression of disagreement or a discussion of a controversial viewpoint is

not uncivil if such expression or discussion is appropriately and respectfully presented and does not disrupt a school-related activity.

For purposes of this policy, “to be civil” means to act with self-discipline in a courteous, respectful, and orderly way in every interpersonal communication and behavior with the goal of providing a safe and harassment-free environment for our students and staff while maintaining individual rights to freedom of expression. Examples of uncivil conduct include, but are not limited to

1. using an inappropriately loud voice;
2. using profane, vulgar, or obscene words or gestures;
3. belittling, jeering, or taunting;
4. using personal epithets;
5. using violent or aggressive gestures or body-language;
6. repeatedly and inappropriately interrupting another speaker;
7. repeatedly demanding personal attention at inappropriate times;
8. purposefully and inappropriately invading personal space;
9. purposefully ignoring appropriate communications;
10. wrongfully interfering with another person's freedom of movement;
11. wrongfully invading another person's private possessions; or;
12. any other behavior that inappropriately disrupts school-related activities.

In the event that any party is uncivil during a school-related activity, the following steps will occur:

1. Communicate - The party experiencing the uncivil behavior will communicate that the behavior is not civil and that the uncivil behavior must cease immediately.
2. End Activity/Meeting - If the uncivil party fails to correct the uncivil behavior as directed, the affected party shall end the activity/meeting.
3. Referral - The reporting party shall refer the situation to the school administration with a written summary of the uncivil behavior and how he/she responded.
4. Determination - If it is determined that uncivil behavior occurred, proper disciplinary action will be taken, which may include suspension or expulsion.

Parent Liability for Student Conduct

The law states that a parent or guardian of any minor whose willful misconduct results in injury or death to any student or any person employed by, or performing volunteer services for, a school, or who willfully cuts, defaces, or otherwise injures in any way any property, real or personal, belonging to a school, or personal property of any school employee, shall be liable for all damages so caused by the minor.

Further, the parent or guardian of a minor shall be liable to a school for all property belonging to the school loaned to the minor and not returned upon demand of an employee of the school authorized to make the demand.

Any school whose real or personal property has been willfully cut, defaced, or otherwise injured, or whose property is loaned to a student and willfully not returned upon demand of an employee of the school authorized to make the demand, may, after affording the student his or her due process rights, withhold the grades, diploma, and transcripts of the student responsible for the damage until the student or the student's parent or guardian has paid for the damages thereto. The school will notify the parent or guardian of the student's alleged misconduct before withholding the student's grades, diploma, or transcripts.

If the minor and parent are unable to pay for the damages or to return the property, the school may consider providing a program of voluntary work for the minor in lieu of the payment of monetary damages.

Youth Suicide Prevention Policy

The Governing Board of Elite Academic Academy recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of the school to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

In an attempt to reduce suicidal behavior and its impact on students and families, the CEO or Designated School Counselor shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff (afterschool) and other individuals in regular contact with students such as crossing guards, tutors, and coaches.

The CEO or Designated School Counselor shall develop and implement preventive strategies and intervention procedures that include the following:

Overall Strategic Plan for Suicide Prevention

The CEO or Designated School Counselor shall involve school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses),

administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating the school's strategies for suicide prevention and intervention.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the school shall appoint an individual (or team) to serve as the suicide prevention point of contact. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Resources:

The K-12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide.

Additional information about this Toolkit for schools can be accessed on the Heard Alliance Web site at <http://www.heardalliance.org/>.

Prevention

A. Messaging about Suicide Prevention

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Elite Academic Academy along with its partners has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

Resources:

For information on public messaging on suicide prevention, see the National Action Alliance for Suicide Prevention Web site at <http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/>

For information on engaging the media regarding suicide prevention, see the Your Voice Counts Web page at

<http://resource-center.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-california-0>

For information on how to use social media for suicide prevention, see the Your Voice Counts Web page at

<http://resource-center.yourvoicecounts.org/content/how-use-social-media>

B. Suicide Prevention Training and Education

Elite Academic Academy, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members (including intermittent staff, volunteers, interns, tutors, and support staff).

Training:

At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.

All suicide prevention trainings shall be offered under the direction of school-employed mental health professionals (e.g., school counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.

At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour general suicide prevention training. Core components of the general suicide prevention training shall include:

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- Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
 - Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
 - Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
 - Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.

In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:

- The impact of traumatic stress on emotional and mental health;
- Common misconceptions about suicide;
- School and community suicide prevention resources;
- Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
- The factors associated with suicide (risk factors, warning signs, protective factors);
- How to identify youth who may be at risk of suicide;
- Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on school guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on school guidelines;

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- School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
 - School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
 - Responding after a suicide occurs (suicide postvention);
 - Resources regarding youth suicide prevention;
 - Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
 - Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide.

These groups include, but are not limited to, the following:

- Youth affected by suicide;
- Youth with a history of suicide ideation or attempts;
- Youth with disabilities, mental illness, or substance abuse disorders;
- Lesbian, gay, bisexual, transgender, or questioning youth;
- Youth experiencing homelessness or in out-of-home settings, such as foster care;
- Youth who have suffered traumatic experiences;
- Youth who are disengaged or lonely due to independent study isolation

Resources:

Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page at

<https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/>

Free YMHFA Training is available on the CDE Mental Health Web page at <http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp>

Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR Web site at <http://www.qprinstitute.com/>

SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen, regardless of prior experience or training, to become a suicide-alert helper. See the LivingWorks Web page at <https://www.livingworks.net/programs/safetalk/>

Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. See the LivingWorks Web page at <https://www.livingworks.net/programs/asist/>

Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito Web page at <https://www.kognito.com/products/pk12/>

C. Employee Qualifications and Scope of Services

Employees of Elite Academic Academy and their partners must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

D. Specialized Staff Training (Assessment)

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals (school counselors, psychologists, social workers, and nurses) employed by Elite Academic Academy.

Resource:

Assessing and Managing Suicide Risk (AMSR) is a one-day training workshop for behavioral health professionals based on the latest research and designed to help participants provide safer suicide care. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/training-events/amsr>

E. Parents, Guardians, and Caregivers Participation and Education

To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the Elite Academic Academy suicide prevention policy and procedures.

This suicide prevention policy shall be prominently displayed on the school web page and included in the parent handbook.

Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.

All parents/guardians/caregivers should have access to suicide prevention training that addresses the following:

- Suicide risk factors, warning signs, and protective factors;
- How to talk with a student about thoughts of suicide;
- How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

Resource:

Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at <https://www.save.org/product/parents-as-partners/>

F. Student Participation and Education

Elite Academic Academy along with its partners has carefully reviewed available student curricula to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Under the supervision of school-employed mental health professionals, and following consultation with county and community mental health agencies, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding the school's suicide prevention, intervention, and referral procedures.
- The content of the education shall include:
 - Coping strategies for dealing with stress and trauma;
 - How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
 - Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
 - Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).

Elite Academic Academy will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, Freshman Success Programs, and National Alliance on Mental Illness on Campus High School Clubs).

Resources:

More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center's best practices list, specifically designed for teen-level suicide prevention. See the American Foundation for Suicide Prevention Web page at <https://afsp.org/our-work/education/more-than-sad/>

Break Free from Depression (BFFD) is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children's Hospital Web page at <http://www.childrenshospital.org/breakfree>

Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page at <http://www.reconnectingyouth.com/programs/cast/>

Students Mobilizing Awareness and Reducing Tragedies (SMART) is a program comprised of student-led groups in high schools designed to give students the freedom to implement a suicide prevention on their campus that best fits their school's needs. See the SAVE Web page at <https://www.save.org/what-we-do/education/smart-schools-program-2/>

Linking Education and Awareness for Depression and Suicide (LEADS) for Youth is a school-based suicide prevention curriculum designed for high schools and educators that links depression awareness and secondary suicide prevention. LEADS for Youth is an informative and interactive opportunity for students and teachers to increase knowledge and awareness of depression and suicide. See the SAVE Web page at <https://www.save.org/what-we-do/education/leads-for-youth-program/>

Intervention, Assessment, Referral

A. Staff

Two Elite Academic Academy staff members who have received advanced training in suicide intervention shall be designated as the primary and secondary suicide prevention liaisons. Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

Under normal circumstances, the primary and/or secondary contact persons shall notify the principal, another school administrator, school psychologist or school counselor, if different from the primary and secondary contact persons. The names, titles, and contact information of multi-disciplinary crisis team members shall be distributed to all students, staff, parents/guardians/caregivers and be prominently available on the school web site.

Citlalli Ramirez

Nicole Lively

School Counselor

School Counselor

The school counselor, school psychologist, or social worker shall then notify, if appropriate and in the best interest of the student, the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

- Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons.
- Students experiencing suicidal ideation shall not be left unsupervised.
- A referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.
- The Superintendent or Designee shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

B. Parents, Guardians, and Caregivers

A referral process should be prominently disseminated to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

C. Students

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt.

D. Parental Notification and Involvement

Elite Academic Academy School Counselors shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

- After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.
- If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth.

E. Action Plan for In-School Suicide Attempts

- If a suicide attempt is made during the school day, it is important to remember that the health and safety of the student and those around him/her is critical. The following steps should be implemented:

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- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
 - Move all other students out of the immediate area (or Zoom session);
 - Immediately contact the administrator or suicide prevention liaison;
 - Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable;
 - If in-person, provide medical first aid until a medical professional is available;
 - Parents/guardians/caregivers should be contacted as soon as possible;
 - Do not send the student away or leave them alone;
Listen and prompt the student to talk;
 - Review options and resources of people who can help;
 - Be comfortable with moments of silence as you and the student will need time to process the situation;
 - Provide comfort to the student;
 - Promise privacy and help, and be respectful, but do not promise confidentiality;
 - Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

F. Action Plan for Out-of-School Suicide Attempts

If a suicide attempt by a student is outside of Elite Academic Academy hours, it is crucial that the LEA protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

- Contact the parents/guardians/caregivers and offer support to the family;
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- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;
- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct;
- Provide care and determine appropriate support to affected students;
- Offer to the student and parents/guardians/caregivers steps for re-integration to school.

G. Supporting Students after a Mental Health Crisis

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

- Treat every threat with seriousness and approach with a calm manner; make the student a priority;
- Listen actively and non-judgmental to the student. Let the student express his or her feelings;
- Acknowledge the feelings and do not argue with the student;
- Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;
- Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student;
- Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

H. Re-Entry to School After a Suicide Attempt

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

The following steps shall be implemented upon re-entry:

Obtain a written release of information signed by parents/guardians/caregivers and providers;

- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;
- Inform the student's teachers about possible days of absences;

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- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);
 - Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood;
 - Work with parents/guardians/caregivers to involve the student in an aftercare plan.

Resource:

The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

I. Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. Elite Academic Academy's school counselors shall ensure that each school site adopts an action plan for responding to a suicide death as part of the general Crisis Response Plan. The Suicide Death Response Action Plan (Suicide Postvention Response Plan) needs to incorporate both immediate and long-term steps and objectives.

Suicide Postvention Response Plan shall:

- Identify a staff member to confirm death and cause (school site administrator);
- Identify a staff member to contact deceased's family (within 24 hours);
- Enact the Suicide Postvention Response Plan, include an initial meeting of the school Suicide Postvention Response Team;
- Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).

Coordinate an all-staff meeting, to include:

- Notification (if not already conducted) to staff about suicide death;

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- Emotional support and resources available to staff;
 - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
 - Share information that is relevant and that which you have permission to disclose.

Prepare staff to respond to needs of students regarding the following:

- Review of protocols for referring students for support/assessment;
- Talking points for staff to notify students;
- Resources available to students
- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;
- Consider funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
- Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at www.reportingonsuicide.org). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.
- Utilize and respond to social media outlets:
- Identify what platforms students are using to respond to suicide death
- Identify/train staff and students to monitor social media outlets
- Include long-term suicide postvention responses:
 - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
 - Support siblings, close friends, teachers, and/or students of deceased
 - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Resources:

After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page at

<http://www.sprc.org/comprehensive-approach/postvention>

Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page at

<http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss>

For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page at

[http://www.mhrsonline.org/resources/suicide%5Cattempted suicide resources for schools](http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools)

-Information on school climate and school safety is available on the CDE Safe Schools Planning Web page at <http://www.cde.ca.gov/lr/ss/vp/safeschlplanning.asp>

Additional resources regarding student mental health needs can be found in the SSPI letter Responding to Student Mental Health Needs in School Safety Planning at

<http://www.cde.ca.gov/nr/el/le/yr14ltr0212.asp>.

TITLE IX SEXUAL DISCRIMINATION POLICY AND GRIEVANCE PROCESS

In compliance with Title IX of the Education Amendments of 1972 ("Title IX"), Elite Academic Academy (the "Organization") does not discriminate on the basis of sex in its educational programs and activities, recruitment, admissions, course offerings, benefits or pay, athletics, or employment.

Applicability

This policy applies to all students, employees, volunteers, independent contractors, vendors, and members of the Organization community. It applies to conduct that occurs on the Organization's campus, at Organization-sponsored events, and to events on or off campus that have sufficient ties to the Organization.

The purpose of this document is to outline the steps the Organization will take to provide the prompt and equitable and reliable resolution of student and employee complaints under the Organization's Title IX Policy. These procedures apply only to complaints alleging sex-based discrimination, harassment, and/or violence prohibited by Title IX and as outlined in this policy. For all other complaints, please consult the relevant policies in the Organization's Parent/Student Handbook, or Employee Handbook, as applicable.

Students, parents/guardians, and employees are also encouraged to communicate with the Human Resources Department, with any questions or concerns regarding these policies. The Organization believes that open communication about these sensitive topics is integral to preventing serious misconduct from occurring and is essential to fostering a culture of personal responsibility, mutual accountability, and positive leadership.

Discrimination Based on Sex Prohibited

Our organization is an equal opportunity employer and committed to providing a work environment that is free of discrimination, harassment, and retaliation. In keeping with this commitment, the Organization maintains a strict policy prohibiting sexual discrimination or sexual harassment in any of its operations.

The Organization shall not, on the basis of sex, exclude from admission or participation, deny the benefits of, or discriminate against any person in any academic, extracurricular, research, occupational training, or other education program or activity it offers or operates. Similarly, the Organization shall not discriminate against any student or exclude any student from any education program or activity, including any class or extracurricular activity, on the basis of such as student's pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery therefrom, unless the student requests voluntarily to participate in a separate portion of the program or activity. Additionally, the Organization shall not discriminate against any person in employment, recruitment, hiring, selection, benefits, pay, or any other term condition, or privilege of employment on the basis of sex.

As used in this policy, sexual harassment is defined as harassment based on sex or conduct of a sexual nature, and includes harassment based on pregnancy, childbirth, breastfeeding, or related medical conditions, gender, gender identity or gender expression. It may include unwelcome sex-based conduct, such as unwelcome or unsolicited sexual advances, requests for sexual favors, conversations regarding sexual activities, or other verbal or physical conduct of a sexual nature that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the Organization's education program activity. It may also include an employee of the Organization conditioning the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct. It may also include sexual violence, including sexual assault, domestic violence, stalking, or violence while dating.

Sexual harassment may occur between students, between students and employees, between employees, between students and third parties, and between employees and third parties and is strictly prohibited.

Compliance Coordinator

The responsibility for administering and ensuring the Organization's compliance with Title IX has been assigned to the Compliance Coordinator. The Compliance Coordinator will coordinate with the administration to implement and administer this policy and the Organization's remedies for resolving Title IX complaints. The Compliance Coordinator is also responsible for working with law enforcement regarding such complaints when

necessary; and ensuring that complaints are resolved promptly and appropriately to the extent possible. The Compliance Coordinator may delegate these duties to other school employees or external investigators, as necessary and in his or her sole discretion, to ensure the prompt and appropriate resolution of any complaint.

The Compliance Coordinator (or his or her designee) may also meet with the Organization's students, parents/guardians, and/or employees regarding their rights and obligations under Title IX and to address any questions regarding the Organization's compliance with such obligations. Inquiries concerning this policy, Title IX, and any related issues of sex-based discrimination or harassment should be directed to the School's Compliance Coordinator:

- Name: Tracy Hasper
- Title: Chief Personnel Officer
- Office Address: 43414 Business Park Drive, Temecula, CA 92590 Telephone Number: (866) 354-8302 Ext. 706
- Email Address: thasper@eliteacademic.com

Reporting Complaints

Any person may report sexual discrimination and harassment in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.

Complaints may be reported orally or by submitting the Organization's Title IX Complaint Form to the Compliance Coordinator. The Title IX Complaint Form may be obtained from the Human Resources Department.

The complaint, whether reported orally or in writing, shall contain information that describes the conduct that has allegedly occurred and caused the violation of the Organization's policy and Title IX prohibitions against sex-based discrimination, harassment, and/or violence and identifies the complainant, respondent(s), and any witnesses to the alleged conduct.

Notification of Complaint

When the Organization receives a complaint, the Coordinator will promptly contact the complainant and explain the process to file a formal complaint.

Supportive Measures During Complaint Process

Once it has notice of a complaint, the Organization will take steps to ensure equal access to its educational programs and activities by providing “supportive measures” (as defined below) to the complainant, as appropriate, before the final outcome of an investigation.

“Supportive measures” mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, to restore or preserve equal access to the Organization’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

The Organization will maintain as confidential any supportive measures provided, to the extent that maintaining such confidentiality would not impair the ability of the Organization to provide the supportive measures.

The Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures during the complaint process, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

Grievance Process: Response to Formal Complaints

Step 1: Notice of Allegations

When the Organization receives a formal complaint (which must be signed by the complainant, or complainant's parents if a minor), the Coordinator will promptly provide written Notice of Allegations to the parties who are known. Such written notice will contain the following:

1. Notice of the Organization's grievance process;
2. Notice of the allegations of sexual harassment, including sufficient details known and with sufficient time to prepare a response before any initial interview;
3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
4. Notice that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
5. Notice of any provision in the Organization's code of conduct that prohibit knowingly making false statements or knowingly submitting false information.

Step 2: Determining if Complaint is Covered by this Policy.

The Compliance Coordinator will review the information provided to determine whether the matter falls within the scope of this policy.

Within ten (10) days after receipt of a complaint, the Compliance Coordinator will either initiate an investigation or inform the complainant in writing that the conduct alleged in the complaint is not within the scope of this policy and an investigation will not be conducted. If the matter does not involve allegations of sex-based discrimination, harassment, or violence within the scope of this policy, the Compliance Coordinator will forward the matter to the appropriate administrator to handle a review in accordance with applicable Organization policies and procedures.

If the complaint is determined to be within the scope of this policy and an investigation is initiated, the Organization may remove a respondent from its education program or activity on an emergency basis, provided that it undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the

decision immediately following the removal. Additionally, the Organization may place a respondent non-student employee on administrative leave during the pendency of any investigation.

Step 3: Investigation if Complaint is Covered by this Policy.

If the complaint falls within the scope of this policy, the Compliance Coordinator will promptly and no later than ten (10) days after receipt of the complaint initiate an investigation.

The Compliance Coordinator may designate other school employees or an external investigator (the "Investigator") to assist with an investigation, as necessary, in his or her sole discretion. The Compliance Coordinator will advise the parties of the name of the Investigator assigned to the complaint. The Investigator will maintain a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the investigation.

To the extent practicable, the investigation shall:

1. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
2. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
3. Provide the parties with the same opportunities to have others present during any proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, though the Organization may establish restrictions regarding the extent to which the advisor may participate in the proceedings;
4. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate; and
5. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised, including the evidence upon which the recipient does not intend to rely in reaching

a determination so that each party can meaningfully respond to the evidence prior to conclusion of the investigation.

The Investigator may take any additional actions as necessary to complete the investigation.

The Investigator will maintain documentation of all proceedings related to the investigation, which may include, but is not limited to, notes or transcripts from witness interviews, evidence provided by witnesses or involved parties, audio recordings, or written findings of fact.

The Organization will strive to complete investigations, including issuance of the Investigator's written report to the complainant and respondent, in as timely and efficient a manner as possible within sixty (60) days of receipt of a complaint. However, this timeframe may be extended based on factors such as, but not limited to, schedule and availability of witnesses, holidays or semester breaks including summer break, and complexity of the complaint. If an investigation cannot be completed within sixty (60) days of receipt of the complaint, then the Investigator will notify the complainant and respondent of that fact in writing and provide a timeframe for completing the investigation. Both parties will be given periodic updates throughout the investigation process.

Prior to completion of any report by the Investigator, the Organization shall send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the Investigator will consider prior to completion of the investigative report.

After the completion of the 10-day period, the Investigator will create an investigative report with the results of the investigation that fairly summarizes relevant evidence, including the Investigator's findings and conclusions supporting the determination.

At least 10 days prior to the time of determination regarding responsibility, the Investigator will send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response. The Decision Maker must afford each party the opportunity to submit written, relevant questions that a party

wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.

Step 4: Making a Finding - Determination regarding Responsibility.

In reaching its finding, the Decision Maker will engage in an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and provide that credibility determinations may not be based on a person’s status as a complainant, respondent, or witness. The standard of evidence to be used by the Investigator to determine responsibility will be the preponderance of evidence standard.

Step 5: Dismissal or Remedies.

Where the Decision Maker determines sexual harassment has not been found against the respondent, the Organization will dismiss the complaint and send written notice of the dismissal and the reason(s) therefore simultaneously to the parties. [Note: A Discretionary Dismissal will also be issued if: the respondent leaves the school; the complainant withdraws the complaint; and/or there are circumstances that prevent the school from making a determination.]

Where a determination of responsibility for sexual harassment has been found against the respondent, the Organization will provide the written determination to the parties simultaneously and after the determination becomes final, will impose remedies/disciplinary actions designed to restore or preserve equal access to the Organization’s education program, activity, or employment. Such remedies may include counseling, course or class related adjustments, mutual restrictions on contact between parties, changes in work locations, leaves of absence, increased security and monitoring, or disciplinary action including suspension, warnings, termination of employment, or expulsion. The written determination will include the following: identification of allegations; description of procedural steps taken; findings of fact supporting the determination; conclusions based on the school codes; and procedures for appeals.

The Organization recognizes that false accusations, especially of sex-based harassment, discrimination, and/or violence may have serious effects on innocent persons. Any individual found to have made false accusations of sex-based harassment, discrimination, and/or violence may also be subject to appropriate disciplinary action.

Step 5: Appeals.

Any party not satisfied with the results of an investigation under this policy or the remedies taken because of: (a) a procedural irregularity that affected the outcome of the matter; (b) new evidence that was not reasonably available at the time the determination was made that could affect the outcome of the matter; or (c) the Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents that affected the outcome of the matter may submit a written appeal to the Compliance Coordinator within 10 days of receiving the final finding. Appeals shall be decided by the Appeal Decision Maker.

The written appeal shall state the nature of the disagreement with the result of the investigation, the reasons supporting the appeal, and how the outcome would be changed by reconsideration of the determination. The Appeal Decision Maker will consider all issues presented by the appealing complainant, respondent, or their parent/guardian and the relevant documentation.

As to all appeals, the Organization will:

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
2. Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;
3. Ensure that the decision-maker(s) for the appeal does not have a conflict of interest and is not biased;
4. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
5. Issue a written decision describing the result of the appeal and the rationale for the result; and
6. Provide the written decision simultaneously to both parties.

The Appeal Decision Maker will issue a written determination no later than fifteen (15) days after receipt of the appeal.

Confidentiality

The Organization shall keep confidential the identity of any complainant or individual who has made a report or complaint of sex discrimination or harassment, any respondent or individual who has been reported to be the perpetrator of sex discrimination or harassment, and any witness, except as may be permitted by law.

Any information gathered during the investigation will only be shared with those who have a need-to-know, except in limited circumstances, including but not limited to, when the Organization is required by law to report the information or when such disclosure is necessary to protect the health, safety, or well-being of members of the Organization community.

Retaliation Prohibited

The Organization shall not intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy.

Retaliation or reprisal by any student or employee against complainants, witnesses, or any other individual who reports allegations of sex-based harassment, discrimination, and/or violence or provides information to assist in an investigation is strictly prohibited.

Individuals who believe they have been retaliated against in connection with such action should immediately report such conduct to the Compliance Coordinator. Anyone who is found to have retaliated against a student or employee under this section will be subject to disciplinary action, up to and including expulsion and/or termination of employment.

Procedures

Child Abuse Reporting

Teachers, instructional aides, classified staff, and other school employees are required by law to report all known or suspected cases of child abuse or neglect to the appropriate law enforcement or child welfare agency (Pen.Code, § 11166.)

Suicide Prevention Procedures

Protecting the health and well-being of all students is of utmost importance to EAA. The EAA governing board has adopted a suicide prevention policy that is intended to protect all students through the following steps:

1. Information about recognizing and responding to warning signs of suicide, using coping skills, using support systems, and seeking help for themselves and friends will be provided. At the beginning of each school year, an informational pamphlet will be provided to each student's parent or guardian. It is the responsibility of each student's parent or guardian to review this information with him or her. Furthermore, students in grades 6-12 will be invited to attend an informational webinar aimed at raising awareness on mental health, suicide prevention, and increasing help-seeking behavior. If parents or guardians have any questions about the material in the pamphlet and webinars, they can contact the school's appointed suicide prevention liaisons:

School Counselors

(951)583-1557 and (951)583-1530

2. The school has designated suicide prevention coordinators (school counselors) to serve as points of contact for school staff to communicate with when students are in crisis and are in need of referrals to the appropriate resources for support.
3. When a student is identified as being at risk, they will be assessed by a school-employed mental health professional who will work with the student and help connect them to appropriate local resources.

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4. Students will have access to national resources which they can contact for additional support, such as:
 - a. Suicide and Crisis Lifeline - dial 988 or (800)273-8255
 - b. The Trevor Lifeline – dial 1.866.488.7386 or text START to 678-678
 - c. Crisis Text Line - text HOME to 741-741
 5. All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they, or a friend, are feeling suicidal or in need of help.
 6. Students and parents should also know that because these matters relate to student safety, confidentiality and privacy concerns are secondary to seeking help for students in crisis.
 7. For a more detailed review of the school policy, please see our full comprehensive suicide prevention policy. This policy has been developed and adapted from the “Model School District Policy on Suicide Prevention,” which is a resource that outlines comprehensive model policies and best practices for schools to follow to protect the health and safety of all students. This resource was developed by examining strong local policies, ensuring that they are in line with the latest research in the field of suicide prevention, and identifying best practices for a national framework.

Uniform Complaint Procedure

It is the policy of Elite Academic Academy (the “School”) to maintain a positive and productive working and educational environment. The School does not discriminate on the basis of disability, gender, gender identity, gender expression, nationality, national origin, ethnic group identification, age, mental disability, physical disability, medical condition, genetic information, marital status, race, color, ancestry, or ethnicity, religion, sex, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in California Penal Code section 422.55, in its programs and/or activities and provides equal access to the Boy Scouts and other designated youth groups. OCR Notice of

Non-Discrimination for Title VI, IX, Section 504, Age Disc. Act and Boy Scouts Act. The School is primarily responsible to ensure that it is compliant with all applicable federal and state laws and regulations. There are some circumstances, however, when employees or students may take issue with other employees or students, or someone may believe that a violation of federal or state law is occurring in certain educational programs. The School encourages complainants to first address the issue with the other person directly using conflict resolution skills when possible.

Types of Complaints to be Filed Using the UCP

If, however, the complainant does not feel comfortable with this approach or the complaint involves harassment, discrimination, intimidation, or bullying based upon the above-identified characteristics, or any other legally protected category, in its programs or activities, federal or state laws, or regulations governing educational programs, or improper student fees, failure to accommodate lactating students, and Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) resources, failure to comply with statutes relating to foster care pupil records transfers or foster care pupil education or a complaint that the School has not complied with the requirements of Education Code sections 47606.5 (annual update to goals and annual actions) or 47607.3 (outcomes for pupil subgroups), as applicable, or other violation of state or federal law under the following programs: Adult Education, Federal Title I-VII programs, including improving academic achievement, compensatory education, English learner programs, After School Education and Safety, Agricultural Vocation Education, American Indian Education Centers and Early Childhood Education Program Assessments, Migrant Education, Career Technical and Technical Education and Training Programs, Child Care and Development Programs, Child Nutrition Programs, Special Education Programs, or Safety Planning Requirements, Physical Education: Instructional Minutes; Pupil Instruction: Course Periods without Educational Content or Previously Completed Courses; Regional Occupational Centers and Programs; and Tobacco Use Prevention Education], the complainant must use the below identified complaint procedure. The School will investigate complaints and seek to resolve them in compliance with this policy.

Dissemination

The School will send to students, employees, parents or guardians of its students, school advisory committees, and other interested parties a notice of rights under this policy on an annual basis. Upon request, a copy of this policy will be made available free of charge and is also available on the School's website.

Regulations

Title I Federal Funds

Title 1 provides federal funds to schools with high percentages of low-income students. These funds pay for extra educational services to help at-risk students achieve and succeed regardless of any disadvantages through no fault of their own. Funds are used to support effective, evidence-based educational strategies that close the achievement gap and enable the students to meet the state's rigorous academic standards.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the school receives a request for access. Parents or eligible students should submit to the Program Director a written request that identifies the records they wish to inspect. The Program Director will make a decision regarding access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend a record should write to the Program Director, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

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3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. For this purpose, a school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel), or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees, and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that processes FERPA complaints are:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the

school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining the prior written consent of the parents or the eligible student:

1. To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met.
2. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34.
3. To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the CDE. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, enforcement or compliance activity on their behalf.
4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid
5. To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38.
6. To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.

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7. To accrediting organizations to carry out their accrediting functions.
 8. To parents of an eligible student if the student is a dependent for IRS tax purposes.
 9. To comply with a judicial order or lawfully issued subpoena.
 10. To appropriate officials in connection with a health or safety emergency, subject to §99.36.
 11. Information the school has designated as “directory information” under §99.37.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. The primary purpose of directory information is to allow the school to include information from your child’s education records in certain school publications. Examples include:

1. A playbill, showing your student’s role in a drama production.
2. An annual yearbook.
3. Honor roll or other recognition lists; and graduation programs.

Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. If you do not want the school to disclose any or all of the types of information designated below to outside organizations as directory information from your child’s education records without your prior written consent, you must notify the school and “opt-out” of the directory.

All of the following items of directory information relating to a student may be released to a designated recipient unless a written request is on file to withhold its release:

- Name
- Address
- Date of birth
- Dates of attendance (e.g., by academic year or semester)
- Current and most previous school(s) attended
- Degrees and awards received

In addition, two federal laws require a school receiving assistance under the Elementary and Secondary Education Act of 1965, as amended, to provide military recruiters, upon request, with the following information: names, addresses and telephone listings, unless

parents have advised the school that they do not want their student's information disclosed without their prior written consent.

California Healthy Youth Act (CHYA) (AB 2601)

CHYA requires that all California public schools provide comprehensive sexual health and HIV prevention once in middle school grades 7-8 and once in high school grades 9-12. AB 2601 extended that requirement to charter schools. The law requires the following:

1. To provide pupils with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy;
2. To provide pupils with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family;
3. To promote understanding of sexuality as a normal part of human development;
4. To ensure pupils receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end;
5. To provide pupils with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors

You as a parent also have the right to excuse your child from participating. If you choose to not participate, please send an email to the Director of your program with the following:

1. Name of Student
2. Date
3. Signature
4. State that you are excusing your child from CHYA instruction

This must be done once in high school and once in middle school.

Student/Parent Handbook

Acknowledgement Form

The Elite Academic Academy handbook describes important information about, among other things, EAA academies, state, and federal regulations and policies. Because information, policies, and benefits are subject to change, I acknowledge that revisions to the EAA Handbook may occur.

My parents/guardian(s) and I acknowledge that we have received a copy of the EAA Student/Parent Handbook. I acknowledge that I will abide by the guidelines and policies contained therein. I acknowledge and will abide by the guidelines for email, IM, internet, integrity, cheating, and plagiarism for EAA. I have read and understand the importance of attending state testing. I understand that assessment is mandatory at Elite Academic Academy to document student progress.

Completing this acknowledgment form confirms that my parent/guardian(s) and I have read and reviewed and understand the contents of the EAA Parent/Student Handbook.

Please sign and return to your assigned Elite Educator.

Parent/Guardian Name (Please print)

Parent/Guardian Signature

Date

Student Name (Please print)

Student Signature

Date