



Elite Academic Academy - Lucerne

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<https://eliteacademic.zoom.us/j/97566202696?>

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

May 2nd, 2024 at 9:00 am

43414 Business Park Drive, Temecula, CA 92590

23504 Lyons Avenue, Santa Clarita CA 91321

109 Don Carlos Way, Ojai, CA 93023

43495 Palm Royale Dr., La Quinta, CA 92253



Elite Academic Academy - Lucerne May 2nd, 2024

Board Of Directors - Elite Academic Academy - Lucerne

Meeting Location

Any public vote will be done by roll call to ensure the public knows who is speaking and voting. Members of the public may easily observe the meeting and offer public comment using the following dial-in numbers and/or internet link:

Join Zoom Meeting <https://eliteacademic.zoom.us/j/97566202696?pwd=R2daZzJSNnZPNUV3Nk83K0diZXJtUT09>
Meeting ID: 975 6620 2696 Passcode: 920373

Time:

1.0 Call To Order

Roll Call:

Susan McDougal, Nicole Aguirre, Cody Simms

2.0 Approve/Adopt the Agenda

It is recommended the Board of Directors adopt as presented the agenda for the Board Meeting of May 2nd, 2024.

Motion: Second:
Vote:

3.0 Public Comment -Closed Session

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

4.0 Adjourn to Closed Session

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

5.0 Closed Session

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

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

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

Time:

6.0 Pledge Of Allegiance

Led By:

7.0 Open Session

8.0 Public Comment

Please submit a request to speak to the Board of Directors. Cards can be asked for by emailing galtamirano@eliteacademic.com. Please complete and return the form for agendized or non-agendized items, prior to the meeting. Not more than three (3) minutes are to be allotted to any one (1) speaker, and no more than twenty (20) minutes on the same subject. This portion of the agenda is for comments, recognitions and reports to the Board and is not intended to be a question and answer period. If you have

questions for the Board, please provide the Board President with a written copy and an administrator will provide answers at a later date. A request for disability-related modifications or accommodations in order to participate in the public meeting, including auxiliary aids or services, may be made to Ms. Meghan Freeman at mfreeman@eliteacademic.com at least 72 hours prior to the meeting.

9.0 General Functions

9.1 Informational Items

A. CEO Authorizer Report

[EAA-LU CEO Report April 2024.pdf](#)

9.2 Consent Agenda

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

Motion: Second:
Vote:

A. Meeting Minutes from April 4th, 2024

[EAA-LU 04.04.24.pdf](#)

B. Warrant Register

[WarrantRegisterLU_Apr_2324.pdf](#)

C. New Instructional Materials Community Partners

[Elite Academic Instructional Service Community Partner_April_2024 - VCI Community Partners.pdf](#)

D. New Educational Materials Community Partners

[Elite Academic Educational Materials Partner_April_2024.xlsx - EM Partners.pdf](#)

E. Job Descriptions

[JD - Peak Performance Administrative Assistant \(pending board approval\).pdf](#)

[JD - Coordinator of Teacher Support \(pending board approval\).pdf](#)

[JD - Academy Compliance Support Rider \(pending board approval\).pdf](#)

[JD - Community Relations Liaison Rider \(pending board approval\).pdf](#)

[JD - Parent Liaison Advisor Rider \(pending board approval\).pdf](#)

10.0 Personnel Services

10.1 Temporary Employee Contracts

It is recommended that the board ratify the following Temporary Employee Contracts for Elite Academic Academy - Lucerne.

[EE Temp Contracts LU.pdf](#)

Motion: Second:
Vote:

10.2 Employee Contract Addendums

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

[EE Addendums LU.pdf](#)

Motion: Second:
Vote:

11.0 Business Services

11.1 MOU with AMG/AOC

It is recommended that the board approve the following MOU with AMG/AOC for Elite Academic Academy - Lucerne.

[MEMORANDUM_OF_UNDERSTANDING_EAAL_AOC\(134967529.1\).docx.pdf](#)

Motion: Second:
Vote:

11.2 Princeton Review MSA

It is recommended that the board approve the following Princeton Review MSA for Elite Academic Academy - Lucerne.

[The Princeton Review Order 1 for Elite Academic Academy April 2024 Tutor-com\(2\).pdf](#)

Motion: Second:
Vote:

11.3 Sage Intacct Contract Renewal FY 24.25

It is recommended that the board approve the following Sage Intacct Contract Renewal FY 24.25 for Elite Academic Academy - Lucerne.

[EliteAA2024Order-signed \(1\) LU.pdf](#)

Motion: Second:
Vote:

11.4 Elite Prom Proposals

It is recommended that the board approve the following Elite Prom Proposals for Elite Academic Academy - Lucerne.

[2024 Prom Budget .xlsx](#)

[Prom Elite Contract 05 18 2024.pdf](#)

[Topshelf Photo.pdf](#)

[Vanity Balloons for Prom.pdf](#)

[Prom DJ Invoice.pdf](#)

[REVISED Creative Catering Balance \(1\).pdf](#)

Motion: Second:
Vote:

11.5 Elite Graduation Proposals

It is recommended that the board approve the following Elite Graduation Proposals for Elite Academic Academy - Lucerne.

[Hawk Ranch - Updated Quote 23.24 School Year signed.pdf](#)

Motion: Second:
Vote:

11.6 Office Updates Budget

It is recommended that the board approve the following Office Updates Budget for Elite Academic Academy - Lucerne.

[Temecula Office Refresh Budget \(1\).xlsx](#)

Motion: Second:
Vote:

11.7 Draft Form 990

It is recommended that the board approve the following Draft Form 990 for Elite Academic Academy - Lucerne.

[6.30.23 Elite Academic Academy - Lucerne Tax Return DRAFT 4.24.24.pdf](#)

Motion: Second:
Vote:

12.0 Educational Services/Policy Development

12.1 Parent Student Handbook 2024-25

It is recommended that the board approve the following Parent Student Handbook 2024-25 for Elite Academic Academy - Lucerne.

[24-25 Parent-Student Handbook \(DRAFT\).pdf](#)

Motion: Second:
Vote:

12.2 EPA Spending Plan 2023-24

It is recommended that the board approve the following EPA Spending Plan 2023-24 for Elite Academic Academy - Lucerne.

[23.24_LU_EPA \(1\).pdf](#)

Motion: Second:
Vote:

12.3 CTE Grant Application

It is recommended that the board approve the following CTE Grant Application for Elite Academic Academy - Lucerne.

[EAA LU Middle School Foundation Academies_Cohort 8](#)

Motion: Second:
Vote:

13.0 Report of Action Taken in Closed Session

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

14.0 Calendar

The next regularly scheduled board meeting is June 6th , 2024 at 9:00 am.

15.0 Board Comments and Future Planning

Time:

16.0 Adjournment

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

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

Motion: Second:
Vote:



CEO Report



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



April Celebrations

This month has been busy with end-of-year preparations. We are preparing for Level-Up activities, CAASPP testing, and graduation. Excitingly, we have welcomed over 450 new students for the upcoming fall term, with more expected to join us soon. Our Seniors are starting to confirm their college choices. Follow us on Social Media to see the impressive variety of schools our students have been accepted into. Our primary focus remains on preparing students for their future. As the year-end approaches, we have a lineup of thrilling events planned, including Prom, Graduation Night, Disneyland, and various enjoyable park days to end the year on a high note!

Staff Highlight:

Our Marketing and Communications team stands as the epitome of **creative brilliance**, consistently exceeding expectations and holding high standards within our organization. Their innovative vision has not only elevated our brand but has also played a **pivotal role in supporting various departments across the organization**. Through their strategic and captivating communication strategies, they have seamlessly connected with parents, students, and staff, **fostering a culture of unity and belonging**. Our Marketing and Communications team continues to inspire, educate, and empower, and we're so proud of them! Thank you for being Elite, Justin, Nolan, and Adam!



Essential Highlights



Six Elite Essentials

Celebrate On Target

Aligned Resources		
Professional Development		
Parents and Community		
Responsive Instruction		
Student Work and Data		
Shared Leadership		

ACADEMIC INNOVATION

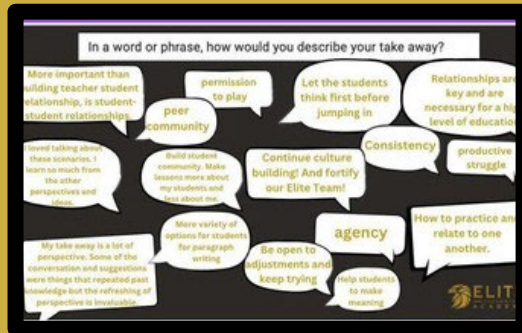
INNOVATION IS THE ABILITY TO SEE CHANGE AS AN OPPORTUNITY, NOT A THREAT

NEW TOR ROUNDTABLE



New teachers meet weekly for their roundtable discussions. It is a space where they can freely pose questions, discuss challenges, and reflect without fear or judgment. These weekly discussions serve not only as a source of valuable insights and guidance, but also help build lasting connections amongst one another.

ELITEX CONTINUES TO MAKE AN IMPACT



Our second round of EliteX Fellows continue to take significant, courageous strides toward leveling their teaching practice. Here's what Fellows are saying of the one on one coaching experience:

- "I had never thought of it that way before"
- "I let them struggle more"
- "I see how they can own their learning"
- "It's a privilege to work for such a forward-thinking school. I'm so grateful for this professional development opportunity"



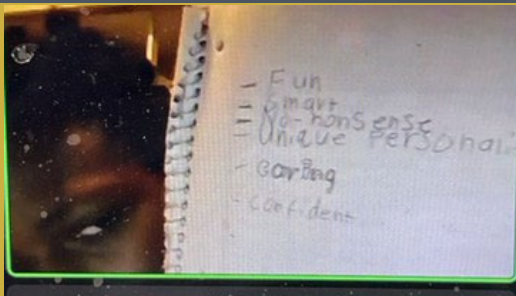
Our JumpStart rockstars continue to bring their A-game to the table. In their words:

- "Often you learn more from failing than guessing your way to success." - Jeffrey
- "Life lessons: not only for school, failing but keep trying. There's always more than one way to accomplish things." - Ruth
- "The 'wait 5 seconds, and then take a sip of water' idea that you gave to us is genius. Exactly the reminder I needed to stop myself from taking over after a couple seconds of awkward silence." - Tancy

**SCIENCE 6
HONORS SOAR AND
ENGLISH 9
HONORS SOAR ARE
COMING FOR THE
2024-25 SCHOOL
YEAR!**

ELITEX ACCELERATOR

EliteX Accelerator for students, age 10-14, builds mindset skills, overcomes procrastination and sets meaningful goals. One student said it best in setting the goal for himself to be "fun, smart, no-nonsense, unique, caring and confident." TORs in both Flex & Virtual in the EliteX Accelerator are working to apply their learning to two students that they work with to combat procrastination and build the skills they need to be in better control of their work.



STUDENT DEVELOPMENT

EARLY EAGLE
MONDAY
MINUTE



WEEK OF APRIL 22ND

We're so proud of our Leadership students this year for creating our Monday Minute videos, which can be found on our Youtube and Parent Square Platforms. Each week, students are given the opportunity to report the "happenings" and school news to our EAA community. Students showcase not only their leadership skills but their reporting skills as well!

CA HEALTHY YOUTH ACT



The 7th to 12th grade students attended the four sessions facilitated by the Talk Institute on the **California Healthy Youth Act** and embarked on an enlightening journey towards holistic well-being and informed decision-making. With each session, these students are equipped with invaluable knowledge about their **physical, emotional, and social health, empowering them to navigate life's challenges with confidence and resilience.** Through engaging discussions, interactive activities, and evidence-based curriculum, the Talk Institute fosters a safe and inclusive environment where students can explore topics such as sexual health, consent, healthy relationships, and LGBTQ+ awareness. These sessions not only fulfill educational requirements but also serve as catalysts for personal growth, fostering a generation of empowered individuals poised to make informed choices and positively impact their communities.

CTE LOOKBOOK



The **CTE pathway lookbook at Elite Academic** is a masterpiece of design and information, boasting stunning graphics that outline the wealth of opportunities available to students. Within its pages, students discover a myriad of career and technical education pathways meticulously outlined, each accompanied by vivid illustrations that bring their potential to life. From musical production and healthcare to eSports and digital media, every pathway is intricately explained, offering students a clear roadmap to their future aspirations. **The lookbook, designed by our own CTE Marketing Teacher, Mr. Diaz, highlights the various Career and Technical Student Organizations (CTSOs) that students can join, fostering a sense of community and collaboration while honing their skills and passions.** With its blend of aesthetic appeal and comprehensive content, the CTE pathway lookbook serves as guide of inspiration for students and can be found on our CTE Webpage for access!

A-G CTE COURSES



The approval of new CTE courses within the wilderness medicine, professional dance, professional music, health, and esports pathways through the A-G system marks a milestone for Elite Academic, heralding a future enriched with diverse learning opportunities. **Under the visionary leadership of our CTE Associate Director and the unwavering dedication of our CTE teachers, these innovative courses have been meticulously crafted to meet rigorous academic standards while catering to the evolving interests and needs of our students.** With a keen focus on experiential learning and real-world applications, these courses empower students to explore their passions and cultivate invaluable skills essential for success in their chosen fields. **Our CTE Associate Director and teachers exemplify a commitment to excellence, inspiring students to dream big and reach new heights. Way to #BeElite!**

STUDENT LEADERSHIP

The Leadership class at Elite Academic, guided by the exemplary leadership of Mrs. Rodriguez and Ms. Zamora, stands as a beacon of inspiration for middle and high school students alike. Under their mentorship, our ASB students have embarked on a remarkable journey of personal growth and community impact. Through a series of innovative fundraisers, including the widely celebrated "America's Got Talent" event, and the organization of engaging schoolwide activities, they have demonstrated an unwavering commitment to fostering a vibrant school culture and providing invaluable leadership opportunities for their peers. Mrs. Rodriguez and Ms. Zamora's dedication to nurturing the next generation of leaders is evident in every initiative undertaken by the Leadership class, serving as a testament to their passion for empowering students to effect positive change within their school and beyond.





OPERATIONS & HUMAN RESOURCES

OUR RE-ENROLLMENT CAMPAIGN HAS SUCCESSFULLY COME TO A CLOSE WITH OVER 88% OF OUR STUDENTS PLANNING TO RETURN FOR THE 24/25 SCHOOL YEAR.

OPERATIONS

The state reporting for our P2 Reports for ADA funding have been submitted to our sponsoring districts and the county. **Our ADA came in slightly above our estimates so we are in great shape!** Next up will be our EOY Calpads reporting which the team has already gotten a head start on.

EAA's annual audit will begin the week of May 28th. This first portion of the audit will consist of our students' compliance portfolios which, as you know, the Operations team has been working on all year to ensure all documents are ready to go.

Our Re-Enrollment campaign has successfully come to a close with over 88% of our students planning to return for the 24/25 school year. 5.5% of our students are planning to move on to other schools for various reasons. For the 6.4% of students/families who have yet to complete the form, our team is reaching out to them directly to ask about their plans. Historically, we see movement in these numbers as we get closer to the start of school, however we are thrilled to see such a positive response. **Our Open Enrollment window for our Traditional/Track B calendar has come to a close with a whopping 465 new students registered to begin with us in the fall!** We will continue to pull new students from our waitlist throughout the next months, as space becomes available.



HUMAN RESOURCES

The Human Resources department has completed the implementation of our new Applicant Tracking System, and has trained Leadership staff on the program. It has successfully reduced the time spent for Leadership to review and track applications. Additionally, it allows for more detailed and precise resume management and increased efficiency in communication with potential hires. The department is also already preparing contracts, and onboarding new temps, for our summer program.

COMMUNITY RELATIONS

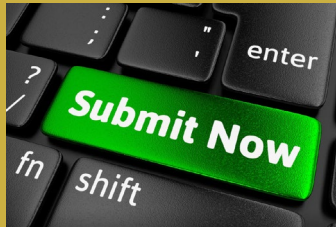
CURRENT ELITE COMMUNITY PARTNERS: 256 VCI/ 170 EMR
 PROCESSED PRE-APPROVED SERVICES: 784+
 INVENTORY/CURRICULUM ITEMS SHIPPED: 1,060+

COMMUNITY PARTNERS



The Community Relations Department has **received and processed renewal paperwork for 167 returning community partners and new applications for 174 new community partners [VCIs and EMRs]**. All incoming prospective vendors who would like to become a community partner with Elite will go through the vetting and approval process and placed on an interest list to be sent the new CP application for the 2024-25 school year.

PERSONALIZING EDUCATION



The Community Relations Department encourages families to submit their reimbursements for the spring semester. There are only two months left and the CR team is working hard to close out the end of the school year. **The CR team has continued to inform vendors that becoming an Elite community partner is an option and beneficial to all Elite students!**

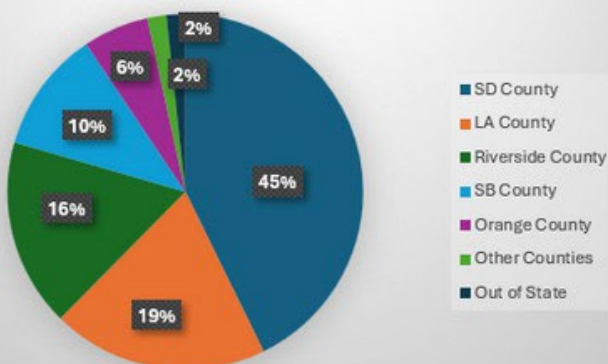
SHIPPING



The Community Relations Department has packed and shipped **over 1,060 envelopes/boxes for Student Testing Kits for CAASPP, Graduation medallions and honor cords to seniors, Bloom Kits, Student and Staff IDs and more!** The CR team continues to work hard to get all of Elite's inventory barcoded for the upcoming school year!

Bridge the Gap Initiative

Instructional Services Community Partners (VCI's)



Bridge the Gap is an ongoing initiative in the Community Relations Department that is designed to bring local vendors and Elite families together. Our current instructional services community partners have **grown in LA County by 9% within one year**. Some of these local vendors include a **Sylvan Learning franchise with 9 locations and a new Waterworks Swim School with 12 locations**. It is our goal to build long-lasting relationships that will continue to grow each school year.

April Pictures:



HOMESCHOOL

ENROLLMENT: 843 STUDENTS
 MOUNTAIN EMPIRE: 519 | LUCERNE: 324

**CO-VALEDICTORIANS:
 LUKE & JACOB M.**

Elite Students (*Luke, Jacob, and Hannah*) have been with Elite Homeschool since the very beginning when Luke and Jacob were in Middle School. Now, these two hard-working Seniors share the spotlight as **Co-Valedictorians and brothers!**

"I am so thankful that our family has chosen to be a part of the Elite Academic Homeschool Community. It has allowed us to accomplish our goals of a high-quality education that is tailored to each individual student. This educational environment has been a big part of Luke, Jacob and Hannah's academic success.

Luke and Jacob both were accepted to their top university choice (PLNU) with significant merit scholarships"

Congratulations Luke, Jacob, and their entire family!

We are so proud of you!!

Congratulations!



APRIL FUN

April is a **BUSY** month of preparing for End of Year Testing while also finalizing next year's plans, curriculum, and options.

Here are some photos of Homeschool Happenings this April to make you smile!



KidArts by Megan Cole - Sea Tangle



Pearl B. won IEA Championship!



Art In The Park Class



Lego Legends Class



Trevor accepted to Fire Cadet Program!



Lawrence Family and Ms. Michelle @ Science Fair

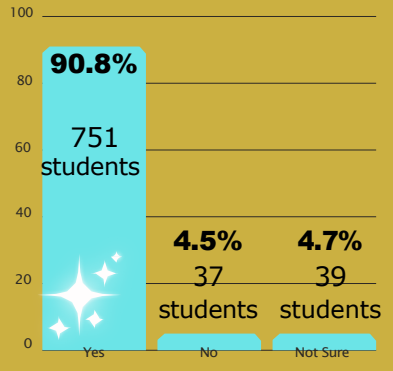
RE-ENROLLMENT

There are many ways to quantify student learning, progress, and growth. There are fewer ways to quantify **connection, relationships,** and **trust** in this educational setting.

As a school of choice, currently enrolled families making the choice to continue their journey with Elite for another school year is the ultimate compliment to aligning with values and educational experiences.

At this time, 90.8% of Homeschool Students are returning for next year, and **over 40 siblings are set to enroll.**

24-25 Re-Enrollment



**STAFF HIGHLIGHT:
 MAGGIE MATHIAS, HOMESCHOOL ELITE EDUCATOR**

Maggie has been with Elite since the beginning, and has been instrumental in nurturing the heart and soul of Homeschool Elite. Maggie approaches each family with a blank canvas of possibility. She has a vast knowledge of curriculum options, writing, literature, and levels of support to prescribe to each family with high expectations. Maggie is patient, she is wise, and she is targeted. She develops support that wraps around the entire family.

Recently, Maggie has also been supporting the Homeschool Team with Compliance Coaching, and she has been shining! Dani Osmond, Lead Teacher, reports "*Maggie is always responsive, knowledgeable, encouraging and helpful, and goes above and beyond to support her family and our teachers*"

Maggie - Thanks for all that you do for your families, and for all of us!

THANK YOU





FLEX

CONNECTION HIGHLIGHTS

STUDENT SPOTLIGHT

Marco S. is a smart, determined student who **excels in math**. Marco has been on the **honor roll** and has been awarded **academic excellence awards**. As you can see, he likes science. As part of our IFly San Diego field trip, he learned about **STEM activities** and **took part in national PI Day**.



FLEXPERIENCE PARK DAY SPECTACULAR



KINDER LITERACY COHORT: DR. SEUSS CRAFT

Our kindergarten students recently took part in a **fun crafting activity** after reading the book **"Cat in the Hat."** This creative engagement not only showed that **reading can be enjoyable** but also helped **build meaningful connections**. We would like to extend a big thank you to **Maria Mack and Savannah Schuster** for their support in making this activity a success for our kindergarten students.



Flex hosted a **fun park day** to get students excited for **the testing season** and encourage them to do their best on the tests. From dry ice to rocket-launching cups, **Science Guys of San Diego** provided our students with an interactive and **engaging science show**. **Over 80 attendees** participated in the event and **enjoyed donuts** along with the science demo. It was a **great advertisement** for our school, as **kiddos from the park** admired it from afar!



TEACHER SPOTLIGHT-SARAH O'CONNOR



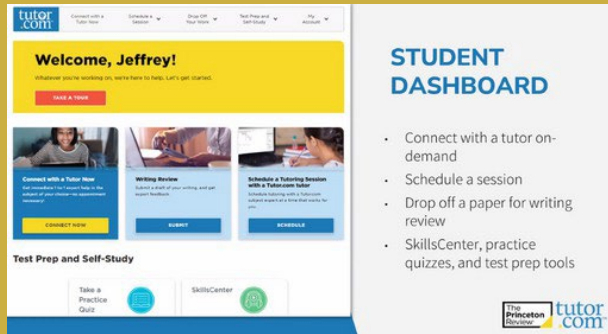
Embracing every opportunity for professional growth, Sarah has **catapulted her teaching strategies to new heights**. By immersing herself in initiatives like **Elite X** and our **SOAR program**, Sarah is setting a standard for continuous **improvement in teaching practices**. What truly sets Sarah apart is her unwavering **dedication to her students**. Her students love her and are engaged, which exemplifies the Six Cs we are focusing on. She **collaborates well with others and is always thinking ahead**. Her genuine enthusiasm for **interacting with families is evident** in every interaction. From live sessions to in-person meet-ups, Sarah goes **above and beyond for her students**. Thank you, Sarah, for your outstanding dedication to the Flex Academy. We are truly fortunate to have you as a member of the Flex team.



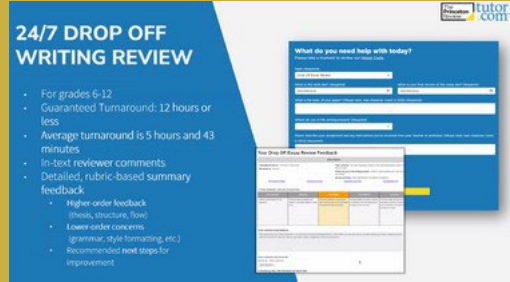
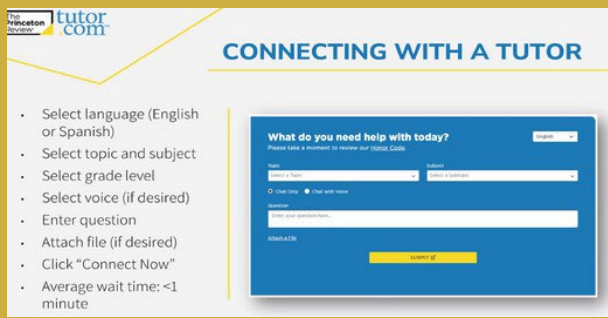
JUST LAUNCHED: TUTOR.COM-ON DEMAND HOMEWORK HELP

STUDENT SPOTLIGHT: PRYSSILLA R.

We are now offering 24/7 ON-DEMAND tutoring for all Virtual Academy students! **ANY SUBJECT, ANY TIME!** Students can access this feature through their Canvas landing page and get access to a live-subject-area credentialed tutor! We are so excited to truly give students more access to the help they need, when they need it! Students will also have access to free ASVAB, SAT/ACT test prep, and Essay drop off features to get feedback on their writing samples!



11th grader Pryssilla R. is an exceptional individual who embodies academic excellence and creative ability. **She is on track to graduate as an Elite Virtual student in just three years, a testament to her dedication and intellect.** As an honor student, she consistently demonstrates a deep commitment to learning. Beyond academics, Pryssilla has vibrant hobbies that showcase her imaginative spirit. She finds joy in building intricate Lego sets, video gaming, sketching and animation. Her diverse interests extend to reptiles, Greek mythology, Italian culture, and baking. Looking ahead, She aspires to become an animator, bringing characters to life through her artistic vision, in addition to personal styling and video game testing. With her drive and multifaceted skill set, Pryssilla is poised to make a significant impact in any path she chooses to pursue. We are so happy that Pryssilla chose to #BeElite!



VIRTUAL ACADEMY TEACHER FEATURE

Please join me in celebrating our April Teacher Feature: **Brendon Boitano!**



Brendon joined the Elite Virtual team in Summer of 2023, as part of our Level Up program and was such a Rockstar, we couldn't let him go!!! A colleague was quoted as saying, **"Brendon has an innate ability to connect and mentor students. He makes every individual, be it a student or peer, feel empowered and valued. He loves guiding students on a transformative journey of self-discovery, equipping them with the tools to conquer their goals with confidence. Brendon approaches every aspect of his work with unparalleled dedication, ensuring that each student receives nothing short of his absolute best. Beyond the classroom, Brendon's remarkable knack for connecting with parents cultivates a collaborative partnership that enriches the educational experience for all. Join us in celebrating Brendon, a visionary educator shaping the future!"**

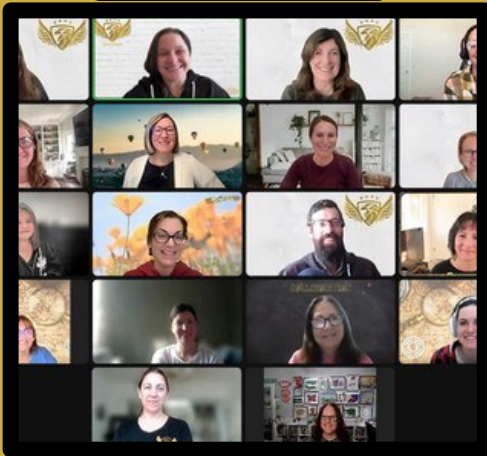


Brendon, your colleagues could not be more spot-on. **Thank you for being Elite!**



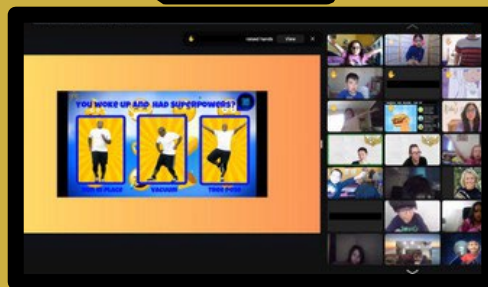
OUR FIRST NEW FAMILY ORIENTATION HAD ALMOST 70 PARTICIPANTS!

SPED SPARKS LOVE OF LEARNING



The Special Education Department has been focusing on providing quality services and ensuring compliance with all timelines. Since September, the Special Education Department has held 292 IEP meetings, ensuring that our students have individualized plans that give them equitable access to the curriculum in a way that sparks a love of learning.

COUNSELORS ARE HEROES



The Counseling Department hosted an exciting lesson about bravery and courage. More than 50 Flex students in grades TK-3 attended and sang and danced to fun songs aimed at cultivating their bravery and courage!

Counselors also concluded the small group, Empowered Minds and received wonderful feedback from parents:

"It's been extremely beneficial for my child's emotional development and has given her a lot more confidence in social settings."

LEARNING LABS



Another successful year of Learning Labs is wrapping up. 237 Students serviced 4196 Coaching Sessions 3900 hours of Math and ELA support

Learning Lab Reports were sent to students, families and TORs. Students were celebrated with certificates and invites to an escape room activity with coaches.

Parent Feedback: "Thank you so much for all the time you have poured into my son. We have really noticed the improvement in his math skills and his confidence. He always left tutoring with the belief that he could tackle the math assignments with ease. You are very special to him. Thank you again! "

End of year SSTs have begun for families and students. These meetings are provided to wrap up the school year and highlight success and areas to work on. The team is hoping to exit students from the SST process for finding success in school from the extra support Elite offers.



Lucerne

ACADEMY

NEXT MONTH

Office Update



We are transforming our office into a small Professional Development Center. The renovations will be finished by the start of May, just in time for our meeting with the Mountain Empire authorizer.

CAASPP Testing



Embarking on a "Quest for Success," we eagerly look forward to our students showcasing their year-long learning. CAASPP testing will occur throughout the month. The stakes are high this year and we aspire for our outcomes to mirror our deliberate efforts in closing achievement gaps.

Prom



Our high school students will enjoy their very own Enchanted Forest, the theme chosen by the students for this year's Prom. It promises to be a memorable and magical night. Our ASB students have put in much effort for this event and we are so proud of them.



Elite Academic Academy - Lucerne

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

<https://eliteacademic.zoom.us/j/97566202696?>

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

April 4th, 2024 at 9:00 am

43414 Business Park Drive, Temecula, CA 92590

23504 Lyons Avenue, Santa Clarita CA 91321

109 Don Carlos Way, Ojai, CA 93023

43495 Palm Royale Dr., La Quinta, CA 92253



Elite Academic Academy - Lucerne April 4th, 2024

Board Of Directors - Elite Academic Academy - Lucerne

Meeting Location

Any public vote will be done by roll call to ensure the public knows who is speaking and voting. Members of the public may easily observe the meeting and offer public comment using the following dial-in numbers and/or internet link:

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

Time: 9:01 am

1.0 Call To Order

Roll Call:

Susan McDougal, Nicole Aguirre, Cody Simms

Present Present Present

Cody Nicole

Motion: Second:

Vote: Susan; Aye, Nicole; Aye, Cody;

Aye.

Item carries 3-0.

2.0 Approve/Adopt the Agenda

It is recommended the Board of Directors adopt as presented the agenda for the Board Meeting of April 4th, 2024.

3.0 Public Comment -Closed Session

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

4.0 Adjourn to Closed Session

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

5.0 Closed Session

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

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

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

Time: 9:02 am

6.0 Pledge Of Allegiance

Led By: [Meghan Freeman](#)

7.0 Open Session

8.0 Public Comment

Please submit a request to speak to the Board of Directors. Cards can be asked for by emailing galtamirano@eliteacademic.com. Please complete and return the form for agendized or non-agendized items, prior to the meeting. Not more than three (3) minutes are to be allotted to any one (1) speaker, and no more than twenty (20) minutes on the same subject. This portion of the agenda is for comments, recognitions and reports to the Board and is not intended to be a question and answer period. If you have

questions for the Board, please provide the Board President with a written copy and an administrator will provide answers at a later date. A request for disability-related modifications or accommodations in order to participate in the public meeting, including auxiliary aids or services, may be made to Ms. Meghan Freeman at mfreeman@eliteacademic.com at least 72 hours prior to the meeting.

9.0 General Functions

9.1 Informational Items

A. CEO Authorizer Report

[EAA-LU March 2024 CEO Report.pdf](#)

Cody Nicole

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

9.2 Consent Agenda

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

A. Meeting Minutes from March 8th, 2024

[EAA-LU 03.08.24.pdf](#)

B. Warrant Register

[WarrantRegisterLU_Mar_2324.xlsx](#)

C. New Instructional Materials Community Partners

[Elite Academic Instructional Service Community Partner_March_2024 - VCI Community Partners.pdf](#)

D. New Educational Materials Community Partners

[Elite Academic Educational Materials Partner_March_2024.xlsx - EM Partners.pdf](#)

E. Job Descriptions

[JD - Peak Performance On-Site Lead \(pending board approval\).pdf](#)

[JD - Lead Teacher \(rider to Teacher JD\) \(pending board approval\).pdf](#)

[JD - Teacher of Record - Flex \(pending board approval\).pdf](#)

[JD - Temporary CT Credit Recovery Lead Teacher \(pending board approval\).pdf](#)

10.0 Personnel Services

10.1 Temporary Employee Contracts

It is recommended that the board ratify the following Temporary Employee Contracts for Elite Academic Academy - Lucerne.

[EAA-LU Employee Contracts \(March 2024\).pdf](#)

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

10.2 Employee Contract Addendums

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

[EAA-LU Contract Addendums \(March 2024\).pdf](#)

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

10.3 Employee Release and Resignations

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

[EAA-LU Employee Release and Resignations \(March 2024\).pdf](#)

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

*Motion to open items 10.1-10.3 together:
Motion: Cody
Second: Nicole

10.4 Employee Contract Templates 2024-25

It is recommended that the board approve the following 2024-25 Employee Contract Templates for Elite Academic Academy - Lucerne.

11 Month - Certificated Teacher Contract - 2024 (pending board approval).pdf

12 Month - Certificated Teacher Contract - 2024 (pending board approval).pdf

Change in Relationship TEMPLATE (pending board approval).pdf

Contract Addendum TEMPLATE (pending board approval).pdf

Full-Time Certificated (Director) Exempt (At Will) Contract - 2024 (pending board approval).pdf

Full-Time Classified (Director) Exempt (At Will) Contract - 2024 (pending board approval).pdf

Full-Time Classified Non-Exempt (Hourly) Contract - 2024 (pending board approval).pdf

Full-Time Classified Non-Exempt (Salary) Contract - 2024 (pending pending board approval).pdf

NEW HIRE - Certificated Teacher Contract - 2024 (pending board approval).pdf

Non-Renewal of Contract Change in Relationship (pending board approval).pdf

Part-Time Certificated Non-Exempt (Hourly) Contract - 2024 (pending board approval).pdf

Part-Time Classified Non-Exempt (Hourly) Contract - 2024 (pending board approval).pdf

10.5 Staff Salary Ranges 2024-25

It is recommended that the board approve the following Staff Salary Ranges 2024-25 for Elite Academic Academy - Lucerne.

DRAFT 2024_2025 Staff Salary Ranges - Administrative Ranges (pending board approval).pdf

DRAFT 2024_2025 Staff Salary Ranges - Benefits_Stipends_Riders (pending board approval).pdf

DRAFT 2024_2025 Staff Salary Ranges - Certificated Ranges (pending board approval).pdf

DRAFT 2024_2025 Staff Salary Ranges - Classified Ranges (pending board approval).pdf

10.6 Level Up/Peak Performance Contract Templates 2024-25

It is recommended that the board approve the following Level Up/Peak Performance Contract Templates 2024-25 for Elite Academic Academy - Lucerne.

Temporary Contract - OTHER Classified Position (hourly) - TEMPLATE.pdf

Temporary Contract - Temp TOR and_or Temp CT (hourly part-time) - TEMPLATE.pdf

Temporary Contract - Temp TOR and_or Temp CT (salaried) - TEMPLATE.pdf

Temporary Contract - Instructional Assistant Classified Position (hourly) - TEMPLATE.pdf

10.7 Staffing Calendars for 2024/25

It is recommended that the board approve the following Staffing Calendars for 2024/25 for Elite Academic Academy - Lucerne.

Cody Nicole

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

Cody Nicole

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

Cody Nicole

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

Cody Nicole

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

(DRAFT) HR 2024-2025 Calendars for Staffing - 200 (New Hire) Certificated Calendar.pdf

(DRAFT) HR 2024-2025 Calendars for Staffing - 24_25 Employee Payroll Calendar.pdf

(DRAFT) HR 2024-2025 Calendars for Staffing - 189 (11 month) Certificated Calendar.pdf

(DRAFT) HR 2024-2025 Calendars for Staffing - 224 (12 month) Certificated Calendar.pdf

(DRAFT) HR 2024-2025 Calendars for Staffing - 232 (12 month) Director_Coordinator Calendar.pdf

(DRAFT) HR 2024-2025 Calendars for Staffing - 238 (12 month) Classified Calendar.pdf

(DRAFT) HR 2024-2025 Calendars for Staffing - 34 (Temp - Level Up) Calendar.pdf

11.0 Business Services

11.1 2023-24 CLA Audit Services - Statement of Work

It is recommended that the board approve the following 2023-24 CLA Audit Services - Statement of Work for Elite Academic Academy - Lucerne.

[23.24 EAA LU Statement of Work - Audit Services \(2\).pdf](#)

Cody Nicole

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

11.2 Mimeo Contract

It is recommended that the board approve the following Mimeo Contract for Elite Academic Academy - Lucerne.

[Revised. EliteAcademic.Mimeo. Customer Services Agreement - 2024 \(2\) copy \(1\) \(1\).pdf](#)

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

11.3 IXL Contract

It is recommended that the board approve the following IXL Contract for Elite Academic Academy - Lucerne.

[IXL Contract 185408 \[Elite Academic Academy\].pdf](#)

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

11.4 Open Up Resources Proposal

It is recommended that the board approve the following Open Up Resources Proposal for Elite Academic Academy - Lucerne.

[Q-46104 Elite Academic Academy.pdf](#)

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

12.0 Educational Services/Policy Development

12.1 2024-25 Community Partner Contract Templates

It is recommended that the board approve the following 2024-25 Community Partner Contract Templates for Elite Academic Academy - Lucerne.

[2024-2025 EMR Community Parter Packet EAACS.pdf](#)

[2024-2025 VCI Community Partner Packet EAACS-updatedts.pdf](#)

Cody Nicole

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

13.0 Report of Action Taken in Closed Session

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

14.0 Calendar

The next regularly scheduled board meeting is May 2nd, 2024 at 9:00 am.

15.0 Board Comments and Future Planning

16.0 Adjournment

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

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

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

Staff Present:

Meghan Freeman
Marisa T.
Kristen H.
Misty C.
Adam W.
Mia B.
Ashlea K.
Sheryl I.
Jen E.
Evan J.
Chelsie W.
Allison W.
Antonette S.
Nolan S.
Laura S.
Tracy H.
Karen M.
Teresa S.
Monique W.
Shirley A.
Ashlee S.
Adam C.

Elite Academic Academy - Lucerne

Date	Vendor Name	Account Name	Ref Number	Amount
3/1/2024	WWW.TEACHWORKS.COM	Technology Services & Software - Educ	CC 4328	\$172.31
3/1/2024	WWW.TEACHWORKS.COM	Technology Services & Software - Educ	CC 4328	\$47.99
3/3/2024	PAYPAL *COLINCOOPER	Technology Services & Software - Busi	CC 4328	\$8,000.00
3/6/2024	THE ESCAPE GAME IRVINE LL	Educational Services	CC 4328	\$508.19
3/6/2024	THE ESCAPE GAME IRVINE LL	Educational Services	CC 4328	\$351.82
3/7/2024	SP SHACC STORE	Marketing	CC 4328	\$32.00
3/7/2024	IN *CHARTER SCHOOLS DEVEL	Registration Fees - conferences	CC 4328	\$6,285.00
3/7/2024	CITY OF MURRIETA	Educational Services	CC 4328	\$102.90
3/10/2024	ZAPIER.COM/CHARGE	Technology Services & Software - Busi	CC 4328	\$598.50
3/14/2024	AIRTABLE.COM/BILL	Technology Services & Software - Busi	CC 4328	\$336.00
3/19/2024	Mailchimp	Technology Services & Software - Busi	CC 4328	\$100.00
3/20/2024	CALIFORNIA BAPTIST UNIVE	Professional Development	CC 4328	\$70.00
3/20/2024	FH* CAPTAIN DAVES DOLP	Educational Services	CC 4328	\$30.44
3/21/2024	JOTFORM INC.	Business Services	CC 4328	\$39.00
3/21/2024	FH* CAPTAIN DAVES DOLP	Educational Services	CC 4328	\$115.52
3/22/2024	FH* ISLAND PACKERS CRU	Educational Services	CC 4328	\$1,210.00
3/24/2024	CALIFORNIA BAPTIST UNIVE	Professional Development	CC 4328	\$30.00
3/26/2024	KAJABI	Technology Services & Software - Busi	CC 4328	\$199.00
3/27/2024	SPROUTS	Parent & Staff meeting food & supplie	CC 4328	\$68.07
3/29/2024	Laura Spencer	Physical Examination - employees	101723	\$19.50
3/29/2024	Laura Spencer	Physical Examination - employees	101723a	\$17.50
3/29/2024	SBCSS	STRS	003MarSTRS2024	\$49,000.00
3/29/2024	SBCSS	STRS	003MarSTRS2024	\$49,000.00
3/29/2024	SBCSS	STRS	003MarSTRS2024	\$49,000.00
3/29/2024	SBCSS	STRS	003MarSTRS2024	\$19,385.38
3/31/2024	FEDEX OFFICE 800000836	Postage & Delivery - Educational	CC 4328	\$1,642.93
4/1/2024	Nexelm LLC	Rent - Facilities Lease	ELM203_040124	\$2,558.60
4/1/2024	Wildomar Valley Wood Products, Inc., D	Rent - Facilities Lease	04Apr2024Lease	\$2,816.50
4/2/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	11M4-RNY7-FM17	\$11.39
4/2/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1FJ3-N79H-DVMT	\$23.56
4/2/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1C76-6M6L-GC6H	\$16.63
4/2/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1MHP-DWRF-G9LK	\$8.69
4/2/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1PX7-PX94-DYNP	\$6.87

Warrant Register: March 29 - April 24, 2024, March CC Charges

Elite Academic Academy - Lucerne

4/2/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1T9V-J7VR-FRGC	\$16.94
4/2/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1T3D-1NCY-TJD4	\$45.22
4/2/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1D3Y-XTQ7-XKX6	\$12.38
4/2/2024	Bright Thinker, Inc.	Approved Core Curriculum, Teacher M	SINV9089	\$476.30
4/2/2024	Bright Thinker, Inc.	Approved Core Curriculum, Teacher M	SINV9090	\$295.00
4/2/2024	Bright Thinker, Inc.	Approved Core Curriculum, Teacher M	SINV9092	\$119.08
4/2/2024	Guest Hollow, LLC	Approved Core Curriculum, Teacher M	3122024B	\$45.00
4/2/2024	Guest Hollow, LLC	Approved Core Curriculum, Teacher M	3122024A	\$59.00
4/2/2024	Home Science Tools	Approved Core Curriculum, Teacher M	000572872	\$122.90
4/2/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11M4-RNY7-FM17	\$13.48
4/2/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FJ3-N79H-DVMT	\$62.24
4/2/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1XXW-KC6T-DG7Q	\$218.77
4/2/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1YFG-F79G-C1QH	\$86.18
4/2/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FJ3-N79H-7YDL	\$108.55
4/2/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1T3W-11PC-GRL1	\$39.14
4/2/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RHQ-WRKG-46XM	\$352.15
4/2/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GJV-WKR7-1FWR	\$10.25
4/2/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1XNK-LNNM-7PKN	\$131.54
4/2/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1D7G-FRN4-FGRN	\$13.00
4/2/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	194D-LTM3-DJQP	\$7.87
4/2/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1YRL-TT6K-DQFV	\$32.61
4/2/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PR1-CQK9-HJVF	\$144.25
4/2/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1T9V-J7VR-FRGC	\$54.75
4/2/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	194D-LTM3-FMFC	\$277.18
4/2/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1D7G-FRN4-GD34	\$9.15
4/2/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DLG-LVKR-GVV7	\$49.26
4/2/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1CYQ-FPPF-LJF7	\$177.21
4/2/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1K9P-9HVY-G6Y4	\$24.52
4/2/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16W3-LCLG-KFT7	\$58.81
4/2/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GJV-WKR7-MDDT	\$144.25
4/2/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	194D-LTM3-L9LQ	\$94.25
4/2/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1D3Y-XTQ7-WHDM	\$26.71
4/2/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1T3D-1NCY-TJD4	\$146.15
4/2/2024	Staples Business Credit	Core Teaching/Student Supplies	6000664920	\$324.95

Elite Academic Academy - Lucerne

4/2/2024	Alyssa Manuel	Educational Services	MAN031224	\$400.00
4/2/2024	Cheryl McCormick	Educational Services	028	\$3,168.00
4/2/2024	Christina Rodriguez	Educational Services	ROD031324	\$100.00
4/2/2024	Drama Kids Temecula Valley and Menifee	Educational Services	538507824	\$745.00
4/2/2024	Frog Creek Adventure School	Educational Services	538509528	\$1,609.20
4/2/2024	Jordan McNeff	Educational Services	001	\$750.00
4/2/2024	Kelly Klinge	Educational Services	KLI031224	\$190.00
4/2/2024	Kimberly Keeth	Educational Services	538538452	\$1,260.00
4/2/2024	Maricela De La Rosa	Educational Services	DEL031224	\$127.00
4/2/2024	Nicole Long	Educational Services	LON031224	\$60.68
4/2/2024	Romita Sharma	Educational Services	SHA031324	\$603.75
4/2/2024	Roxana Davison	Educational Services	DAV031424	\$139.00
4/2/2024	Roxanne Chavez	Educational Services	CHA031224	\$64.00
4/2/2024	Stella Pagan Coney	Educational Services	PAG031324	\$188.00
4/2/2024	Tiffany Pereda	Educational Services	PER031324	\$150.00
4/2/2024	Anthem Blue Cross	Health Insurance	0202403923801	\$43,606.99
4/2/2024	Guardian	Health Insurance	004Apr2024	\$7,693.67
4/2/2024	FlipSwitch Marketing LLC	Marketing	INVFM387	\$8,009.06
4/2/2024	FlipSwitch Marketing LLC	Marketing	INVFM389	\$8,037.43
4/2/2024	Staples Business Credit	Materials & Supplies - Office	6000664927	\$48.39
4/2/2024	Staples Business Credit	Materials & Supplies - Office	6000664921	\$304.49
4/2/2024	McColgan & Associates, Inc	Special Education Services	7067	\$3,912.70
4/2/2024	AGiRepair, Inc.	Technology Services & Software - Educ	115987	\$79.00
4/2/2024	Southern California Edison	Utilities - Gas/Electric/Water	004AprSCE2024LU	\$214.26
4/5/2024	CliftonLarsonAllen LLP	Accounting Fees / Audit	L241190858	\$5,074.65
4/5/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1Q1Q-VK4G-43FY	\$17.00
4/5/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1WKC-YGWX-396C	\$66.76
4/5/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1VGT-CHXL-9NGK	\$86.13
4/5/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1HFV-PVCW-49TK	\$34.77
4/5/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1QXJ-HPQ4-66YM	\$16.96
4/5/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	19KG-XXWV-C1KH	\$51.99
4/5/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1T3K-MGFL-47Q3	\$47.95
4/5/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1GMP-PVPC-F1FM	\$34.00
4/5/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	11RR-W9NX-D6NK	\$29.98

Elite Academic Academy - Lucerne

4/5/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1YWF-MXXC-DQP1	\$68.68
4/5/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1CFW-TRFP-7QTV	\$29.83
4/5/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1RQM-NKRY-CC41	\$18.48
4/5/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1T9V-1QCY-6GJC	\$35.24
4/5/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1WDM-RM46-6W91	\$19.07
4/5/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1JR1-N1QG-CXQ1	\$7.65
4/5/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1TDL-1GT1-7KHH	\$8.79
4/5/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	11GL-3VQC-77VW	\$6.80
4/5/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1CGM-Y6FH-6LWP	\$84.92
4/5/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1CFW-TRFP-7L99	\$8.79
4/5/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1H71-XQTC-7F4Y	\$13.71
4/5/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	19TN-WQN9-77PP	\$34.41
4/5/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1KFC-7FPC-CDFV	\$24.09
4/5/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1G44-CPGF-D3LG	\$38.72
4/5/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1WDF-QFDV-7V6M	\$10.75
4/5/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1LQY-NM4V-CHDP	\$42.56
4/5/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	11NH-169Q-H4MX	\$32.57
4/5/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1WDF-QFDV-GFQJ	\$70.61
4/5/2024	Beautiful Mundo	Approved Core Curriculum, Teacher M	11218	\$88.00
4/5/2024	Ivy Kids LLC	Approved Core Curriculum, Teacher M	5425	\$43.95
4/5/2024	Ivy Kids LLC	Approved Core Curriculum, Teacher M	5424	\$239.70
4/5/2024	Pitney Bowes Global Financial Services L	Business Services	3106605009	\$179.29
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LQF-G3KV-6J46	\$136.86
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1H1J-6DJF-4MLJ	\$23.13
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1XHV-LCF6-9DYM	\$7.59
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11NH-169Q-43RD	\$50.30
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	17H1-RK6J-437Q	\$25.13
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VGT-CHXL-946L	\$60.22
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1V4D-6LFH-6669	\$57.67
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1CGM-Y6FH-3MJJP	\$47.29
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16NY-73LX-96Q9	\$37.22
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GQM-PLJH-7VJC	\$37.22
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WVT-Y6GM-CD67	\$60.22
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KFC-7FPC-1361	\$36.62

Elite Academic Academy - Lucerne

4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11RR-W9NX-6CPN	\$6.51
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WKC-YGWX-4XMK	\$15.06
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1XNQ-YWYF-1Q44	\$18.26
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1YWF-MXXC-4NW4	\$10.86
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1T9V-1QCY-4N6R	\$60.22
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19R7-3XYQ-969J	\$10.85
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1H7V-TL1V-9D3N	\$47.88
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JY3-D1QG-94JQ	\$157.16
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1T3K-MGFL-47Q3	\$56.27
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16NY-73LX-7WX6	\$29.39
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GMP-PVPC-F1FM	\$145.90
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WH9-LFF3-6XWY	\$149.78
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1Q1Q-VK4G-DJ3Q	\$43.78
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VCY-74DK-CTX3	\$30.10
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DHL-MCVN-DLRW	\$7.52
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1T3K-MGFL-79PX	\$293.97
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11RR-W9NX-D6NK	\$39.42
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LQY-NM4V-FHPQ	\$57.46
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HNJ-WGRR-CDFX	\$115.00
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RRG-F14M-FNHT	\$10.76
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1T9V-1QCY-6GJC	\$43.89
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KLJ-Y3CW-7FPK	\$96.08
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1T9V-1QCY-CMV1	\$134.19
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HFV-PVCW-7VDR	\$81.54
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19TN-WQN9-F69F	\$70.95
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19TN-WQN9-7FPK	\$25.23
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11RR-W9NX-6Y1D	\$94.03
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	17QD-TLXY-7C1K	\$54.34
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1N1Y-3K94-CXFC	\$130.88
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1Q1Q-VK4G-FFRD	\$375.47
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11XH-GNP3-DRP9	\$36.83
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1XNQ-YWYF-9HK4	\$89.58
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KFC-7FPC-CDFV	\$153.48
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HFV-PVCW-7KHV	\$91.45

Elite Academic Academy - Lucerne

4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1G44-CPGF-D3LG	\$177.27
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RQM-NKRY-FQYM	\$86.20
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11RR-W9NX-GCHP	\$129.31
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1N1Y-3K94-7RPW	\$18.46
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1XCN-C99N-DNPN	\$289.81
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11RR-W9NX-71DM	\$35.32
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1YWF-MXXC-H9T1	\$80.62
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GMP-PVPC-GFXY	\$32.84
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1H71-XQTC-GP49	\$2.90
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11NH-169Q-H4MX	\$31.89
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11XH-GNP3-GPYL	\$27.49
4/5/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1CFW-TRFP-HG7Y	\$245.68
4/5/2024	Mimeo.com, Inc	Core Teaching/Student Supplies	1982156	\$1,713.25
4/5/2024	Amber Linde	Educational Services	LIN031824	\$249.00
4/5/2024	Cavco Enterprises, inc.	Educational Services	538523710	\$888.00
4/5/2024	Cheyenne Parsons	Educational Services	PAR031524a	\$270.00
4/5/2024	Cheyenne Parsons	Educational Services	PAR031524	\$243.00
4/5/2024	Christina Rodriguez	Educational Services	ROD030124	\$50.00
4/5/2024	Christina Rodriguez	Educational Services	ROD031824	\$115.00
4/5/2024	Ciera Speer	Educational Services	SPE031824	\$225.00
4/5/2024	Ciera Speer	Educational Services	SPE031824a	\$225.00
4/5/2024	Itzygueri Leos	Educational Services	LE0031824	\$198.00
4/5/2024	Janette Parra	Educational Services	PAR030524a	\$300.00
4/5/2024	Jennifer Ruberg	Educational Services	RUB031524	\$165.81
4/5/2024	Jessica Rice	Educational Services	538521743	\$595.00
4/5/2024	Jordan McNeff	Educational Services	002	\$1,000.00
4/5/2024	Maricela De La Rosa	Educational Services	DEL031524	\$71.68
4/5/2024	Maricela De La Rosa	Educational Services	DEL031824	\$76.00
4/5/2024	Maricela De La Rosa	Educational Services	DEL031824a	\$76.00
4/5/2024	Marie Campbell	Educational Services	CAM030724	\$280.00
4/5/2024	Marie Campbell	Educational Services	CAM030724a	\$280.00
4/5/2024	Melissa J. Diwa Enterprises	Educational Services	538523707	\$180.00
4/5/2024	Nathan Pflug	Educational Services	PFL031324	\$240.00
4/5/2024	Olivia Alarcon	Educational Services	ALA031524	\$175.00

Elite Academic Academy - Lucerne

4/5/2024	Roxana Davison	Educational Services	DAV031124	\$36.60
4/5/2024	Roxana Davison	Educational Services	DAV031824	\$72.00
4/5/2024	Saida McKinney-Smartt	Educational Services	MCK031224	\$79.00
4/5/2024	Saida McKinney-Smartt	Educational Services	MCK031224a	\$79.00
4/5/2024	Shuran Liu	Educational Services	LIU031524	\$299.75
4/5/2024	Tara French	Educational Services	FRE030824	\$180.00
4/5/2024	Thomas Bertling	Educational Services	BER022924a	\$385.00
4/5/2024	Torrence Temple	Educational Services	10024401	\$1,300.00
4/5/2024	Knight Security & Fire Systems	Fire, Alarm & Pest control	189062	\$20.00
4/5/2024	AGiRepair, Inc.	Technology Services & Software - Educ	116445	\$170.75
4/5/2024	AGiRepair, Inc.	Technology Services & Software - Educ	116793	\$99.00
4/5/2024	T-Mobile	Technology Services & Software - Educ	988741886-11	\$5,695.30
4/9/2024	Rebecca Carr	Educational Services	CAR031124	\$650.00
4/10/2024	Accelerate Education, Inc.	Approved Core Curriculum, Teacher M	6829	\$456.30
4/10/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1RTD-3MFK-4XFR	\$95.21
4/10/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1GMJ-H17C-F4JW	\$5.80
4/10/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	17WD-HGJX-KDTR	\$7.60
4/10/2024	Home Science Tools	Approved Core Curriculum, Teacher M	000577923	\$40.90
4/10/2024	MEL Science U.S., LLC	Approved Core Curriculum, Teacher M	HR2024032003	\$324.64
4/10/2024	MEL Science U.S., LLC	Approved Core Curriculum, Teacher M	HR2024032601	\$324.64
4/10/2024	Memoria Press	Approved Core Curriculum, Teacher M	C236960	\$25.17
4/10/2024	Moving Beyond the Page	Approved Core Curriculum, Teacher M	290099	\$341.70
4/10/2024	Outschool, Inc.	Approved Core Curriculum, Teacher M	12345729835	\$30.00
4/10/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4397401	\$39.86
4/10/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4397589	\$31.97
4/10/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4397588	\$59.16
4/10/2024	Singapore Math Inc.	Approved Core Curriculum, Teacher M	S310824	\$124.56
4/10/2024	Teacher Synergy LLC	Approved Core Curriculum, Teacher M	261094354	\$11.65
4/10/2024	Prime Educational Solutions	Back Office Fees	1102	\$95,423.95
4/10/2024	Cody Simms	Board Stipends - Attendance	04Apr2024LU	\$300.00
4/10/2024	Nicole Aguirre	Board Stipends - Attendance	04Apr2024LU	\$300.00
4/10/2024	Susan Ann McDougal	Board Stipends - Attendance	04Apr2024LU	\$300.00
4/10/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PLQ-364Q-CC1P	\$74.98
4/10/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1CP4-FT3N-7DYL	\$52.64

Warrant Register: March 29 - April 24, 2024, March CC Charges

Elite Academic Academy - Lucerne

4/10/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GMJ-H17C-43WL	\$354.39
4/10/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	17WP-NWD1-6F3Y	\$26.26
4/10/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DYF-KFG6-9PLY	\$29.21
4/10/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11NW-RPVK-H676	\$61.67
4/10/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KJN-XHHR-H1K9	\$145.67
4/10/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	17WP-NWD1-HRQM	\$149.39
4/10/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	146L-J943-JL1F	\$19.25
4/10/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	146L-J943-J74L	\$125.60
4/10/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1CP4-FT3N-J4RM	\$86.99
4/10/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1T3C-DGVP-HNRL	\$140.54
4/10/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PHC-PR71-J6XW	\$340.26
4/10/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GYC-NFTM-KPMP	\$50.64
4/10/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PNC-JGCP-KQ3K	\$156.16
4/10/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GMJ-H17C-H7MF	\$32.29
4/10/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13GQ-G9XG-JPMK	\$64.32
4/10/2024	B & H Foto & Electronics Corp	Core Teaching/Student Supplies	222505088	\$216.41
4/10/2024	KiwiCo, Inc.	Core Teaching/Student Supplies	KE-7FD3FC5D03232438	\$73.22
4/10/2024	KiwiCo, Inc.	Core Teaching/Student Supplies	KE-A5D5029D03232441	\$73.22
4/10/2024	KiwiCo, Inc.	Core Teaching/Student Supplies	KE-CF56E8F903232417	\$73.90
4/10/2024	KiwiCo, Inc.	Core Teaching/Student Supplies	KE-3E2549B403262453	\$149.82
4/10/2024	KiwiCo, Inc.	Core Teaching/Student Supplies	KE-3FB3844403252417	\$73.90
4/10/2024	KiwiCo, Inc.	Core Teaching/Student Supplies	KE-F082951203272413	\$73.90
4/10/2024	KiwiCo, Inc.	Core Teaching/Student Supplies	KE-935B378F03262441	\$73.90
4/10/2024	Nature-Watch	Core Teaching/Student Supplies	194905A	\$60.52
4/10/2024	Abigail Inong	Educational Services	INO031924	\$195.00
4/10/2024	Abigail Inong	Educational Services	INO031924a	\$195.00
4/10/2024	Academy of Music and Arts - Murrieta a	Educational Services	538538423	\$948.00
4/10/2024	Brittany Fleming	Educational Services	FLE032224b	\$475.00
4/10/2024	Carissa Rampley	Educational Services	RAM031924	\$22.50
4/10/2024	David Trask	Educational Services	538538518	\$295.00
4/10/2024	Driven Tutoring	Educational Services	538538434	\$2,850.00
4/10/2024	Healthy Footprints Adventure Commun	Educational Services	538538439	\$450.00
4/10/2024	Jaclyn Hutchins*	Educational Services	538538445	\$1,020.00
4/10/2024	Jenna Bruneau	Educational Services	BRU031924	\$429.00

Elite Academic Academy - Lucerne

4/10/2024	Jill Morrison	Educational Services	538538425	\$1,155.50
4/10/2024	Laura Craig	Educational Services	CRA031924	\$10.00
4/10/2024	Lisa Kennelly	Educational Services	KEN031924	\$20.00
4/10/2024	Loren Martinez	Educational Services	538538459	\$662.50
4/10/2024	Louvina Sheffield	Educational Services	538538497	\$446.00
4/10/2024	Luz Barraza	Educational Services	BAR031924	\$99.00
4/10/2024	Marcela Wilde	Educational Services	WIL031924	\$174.00
4/10/2024	Maria Vieyra	Educational Services	VIE031924	\$10.00
4/10/2024	Maricela De La Rosa	Educational Services	DEL032024	\$54.25
4/10/2024	Master Lee's Kung Fu San Soo	Educational Services	538538467	\$139.00
4/10/2024	Melissa J. Diwa Enterprises	Educational Services	538550869	\$1,500.00
4/10/2024	Melissa J. Diwa Enterprises	Educational Services	538525834	\$360.00
4/10/2024	Melissa J. Diwa Enterprises	Educational Services	538527931	\$1,620.00
4/10/2024	Melissa J. Diwa Enterprises	Educational Services	538529654	\$180.00
4/10/2024	Melissa J. Diwa Enterprises	Educational Services	538531808	\$720.00
4/10/2024	Melissa J. Diwa Enterprises	Educational Services	538538433	\$4,278.00
4/10/2024	Noonan family Swim School, Inc.	Educational Services	538538468	\$706.50
4/10/2024	Olivia Alarcon	Educational Services	ALA032024	\$250.00
4/10/2024	On Pointe Productions, LLC	Educational Services	538527932	\$70.00
4/10/2024	Parnassus Preparatory Academy	Educational Services	538538471	\$800.00
4/10/2024	Prime Educational Solutions	Educational Services	1102	\$8,500.00
4/10/2024	Rock Creek Education Center	Educational Services	538538480	\$231.67
4/10/2024	Rockside Music Inc	Educational Services	538538483	\$720.00
4/10/2024	Savannah Schuster	Educational Services	040524	\$800.00
4/10/2024	Sonya Rosenberg	Educational Services	538538486	\$3,960.00
4/10/2024	Suzanne Lazerus	Educational Services	LAZ032124	\$245.00
4/10/2024	The Talk Institute	Educational Services	1002	\$500.00
4/10/2024	Todd Nash	Educational Services	538525837	\$920.00
4/10/2024	Ursula Marin	Educational Services	MARO32124	\$35.00
4/10/2024	Ursula Marin	Educational Services	MARO32124a	\$35.00
4/10/2024	Great American Insurance Group	General Liability Insurance	004Apr2024LU	\$6,250.16
4/10/2024	Blank Rome LLP	Legal Fees	2183766	\$1,047.50
4/10/2024	Hatch & Cesario, Attorneys-at-Law	Legal Fees	15944	\$34.00
4/10/2024	Hatch & Cesario, Attorneys-at-Law	Legal Fees	15945	\$757.25

Elite Academic Academy - Lucerne

4/10/2024	Bagger Sports	Marketing	5390	\$3,498.25
4/10/2024	Life Storage	Rent - Facilities Lease	004Apr24#658b	\$156.50
4/10/2024	Prime Educational Solutions	Special Education Services	1102	\$4,166.67
4/10/2024	Mimeo.com, Inc	Student Assessments	1983816	\$308.97
4/10/2024	AGiRepair, Inc.	Technology Services & Software - Educ	116890	\$129.00
4/10/2024	AGiRepair, Inc.	Technology Services & Software - Educ	117753	\$120.75
4/10/2024	Bella Dockery	Technology Services & Software - Educ	DOC031924	\$19.99
4/10/2024	OPS	Technology Services & Software - Educ	2527	\$1,161.12
4/10/2024	Amrit Kaur	Travel, Lodging & Meals	KAU040524	\$27.00
4/10/2024	Ashlea Kirkland	Travel, Lodging & Meals	KIR031924	\$83.04
4/12/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1XJV-QDRT-37VD	\$190.81
4/12/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	11NW-RPVK-N4CL	\$97.80
4/12/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1FJF-19D4-LQMK	\$81.54
4/12/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1FRL-1Y69-YKGY	\$78.24
4/12/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1Q7K-6D9F-39JY	\$167.32
4/12/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1VWL-FJT3-1QRT	\$131.30
4/12/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1LXL-FM7H-WFQJ	\$64.28
4/12/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1ML4-MDXY-9QXW	\$75.69
4/12/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	164X-MFYC-KRGK	\$52.89
4/12/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1V6P-TGHX-TGJM	\$50.07
4/12/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	14TQ-KCRC-WHDQ	\$44.24
4/12/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1RTD-3MFK-QDG1	\$39.99
4/12/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1N4C-F1RV-LML4	\$29.01
4/12/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1DYF-KFG6-WC4Y	\$20.23
4/12/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1L1C-3DL4-VX4V	\$10.94
4/12/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1QC4-J7DH-WK3C	\$16.15
4/12/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1GMJ-H17C-XV4P	\$14.74
4/12/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1PNC-JGCP-N1MV	\$9.84
4/12/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1QC4-J7DH-1P1Y	\$7.60
4/12/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1CGG-DYT9-1V4C	\$6.44
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19R1-KG9T-6YDV	\$190.27
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KJJ-3KFH-41FN	\$225.65
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KJJ-3KFH-4HDD	\$8.18
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1X36-V9G1-9LQT	\$130.00

Elite Academic Academy - Lucerne

4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RTD-3MFK-1WGW	\$571.36
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	146L-J943-V7NN	\$509.51
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HDW-NGWJ-1GCF	\$360.55
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1TR7-PXXK-1JP1	\$415.45
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VYW-TYG6-LWQH	\$319.98
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1T3C-DGVP-LNRC	\$304.65
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14QD-DRGM-63FL	\$301.42
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VRW-XFNJ-31V1	\$328.71
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RMY-7T79-NY34	\$277.04
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DRP-YJR3-4HJ1	\$246.05
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1T3C-DGVP-VCP9	\$271.86
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DX1-LTPR-YLQV	\$251.13
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HVQ-CVHW-3MXM	\$247.12
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13GQ-G9XG-WNW4	\$225.50
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HXF-THFK-69WX	\$228.50
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	194Q-T31W-9HC3	\$213.61
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NWX-V41C-749C	\$221.11
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GYC-NFTM-MGH7	\$235.25
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PNC-JGCP-RLXG	\$215.30
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1J61-W943-NK1D	\$218.50
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NN1-GPFQ-PQ7W	\$211.40
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13YJ-LYJQ-77HK	\$211.26
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16KD-4GKD-YVH3	\$207.00
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MRV-RPX7-6W9C	\$194.04
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1L1C-3DL4-NV4F	\$177.12
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13RY-T7JR-1H4H	\$175.77
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1W6X-X9LJ-6PN4	\$184.93
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1QC4-J7DH-RGMK	\$175.29
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1N6L-MR7Q-MKMP	\$186.40
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FVQ-4LGG-1JDG	\$150.96
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1F7Q-H4QQ-7XYF	\$125.66
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MD9-WHNG-N1HN	\$105.75
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13YJ-LYJ Q-4KXD	\$114.35
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1Y9X-JN74-1YD9	\$110.03

Elite Academic Academy - Lucerne

4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PX7-3TQF-1TNL	\$101.28
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1YGL-4LDF-LNWM	\$119.42
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MY3-XK9K-TNYX	\$100.44
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HXF-THFK-4MN6	\$89.66
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16KG-CGXH-6C9G	\$92.73
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19FD-JJ4R-TVTJ	\$88.58
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	144D-6J9K-4K17	\$96.94
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FRL-1Y69-WG3X	\$95.35
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VRW-XFNJ-4TNL	\$82.94
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MY3-XK9K-M6F6	\$86.91
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14TQ-KCRC-13Q1	\$84.21
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NCN-4F66-R1CF	\$86.99
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VYW-TYG6-R99Q	\$79.70
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1311-C344-41LW	\$86.47
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PLQ-364Q-W9QY	\$60.85
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1CDJ-4XL6-1719	\$163.99
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LWJ-GVP7-41RG	\$166.60
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VF9-CTMR-1LDX	\$149.65
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KGJ-TCKF-WJYV	\$141.48
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KNN-V4HT-4VMY	\$133.08
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KX1-7R7Y-19MV	\$127.65
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14YV-9GL1-3WL6	\$128.40
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13GQ-G9XG-NH4H	\$130.96
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1TPR-96K6-6WYD	\$129.25
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1TPR-96K6-499M	\$127.65
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JHP-TWRN-9HNC	\$136.39
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1V6P-TGHX-N9KY	\$74.98
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	144D-6J9K-3DXM	\$63.63
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RN4-TR3Q-77QR	\$76.50
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11NW-RPVK-W13L	\$57.14
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1TR7-PXXK-16F3	\$55.42
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14WM-743J-W7GW	\$51.10
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14WM-743J-TPN1	\$57.09
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1T3C-DGVP-QWVK	\$56.99

Elite Academic Academy - Lucerne

4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19R1-KG9T-3C1D	\$53.86
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13RY-T7JR-3RDM	\$51.25
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MY3-XK9K-KTQV	\$48.43
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	173K-T34K-34LN	\$43.48
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MK7-M7GC-MYJR	\$46.71
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KX1-7R7Y-376R	\$45.41
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FPQ-DKKX-XC74	\$49.41
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PX7-3TQF-1QCH	\$40.86
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WTJ-WGMM-6TDJ	\$37.61
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19R1-KG9T-7DW9	\$40.20
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RTD-3MFK-XHJ	\$41.15
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HFV-PVCW-JR4P	\$36.79
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1YGL-4LDF-W4TN	\$37.99
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1CR6-J6GJ-T6QN	\$32.87
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VND-NQJX-7NHY	\$27.32
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19FD-JJ4R-T7PG	\$24.46
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LXL-FM7H-VFNQ	\$28.35
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1999-LYVH-1KWP	\$26.94
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MRV-RPX7-9CCN	\$32.45
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FVQ-4LGG-13M7	\$34.47
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1N6L-MR7Q-L176	\$24.95
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1Q7K-6D9F-4NQX	\$20.46
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VNV-JN1H-1RFP	\$21.54
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NN1-GPFQ-VCM6	\$20.14
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HY4-1K3Y-33CG	\$18.31
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RYW-YH4N-749H	\$20.46
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1CDJ-4XL6-W9VP	\$19.06
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KG3-HK1H-39XT	\$19.43
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16W4-H9CM-131V	\$17.77
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JHP-TWRN-4RLF	\$10.76
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1J61-W943-VDFH	\$15.76
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19FD-JJ4R-VLJG	\$9.69
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VRW-XFNJ-11MM	\$14.94
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1P6F-PM9H-314Q	\$10.94

Elite Academic Academy - Lucerne

4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MV7-MDV9-PGGN	\$15.34
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1TRX-QQMC-L9YV	\$5.51
4/12/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DX1-LTPR-NYJN	\$8.68
4/17/2024	All About Learning Press, Inc.	Approved Core Curriculum, Teacher M	920668	\$206.42
4/17/2024	All About Learning Press, Inc.	Approved Core Curriculum, Teacher M	920657	\$182.30
4/17/2024	All About Learning Press, Inc.	Approved Core Curriculum, Teacher M	920669	\$206.42
4/17/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1NWJ-V41C-9Q4T	\$220.76
4/17/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1KGQ-4WYY-FY69	\$125.72
4/17/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1999-LYVH-HDH1	\$9.12
4/17/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	16QQ-TT7R-FVMK	\$24.08
4/17/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	194Q-T31W-GPKX	\$6.82
4/17/2024	Brave Writer	Approved Core Curriculum, Teacher M	538497314	\$79.00
4/17/2024	Bright Thinker, Inc.	Approved Core Curriculum, Teacher M	SINV9225	\$295.00
4/17/2024	Demme Learning LLC	Approved Core Curriculum, Teacher M	S004857	\$69.96
4/17/2024	Demme Learning LLC	Approved Core Curriculum, Teacher M	S004854	\$509.11
4/17/2024	Guest Hollow, LLC	Approved Core Curriculum, Teacher M	412024B	\$80.00
4/17/2024	Guest Hollow, LLC	Approved Core Curriculum, Teacher M	412024A	\$37.00
4/17/2024	Institute for Excellence in Writing	Approved Core Curriculum, Teacher M	1115507	\$26.11
4/17/2024	Logic of English	Approved Core Curriculum, Teacher M	SI-205265	\$208.15
4/17/2024	Outschool, Inc.	Approved Core Curriculum, Teacher M	12345730511	\$35.00
4/17/2024	Outschool, Inc.	Approved Core Curriculum, Teacher M	12345730510	\$55.00
4/17/2024	Outschool, Inc.	Approved Core Curriculum, Teacher M	12345730509	\$231.00
4/17/2024	Outschool, Inc.	Approved Core Curriculum, Teacher M	12345730512	\$30.00
4/17/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4397424	\$570.83
4/17/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4397423	\$443.75
4/17/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4400665	\$24.36
4/17/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4400681	\$58.07
4/17/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4400674	\$67.45
4/17/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4400402	\$71.71
4/17/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4400684	\$340.70
4/17/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4400680	\$160.17
4/17/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4402247	\$100.10
4/17/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4400677	\$203.01
4/17/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4400668	\$20.28

Elite Academic Academy - Lucerne

4/17/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4400679	\$207.12
4/17/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4400678	\$24.36
4/17/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4400676	\$170.68
4/17/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4400656	\$21.55
4/17/2024	Studies Weekly	Approved Core Curriculum, Teacher M	503687	\$43.05
4/17/2024	Teacher Synergy LLC	Approved Core Curriculum, Teacher M	261931297	\$7.50
4/17/2024	Teacher Synergy LLC	Approved Core Curriculum, Teacher M	261931281	\$29.99
4/17/2024	Teacher Synergy LLC	Approved Core Curriculum, Teacher M	262061881	\$58.19
4/17/2024	Teacher Synergy LLC	Approved Core Curriculum, Teacher M	262060809	\$10.00
4/17/2024	Teacher Synergy LLC	Approved Core Curriculum, Teacher M	262061994	\$46.44
4/17/2024	Valley Office Equipment**	Copier Lease, Service, Toner & Repair	IN2403-1638	\$24.29
4/17/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RYW-YH4N-FWHW	\$36.25
4/17/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14MV-X4RL-GF7H	\$541.91
4/17/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VRW-XFNJ-D7X7	\$529.91
4/17/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1V4N-WKX6-G94Y	\$170.36
4/17/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1W6X-X9LJ-HLKW	\$189.60
4/17/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16RC-7VR4-G964	\$141.36
4/17/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14MV-X4RL-CQXR	\$143.03
4/17/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HVQ-CVHW-HX49	\$132.64
4/17/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16QQ-TT7R-7NRQ	\$88.09
4/17/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16QQ-TT7R-GJQL	\$80.32
4/17/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14MV-X4RL-J1PL	\$92.87
4/17/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1TRP-V36T-HQ9C	\$76.11
4/17/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1V4H-HWHW-GV97	\$103.64
4/17/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KX1-7R7Y-D3VX	\$108.26
4/17/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13YJ-LYJQ-G7X3	\$106.59
4/17/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1V4N-WKX6-GL9G	\$97.32
4/17/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RYW-YH4N-F396	\$54.83
4/17/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13YJ-LYJQ-DHCF	\$54.83
4/17/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PRG-LJF7-GJF6	\$73.74
4/17/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1Q7K-6D9F-F4LD	\$48.40
4/17/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14MV-X4RL-H47M	\$63.39
4/17/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1Q7K-6D9F-F1GR	\$43.13
4/17/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13YJ-LYJQ-H7NL	\$65.03

Elite Academic Academy - Lucerne

4/17/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PRG-LJF7-CGJ9	\$30.26
4/17/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1TPR-96K6-H3C1	\$37.80
4/17/2024	Blick Art Materials	Core Teaching/Student Supplies	2777421	\$98.86
4/17/2024	KiwiCo, Inc.	Core Teaching/Student Supplies	KE-AD8EF67903292403	\$73.90
4/17/2024	KiwiCo, Inc.	Core Teaching/Student Supplies	KE-2E15852803292458	\$73.90
4/17/2024	KiwiCo, Inc.	Core Teaching/Student Supplies	KE-625AFFEA04012429	\$129.01
4/17/2024	Lauren Ragay	Core Teaching/Student Supplies	RAGO32624	\$97.71
4/17/2024	A+ In Home Tutors dba Firefly Tutors	Educational Services	538540510	\$2,620.00
4/17/2024	Abigail Inong	Educational Services	INO032524a	\$65.00
4/17/2024	Abigail Inong	Educational Services	INO032524	\$65.00
4/17/2024	Angela Aymin	Educational Services	538540537	\$960.00
4/17/2024	Applause Music Academy	Educational Services	538540517	\$396.00
4/17/2024	Applause Music Academy	Educational Services	538540518	\$246.00
4/17/2024	Bernice Trujillo	Educational Services	TRU032624	\$205.00
4/17/2024	Beyond Today Sports Institute	Educational Services	538543011	\$1,240.00
4/17/2024	Branche Jones	Educational Services	125	\$1,500.00
4/17/2024	Caroline Beus	Educational Services	538538431	\$175.00
4/17/2024	Catherine Johnson	Educational Services	JOH032924	\$28.00
4/17/2024	Catina Haverlock	Educational Services	HAV032624	\$280.00
4/17/2024	Dianalyn Clemente	Educational Services	CLE032624	\$150.00
4/17/2024	EMH Sports USA, Inc	Educational Services	538540523	\$200.00
4/17/2024	Efrain Cordero	Educational Services	538543017	\$270.00
4/17/2024	Elisa Suen	Educational Services	SUE032624	\$285.00
4/17/2024	Ericka Jackson	Educational Services	JAC032624	\$147.00
4/17/2024	Felicia Davis	Educational Services	DAV032624	\$189.00
4/17/2024	Frank Velasquez	Educational Services	538540521	\$665.00
4/17/2024	Giordano's ATA Martial Arts	Educational Services	538540527	\$149.00
4/17/2024	Head2Heart Partners in Education	Educational Services	538543020	\$2,066.00
4/17/2024	JEGI, Inc.	Educational Services	538540522	\$249.00
4/17/2024	Jaclyn Hutchins*	Educational Services	538540531	\$140.00
4/17/2024	Jaclyn Hutchins*	Educational Services	538538597	\$120.00
4/17/2024	Jamee Requejo	Educational Services	REQ032824	\$126.00
4/17/2024	Jesus Arambula	Educational Services	ARA031424	\$36.60
4/17/2024	Katie Olesen	Educational Services	OLE032724	\$286.00

Elite Academic Academy - Lucerne

4/17/2024	Lauren Ragay	Educational Services	RAG032724a	\$85.00
4/17/2024	Lauren Ragay	Educational Services	RAG032724	\$85.00
4/17/2024	Lovely Ignacio	Educational Services	IGN032624	\$325.00
4/17/2024	Lynsey Roach	Educational Services	ROA032824	\$285.00
4/17/2024	Maria Leon	Educational Services	LEO032624	\$160.00
4/17/2024	Megan Nelson	Educational Services	NEL032624a	\$20.00
4/17/2024	Megan Nelson	Educational Services	NEL032624	\$20.00
4/17/2024	Melissa Leonard	Educational Services	538540532	\$840.00
4/17/2024	Moonridge School of Dance	Educational Services	538540534	\$105.00
4/17/2024	Nelsen Salling	Educational Services	SAL032824	\$495.00
4/17/2024	Nicole Barnhart	Educational Services	538543027	\$795.00
4/17/2024	Nicole Montgomery	Educational Services	MON032624	\$300.00
4/17/2024	Ofelya Hakobyan	Educational Services	HAK032724	\$300.00
4/17/2024	Olivia Alarcon	Educational Services	ALA032624	\$135.00
4/17/2024	Ottum Yates	Educational Services	YAT032724	\$172.09
4/17/2024	Rage Entertainment Complex	Educational Services	538543025	\$1,465.00
4/17/2024	Regina Rivero	Educational Services	RIV032824	\$370.00
4/17/2024	Riffs Music Enterprises Inc	Educational Services	538543026	\$560.00
4/17/2024	Rock Fitness	Educational Services	538540538	\$600.00
4/17/2024	Roxana Davison	Educational Services	DAV032924	\$196.00
4/17/2024	Sand n' Straw LLC	Educational Services	538538490	\$590.00
4/17/2024	Sarah Thompson	Educational Services	005	\$922.50
4/17/2024	Stacey Chen	Educational Services	CHE032824b	\$164.00
4/17/2024	Stacey Chen	Educational Services	CHE032824a	\$164.00
4/17/2024	Stacey Chen	Educational Services	CHE032824	\$164.00
4/17/2024	The Red Apple Project	Educational Services	538538507	\$110.00
4/17/2024	Three60 Softball	Educational Services	538540540	\$200.00
4/17/2024	Ursula Marin	Educational Services	MAR032624a	\$188.00
4/17/2024	Ursula Marin	Educational Services	MAR032624	\$150.00
4/17/2024	Vasiliki Kosmitis	Educational Services	KOS032724	\$427.50
4/17/2024	Mary R. Pierce, Esq.	Legal Fees	202422	\$472.50
4/17/2024	California State Parks ? Office of Comm	Educational Services	032124	\$100.00
4/17/2024	Frontier	Phone / Internet / Website Fees	005May2024	\$408.28
4/17/2024	Caroline Lawrence	Technology Services & Software - Educ	LAW031924	\$19.99

Elite Academic Academy - Lucerne

4/18/2024	Open Up Resources	Approved Core Curriculum, Teacher M	INV-46104	\$12,500.00
4/22/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1D7W-KRX3-WMGP	\$272.41
4/22/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1DG3-1J76-LRFJ	\$193.81
4/22/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1PJ1-VLCV-KN41	\$214.40
4/22/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1JRM-47JP-7DV7	\$263.58
4/22/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1KG3-HK1H-TV7V	\$71.59
4/22/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	144D-6J9K-L6C4	\$76.49
4/22/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	19D9-X7KT-6XPM	\$43.48
4/22/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1RQ7-P947-CQN9	\$33.92
4/22/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1HL9-7LYN-7HDJ	\$29.98
4/22/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1KPH-HQ9N-9WPJ	\$16.69
4/22/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1YC1-RG6C-C6TW	\$25.41
4/22/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	19D9-X7KT-9YT6	\$16.69
4/22/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1PHH-3D3G-6JVJ	\$13.35
4/22/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	11Y7-M1F9-GF4L	\$14.21
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1CFW-TRFP-3366	\$91.32
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MTT-NM7T-GM6H	\$426.69
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NWJ-V41C-LRFL	\$360.03
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1T1N-T6W9-WTJF	\$391.16
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KPH-HQ9N-F7YF	\$406.29
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RN4-TR3Q-QT1J	\$314.22
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1J 1J -CKM6-C7PQ	\$337.23
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16RC-7VR4-TDTR	\$331.43
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JKN-1WWX-J644	\$356.24
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PRD-KW6P-NXVR	\$338.49
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1TJK-DYXR-4J4V	\$273.83
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1D69-477W-1JDP	\$210.26
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1TPR-96K6-K171	\$215.36
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1R73-6GWD-KJC7	\$251.88
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16KG-CGXH-M4GC	\$242.89
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	17VQ-TYJN-LLPC	\$179.37
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HJ3-G4D6-Q6WQ	\$185.40
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JRM-47JP-FHRW	\$146.30
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1D7W-KRX3-LJXF	\$119.34

Elite Academic Academy - Lucerne

4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1999-LYVH-MW3T	\$140.02
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1D7W-KRX3-KNWF	\$128.65
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GJW-K4KY-WYJ3	\$100.16
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KJJ-3KFH-VVH4	\$97.15
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	194Q-T31W-QX3X	\$119.19
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19H6-RF9T-JHXL	\$76.05
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PW3-XD93-3RJ6	\$84.46
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PRG-LJF7-KMN4	\$54.83
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HVQ-CVHW-L1FF	\$59.14
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1999-LYVH-RYHN	\$78.69
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1T1N-T6W9-TGF7	\$69.60
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16KG-CGXH-VYR4	\$58.71
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WYY-RF3M-CT73	\$36.64
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KX1-7R7Y-MW9R	\$31.48
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1XHW-LNWX-LGM7	\$48.49
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1TRP-V36T-V4VQ	\$53.64
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1Q7K-6D9F-TGQQ	\$53.64
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VR1-QHH9-CPWR	\$21.30
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11D9-X9PL-HMYV	\$23.67
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KFH-XQJW-HFTC	\$24.66
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19R1-KG9T-YL16	\$15.40
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1Q7K-6D9F-NCVX	\$30.09
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HVQ-CVHW-TF34	\$26.90
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11X4-T1QW-C7WN	\$21.55
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1X36-V9G1-XK7K	\$10.23
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1XD4-7DPN-9J7M	\$2.94
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GHX-WDX6-7K3W	\$13.95
4/22/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DYF-KFG6-YQ94	\$346.54
4/22/2024	Jameson Engineering Solutions	Educational Services	231574	\$425.00
4/24/2024	All About Learning Press, Inc.	Approved Core Curriculum, Teacher M	920690	\$182.30
4/24/2024	All About Learning Press, Inc.	Approved Core Curriculum, Teacher M	920711	\$204.64
4/24/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1KYK-LXNX-RGW4	\$17.39
4/24/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1KPH-HQ9N-QGFN	\$22.05
4/24/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1JF4-QN1P-QG7W	\$65.21

Elite Academic Academy - Lucerne

4/24/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1HHR-QMMH-V36F	\$16.63
4/24/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1V7Q-TM63-T7JX	\$47.62
4/24/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1J9V-JYH9-14VM	\$70.49
4/24/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1WYY-RF3M-V7QF	\$33.36
4/24/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	11X4-T1QW-T7FN	\$77.49
4/24/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1HL9-7LYN-RTP4	\$15.21
4/24/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1M4Y-GT76-1FW7	\$65.76
4/24/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1LNP-9FD6-1MVR	\$76.45
4/24/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1J9V-JYH9-GCWM	\$138.37
4/24/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1KQ7-X611-PTJT	\$23.67
4/24/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1T9J-DLMT-4XFJ	\$119.86
4/24/2024	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	19TC-1JRL-3TP6	\$8.70
4/24/2024	AoPS Incorporated	Approved Core Curriculum, Teacher M	INV2308589	\$99.99
4/24/2024	Beautiful Mundo	Approved Core Curriculum, Teacher M	11282	\$88.00
4/24/2024	BookShark, LLC	Approved Core Curriculum, Teacher M	BI0034942	\$236.56
4/24/2024	BookShark, LLC	Approved Core Curriculum, Teacher M	BI0034961	\$1,029.68
4/24/2024	BookShark, LLC	Approved Core Curriculum, Teacher M	BI0034977	\$748.90
4/24/2024	BookShark, LLC	Approved Core Curriculum, Teacher M	BI0034959	\$242.38
4/24/2024	BookShark, LLC	Approved Core Curriculum, Teacher M	BI0034943	\$269.53
4/24/2024	BookShark, LLC	Approved Core Curriculum, Teacher M	BI0034978	\$292.75
4/24/2024	BookShark, LLC	Approved Core Curriculum, Teacher M	BI0034965	\$274.91
4/24/2024	BookShark, LLC	Approved Core Curriculum, Teacher M	BI0034963	\$245.21
4/24/2024	BookShark, LLC	Approved Core Curriculum, Teacher M	BI0034964	\$236.56
4/24/2024	BookShark, LLC	Approved Core Curriculum, Teacher M	BI0034941	\$269.53
4/24/2024	BookShark, LLC	Approved Core Curriculum, Teacher M	BI0034960	\$276.78
4/24/2024	BookShark, LLC	Approved Core Curriculum, Teacher M	BI0034976	\$276.78
4/24/2024	BookShark, LLC	Approved Core Curriculum, Teacher M	BI0035015	\$118.54
4/24/2024	BookShark, LLC	Approved Core Curriculum, Teacher M	BI0035014	\$271.51
4/24/2024	BookShark, LLC	Approved Core Curriculum, Teacher M	BI0035036	\$167.72
4/24/2024	Brigantine Media	Approved Core Curriculum, Teacher M	402224	\$142.89
4/24/2024	Brigantine Media	Approved Core Curriculum, Teacher M	402124	\$142.89
4/24/2024	Dash Into Learning	Approved Core Curriculum, Teacher M	677310410	\$59.72
4/24/2024	Demme Learning LLC	Approved Core Curriculum, Teacher M	S004899	\$71.23
4/24/2024	Home Science Tools	Approved Core Curriculum, Teacher M	000578841	\$327.25

Elite Academic Academy - Lucerne

4/24/2024	Home Science Tools	Approved Core Curriculum, Teacher M	000578840	\$96.90
4/24/2024	Home Science Tools	Approved Core Curriculum, Teacher M	000578899	\$364.75
4/24/2024	Home Science Tools	Approved Core Curriculum, Teacher M	000579107	\$254.80
4/24/2024	Homeschool Languages	Approved Core Curriculum, Teacher M	0004940	\$391.00
4/24/2024	Institute for Excellence in Writing	Approved Core Curriculum, Teacher M	1115808	\$37.72
4/24/2024	Institute for Excellence in Writing	Approved Core Curriculum, Teacher M	1116127	\$44.19
4/24/2024	Learning Without Tears	Approved Core Curriculum, Teacher M	INV200206	\$34.69
4/24/2024	Logic of English	Approved Core Curriculum, Teacher M	SI-205382	\$144.58
4/24/2024	MEL Science U.S., LLC	Approved Core Curriculum, Teacher M	RA2024040201	\$324.64
4/24/2024	Moving Beyond the Page	Approved Core Curriculum, Teacher M	290314	\$427.78
4/24/2024	Moving Beyond the Page	Approved Core Curriculum, Teacher M	290309	\$1,131.65
4/24/2024	Moving Beyond the Page	Approved Core Curriculum, Teacher M	290305	\$341.70
4/24/2024	Nearpod Inc.	Approved Core Curriculum, Teacher M	INVn596390	\$6,282.50
4/24/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4400419	\$102.75
4/24/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4400410	\$38.48
4/24/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4400408	\$182.82
4/24/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4401916	\$41.76
4/24/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4402256	\$206.57
4/24/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4402240	\$525.44
4/24/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4401858	\$121.28
4/24/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4401998	\$235.48
4/24/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4401956	\$207.12
4/24/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4402257	\$207.22
4/24/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4402258	\$136.68
4/24/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4401881	\$384.87
4/24/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4401995	\$380.28
4/24/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4401996	\$389.23
4/24/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4402242	\$234.53
4/24/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4402249	\$188.93
4/24/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4402244	\$336.66
4/24/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4402449	\$286.41
4/24/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4402451	\$107.28
4/24/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4402452	\$59.57
4/24/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4403468	\$64.35

Elite Academic Academy - Lucerne

4/24/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4403465	\$41.68
4/24/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4403427	\$185.43
4/24/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4403462	\$273.61
4/24/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4403459	\$41.21
4/24/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4403434	\$41.21
4/24/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4403458	\$41.21
4/24/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4402450	\$190.23
4/24/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4402453	\$59.57
4/24/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4402447	\$41.21
4/24/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4403424	\$568.09
4/24/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4401932	\$124.18
4/24/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4401886	\$204.79
4/24/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4401883	\$207.10
4/24/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4401947	\$34.24
4/24/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4402259	\$41.21
4/24/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4401870	\$554.82
4/24/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4402243	\$75.26
4/24/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4402254	\$41.21
4/24/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4402253	\$324.22
4/24/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4397420	\$444.27
4/24/2024	Rainbow Resource Center	Approved Core Curriculum, Teacher M	4401920	\$241.67
4/24/2024	Singapore Math Inc.	Approved Core Curriculum, Teacher M	S311173	\$191.76
4/24/2024	Singapore Math Inc.	Approved Core Curriculum, Teacher M	S311174	\$191.76
4/24/2024	Singapore Math Inc.	Approved Core Curriculum, Teacher M	S311458	\$85.00
4/24/2024	Singapore Math Inc.	Approved Core Curriculum, Teacher M	S311354	\$283.37
4/24/2024	Singapore Math Inc.	Approved Core Curriculum, Teacher M	S311412	\$191.76
4/24/2024	Singapore Math Inc.	Approved Core Curriculum, Teacher M	S311408	\$191.76
4/24/2024	Singapore Math Inc.	Approved Core Curriculum, Teacher M	S311333	\$193.40
4/24/2024	Singapore Math Inc.	Approved Core Curriculum, Teacher M	S311338	\$193.40
4/24/2024	Singapore Math Inc.	Approved Core Curriculum, Teacher M	S311336	\$193.37
4/24/2024	Singapore Math Inc.	Approved Core Curriculum, Teacher M	S311355	\$191.76
4/24/2024	Singapore Math Inc.	Approved Core Curriculum, Teacher M	S311342	\$195.86
4/24/2024	Singapore Math Inc.	Approved Core Curriculum, Teacher M	S311413	\$191.76
4/24/2024	Stephens Educational Services, LLC	Approved Core Curriculum, Teacher M	022305	\$100.70

Elite Academic Academy - Lucerne

4/24/2024	Studies Weekly	Approved Core Curriculum, Teacher M	503709	\$43.05
4/24/2024	Studies Weekly	Approved Core Curriculum, Teacher M	503715	\$43.45
4/24/2024	Studies Weekly	Approved Core Curriculum, Teacher M	503714	\$43.45
4/24/2024	Teacher Synergy LLC	Approved Core Curriculum, Teacher M	262132489	\$66.09
4/24/2024	Teacher Synergy LLC	Approved Core Curriculum, Teacher M	262451682	\$58.00
4/24/2024	Treetop Publishing Inc	Approved Core Curriculum, Teacher M	684298	\$42.50
4/24/2024	Acorn Naturalists	Core Teaching/Student Supplies	471233A	\$269.56
4/24/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KNR-MFJ4-4LPV	\$32.84
4/24/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13VD-9LHW-D1T4	\$603.28
4/24/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KPH-HQ9N-JYDP	\$49.54
4/24/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HHR-QMMH-QK73	\$8.13
4/24/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1D69-477W-GVCN	\$27.15
4/24/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11X4-T1QW-L4PK	\$393.50
4/24/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LVJ-71JM-R6RC	\$30.40
4/24/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19KQ-L6HM-RMM3	\$43.29
4/24/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16GX-MHG1-Q7PV	\$9.69
4/24/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RQ7-P947-R6FG	\$62.94
4/24/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1K37-H439-3CLM	\$26.87
4/24/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1X71-36G9-1FJF	\$48.07
4/24/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	149T-V7HJ-1MFD	\$215.53
4/24/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16GX-MHG1-VL97	\$68.41
4/24/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16YM-HQNL-13PL	\$25.30
4/24/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1XNJ-9KD7-3F61	\$71.72
4/24/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FRK-XMFX-3KQL	\$70.49
4/24/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NKY-DDN1-1VJJ	\$100.05
4/24/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1V7Q-TM63-V3CG	\$38.01
4/24/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1W6F-4NJT-T79V	\$43.45
4/24/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GP9-HJW4-33LN	\$211.43
4/24/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HGF-CG3N-3CGV	\$88.21
4/24/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JHW-RWLK-4CCW	\$16.53
4/24/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JV6-WX73-DTTN	\$25.30
4/24/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1C31-4QLJ-1KXV	\$29.93
4/24/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19Q4-XTLV-6XLF	\$57.61
4/24/2024	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14YW-RPDL-7P9F	\$21.23

Elite Academic Academy - Lucerne

4/24/2024	Blick Art Materials	Core Teaching/Student Supplies	2784320	\$56.79
4/24/2024	Blick Art Materials	Core Teaching/Student Supplies	2783275	\$451.08
4/24/2024	Brigantine Media	Core Teaching/Student Supplies	409424	\$173.20
4/24/2024	Brigantine Media	Core Teaching/Student Supplies	409324	\$142.89
4/24/2024	Brigantine Media	Core Teaching/Student Supplies	409224	\$142.89
4/24/2024	KiwiCo, Inc.	Core Teaching/Student Supplies	KE-DE434B3E04022456	\$58.32
4/24/2024	KiwiCo, Inc.	Core Teaching/Student Supplies	KE-AC547CE704052444	\$157.06
4/24/2024	KiwiCo, Inc.	Core Teaching/Student Supplies	KE-21F74C9D04052446	\$73.22
4/24/2024	Lakeshore Learning Materials	Core Teaching/Student Supplies	3.66272E+11	\$279.92
4/24/2024	Lakeshore Learning Materials	Core Teaching/Student Supplies	3.69175E+11	\$108.21
4/24/2024	Lego Education	Core Teaching/Student Supplies	1190601769	\$177.73
4/24/2024	Lego Education	Core Teaching/Student Supplies	1190601771	\$179.38
4/24/2024	Little Passports, Inc	Core Teaching/Student Supplies	IN-0000998082	\$136.70
4/24/2024	Rainbow Resource Center	Core Teaching/Student Supplies	4401980	\$27.56
4/24/2024	Rainbow Resource Center	Core Teaching/Student Supplies	4401972	\$38.22
4/24/2024	Rainbow Resource Center	Core Teaching/Student Supplies	4403474	\$127.36
4/24/2024	Rainbow Resource Center	Core Teaching/Student Supplies	4403430	\$54.38
4/24/2024	Rainbow Resource Center	Core Teaching/Student Supplies	4405562	\$215.41
4/24/2024	Rainbow Resource Center	Core Teaching/Student Supplies	4402252	\$22.32
4/24/2024	Schoolhouse Discoveries LLC	Core Teaching/Student Supplies	1843	\$385.15
4/24/2024	T is for Tot	Core Teaching/Student Supplies	1004	\$415.68
4/24/2024	T is for Tot	Core Teaching/Student Supplies	1006	\$51.96
4/24/2024	Associated Students of San Diego State	Educational Services	27883	\$400.00
4/24/2024	Danielle Moore	Educational Services	538545718	\$750.00
4/24/2024	Dunn Enterprises Inc.	Educational Services	538543021	\$314.00
4/24/2024	Excel Taekwondo Academy, Inc	Educational Services	538545698	\$260.00
4/24/2024	Freedom in Motion Inc.	Educational Services	538543019	\$830.00
4/24/2024	Freedom in Motion Inc.	Educational Services	538543018	\$1,692.00
4/24/2024	Friends of Willow Tree	Educational Services	538545699	\$695.00
4/24/2024	Jeff Speakman's Kenpo 5.0 Whittier	Educational Services	538543022	\$418.00
4/24/2024	Melissa J. Diwa Enterprises	Educational Services	538543014	\$1,605.00
4/24/2024	Melissa J. Diwa Enterprises	Educational Services	538545693	\$2,146.00
4/24/2024	Neesha N. Rahim	Educational Services	252	\$7,500.00
4/24/2024	Neesha N. Rahim	Educational Services	154	\$15,750.00

Elite Academic Academy - Lucerne

4/24/2024	On Pointe Productions, LLC	Educational Services	538543023	\$810.00
4/24/2024	P.U.M.A Karate	Educational Services	538545711	\$400.00
4/24/2024	STEM Center USA	Educational Services	538545714	\$995.00
4/24/2024	Savannah Schuster	Educational Services	041924	\$800.00
4/24/2024	Temecula Music Teacher, LLC	Educational Services	538543028	\$230.00
4/24/2024	Universal Martial Arts Centers, Inc.	Educational Services	538545724	\$395.00
4/24/2024	Victorville Taekwondo Academy, Inc	Educational Services	538545728	\$1,430.00
4/24/2024	Jason Bornn	Marketing	110224	\$175.00
4/24/2024	FIS LOCKBOX OPERATIONS ATTN:PITNEY	Postage & Delivery - Educational	027.LU	\$7,000.00
4/24/2024	Specialized Therapy Services, Inc.	Special Education Services	ELAA01-0224	\$851.70

Elite Academic Academy - Instructional Service Community Partner - April 2024

<u>Partner Name</u>	<u>Description of Services</u>	<u>Link to EAA VCI 2023-2024 Applications</u>
Soul Journey Productions	Acting classes	Soul Journey Productions EAA VCI 23-24 Application
Happy Minds Tutoring LLC	Tutoring in reading, writing, and math (TK-6th grade)	Happy Minds Tutoring LLC EAA VCI 23-24 Application
Valerie Zukowski	Tutoring and advocacy	Valerie Zukowski EAA VCI 23-24 Application
Gulu Gulu Learning Academy	Tutoring and Enrichment	Gulu Gulu Learning Academy EAA VCI 23-24 Application
OnlineG3.com, Inc.	Virtual classes and workshops	OnlineG3.com, Inc. EAA VCI 23-24 Application
Sylvan Learning - LA County	Personalized tutoring for students in grades K-12	Sylvan Learning Burbank EAA VCI 23-24 Application
		Sylvan Learning Gardena EAA VCI 23-24 Application Sylvan Learning Glendora EAA VCI 23-24 Application Sylvan Learning Northridge EAA VCI 23-24 Application Sylvan Learning Pasadena EAA VCI 23-24 Application Sylvan Learning San Marino EAA VCI 23-24 Application Sylvan Learning Tarzana EAA VCI 23-24 Application
		Sylvan Learning Torrance EAA VCI 23-24 Application
		Sylvan Learning Westlake Village EAA VCI 23-24 Application
Yasar Daglar	Soccer coaching, training, practice	Yasar Daglar EAA VCI 23-24 Application

Elite Academic Academy - Educational Material Partners - April 2024

<u>Partner Name</u>	<u>Product Description</u>	<u>Link to EAA EMR 2023-2024 Applications</u>
MRS WORDSMITH USA LLC	Workbooks, educational card games, printables for literacy, comprehension, spelling, writing, grammar, and phonics	MRS WORDSMITH USA LLC EAA EMR 23-24 Application
Hola Amigo, LLC	Bilingual (Spanish/English) Play-based learning materials	Hola Amigo, LLC EAA EMR 23-24 Application



Peak Performance Administrative Assistant Job Description

Job Title:	Peak Performance Administrative Assistant
Position Type:	Part-Time/Temporary
Department:	Level Up
Reports To:	Peak Performance On-Site Lead or designee
FLSA:	Non-Exempt; At Will Employee
Pay:	Hourly Per Contract

JOB SUMMARY:

The Peak Performance Administrative Assistant supports the Peak Performance On-Site Leads or other designated Peak Performance team member by helping with a variety of clerical tasks, student support, and family outreach ahead of and during our Level Up learning period. The Peak Performance Administrative Assistant functions as the primary point of contact for Peak Performance Admissions for students at your school site. This position requires highly-effective interpersonal, organizational, and communication skills (both oral and written) in order to effectively interface with parents, students and staff members.

ESSENTIAL DUTIES:

- Share the vision and mission of Peak Performance with prospective students and their families through scheduled school events and ongoing communication
- Work with Peak Performance On-Site Lead to support coaches, families, and students in the enrollment process
- Conduct virtual and in-person follow-up with coaches, families, and students to ensure teams are prepared upcoming programming and events
- Collaborate and coordinate with administrative team members to collect / follow-up on all admissions paperwork/student information data needed for enrolled Peak Performance students.

*Peak Performance Administrative Assistant Job Description
Pending Board Approval*

- Work with the Peak Performance On-Site Lead to collect missing documentation.
- Contact families to collect missing documents.
- Work with Calpads Technician on enrollments and withdrawals.

Other Duties:

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

KNOWLEDGE OF:

- School Enrollment Requirements.
- Student Information System.
- Telephone techniques and etiquette.
- Modern office practices, procedures and equipment.
- Oral and written communication skills.
- Interpersonal skills using tact, patience and courtesy.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Operation of a computer and assigned software.
- Record-keeping and report preparation techniques.
- Mathematical computations.

EDUCATION AND EXPERIENCE:

Experience with data entry, student information system, and independent study compliance. Any other qualifications the Board of Education may deem necessary or desirable.

WORKING CONDITIONS/ENVIRONMENT:

- Office and school site environment.

PHYSICAL DEMANDS:

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

- Dexterity of hands and fingers to operate a computer keyboard.

- Hearing and speaking to exchange information in person or on the telephone.
- Seeing to read a variety of materials.
- Sitting or standing for extended periods of time.
- Bending at the waist, kneeling or crouching to file materials.

Employee Acknowledgement:

Employee Name

Employee Signature

Date



Coordinator of Teacher Support

Job Description

Position Title:	Coordinator of Teacher Support
Reports To:	Directors of Flex and Virtual Academies
FLSA Status:	Exempt
School Classification:	Certificated Administration
Pay Range:	Based upon experience & student enrollment
Work Schedule:	12 months
Location:	Remote Office

Position Summary: *The Coordinator of Teacher Support assists with the responsibility of operational functions of the Charter's compliance program, OPS orders, Canvas online platform, and teacher coaching.*

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

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

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

ESSENTIAL DUTIES and RESPONSIBILITIES:

Compliance:

- Work with Operations Administration on steps to secure full and regular attendance for all students enrolled, in accordance with policies established by the Board of Directors.
- Assist with monitoring and reporting teachers' completion of compliance paperwork and documentation.
- Report any anomalies or concerns to the Directors of Flex and/or Virtual Academies.
- Assist the Directors of Flex and/or Virtual Academies, Chief Executive Officer(s), and the Operations Administrator(s), in development of ADA monitoring and collection strategies and policies.
- Assist with training, field questions, troubleshoot, and re-train teachers, program directors (or designees) with compliance training.
- Assist with development and implementation of the Charter's compliance training program.
- Work to gather and condense results from internal audits to focus on which teachers need retrainings and report this information to the Directors of Flex and/or Virtual Academies.
- Assist with monitoring and reporting of teachers' progress and completion of training programs.
- Support teachers and directors with compliance questions.
- Assist with internal auditing of all compliance documents.
- Support teachers to ensure errors are understood and corrected.
- Perform re-checks of previous teacher errors compliance errors to ensure the audit error has been corrected appropriately.
- Assist with development and oversight of custom curriculum in the SIS.
- Assist with development of Charter compliance deadline calendars.
- Other duties as assigned.

OPS Orders

- Assist teachers with pre-approvals and reimbursements.
- Process purchase orders in the OPS online system.
- Confirm students are in compliance and good academic standing when educational funds are requested to enrichment.
- Confer with the Directors regarding any questions or judgment calls that need to be made.
- Support teachers with the use of the OPS system.
- Check OPS to ensure that teachers place orders in a timely manner.
- Assist parents with the pre-approval and reimbursement process.
- Other duties as assigned.

Canvas Online Platform

- Help ensure students are enrolled in the correct classes.
- Ensure teachers have access to their students and grades.
- Help troubleshoot any issues for teachers, students and parents.
- Run weekly reports on student engagement and progress and share with teachers.
- Help with Canvas course creation, review, and setup.
- Other duties as assigned.

Teacher Coaching

- Provide general support to teachers in the areas of: building and managing a weekly schedule, compliance, OPS, approach to teaching, communication with parents, approaches to teaching, student data analysis, and more as assigned by Directors.
- Meet with new teachers to train them on everything Elite.
- Hold regular support meetings for teachers.
- Be available to answer teacher questions during the school day.
- Conduct observations and provide teachers with meaningful feedback to assist in their growth and professional development and help them meet their annual performance goals.
- Run weekly session attendance reports to support teachers with holding students accountable and tracking student engagement.
- Other duties as assigned.

General Expectations:

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

Other Duties:

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

Use of Computer Technology:

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

Physical Demands:

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

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

Work Environment:

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

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

Employee Acknowledgement:

Employee Signature

Printed Name

Date



Academy Compliance Support Rider - Job Description

Position Title:	Academy Compliance Support
Department:	Certificated Teaching
Reports To:	Program Director (or Designee)
FLSA Classification:	Exempt
Stipend:	\$5,000 to 25,000 annually depending on experience
Classification:	Certificated
School Calendar Days:	189-224 Day Calendar

Job Description: *This is not a stand-alone job description, but a rider to our teaching and/or various exceptional education job descriptions. This payscale supersedes the teaching, or other certificated, position. This position may include coordinating training and support opportunities for identified staff in compliance practices, creating and managing curriculum updates in SIS, providing Professional Development to Academy Staff on best practices, collaborating with the Elite Compliance Team, and completing regular internal audits.*

General Duties:

Duties of this position include, but are not limited, to:

- Observing and providing peer assistance for colleagues in the area of compliance.
- Managing and updating curriculum lists for use in Assignment and Work Records.
- Inputting Custom Curriculum into the Student Information System.
- Updating current SIS curriculum to ensure appropriate standards and objectives are assigned for all modules.
- Completing internal audits to ensure compliance accuracy.
- Evaluating known data to develop specific trainings for teachers and academy.
- Evaluating compliance practices within the Academy and collaborating across Elite to ensure

quality and consistency.

- Participating in professional development activities.
- Planning team meetings to ensure communication with peers.
- Assisting in the coordination of all school based professional development opportunities linked to individual professional development plans and job competencies.

Desired Qualifications:

- Professional development in the area(s) of:
 - compliance and audit requirements
 - communication and conferencing skills;
 - leadership development;
 - classroom management;
 - standards-based curriculum development;
 - peer observation, coaching, mentoring, and conferencing skills;
 - student and parent conferencing skills;
 - knowledge of subject matter;
 - independent study compliance;
 - remote teaching;
 - assessment of student performance;
 - grant writing.
 - Master’s degree or higher.
 - 5 or more years in the field of Education with independent study experience.
-

Employee Acknowledgement:

Employee Signature

Printed Name

Date



Community Relations Liaison Rider - Job Description

Position Title:	Community Relations Liaison
Reports To:	Academy Director, or designee
FLSA Status:	Exempt
School Classification:	Certificated
Pay Range:	\$1,000 to 10,000 annually depending on experience
Work Schedule:	189-224 days
Location:	Remote Office (Travel Required)

Job Description: *This is not a stand-alone job description, but a rider to our teacher and/or various exceptional education job descriptions. This payscale supersedes the teaching, or other certificated, position. This position will provide coordination and direct oversight of our Internal Elite Library available through the Community Relations (CR) Department. The Community Relations Liaison will be responsible for collaborating with the CR Team on Academy Needs as designated by the Direct Supervisor and assisting with barcoding, inventorying, evaluating curriculum, and meeting families and teachers at the Library. The Community Relations Liaison will assist with community events across Elite to deliver curriculum and materials to families through Park Days and other events.*

General Duties:

Duties of this position include, but are not limited to:

- Communicate and collaborate with the Community Relations Team.
- Understand the needs of the Academy..
- Communicate Departmental Needs between the Academy and Community Relations Team to best assist in delivery of appropriate curriculum and materials to families.
- Helping to inventory curriculum, evaluate curriculum needs and bundles, and ensure up-to-date inventory based on Academy needs.
- Plan events throughout the year to get curriculum and materials to families and teachers.
- Assist in barcoding and scanning of materials in-person.
- Develop appropriate system for return of curriculum and materials.
- Ensure current practices and resources are aligned with Tactical Planning Goals, Needs of Teachers, and Needs of enrolled families.

*Community Relations Liaison Rider Job Description
Pending Board Approval*

SMART Goals:

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

Desired Qualifications:

- Leadership Experience
 - Bachelor's Degree Preferred
-

Employee Acknowledgement:

Employee Signature

Printed Name

Date



Parent Liaison Advisor Rider- Job Description

Position Title:	Parent Liaison Coordinator
Reports To:	Academy Director, or designee
FLSA Status:	Exempt
School Classification:	Certificated
Pay Range:	\$1,000 to 10,000 annually depending on experience
Work Schedule:	189-224 days
Location:	Remote Office (Travel Required)

Job Description: *This is not a stand-alone job description, but a rider to our teacher and/or various exceptional education job descriptions. This payscale supersedes the teaching, or other certificated, position. This position will provide coordination and direct oversight of our parent liaisons in the Designated Academy. The Parent Liaison Coordinator will work to create a positive family climate on campus by empowering parents to lead groups in their area. The Parent Liaison Coordinator will recruit Parent Liaisons, establish relationships with parent liaisons, build connections between families, and provide a structure for groups to form throughout our campus.*

General Duties:

Duties of this position include, but are not limited to:

- Develop a structure for groups to be formed and advertised throughout the Academy.
- Recruit parents interested in becoming Parent Liaisons and coach them in getting set up.
- Set expectations with Parent Liaisons to create a positive and inclusive culture.
- Maintain contact with Parent Liaisons throughout the year to provide support and build connections.
- Plan template events throughout the year that Parent Liaisons can facilitate in their area.
- Help new and interested parents find or start groups in their area.
- Collaborate with school administration to ensure groups alignment with Elite values.

SMART Goals:

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

Desired Qualifications:

*Parent Liaison Advisor Rider Job Description
Pending Board Approval*

- Leadership Experience
 - Bachelor's Degree Preferred
-

Employee Acknowledgement:

Employee Signature

Printed Name

Date

Employee Code	Position	Payroll Profile Desc	Contract Start Date	23.24 Fiscal Impact
23240476	Temporary Content Teacher	Elite Academic Academy -Lucerne	6/24/2024	\$9,520.00
23240475	Temporary Content Teacher	Elite Academic Academy -Lucerne	6/24/2024	\$9,520.00
23240525	Temporary Administrative Assistant	Elite Academic Academy -Lucerne	4/10/2024	\$10,500.00
23240525	Temporary Content Teacher	Elite Academic Academy -Lucerne	6/24/2024	\$13,600
23240524	Temporary Independent Study Counselor	Elite Academic Academy -Lucerne	2/26/2024	\$32,364

Employee Code	Position	Payroll Profile Desc	Addendum Type	Addendum Start Date	23.24 Fiscal Impact
23240114	Temporary CT Credit Recovery Lead Teacher	Elite Academic Academy -Lucerne	Temporary CT Credit Recovery Lead Teacher	4/15/2024	\$5,500.00

MEMORANDUM OF UNDERSTANDING

RECITALS

WHEREAS, Elite Academic Academy - Lucerne (“EAAL”) is a public non-classroom based charter school specializing in providing comprehensive academic virtual/blended programs to students in grades TK-12 and is authorized to operate pursuant to a charter granted by Lucerne Valley Unified School District;

WHEREAS, Ambassadors Media Group, LLC (“AMG”) is California limited liability company specializing in, among other things, the development and operation of student leadership, mental wellness and related programming; and,

WHEREAS, EAAL wishes to engage AMG to provide customized social-emotional enrichment programming and curriculum adaptable to the changing needs of EAAL students with said programming referred to as the Ambassadors of Compassion Program (“AOC Program”).

AGREEMENT

1. Recitals. The parties agree that the recitals set forth above are true and are incorporated as essential terms of this Memorandum of Understanding (“MOU”).
2. Term. This MOU shall commence as of July 1, 2024 and shall continue in effect through and until June 20, 2026 (the “Term”) unless terminated earlier in accordance with the provisions of this MOU; provided, however, when EAAL receives a charter renewal prior to the expiration of the Term, the Term shall be automatically extended for an additional two (2) years and shall then terminate on June 30, 2028 (the “Extended Term”).

ENRICHMENT SERVICES

3. Enrichment Services to be Provided by AMG. AMG agrees to provide AOC Program Enrichment Services to EAAL students which shall consist of social-emotional enrichment programming during the Term and the Extended Term, if any, of this MOU (the “Enrichment Services”). AMG commits to providing high-quality AOC Program events based upon EAAL’s Academic Objectives Curriculum, as updated annually. The AOC Program shall also include, without limitation, the following:
 - a. Kick-Off Stadium Presentation(s) AMG shall conduct Kick-Off Presentations at a location, date, and time to be designated by EAAL with a duration of no less than 10 minutes and no more than 30 minutes in order to engage, motivate EAAL students to participate in their AOC coursework. At the request of EAAL and prior to scheduling said Kick-Off Presentations, AMG shall preview the contents of the presentation(s) to EAAL. AMG shall be responsible for engaging and compensating guest speakers presenting during the kick off events. AMG shall submit intended guest speakers to EAAL for pre-approval to ensure alignment with EAAL educational objectives and enrichment themes. EAAL shall be responsible for providing all audio-visual equipment and staging for Kick-Off Presentations. To the extent

AMG desires to use equipment furnished by EAAL, AMG shall provide a list of such equipment as far in advance of the relevant events dates as possible.

b. Highschools AOC/SEL Events. EAAL and AMG shall cooperate with respect to the scheduling of AOC Program Enrichment Services events at participating high schools during the first period of the participating high schools' year-round calendars to maximize student engagement and participation. The number of participating high schools will be determined based upon projected and actual historical enrollment numbers as annually adjusted. AMG shall be responsible for providing all audio-visual equipment and staging for Highschool AOC/SEL events and all other presentations associated with the AOC Program Enrichment Services to be delivered at the highschools.

4. Fee (Enrichment Services). EAAL shall pay to AMG a fee for the Enrichment Services equal to \$150 per student enrolled in the AOC Program (the "Enrichment Services Fee"). The Per Student Rate shall be pro-rated based on actual student enrollment and attendance figures, as recorded by EAAL. EAAL shall maintain sufficient records of student enrollment to fully support the Enrichment Services Fees calculation. AMG shall bear all of its own travel and incidental expenses associated with the performance of its obligations hereunder.

5. Branding and Marketing. Ambassadors of Compassion will receive non exclusive branding and signage at Stadium Kick-Offs and other Enrichment and Curriculum Services.

CURRICULUM SERVICES

6. Curriculum Services. During the Term and the Extended Term, if any, AMG shall provide UC A-G approved LIFE(A/B) and RISE (A/B) courses to EAAL students.

7. Journals. For each student enrolled in LIFE(A/B) and RISE (A/B) courses, AMG shall provide high-quality, hard-copy journals suitable for academic use, which shall be made available to EAAL students no later than June 1st of each year of the Term or Extended Term, if any.

8. Enrollment Estimates. EAAL shall provide to AMG enrollment estimates no later than May 15 of each year of the Term or Extended Term, if any, to assist AMG in preparation of the LIFE(A/B) and RISE (A/B) courses and timely journal delivery

9. Course Updates. AMG agrees and warrants that it shall make high quality annual updates and improvements to the LIFE(A/B) and RISE (A/B) courses and related materials, including journals, to ensure they remain educationally relevant and progressively aligned with the evolving educational needs of EAAL students.

10. Fee (LIFE(A/B) and RISE (A/B) courses). EAAL shall pay to AMG for the Curriculum Services a fee equal to \$250 per student enrolled, after the course drop date, in the LIFE(A/B) and RISE (A/B) courses (the "Curriculum Services Fee"). EAAL shall maintain and make available to AMG sufficient records of student enrollment to fully support the Curriculum Services Fee calculation. AMG shall bear all of its own travel and incidental expenses associated with the performance of its obligations hereunder.

11. Payment Schedule: Payment schedules detailing the financial obligations of the EAAL to AMG will be provided by EAA-L by May 31st of each year, subsequent to the state's release of budget updates. These schedules will reflect the total costs incurred for the provision of both Enrichment and Curriculum Services in accordance with the rates and terms specified herein, as well as date and times for expected payments.

GENERAL PROVISIONS

12. Services Modifications. AMG agrees to modify Enrichment Services and Curriculum Services content on an annual basis based upon changes in student needs as communicated by EAAL to AMG in writing by March 30 of each year of the Term or Extended Term, if any.

13. Termination. Notwithstanding anything to the contrary herein, this MOU shall automatically terminate in the event that EAAL shall become non-operational for any reason, including non-renewal of its charter or in the event that any governmental agency terminates EAAL's ability to operate or perform under this MOU. Notwithstanding anything to the contrary herein, EAAL may terminate this MOU if legislative or state funding changes materially impact EAAL's ability to operate its program during its first learning period each year of the Term or Extended Term, if any. Either party may terminate this MOU in the case of the other party's breach of any provision of this MOU and failure to cure said breach after thirty (30) days following written notice of said breach.

14. Indemnity. Each party shall indemnify and hold the other party harmless from and against any claims, liabilities, damages, costs and expenses, including attorneys' fees, arising out of its breach of this MOU and/or negligent acts with respect to the matters referred to herein, generally.

15. Conformity with Applicable Law. In performing their obligations arising under this MOU, the parties shall abide by all applicable Federal, State, and local statutes, ordinances, rules, regulations, and standards, as well as the applicable standards and requirements imposed upon EAAL by Federal and/or State agencies providing funding to EAAL for the purchase of supplemental services.

16. Governing Law. This MOU shall be governed by and construed in accordance with the laws of the State of California.

Elite Academic Academy

DocuSigned by:

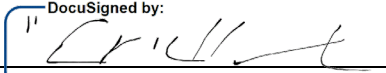

By: Ms. Meghan Freeman

Dated: 4/8/2024, 2024

Its: CEO

Ambassadors Media Group, LLC

Dated: 4/9/2024, 2024

By: 
DocuSigned by:
00A7232F9EA2452...

Its: CEO

Master Services Agreement

This Master Services Agreement (“Agreement”) is made as of the date of last signature below (the “Effective Date”) between TPR Education, LLC d/b/a The Princeton Review (“TPR”) and Elite Academic Academy (“Customer”).

1. Services. TPR will perform or provide to Customer the services (“Services”) set forth in the attached Statement of Work (“SOW”) or subsequent SOWs that may be executed by the parties. Any such SOW will be incorporated herein by reference. Additional units of the Services on a SOW may be ordered by email request from the Customer representative listed in the SOW. Absent the execution of a SOW (other than the SOW attached to this Agreement), this Agreement does not, in and of itself, represent a commitment by TPR to provide Services to Customer.

2. Term. The term of this Agreement is from the Effective Date through the date of termination by either party. The initial term for any SOW is specified on that SOW.

3. Termination; Service Suspension.

a. Either party may terminate this Agreement or any SOW immediately upon notice to the other party if the other party (i) materially breaches this Agreement or such SOW and fails to remedy such breach within 30 days after receiving notice of the breach; (ii) materially breaches this Agreement or such SOW in a manner that cannot be remedied; or (iii) commences bankruptcy or dissolution proceedings, has a receiver appointed for a substantial part of its assets, or ceases to operate in the ordinary course of business. All SOWs will automatically terminate upon termination of this Agreement. Either party may terminate this Agreement upon 30 days prior written notice to the other if no SOW is in effect.

b. TPR may suspend Customer’s access to the Services if payment is 30 days past due.

c. Upon termination of this Agreement, Customer will deliver to TPR all TPR-owned equipment, supplies, TPR’s Confidential Information (as defined below), and TPR Intellectual Property (as defined below), or copies thereof, in electronic format or otherwise, in Customer’s possession or under its control. Upon request, Customer will certify to TPR that to the best of its knowledge all of TPR’s Confidential Information and TPR Intellectual Property required to be delivered under this Agreement have been delivered and copies that have not been delivered have been deleted or destroyed.

4. Fees; Payment Terms. Customer agrees to pay the fees set forth on any SOW for Services according to the following terms:

a. Payment is due within 30 days from the invoice date, unless otherwise specified in the applicable SOW.


- b. For courses and Teacher-to-Teacher training, TPR may invoice Customer upon start of the course or training, unless otherwise provided in the applicable SOW.
- c. For courses with per student fees, all final fees and billing will be based on the number of students on the Roster, as outlined below. Withdrawal of a student from a Service after delivery of the Roster will not result in a reduction of the calculated fee or a refund.
- d. If TPR has not received payment of the invoiced amount when due, TPR will be entitled to recover from Customer all undisputed invoiced amounts, plus interest on all amounts owed at the highest rate allowed by law.
- e. Customer is responsible for all taxes, except for taxes on TPR's income, unless Customer provides a state tax exemption certificate. If Customer fails to submit to TPR a copy of its state tax exemption certificate, Customer will be invoiced taxes.

State Tax Exempt:

Yes, Customer is tax exe...

If exempt, enter State Tax Exempt Number and upload Certificate of exemption.

82-4453363

 **Lucerne 501c3 Ap...**

5. Services Terms.

- a. Courses. If courses, whether in-person or online, are included in the Services, Customer will provide TPR with assistance needed to set up and launch the Services, including but not limited to:
- i. A coordinator for the Services.
 - ii. A roster of students enrolled for each of the TPR-led courses, in an electronic format, by the 14th calendar day from the start of the course (the "Roster"). The Roster will contain the first name, last name and email address for each enrolled student. TPR reserves the right to cancel a course without liability if fewer than the minimum number of students for a course, as specified on the applicable SOW, enroll in the course.
 - iii. Reasonable classroom facilities, at no cost to TPR, for delivery of any in-person Services to be provided, and, if available, security.

Customer will provide TPR with 48-hours advance notice of any changes to the schedule of a Service (except with respect to an event beyond Customer's reasonable control).

b. Teacher-to-Teacher (T2T). If Teacher-to-Teacher training is included in the Services, Customer agrees that only teachers who have been certified by TPR in TPR standards (“TPR Certified Teachers”) will teach a TPR program. TPR reserves the right to revoke the certification of any Customer teacher (i) who fails to maintain the confidentiality of the TPR’s Confidential Information, or (ii) who uses TPR’s Confidential Information outside the scope of this Agreement. Upon expiration or termination of the certification of any Customer teacher, including if such teacher leaves the employ of Customer, Customer will collect from such teacher and deliver to TPR all of TPR’s Confidential Information and other property of TPR, whether in tangible or electronic format, including teacher’s notes and summaries of any of TPR’s Confidential Information.

Any TPR Certified Teacher that will teach a TPR program for Customer must sign the standard TPR Teacher-to-Teacher Instructor Agreement.

6. Availability of Online Resources

a. TPR will use commercially reasonable efforts to make online resources available 24 hours a day, 7 days per week, subject to reasonable downtime for maintenance and related activities and loss or interruption due to causes beyond TPR’s reasonable control.

b. For any online resources, TPR has the right to change the content or technical specifications of any aspect of the online resources at TPR’s sole discretion. Such changes may result in Customer’s inability to access the online resource temporarily.

7. Confidentiality

a. “Confidential Information” means the terms of this Agreement and all information, materials, or technology provided by a party to the other party that is marked as “Confidential” or “Proprietary,” or that, under the circumstances taken as a whole, would be reasonably deemed to be confidential, including but not limited to all student records containing Personally Identifiable Information, as defined below. “Confidential Information” does not include information which (i) is or becomes generally available to the public other than as a result of the breach of this Agreement by the receiving party, (ii) is independently developed by the receiving party, (iii) was rightfully within the receiving party’s possession prior to disclosure by the disclosing party, (iv) is received from a third party which was not bound by a confidentiality obligation with respect to such information, or (v) is legally required to be disclosed, provided that the receiving party will notify the disclosing party before disclosing the Confidential Information. “Personally Identifiable Information” means any information that identifies or that could be used to identify any individual, including but not limited to, any individual student or parent name, address, personal identifiers such as Social Security numbers or school- or district-

issued student identification numbers, and any other information or combination of information that would make the identity of the student or parent easily traceable.

b. Except as otherwise provided in this Agreement, each party will retain the other party's Confidential Information in strict confidence, will use the other party's Confidential Information only for purposes of this Agreement, and will not disclose the other party's Confidential Information without the other party's prior written consent, provided that (i) the receiving party may disclose the disclosing party's Confidential Information to the receiving party's or its affiliates' personnel and contractors who need to know such Confidential Information and who are bound by confidentiality obligations at least as restrictive as those in this Agreement, and (ii) TPR may disclose Customer's Confidential Information if TPR believes, at its sole discretion, that an immediate disclosure is necessary to protect a student's or a third party's physical safety. If there is a breach of this Section 7, the disclosing party may suffer irreparable harm and will therefore be entitled to obtain injunctive relief in addition to any other available rights and remedies.

8. Data

a. **Student Privacy Rights:** Without limitation of its obligations under Section 7 above, TPR will take commercially reasonable measures to protect the Personally Identifiable Information of Customer's students consistent with Family Education Rights and Privacy Act and all applicable privacy laws. TPR uses, collects, and discloses personal information of children under the age 13 as disclosed in its notice at www.princetonreview.com/coppanoticeforschools, as may be further restricted by this Agreement. If children under the age of 13 will use the Services, Customer hereby acknowledges receipt of the foregoing disclosure and consents on behalf of parents of Customer's students to such use, collection, and disclosure by executing this Agreement.

b. **Ownership and Use of Student Data:** Student data collected by TPR in delivering Services will be the property of Customer. Customer grants TPR a limited license to use such student data, including practice test scores, actual test scores and score improvements, (i) in connection with the performance by TPR of its obligations to Customer, (ii) to help TPR analyze the efficacy of its programs, and (iii) for use in the marketing and promotion of TPR's programs; provided, that TPR will not disclose any Personally Identifiable Information contained in such data and will otherwise use such data in compliance with TPR's confidentiality obligation. To the extent permitted by law, Customer will cooperate with TPR to provide TPR with actual test scores of students for the tests prepared for under this Agreement solely for use by TPR in accordance with this section.

9. Intellectual Property Rights

a. TPR, on behalf of itself and its affiliates, hereby grants to Customer a nonexclusive, non-transferable license to use, and to permit its registered students and, if applicable, its teachers and administrators to use, the TPR Intellectual Property during the term of this Agreement solely in connection with the Services.

b. Customer acknowledges and agrees that (i) TPR and its affiliates retain all right, title and interest in and to the TPR Intellectual Property, and this Agreement conveys no rights to the TPR Intellectual Property other than the limited licenses set forth in the Agreement, and (ii) the TPR Intellectual Property embodies valuable confidential and secret information of TPR and its affiliates, the development of which required the expenditure of considerable time and money. “TPR Intellectual Property” means TPR’s and its affiliates’ copyrights, moral rights, patent rights (including patent applications and disclosures), trademarks, rights of priority, publicity rights, and trade secret rights, documentation, specifications, designs, instructional methods, strategies, techniques and methodologies, and software programs and other technology, including but not limited to the Administrator Dashboard and the Online Student Portal, and all session transcripts and recordings, survey data and usage information.

10. Certain Obligations and Restrictions

a. Customer, including its students and teachers, will not: (i) copy, modify, alter, excerpt, create derivative works of, decompile, disassemble or otherwise reverse engineer the TPR Intellectual Property; (ii) delete or in any manner alter the copyright, trademark or other proprietary notices of TPR or its affiliates, if any, appearing on the TPR Intellectual Property, (iii) use the TPR Intellectual Property and other TPR Confidential Information to teach any class or course or for any other purpose, except in connection with Services, and (iv) disclose, reproduce, sell or distribute the TPR Intellectual Property to any third party. Customer will notify TPR promptly of any known or suspected infringement of the TPR Intellectual Property of which Customer becomes aware.

b. Customer will (i) ensure that access to the Services is properly limited to authorized users and that each account has a unique authorized user, and (ii) notify TPR promptly if Customer becomes aware of Services being used by an unauthorized person. If there is unauthorized use of a password or the Services, TPR may cancel that account. TPR reserves the right, at its sole discretion, to disable access to any online resource for any person who fails to comply with TPR rules and procedures applicable to the resource, including the Terms of Use on TPR’s website, and no credit or refund will be issued for such person.

c. Customer, including its students and teachers, will not upload to or distribute or publish through online resources provided under this Agreement any content (i) which is defamatory, threatening, abusive, or otherwise unlawful, (ii) which is vulgar, obscene or sexually explicit, (iii) which violates any person’s privacy or publicity rights, or (iv) which violates the intellectual property or other proprietary rights of any person.

d. Customer, including its students and teachers, will treat TPR’s tutors and instructors with respect.

e. Customer, including its students and teachers, will not (i) interfere with or disrupt the online resources provided under this Agreement or (ii) upload to or distribute through such online resources any viruses, Trojan horses, worms, or

other similar programs.

11. Representations and Warranties.

- a. Each party represents and warrants to the other that (i) it will comply with all applicable laws and regulations in connection with its performance under this Agreement and (ii) the individual signing this Agreement on its behalf has the authority to do so.

- b. TPR represents and warrants that it will perform the Services in a professional manner in accordance with industry standards. Customer's sole remedy for a breach of this warranty is re-performance of the particular Services that breached the warranty at no additional charge.

- c. EXCEPT AS EXPRESSLY SET FORTH IN THIS AGREEMENT, THE SERVICES ARE PROVIDED "AS IS" AND TPR, ON BEHALF OF ITSELF AND ITS AFFILIATES, EXPRESSLY DISCLAIMS ALL WARRANTIES, REPRESENTATIONS AND GUARANTIES, EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE AND ANY REPRESENTATION OF RESULTS FOR STUDENTS, SUCH AS ANY IMPROVEMENT IN TEST SCORES. SUCH RESULTS ARE DEPENDENT ON FACTORS OUTSIDE OF TPR'S CONTROL. EXCEPT AS EXPRESSLY SET FORTH IN THIS AGREEMENT, TPR MAKES NO WARRANTY OR REPRESENTATION THAT THE SERVICES WILL MEET CUSTOMER'S REQUIREMENTS OR WILL WORK IN COMBINATION WITH ANY HARDWARE OR APPLICATIONS PROVIDED BY THIRD PARTIES, THAT THE SERVICES WILL BE UNINTERRUPTED OR ERROR FREE, THAT ANY SERVICE HEREUNDER OR THE SERVER THAT MAKES IT AVAILABLE IS FREE OF VIRUSES, TROJANS, MALWARE OR OTHER HARMFUL COMPONENTS OR THAT ALL DEFECTS IN THE SERVICES WILL BE CORRECTED.

12. Limitation of Liability. TPR AND ITS AFFILIATES WILL NOT BE LIABLE TO CUSTOMER OR TO ANY OTHER PERSON FOR ANY INDIRECT, CONSEQUENTIAL, PUNITIVE OR SPECIAL DAMAGES OF ANY CHARACTER, WHETHER IN AN ACTION IN CONTRACT, TORT OR OTHERWISE, RELATING TO THIS AGREEMENT, EVEN IF TPR OR ITS AFFILIATES HAVE BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. TPR'S AND ITS AFFILIATES' AGGREGATE LIABILITY FOR ALL CLAIMS RELATING TO THIS AGREEMENT, WHETHER IN CONTRACT, TORT OR OTHERWISE, WILL NOT EXCEED THE AMOUNTS ACTUALLY RECEIVED BY TPR UNDER THIS AGREEMENT IN THE 12 MONTHS PRECEDING SUCH CLAIM.

13. Notices. All notices relating to this Agreement must be in writing. Such notices must be sent by postage prepaid first-class mail, receipted courier service, facsimile, or email at the address below or to such other address as specified in writing and will be effective upon receipt.



The Princeton Review	Elite Academic Academy
Attn: Legal Department 110 E. 42nd St., 7th Floor New York, NY 10017	CSC -Lawyers Inc Service 2710 Gateway Oaks Dr
Fax: (508) 663-5115	Fax: +1 302 421 6100
Email: Legal@review.com	Email: csc@cscglobal.com

14. Miscellaneous. Customer agrees that during the term of this Agreement and for 1 year after it will not recruit, solicit for employment, employ, or help any other third party to recruit, solicit for employment or employ, any TPR employee with whom Customer had contact in connection with this Agreement. If there is a conflict between this Agreement and any SOW, this Agreement will control unless the SOW expressly provides otherwise. No provision of this Agreement will be deemed waived unless waived in writing. Sections 3, 4, 7, 8, 9, 12, 13, 14 and any other provisions which would reasonably be expected to survive the termination of this Agreement will so survive. The terms in any purchase order (other than the services, quantities, and prices) will not be binding on TPR. Neither party will be responsible for any delay of performance or failure to perform due to causes beyond its reasonable control. No joint venture, partnership, employment or agency relationship exists between the parties as a result of this Agreement. This Agreement may not be assigned by either party without the prior written consent of the other party; provided that TPR may assign its rights and obligations under this Agreement to an affiliate or in connection with a merger, reorganization, consolidation, or sale of all or substantially all of its ownership interests or assets. Subject to the preceding sentence, this Agreement shall be binding upon the parties and their permitted successors and assigns. There are no intended third party beneficiaries of this Agreement. This Agreement may be executed in one or more counterparts, each of which will be deemed an original, but all of which together will constitute one and the same instrument. This Agreement will be governed by the laws of the state where Customer is located, without regard to its conflicts of law principles. If any provision of this Agreement is held invalid or unenforceable, the other provisions of this Agreement will remain in full force and effect and, so far as is reasonable and possible, effect will be given to the intent of the provision held invalid or unenforceable. This Agreement comprises the entire agreement between the parties, and supersedes all prior or contemporaneous oral or written negotiations, understandings, and agreements between the parties, concerning the subject matter of this Agreement. If the parties sign a separate agreement for the protection or processing of personally identifiable information or data, such agreement is hereby incorporated into this Agreement.

Agreed and Accepted By	
TPR Education, LLC	Elite Academic Academy

Agreed and Accepted By	
By: <i>John Calvello</i>	By: <i>Meghan Freeman</i>
Name: John Calvello	Name: Meghan Freeman
Title: VP, Institutional Sales	Title: CEO
Date: 04 / 16 / 2024	Date: 04 / 16 / 2024

Statement of Work # 1

This is a Statement of Work ("SOW") under the Master Services Agreement between TPR Education, LLC d/b/a The Princeton Review ("TPR") and Elite Academic Academy ("Customer"). TPR agrees to provide Customer with the Services and Customer agrees to pay TPR for the Services as specified below.

Customer Primary Contact	The Princeton Review Primary Contact
Name: [REDACTED]	Name: Keisha Hellon
Customer: Elite Academic Academy	The Princeton Review
Address: 43414 Business Park Dr.	Address: 110 E. 42nd St., FL 7
City, State Zip: Temecula, CA 92590	New York, NY 10017
Telephone: 951-252-8751	Telephone: 909-278-4441
Email: [REDACTED]	Email: keisha.hellon@review.com

Customer Billing Contact	The Princeton Review Billing Contact
Name: Same as above	Customer Invoicing
Customer: Elite Academic Academy	Please remit payment to address on invoice.
Address: Same as above	Email: TPR_AccountsReceivable@review.com



Customer Billing Contact	The Princeton Review Billing Contact
City, State Zip: Same as above	Telephone: 800-444-0189
Telephone: Same as above	
Email(s): Same as above	

Ordered Offerings: TPR agrees to provide Customer the offerings listed below.

Service Order Start Date: 4/15/2024

Service Order End Date: 4/14/2025

TPR Opp Number: 190489

Is a P.O. Required?

P.O. Number (if applicable)

Yes, P.O. issued after in...

Upload P.O. with Agreement if available

Name	Price	QTY	Subtotal
Tutor.com Implementation Fee One Time Fee	\$1,500.00	1	\$1,500.00
Tutor.com Site License Advanced Per Year for Elite Virtual Academy Tutor.com Site License includes academic tutoring for up to 550 learners from kindergarten through grade 12. Hours of availability* are 24/7, excluding holidays** Enrollment increases or decreases during term will not incur additional fees, up to an additional 200 students.	\$8,500.00	1	\$8,500.00

Cost Split Between Schools:
EAA-LU \$5,000
EAA-ME \$5,000

Subtotal	\$10,000.00
Discount	\$0.00
Tax	\$0.00
Total	\$10,000.00

Additional Terms for Tutor.com Services

a. Fees: For Tutor.com services, TPR may invoice Customer upon execution of the SOW for the services and upon the start of any renewal term of the SOW, unless otherwise provided in the SOW.

b. Service Terms: TPR will set up the Tutor.com services for launch on a date mutually agreeable to the parties. Customer will provide TPR with all information and other cooperation needed to set up and launch the Tutor.com services. Customer acknowledges and agrees that although TPR offers a variety of authentication methods through which Users may access the Tutor.com services, Customer is responsible for determining the authentication method to be used.

i. TPR reserves the right to change the fees for any renewal term by giving Customer written notice of such change no later than 45 days prior to the end of the then-current term. For clarity, other Services included in the SOW do not automatically renew unless the SOW provides otherwise.

c. Availability of Online Resources: Tutor.com services are offered on 361 days of each standard year, and 362 days of each leap year. Tutor.com services are unavailable on January 1, July 4, Thanksgiving Day, and December 25. On those holidays, the Tutor.com services close beginning at 2:00 a.m. and they reopen at 2:00 a.m. on the following day. En Español is available from 2:00 p.m. 2:00 a.m. All times are Eastern times. Newer subjects may have more limited hours than those listed in a SOW. The availability of the Tutor.com services is subject to reasonable downtime for maintenance and related activities and loss or interruption due to causes beyond TPR's reasonable control. The foregoing is as of the Effective Date. TPR may change the dates and hours of availability of services, and will notify Customer of any such changes.

d. Intellectual Property Rights: All marketing and other communications by Customer and Customer web pages that refer to Tutor.com services must include the Tutor.com logo as provided by TPR or the words "Powered by Tutor.com, a Service of The Princeton Review®." Except as set forth in the preceding sentence, neither party will use the other party's name, logos, trademarks, or other marks without that party's written consent.

Signature Certificate

Reference number: XREPZ-NJFIT-ZIFFM-S8QWQ

Signer

Timestamp

Signature



Shared via link

Sent: 15 Apr 2024 17:39:30 UTC
Viewed: 15 Apr 2024 18:04:22 UTC
Signed: 16 Apr 2024 16:36:36 UTC

Meghan Freeman

IP address: 66.135.75.128
Location: Whitefish, United States

John Calvello

Email: john.calvello@review.com

Sent: 15 Apr 2024 17:39:30 UTC
Viewed: 16 Apr 2024 16:48:26 UTC
Signed: 16 Apr 2024 16:48:58 UTC

John Calvello

Recipient Verification:

✓Email verified 16 Apr 2024 16:48:26 UTC

IP address: 70.164.104.168
Location: Chula Vista, United States

Document completed by all parties on:
16 Apr 2024 16:48:58 UTC

Page 1 of 1



Signed with PandaDoc

PandaDoc is a document workflow and certified eSignature solution trusted by 50,000+ companies worldwide.



Renewal Order Schedule

Date: 02-Apr-2024

Offer Expires: 03-Apr-2024

Quote #: Q-550458

Prepared For:

Name: Meghan Freeman

Company: Elite Academic Academy

Address: 43414 Business Park Drive
Temecula, CA 92590

Phone: (866) 354-8302

Email: mfreeman@eliteacademic.com

Subscription Term Length: 12 (months)

Subscription Period: 30-Apr-2024 through 29-Apr-2025

Subscription Invoicing: Annual subscription fees begin on the start date of your paid subscription period, with such fees invoiced annually at the beginning of each paid subscription period.

Subscription Payment Terms: Net 30 from date of invoice.

Products

Sage Intacct Services

Product Name	Description	Quantity	Term List Price	Unit Disc.	Total Price
Sage Intacct Platform Services - Standard	Sage Intacct Platform Services - Standard includes the ability to deploy up to 2 applications on the Sage Intacct Platform with up to 10 custom objects and 10,000 custom records. This SKU is the minimum purchase required for the deployment of any Sage Intacct Marketplace Partner applications or other third-party applications.	1.00	0.00	0.00	0.00
Sage Intacct Financial Management for Nonprofits	Sage Intacct Financial Management for Nonprofits includes the following: General Ledger, Cash Management, Purchase Order, Accounts Payable, Order Entry, Accounts Receivable, Basic Project Tracking, Core Reporting and Dashboards, Multi-Entity Insight, Budget Reporting, Customization Services, Standard Platform Services, Performance Tier 1 for Sage Intacct, and the User Defined Dimensions pack. Under Performance Tier 1 for Sage Intacct, API transactions for any custom integrations, ETL integrations with our Marketplace Partners, and partners that exit our Marketplace Partner program require a Web Services - Developer License and are also included at no additional cost until the number of API transactions exceed 100,000 API transactions per month. Monthly overage fees will apply if you exceed this use. API transactions for modules of the Sage Intacct Services, FinTech partners that we recommend to you, and Third-Party Services that we resell to you on our Order Schedules are included at no additional cost.	1.00	10,620.00	5,148.00	5,472.00

Product Name	Description	Quantity	Term List Price	Unit Disc.	Total Price
Sage Intacct Collaborate	Sage Intacct Collaborate enables in-context team communication around transactions and other key elements of Sage Intacct. It captures dialogue and decisions for later reference, in Sage Intacct, your system of record. If you use Salesforce, you have the option of further streamlining communication between your Salesforce users and Sage Intacct users for cross-team communication for all synchronized objects. Salesforce synchronization requires Sage Intacct CRM Integration for Salesforce.	1.00	0.00	0.00	0.00
User License - Business User	Users with unlimited access rights to all applications. Can be restricted based on permissions assigned by an Administrator.	1.00	3,480.00	696.00	2,784.00
Each Additional Business Entity	A business entity is an independent balancing set of accounting books with tax reporting capabilities.	1.00	840.00	168.00	672.00
Sage Intacct Employee User 10 Pack	Ten (10) employee user pack with limited access rights which include: read only access to the Dashboard; ability to enter/approve expense reports, timesheets and/or purchase requisitions. Also includes read only access to any additional applications built on the Sage Intacct Platform.	1.00	1,860.00	372.00	1,488.00
Sage Intacct Services Total:					USD 10,416.00

One-Time and Other Charges

Product Name	Description	Quantity	Term List Price	Unit Disc.	Total Price
Sage Intacct API Overage	If you conduct more monthly API transactions than the amount included in your performance tier, then the following overage fees apply to each API transaction you conduct over those limits. The overage fees for API transactions are calculated here per pack of 10 API transactions and will be billed on a monthly basis.	0.00	0.15		0.00
One-Time and Other Charges Total:					USD 0.00

Grand Total: USD 10,416.00

Cost Split Between Schools:

EAA-LU \$5,208.00

EAA-ME \$5,208.00

TERMS:

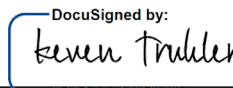
This Order Schedule is subject to the Agreement for subscription to the Services with effective date 28-Mar-2019, inclusive of any subsequent modifications. All terms not otherwise defined herein shall have the meaning ascribed to them in the Agreement. Prices shown above do not include any taxes that may apply.

IN WITNESS WHEREOF, the parties hereto have caused this agreement to be executed by their duly authorized officers or representatives, either by signature below or by electronic signature through DocuSign.

Elite Academic Academy

CliftonLarsonAllen LLP - VAR

DocuSigned by:


DocuSigned by:


A4137E406BF5494...
(Authorized Signature)

9747BBB110F949B...
(Authorized Signature)

MEGHAN FREEMAN

Keven Truhler

Chief Executive Officer

Principal

(Printed Name and Title)

(Printed Name and Title)

4/11/2024

4/11/2024

(Signature Date)

(Signature Date)

Exhibit A

Additional Terms and Conditions

The following terms are added to, and in the event of a conflict prevail over, the Terms:

- Sage Intacct Financial Management includes up to two hundred (200) bank account connections through bank feeds. Bank feeds provide electronic access to thousands of financial institutions for bank reconciliations and matching payments to invoices.

Item Name	ASIN	Quantity	Cost	Link to Item
Eucalyptus Garlands Greenery Fake Vines	B08K3Y8D1X	2	\$18.99	Amazon
12pack 84 feet Artificial Fake Hanging Vines	B07HF2BR3L	2	\$9.99	Amazon
20 Pack Fairy Lights Battery Operated	B0BWWDPB2H	2	\$13.49	Amazon
10 Pack Sage Green Cheesecloth Table Runner	B0BVFVS9P9	1	\$39.99	Amazon
Set of (10) 8-9 inch Wood Slices for centerpieces	B0BTKVCQH	2	\$34.99	Amazon
Enchanted Forest Backdrop	B0CPXYFMBF	1	\$35.99	Amazon
10x4 Branches Wisteria Hanging Flowers JACKYLED 6 Feet Artificial White Wisteria Vine Silk Wisteria Flowers Garland for Wedding Arch Party Garden Home Decor (4 Packs)	B0B5CR1ZWL	1	\$16.99	https://www.amazon.com/dp/B0B5CR1ZWL/?ref=pd_hc_p_d_p_prt_np_bz_t2_ps_4_0&th=1
3D Butterfly Wall Decor 48 Pcs 4 Styles 3 Sizes	B095P43V29	2	\$6.99	Amazon
Mini Lanterns Decorative for Centerpiece	B0B74RYV3Q	2	\$24.79	Amazon
Poloriod Film (240 films)		2 packs	\$160.00	Amazon
Hanging Moss Decorations	B09JZDC729	4 Packs	\$68.00	Amazon
Arch Flowers	B0CQ2JF1T5	1	\$50	Amazon
Balloon Arch Kit	B0BW3RWXC6	2	\$13.99	Amazon
Glitter Balloons	8541815995	1	\$6.99	Amazon
Backdrop stand	B0B2K16YB5	1	\$49.99	Amazon
500 Yards Crimping Ribbon Balloon Ribbon Cord Balloon for Arts and Crafts Decoration, Gift Wrapping, Ribbon and Bow Birthday Gift for Christmas New Year (Gold)	B07Q8RNMJV	1	\$7.99	Ribbons-Birthday/dp/B07Q8RNMJV/ref=sr_1_2_sspa?crd=2H0H6UCCXMXSX&dib=eyJ2IjojMSJ9.nYtFd_z5zhwJbfa_Cig7v3-
Big Dot of Happiness Prom - Photo Booth Props Kit- Prom Decorations - Photo Props - Prom Photo Booth Props - Photo Booth Accessories - 20 Count	B06Y2FBFCG	1	\$16.99	https://www.amazon.com/Big-Dot-Happiness-Prom-Photo/dp/B06Y2FBFCG/ref=sr_1_1_sspa?crd=T41XHLBC67E&dib=eyJ2IjojMSJ9.mGkjUPAt7RsBZH9yAPZyBymUD4WJsaHmGpVi8YToWmz8CJAQvqkUMEYi3BKTKSSMZHHLK_igqVU
Double sided clear tape	B07VNSXY31	1	9.99	https://a.co/d/jdZkDSn
Packaging Tape	B00RSB6I1E	1	8.56	https://a.co/d/6bLbfQN
Helium Tank for Balloons At Home, 14.9 Cu Ft Helium Balloon Pump Kit with 50 Assorted Latex Balloons, White Curling Ribbon and Wholesalehome Balloon Tie Tool, 2 Pack	B09ZW8HX7G	1	\$159.00	Wholesalehome/dp/B09ZW8HX7G/ref=sr_1_19?crd=3LOP7RKXG6P3J&dib=eyJ2IjojMSJ9.zIJZYotz5CLpKpaqIDziXfUvJJzcTVdcXBvVMDmnKEE0dh2g2miQf-

Battery Operated votives - twinkle lights	B0BB21XS5Q	1	63.99	https://a.co/d/7mPZNbR
Scissors x 3	B094DQTVXW	1	5.99	https://a.co/d/cVLZCj2
Glow wands	B0C4TYBGKP	2	46.99	https://a.co/d/9d3YJBW
Prom DJ			\$850	
Prom Photographer			1600	
Venue			7200	
Balloons			1526.84	
TOTAL			\$12,047.52	
Cost Split Between Schools:				
EAA-LU \$6,023.76				
EAA-ME \$6,023.76				



29779 Vail Brook Drive, Temecula, CA 92591
www.creativecateringtemecula.com 951-401-2459

Service Contract

This contract is entered into on January 4, 2024, between T & T Catering, Inc, DBA Creative Catering VIP Room (“Venue”), and Elite Academic Academy, (“Client”), together (“Parties”), and sets forth the agreement between the Parties relating to services to be provided by the Venue for Client for the event identified in this Contract.

1. Event Details

Clients are hiring Caterer/Venue to provide event space for the following event: Senior Prom at the VIP Room Temecula.

Date: 05/18/2024

Rental Time: 2:00 – 10:30 pm includes set up and clean up

Address: 27525 Ynez Road, Temecula, CA 92591

Estimated number of guests: 60

2. Menu/Services Included:

VIP Package: 8 Hour Venue Rental, Dinner/Appetizer Package

Exclusive use of all indoor & outdoor dining spaces, bar & lounge for up to 8 hours

3 tray passed appetizers (TBD) Buffet: Penne Primavera, Lemon Chicken, Garden Salad, Rolls

Dessert Display: Brownies, Strawberry Cheesecake, Fresh Churro Station (choices TBD)

Seating includes table, linens, chairs, floral centerpieces, staffing: servers, event manager

NA Bartending Service: non-alcoholic beverages: sodas, lemonade, juices, ice, glassware, etc

3. Payment Terms

In exchange for the services of Venue as specified in this Contract, Client agrees to the proposed price of \$7200.00 based on an 8-hour venue rental time that includes all set up and tear down of any/all décor. Pricing is based on 60 guests with a minimum of 60 with option to increase. A non-refundable deposit of \$3600.00 is due upon signing the secure date. The remaining balance will be due 2 weeks prior to the event. (05/04/2024). Adjustments to the menu, services and final guest count can be made any time up to 2 weeks prior to event. Any such changes will reflect the final balance due. As of the signing of this Contract, the total amount is \$7200.00 (“Estimated Total Cost”). Payments may be made by check, money order, credit/debit card via online payment system.

4. Responsibilities for Related Costs

All incoming décor must be approved by the venue. Taping, tacking, nailing, or otherwise attaching anything to the walls or windows is prohibited. No explosives, confetti, glitter, pampas grass, open flames are allowed. Venue reserves the right to refuse service to any guests that are impaired or unruly. Security will be onsite at all events where liquor is served. "Last call" will take place 30 minutes before the end of the event. All guests must depart by the end of the 8-hour venue rental window.

5. Insurance and Indemnification

Caterer/Venue will carry general liability insurance relating to services at the Event. Outside vendors must provide proof of liability insurance 2 weeks prior to event.

6. Cancellation

Due to the exclusive reservation by Client of desired date, cancellation of this agreement by Client will result in loss of payment. Cancellation by Venue will result in a 100% refund of payment to client.

7. Force Majeure:

Caterer/Venue shall not be responsible for 'day of' delay in delivery of services and/or products resulting in forces out of their reasonable control including, but not limited to: unforeseen government laws, ordinances, or restrictions; acts of God; strikes or other labor disturbances; equipment failure; delays in transportation; inability to obtain fuel, material or parts; war; acts of terrorism; riots; epidemics; state, national or global pandemics; floods, fire, unusually severe weather conditions, any other unforeseen occurrence that results in extreme improbability or impracticality of delivery of goods and services.

8. Legal Compliance

Caterer/Venue will work in compliance with all applicable local health department rules and regulations relating to food preparation and food service.

9. Health and Safety Best Practices

Catering/venue staff will follow all health and safety measures including onsite staff temperature reading, wearing of facial masks and gloves, practicing social distancing, providing regular sanitizing of common areas & surfaces, regular washing of hands.

10. Entire Agreement

This document, along with its exhibits and attachments, constitutes the entire agreement between the Parties.

_____, representing Elite Academic Academy Date: _____



Tanya Lopez, Catering & Event Manager,
Creative Catering/VIP Room, Temecula, CA

Date: January 4, 2024

INVOICE



Top Shelf Photo

1879 Maya Court, vista, CA 92081, UNITED STATES

topshelfphotoca@gmail.com; Website:
www.top-shelf-photo.com

Invoice No#: 0134

Invoice Date: Apr 23, 2024

Due Date: Apr 23, 2024



PAID

\$0.00
AMOUNT DUE

BILL TO

██████████@eliteacademic.com

#	ITEMS & DESCRIPTION	QTY/HRS	PRICE	AMOUNT(\$)
1	Elite Academic Event Retainer Fee 50% retainer fee	1	\$800.00	\$800.00
2	3% Processing fee 3% credit card processing fee	1	\$24.00	\$24.00

Subtotal \$824.00

Cost Split Between Schools:
EAA-LU \$ 412.00
EAA-ME \$412.00

TOTAL \$824.00 USD

Amount paid \$824.00

AMOUNT DUE \$0.00 USD

5/18 SAT PROM TEMECULA

Invoice #000453

April 25, 2024

Service date: May 18, 2024

Organic Balloon Arch (\$85.00 ea.) × 4 <i>PROM</i>	\$340.00
Organic Balloon Arch	\$495.00
Balloon Column (\$175.00 ea.) × 2	\$350.00
Delivery Set Up and Pick Up	\$250.00
Subtotal	\$1,435.00
Sales Tax	\$91.84
Total	\$1,526.84

Payment schedule

Payments	Completed
Deposit Due on Apr 24, 2024	\$763.42 Paid
Balance Due on May 8, 2024	\$763.42 Unpaid
<hr/>	
Total paid	\$763.42
Remaining balance	\$763.42

Cost Split Between
Schools:
EAA-LU \$ 763.42
EAA-ME \$763.42

Invoice

Date: MARCH 20, 2024
Invoice #: 231574

From: Jameson ES
[REDACTED]
92530 UNITED STATES

Bill To: Elite Academic Academy
43414 BUSINESS PARK DR
TEMECULA, CA 92590

Description	Hours	Rate/Hour	Total
DJ SERVICES (SET UP/TEAR DOWN)	5 HRS	\$170/Hourly	\$850

Cost Split Between Schools:
EAA-LU \$ 425.00
EAA-ME \$ 425.00

Tax Rate:
Payment Terms:

Subtotal:
Tax:
Total Amount Due: \$850

Terms and Conditions

Send Payment To:
1541 VERSAILLES ST
LAKE ELSINORE, CA
92530, UNITED STATES



29779 Vail Brook Drive, Temecula, CA 92591
www.creativecateringtemecula.com 951-401-2459

Service Contract

This contract is entered into on January 4, 2024, between T & T Catering, Inc, DBA Creative Catering VIP Room ("Venue"), and Meghan Freeman, ("Client"), together ("Parties"), and sets forth the agreement between the Parties relating to services to be provided by the Venue for Client for the event identified in this Contract.

1. Event Details

Clients are hiring Caterer/Venue to provide event space for the following event: Senior Prom at the VIP Room Temecula.

Date: 05/18/2024

Rental Time: 2:00 – 10:30 pm includes set up and clean up

Address: 27525 Ynez Road, Temecula, CA 92591

Estimated number of guests: 60

2. Menu/Services Included:

VIP Package: 8 Hour Venue Rental, Dinner/Appetizer Package
Exclusive use of all indoor & outdoor dining spaces, bar & lounge for up to 8 hours
3 tray passed appetizers (TBD) Buffet: Penne Primavera, Lemon Chicken, Rice, Mashed Potatoes, Garden Salad, Rolls
Dessert Display: Brownies, Strawberry Cheesecake, Fresh Churro Station
Seating includes table, linens, chairs, floral centerpieces, staffing: servers, event manager
NA Bartending Service: non-alcoholic beverages: sodas, lemonade, juices, ice, glassware, etc

3. Payment Terms

In exchange for the services of Venue as specified in this Contract, Client agrees to the proposed price of \$8400.00 based on an 8-hour venue rental time that includes all set up and tear down of any/all décor. Pricing is based on 60 guests with a minimum of 60 with option to increase. A non-refundable deposit of \$3600.00 is due upon signing the secure date. The remaining balance will be due 2 weeks prior to the event. (05/04/2024). Adjustments to the menu, services and final guest count can be made any time up to 2 weeks prior to event. Any such changes will reflect the final balance due. As of the signing of this Contract, the total amount is \$8400.00 ("Estimated Total Cost"). Payments may be made by check, money order, credit/debit card via online payment system.

Cost Split Between Schools:

EAA-LU \$4,200

EAA-ME \$4,200

4. Responsibilities for Related Costs

All incoming décor must be approved by the venue. Taping, tacking, nailing, or otherwise attaching anything to the walls or windows is prohibited. No explosives, confetti, glitter, pampas grass, open flames are allowed. Venue reserves the right to refuse service to any guests that are impaired or unruly. Security will be onsite at all events where liquor is served. "Last call" will take place 30 minutes before the end of the event. All guests must depart by the end of the 8-hour venue rental window.

5. Insurance and Indemnification

Caterer/Venue will carry general liability insurance relating to services at the Event. Outside vendors must provide proof of liability insurance 2 weeks prior to event.

6. Cancellation

Due to the exclusive reservation by Client of desired date, cancellation of this agreement by Client will result in loss of payment. Cancellation by Venue will result in a 100% refund of payment to client.

7. Force Majeure:

Caterer/Venue shall not be responsible for 'day of' delay in delivery of services and/or products resulting in forces out of their reasonable control including, but not limited to: unforeseen government laws, ordinances, or restrictions; acts of God; strikes or other labor disturbances; equipment failure; delays in transportation; inability to obtain fuel, material or parts; war; acts of terrorism; riots; epidemics; state, national or global pandemics; floods, fire, unusually severe weather conditions, any other unforeseen occurrence that results in extreme improbability or impracticality of delivery of goods and services.

8. Legal Compliance

Caterer/Venue will work in compliance with all applicable local health department rules and regulations relating to food preparation and food service.


9. Health and Safety Best Practices

Catering/venue staff will follow all health and safety measures including onsite staff temperature reading, wearing of facial masks and gloves, practicing social distancing, providing regular sanitizing of common areas & surfaces, regular washing of hands.

10. Entire Agreement

This document, along with its exhibits and attachments, constitutes the entire agreement between the Parties.

_____ Date: _____
Meghan Freeman, representing Elite Academic Academy


_____ Date: January 4, 2024
Tanya Lopez, Catering & Event Manager,
Creative Catering/VIP Room, Temecula, CA

Graduation for June 13th, 2024

EAA: MOUNTAIN EMPIRE
ACCT CODE: 5611
AMOUNT: \$5,787.12
REVIEWED BY: TS

EAA: LUCERNE
ACCT CODE: 5611
AMOUNT: \$5,787.13
REVIEWED BY: TS

From	To	Quote	6020558
Hawk Ranch	Elite Academy Graduation for June 13th, 2024	Issued	September 19, 2023

ITEM	QUANTITY	PRICE	TOTAL
Venue Fee	3	\$1,350.00	\$4,050.00
Use of our Ceremony pond area with the Indoor Gallery space and Cocktail Hour area included.			
Each Hour is \$1350			
Chair Rental	700	\$5.00	\$3,500.00
We do have enough chairs for up to 150 guests, if we do go past that we will have to rent additional White Folding Chairs and/or Chiavari Chairs. Each White Folding Chair is \$5 per chair and Chiavari will be an additional \$9 per chair.			
Security Guards w/ Parking Attendants	2	\$400.00	\$800.00
We are a licensed and permitted venue, that does require Security for every event over 50 guests.			
One Security guards is \$400. two Security guards is \$800 three Security guards is \$1200 four Security guards is \$1600 ** 2 Security Guards Provided by Hawk Ranch (4 total)			
Balloon Arch Decor	2	\$550.00	\$1,100.00
24 ft Balloon arches; One at Stage; One at Entrance			
Two Pillar of balloons Black, Gold, and White with Stars and 2024 balloons set up			

Service Charge 2023	1	\$2,079.00	\$2,079.00
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22% service charge

Our service charge is a fee collected to pay for services related to the venue and other services being provided.

Our service charge does not include gratuity.

Subtotal:	\$11,529.00
Discount (5.00%):	-\$576.45
Riverside County Sales Tax (8.75%)	\$621.70
Total:	\$11,574.25

To indicate your acceptance of the above, sign electronically below.

 Type your name	4/25/2024
--	-----------



April 24, 2024

ELITE ACADEMIC ACADEMY - LUCERNE
43414 Business Park Drive
Temecula, CA 92590

ELITE ACADEMIC ACADEMY - LUCERNE:

Enclosed is the organization's 2022 Exempt Organization return.

Specific filing instructions are as follows.

FORM 990 RETURN:

This return has qualified for electronic filing. After you have reviewed the return for completeness and accuracy, please sign, date and return Form 8879-TE to our office. We will transmit the return electronically to the IRS and no further action is required. Please return Form 8879-TE to us as soon as possible, but no later than by May 15, 2024 the filing deadline.

In addition, tax-exempt organizations must make available for public inspection a copy of their annual returns for the preceding three years and exemption application, if applicable. An organization generally must furnish filings to anyone who requests them in person or in writing. An exempt organization may meet this requirement by posting all the documents on its website or at another organizations site as part of a database of similar materials. Specific requirements must be met to meet this exception.

CALIFORNIA FORM 199 RETURN:

The California Form 199 return has qualified for electronic filing. After you have reviewed your return for completeness and accuracy, please sign, date and return Form 8453-EO to our office. We will then transmit your return to the FTB. Do not mail the paper copy of the return to the FTB.

No payment is required.

A few final reminders relating to your tax return filings:

- There are substantial penalties for failure to properly disclose and report foreign financial accounts and foreign activity. Please make sure you have informed us of any foreign financial accounts or foreign activity so that we have the necessary information to complete any required disclosures or filings.
- Be sure to review the returns prior to signing as you have final responsibility for all information included in the returns. Please contact us if you have any questions or concerns.
- We recommend you keep a paper or electronic copy of your tax returns permanently. Supporting documentation should be kept for a minimum of seven years based on IRS guidance.

CLA exists to create opportunities – for our clients, our people, and our communities. We value our relationship with you and thank you for your trust and confidence in allowing us to serve you. If we can assist you in making strategic, informed decisions in areas of tax or beyond, please contact us as questions arise throughout the year.

Sincerely,

CliftonLarsonAllen LLP

DRAFT - For Discussion Purposes Only; Subject to Revision



CliftonLarsonAllen LLP
CLAconnect.com

ELITE ACADEMIC ACADEMY - LUCERNE

FORM 990 INCOME TAX RETURN

FOR YEAR ENDED JUNE 30, 2023

DRAFT - For Discussion Purposes Only; Subject to Revision

IRS e-file Signature Authorization for a Tax Exempt Entity

For calendar year 2022, or fiscal year beginning JUL 1, 2022, and ending JUN 30, 2023

2022

Department of the Treasury Internal Revenue Service

Do not send to the IRS. Keep for your records. Go to www.irs.gov/Form8879TE for the latest information.

Name of filer ELITE ACADEMIC ACADEMY - LUCERNE EIN or SSN 82-4453363

Name and title of officer or person subject to tax MEGHAN FREEMAN CEO

Part I Type of Return and Return Information

Check the box for the return for which you are using this Form 8879-TE and enter the applicable amount, if any, from the return. Form 8038-CP and Form 5330 filers may enter dollars and cents. For all other forms, enter whole dollars only.

Table with 4 columns: Line number, Description, Amount, and Label. Includes rows for Form 990 check, Total revenue, Total tax, Balance due, and Amount of credit payment requested.

Part II Declaration and Signature Authorization of Officer or Person Subject to Tax

Under penalties of perjury, I declare that I am an officer of the above entity or I am a person subject to tax with respect to (name of entity) CLIFTONLARSONALLEN LLP, (EIN) 91761 and that I have examined a copy of the 2022 electronic return and accompanying schedules and statements, and, to the best of my knowledge and belief, they are true, correct, and complete.

PIN: check one box only

X I authorize CLIFTONLARSONALLEN LLP to enter my PIN 91761 ERO firm name Enter five numbers, but do not enter all zeros

as my signature on the tax year 2022 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

As an officer or person subject to tax with respect to the entity, I will enter my PIN as my signature on the tax year 2022 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Signature of officer or person subject to tax Date

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN. 95405291761 Do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2022 electronically filed return indicated above. I confirm that I am submitting this return in accordance with the requirements of Pub. 4163, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature WADE MCMULLEN Date 04/24/24

ERO Must Retain This Form - See Instructions Do Not Submit This Form to the IRS Unless Requested To Do So

Form 990

Return of Organization Exempt From Income Tax

OMB No. 1545-0047

2022

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

Do not enter social security numbers on this form as it may be made public. Go to www.irs.gov/Form990 for instructions and the latest information.

Department of the Treasury Internal Revenue Service

Open to Public Inspection

A For the 2022 calendar year, or tax year beginning JUL 1, 2022 and ending JUN 30, 2023

B Check if applicable: C Name of organization: ELITE ACADEMIC ACADEMY - LUCERNE D Employer identification number: 82-4453363 E Telephone number: (866) 354-8302 G Gross receipts \$: 11,450,875. H(a) Is this a group return for subordinates? Yes X No H(b) Are all subordinates included? Yes No H(c) Group exemption number: I Tax-exempt status: X 501(c)(3) 501(c)() (insert no.) 4947(a)(1) or 527 J Website: ELITEACADEMIC.COM K Form of organization: X Corporation Trust Association Other L Year of formation: 2018 M State of legal domicile: CA

Part I Summary

Table with 3 columns: Description, Prior Year, Current Year. Rows include: 1 Briefly describe the organization's mission or most significant activities: OPERATION OF A CHARTER SCHOOL. 2-7 Governance items. 8-12 Revenue items. 13-19 Expenses items. 20-22 Net Assets or Fund Balances items.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here: Signature of officer: MEGHAN FREEMAN, CEO Date: Preparer: WADE MCMULLEN Date: 04/24/24 Firm's name: CLIFTONLARSONALLEN LLP Firm's EIN: 41-0746749 Firm's address: 2210 EAST ROUTE 66 GLENDORA, CA 91740 Phone no.: (626) 857-7300

May the IRS discuss this return with the preparer shown above? See instructions X Yes N

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III

1 Briefly describe the organization's mission: ELITE ACADEMIC ACADEMY - LUCERNE IS A NONPROFIT PUBLIC BENEFIT CORPORATION AND IS ORGANIZED TO MANAGE AND OPERATE A PUBLIC CHARTER SCHOOL.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? Yes X No

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? Yes X No

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses.

4a (Code:) (Expenses \$ 7,990,079. including grants of \$) (Revenue \$) ELITE ACADEMIC ACADEMY - LUCERNE IS A CALIFORNIA PUBLIC BENEFIT CORPORATION THAT WAS ORGANIZED TO MANAGE AND OPERATE AN ONLINE K-12 PUBLIC CHARTER SCHOOL. THE SCHOOL PROVIDES A PERSONALIZED LEARNING EXPERIENCE FOR APPROXIMATELY 693 STUDENTS THROUGHOUT THE SOUTHERN CALIFORNIA REGION.

4b (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4c (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4d Other program services (Describe on Schedule O.) (Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses 7,990,079.

Part IV Checklist of Required Schedules

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	X	
2 Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> ? See instructions		X
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>		X
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i>		X
5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Rev. Proc. 98-19? <i>If "Yes," complete Schedule C, Part III</i>		X
6 Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>		X
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>		X
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>		X
9 Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>		X
10 Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi endowments? <i>If "Yes," complete Schedule D, Part V</i>		X
11 If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X, as applicable.		
a Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i>		X
b Did the organization report an amount for investments - other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i>		X
c Did the organization report an amount for investments - program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i>		X
d Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i>	X	
e Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i>	X	
f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i>	X	
12a Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI and XII</i>	X	
b Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional</i>		X
13 Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>	X	
14a Did the organization maintain an office, employees, or agents outside of the United States?		X
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV</i>		X
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If "Yes," complete Schedule F, Parts II and IV</i>		X
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If "Yes," complete Schedule F, Parts III and IV</i>		X
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I. See instructions</i>		X
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>		X
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>		X
20a Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H</i>		X
b If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?		
21 Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i>		X

Part IV Checklist of Required Schedules (continued)

Table with 3 columns: Question, Yes, No. Rows 22-38 covering various organizational requirements.

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V

Table with 3 columns: Question, Yes, No. Rows 1a, 1b, 1c regarding Form 1096, Forms W-2G, and backup withholding rules.

Part V Statements Regarding Other IRS Filings and Tax Compliance (continued)

Table with columns for question number, question text, and Yes/No response boxes. Includes questions 2a through 17 regarding employee reporting, tax returns, gross income, foreign accounts, prohibited transactions, and charitable contributions.

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII

Table with columns (A) Total revenue, (B) Related or exempt function revenue, (C) Unrelated business revenue, (D) Revenue excluded from tax under sections 512 - 514. Rows include Contributions, Gifts, Grants and Other Similar Amounts; Program Service Revenue; Other Revenue; and Miscellaneous Revenue.

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X

		(A) Beginning of year		(B) End of year
Assets	1 Cash - non-interest-bearing ~~~~~	407,508.	1	778,450.
	2 Savings and temporary cash investments ~~~~~		2	
	3 Pledges and grants receivable, net ~~~~~	1,251,532.	3	1,632,675.
	4 Accounts receivable, net ~~~~~		4	
	5 Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons ~~~~~		5	
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B) ~~~		6	
	7 Notes and loans receivable, net ~~~~~		7	
	8 Inventories for sale or use ~~~~~		8	
	9 Prepaid expenses and deferred charges ~~~~~	471,019.	9	532,239.
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D ~~~	10a		
	b Less: accumulated depreciation ~~~~~	10b	10c	
	11 Investments - publicly traded securities ~~~~~		11	
	12 Investments - other securities. See Part IV, line 11 ~~~~~		12	
	13 Investments - program-related. See Part IV, line 11 ~~~~~		13	
	14 Intangible assets ~~~~~		14	
	15 Other assets. See Part IV, line 11 ~~~~~	184,285.	15	735,659.
16 Total assets. Add lines 1 through 15 (must equal line 33) <input type="checkbox"/>	2,314,344.	16	3,679,023.	
Liabilities	17 Accounts payable and accrued expenses ~~~~~	430,943.	17	710,489.
	18 Grants payable ~~~~~		18	
	19 Deferred revenue ~~~~~	178,887.	19	1,111,637.
	20 Tax-exempt bond liabilities ~~~~~		20	
	21 Escrow or custodial account liability. Complete Part IV of Schedule D ~~~~		21	
	22 Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons ~~~~~		22	
	23 Secured mortgages and notes payable to unrelated third parties ~~~~~		23	
	24 Unsecured notes and loans payable to unrelated third parties ~~~~~	318,494.	24	
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D ~~~~~	0.	25	380,505.
	26 Total liabilities. Add lines 17 through 25 <input type="checkbox"/>	928,324.	26	2,202,631.
Net Assets or Fund Balances	Organizations that follow FASB ASC 958, check here <input checked="" type="checkbox"/> and complete lines 27, 28, 32, and 33.			
	27 Net assets without donor restrictions ~~~~~	1,386,020.	27	1,476,392.
	28 Net assets with donor restrictions ~~~~~		28	
	Organizations that do not follow FASB ASC 958, check here and complete lines 29 through 33.			
	29 Capital stock or trust principal, or current funds ~~~~~		29	
	30 Paid-in or capital surplus, or land, building, or equipment fund ~~~~~		30	
	31 Retained earnings, endowment, accumulated income, or other funds ~~~~		31	
32 Total net assets or fund balances ~~~~~	1,386,020.	32	1,476,392.	
33 Total liabilities and net assets/fund balances <input type="checkbox"/>	2,314,344.	33	3,679,023.	

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI

1	Total revenue (must equal Part VIII, column (A), line 12)	11,450,875.
2	Total expenses (must equal Part IX, column (A), line 25)	11,360,503.
3	Revenue less expenses. Subtract line 2 from line 1	90,372.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	1,386,020.
5	Net unrealized gains (losses) on investments	
6	Donated services and use of facilities	
7	Investment expenses	
8	Prior period adjustments	
9	Other changes in net assets or fund balances (explain on Schedule O)	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	1,476,392.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII

		Yes	No
1	Accounting method used to prepare the Form 990: Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other <input type="checkbox"/>		
If the organization changed its method of accounting from a prior year or checked "Other," explain on Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?		X
If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both:			
<input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis			
b	Were the organization's financial statements audited by an independent accountant?	X	
If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both:			
<input checked="" type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis			
c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?	X	
If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.			
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Uniform Guidance, 2 C.F.R. Part 200, Subpart F?		X
b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits		

Form 990 (2022)

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Table with 7 columns: (a) 2018, (b) 2019, (c) 2020, (d) 2021, (e) 2022, (f) Total. Rows include: 1 Gifts, grants, contributions, and membership fees received; 2 Tax revenues levied for the organization's benefit; 3 The value of services or facilities furnished by a governmental unit; 4 Total. Add lines 1 through 3; 5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f); 6 Public support. Subtract line 5 from line 4.

Section B. Total Support

Table with 7 columns: (a) 2018, (b) 2019, (c) 2020, (d) 2021, (e) 2022, (f) Total. Rows include: 7 Amounts from line 4; 8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources; 9 Net income from unrelated business activities, whether or not the business is regularly carried on; 10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.); 11 Total support. Add lines 7 through 10.

12 Gross receipts from related activities, etc. (see instructions)
13 First 5 years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here

Section C. Computation of Public Support Percentage

Table with 2 columns: Line number, Percentage. Rows include: 14 Public support percentage for 2022 (line 6, column (f), divided by line 11, column (f)); 15 Public support percentage from 2021 Schedule A, Part II, line 14; 16a 33 1/3% support test - 2022; 16b 33 1/3% support test - 2021; 17a 10% -facts-and-circumstances test - 2022; 17b 10% -facts-and-circumstances test - 2021; 18 Private foundation.

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Table with 7 columns: (a) 2018, (b) 2019, (c) 2020, (d) 2021, (e) 2022, (f) Total. Rows include: 1 Gifts, grants, contributions, and membership fees received; 2 Gross receipts from admissions; 3 Gross receipts from activities that are not an unrelated trade or business; 4 Tax revenues levied for the organization's benefit; 5 The value of services or facilities furnished by a governmental unit; 6 Total. Add lines 1 through 5; 7a Amounts included on lines 1, 2, and 3 received from disqualified persons; 7b Amounts included on lines 2 and 3 received from other than disqualified persons; 8 Public support. (Subtract line 7c from line 6.)

Section B. Total Support

Table with 7 columns: (a) 2018, (b) 2019, (c) 2020, (d) 2021, (e) 2022, (f) Total. Rows include: 9 Amounts from line 6; 10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources; 10b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975; 10c Add lines 10a and 10b; 11 Net income from unrelated business activities not included on line 10b, whether or not the business is regularly carried on; 12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.); 13 Total support. (Add lines 9, 10c, 11, and 12.)

14 First 5 years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here

Section C. Computation of Public Support Percentage

Table with 2 columns: Description, Percentage. Row 15: Public support percentage for 2022 (line 8, column (f), divided by line 13, column (f)) ~~~~~ 15 %; Row 16: Public support percentage from 2021 Schedule A, Part III, line 15 ~~~~~ 16 %

Section D. Computation of Investment Income Percentage

Table with 2 columns: Description, Percentage. Row 17: Investment income percentage for 2022 (line 10c, column (f), divided by line 13, column (f)) ~~~~~ 17 %; Row 18: Investment income percentage from 2021 Schedule A, Part III, line 17 ~~~~~ 18 %

19a 33 1/3% support tests - 2022. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and stop here. The organization qualifies as a publicly supported organization ~~~~~

b 33 1/3% support tests - 2021. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and stop here. The organization qualifies as a publicly supported organization ~~~~~

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ~~~~~

Part IV Supporting Organizations

(Complete only if you checked a box on line 12 of Part I. If you checked box 12a, Part I, complete Sections A and B. If you checked box 12b, Part I, complete Sections A and C. If you checked box 12c, Part I, complete Sections A, D, and E. If you checked box 12d, Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If "No," describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If "Yes," answer lines 3b and 3c below.</i>		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If "Yes," describe in Part VI when and how the organization made the determination.</i>		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If "Yes," explain in Part VI what controls the organization put in place to ensure such use.</i>		
4a Was any supported organization not organized in the United States ("foreign supported organization")? <i>If "Yes," and if you checked box 12a or 12b in Part I, answer lines 4b and 4c below.</i>		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If "Yes," answer lines 5b and 5c below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If "Yes," provide detail in Part VI.</i>		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? <i>If "Yes," complete Part I of Schedule L (Form 990).</i>		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described on line 7? <i>If "Yes," complete Part I of Schedule L (Form 990).</i>		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons, as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If "Yes," provide detail in Part VI.</i>		
b Did one or more disqualified persons (as defined on line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If "Yes," provide detail in Part VI.</i>		
c Did a disqualified person (as defined on line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If "Yes," provide detail in Part VI.</i>		
10a Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If "Yes," answer line 10b below.</i>		
b Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		

Part IV Supporting Organizations (continued)

	Yes	No
11 Has the organization accepted a gift or contribution from any of the following persons?		
a A person who directly or indirectly controls, either alone or together with persons described on lines 11b and 11c below, the governing body of a supported organization?		
11a		
b A family member of a person described on line 11a above?		
11b		
c A 35% controlled entity of a person described on line 11a or 11b above? <i>If "Yes" to line 11a, 11b, or 11c, provide detail in Part VI.</i>		
11c		

Section B. Type I Supporting Organizations

	Yes	No
1 Did the governing body, members of the governing body, officers acting in their official capacity, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's officers, directors, or trustees at all times during the tax year? <i>If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove officers, directors, or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.</i>		
1		
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? <i>If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.</i>		
2		

Section C. Type II Supporting Organizations

	Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? <i>If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).</i>		
1		

Section D. All Type III Supporting Organizations

	Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?		
1		
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? <i>If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).</i>		
2		
3 By reason of the relationship described on line 2, above, did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? <i>If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.</i>		
3		

Section E. Type III Functionally Integrated Supporting Organizations

1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions).			
a The organization satisfied the Activities Test. <i>Complete line 2 below.</i>			
b The organization is the parent of each of its supported organizations. <i>Complete line 3 below.</i>			
c The organization supported a governmental entity. <i>Describe in Part VI how you supported a governmental entity (see instructions).</i>			
2 Activities Test. Answer lines 2a and 2b below.		Yes	No
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? <i>If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.</i>			
2a			
b Did the activities described on line 2a, above, constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? <i>If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.</i>			
2b			
3 Parent of Supported Organizations. Answer lines 3a and 3b below.			
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? <i>If "Yes" or "No" provide details in Part VI.</i>			
3a			
b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? <i>If "Yes," describe in Part VI the role played by the organization in this regard.</i>			
3b			

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (*explain in* Part VI). See instructions.
 All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3.	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	Adjusted Net Income (subtract lines 5, 6, and 7 from line 4)	8	

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount claimed for blockage or other factors (<i>explain in detail in</i> Part VI):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d.	3	
4	Cash deemed held for exempt use. Enter 0.015 of line 3 (for greater amount, see instructions).	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by 0.035.	6	
7	Recoveries of prior-year distributions	7	
8	Minimum Asset Amount (add line 7 to line 6)	8	

Section C - Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, column A)	1	
2	Enter 0.85 of line 1.	2	
3	Minimum asset amount for prior year (from Section B, line 8, column A)	3	
4	Enter greater of line 2 or line 3.	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6	

7 Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D - Distributions		Current Year
1	Amounts paid to supported organizations to accomplish exempt purposes	1
2	Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	2
3	Administrative expenses paid to accomplish exempt purposes of supported organizations	3
4	Amounts paid to acquire exempt-use assets	4
5	Qualified set-aside amounts (prior IRS approval required - provide details in Part VI)	5
6	Other distributions (describe in Part VI). See instructions.	6
7	Total annual distributions. Add lines 1 through 6.	7
8	Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions.	8
9	Distributable amount for 2022 from Section C, line 6	9
10	Line 8 amount divided by line 9 amount	10

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2022	(iii) Distributable Amount for 2022
1	Distributable amount for 2022 from Section C, line 6		
2	Underdistributions, if any, for years prior to 2022 (reasonable cause required - explain in Part VI). See instructions.		
3	Excess distributions carryover, if any, to 2022		
a	From 2017		
b	From 2018		
c	From 2019		
d	From 2020		
e	From 2021		
f	Total of lines 3a through 3e		
g	Applied to underdistributions of prior years		
h	Applied to 2022 distributable amount		
i	Carryover from 2017 not applied (see instructions)		
j	Remainder. Subtract lines 3g, 3h, and 3i from line 3f.		
4	Distributions for 2022 from Section D, line 7: \$		
a	Applied to underdistributions of prior years		
b	Applied to 2022 distributable amount		
c	Remainder. Subtract lines 4a and 4b from line 4.		
5	Remaining underdistributions for years prior to 2022, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, explain in Part VI. See instructions.		
6	Remaining underdistributions for 2022. Subtract lines 3h and 4b from line 1. For result greater than zero, explain in Part VI. See instructions.		
7	Excess distributions carryover to 2023. Add lines 3j and 4c.		
8	Breakdown of line 7:		
a	Excess from 2018		
b	Excess from 2019		
c	Excess from 2020		
d	Excess from 2021		
e	Excess from 2022		

Part VI

Supplemental Information. Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

Multiple horizontal lines for supplemental information input.

DRAFT - For Discussion Purposes Only; Subject to Revision

SCHEDULE D

(Form 990)

Department of the Treasury Internal Revenue Service

Supplemental Financial Statements

Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.

Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2022

Open to Public Inspection

Name of the organization ELITE ACADEMIC ACADEMY - LUCERNE Employer identification number 82-4453363

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

Table with 3 columns: Question, (a) Donor advised funds, (b) Funds and other accounts. Rows include total number at end of year, aggregate value of contributions, grants, and end of year, and two questions about donor property and charitable purposes.

Part II Conservation Easements. Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

Table with 3 columns: Question, (a) Donor advised funds, (b) Funds and other accounts. Rows include purpose(s) of conservation easements, number of easements, acreage, and monitoring expenses.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets. Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

Table with 3 columns: Question, (a) Donor advised funds, (b) Funds and other accounts. Rows include reporting requirements for art and historical treasures.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

- 3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply):
a Public exhibition
b Scholarly research
c Preservation for future generations
d Loan or exchange program
e Other
4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.
5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection?

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

- 1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X?
b If "Yes," explain the arrangement in Part XIII and complete the following table:
Table with columns: Amount, 1c Beginning balance, 1d Additions during the year, 1e Distributions during the year, 1f Ending balance
2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability?
b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII

Part V Endowment Funds. Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

Table with 5 columns: (a) Current year, (b) Prior year, (c) Two years back, (d) Three years back, (e) Four years back. Rows include: 1a Beginning of year balance, b Contributions, c Net investment earnings, gains, and losses, d Grants or scholarships, e Other expenditures for facilities and programs, f Administrative expenses, g End of year balance.

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

- a Board designated or quasi-endowment %
b Permanent endowment %
c Term endowment %
The percentages on lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

- (i) Unrelated organizations
(ii) Related organizations
b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R?

Table with 2 columns: Yes, No. Rows: 3a(i), 3a(ii), 3b

4 Describe in Part XIII the intended uses of the organization's endowment funds

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Table with 4 columns: (a) Cost or other basis (investment), (b) Cost or other basis (other), (c) Accumulated depreciation, (d) Book value. Rows include: 1a Land, b Buildings, c Leasehold improvements, d Equipment, e Other. Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.)

Part VII Investments - Other Securities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives ~~~~~		
(2) Closely held equity interests ~~~~~		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 12.)		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 13.)		

Part IX Other Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1) DUE FROM RELATED PARTIES	328,256.
(2) SECURITY DEPOSITS	32,648.
(3) OPERATING RIGHT-OF-USE ASSET	374,755.
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 15.)	735,659.

Part X Other Liabilities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

(a) Description of liability	(b) Book value
1. (1) Federal income taxes	
(2) LEASE LIABILITY	380,505.
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 25.)	380,505.

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements		1	11,450,875.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:			
	a Net unrealized gains (losses) on investments	2a		
	b Donated services and use of facilities	2b		
	c Recoveries of prior year grants	2c		
	d Other (Describe in Part XIII.)	2d		
	e Add lines 2a through 2d	2e		0.
3	Subtract line 2e from line 1		3	11,450,875.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:			
	a Investment expenses not included on Form 990, Part VIII, line 7b	4a		
	b Other (Describe in Part XIII.)	4b		
	c Add lines 4a and 4b	4c		0.
5	Total revenue. Add lines 3 and 4c. (This must equal Form 990, Part I, line 12.)		5	11,450,875.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements		1	11,360,503.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:			
	a Donated services and use of facilities	2a		
	b Prior year adjustments	2b		
	c Other losses	2c		
	d Other (Describe in Part XIII.)	2d		
	e Add lines 2a through 2d	2e		0.
3	Subtract line 2e from line 1		3	11,360,503.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:			
	a Investment expenses not included on Form 990, Part VIII, line 7b	4a		
	b Other (Describe in Part XIII.)	4b		
	c Add lines 4a and 4b	4c		0.
5	Total expenses. Add lines 3 and 4c. (This must equal Form 990, Part I, line 18.)		5	11,360,503.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

PART X, LINE 2:

THE ACADEMY IS A NONPROFIT ENTITY EXEMPT FROM THE PAYMENT OF INCOME TAXES UNDER INTERNAL REVENUE CODE SECTION 501(C)(3) AND CALIFORNIA REVENUE AND TAXATION CODE SECTION 23701D. ACCORDINGLY, NO PROVISION HAS BEEN MADE FOR INCOME TAXES. THE ACADEMY IS SUBJECT TO INCOME TAX ON NET INCOME THAT IS DERIVED FROM BUSINESS ACTIVITIES THAT ARE UNRELATED TO THE EXEMPT PURPOSES. THE ACADEMY FILES AN EXEMPT ORGANIZATION RETURN AND APPLICABLE UNRELATED BUSINESS INCOME TAX RETURN IN THE U.S. FEDERAL JURISDICTION AND WITH THE CALIFORNIA FRANCHISE TAX BOARD.

SCHEDULE E
(Form 990)

Department of the Treasury
Internal Revenue Service

Schools

Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or
Form 990-EZ, Part VI, line 48.

Attach to Form 990 or Form 990-EZ.
Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2022

Open to Public
Inspection

Name of the organization
ELITE ACADEMIC ACADEMY - LUCERNE

Employer identification number
82-4453363

Part I

1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body? ~~~~~
2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?
3 Has the organization publicized its racially nondiscriminatory policy on its primary publicly accessible Internet homepage at all times during its tax year in a manner reasonably expected to be noticed by visitors to the homepage, or through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II ~~~~~
THE SCHOOL PUBLISHES ITS NONDISCRIMINATORY POLICY WITHIN ITS CHARTER DOCUMENT. THE CHARTER DOCUMENT IS AVAILABLE TO THE PUBLIC ON THE ORGANIZATION'S WEBSITE AND IS MADE AVAILABLE UPON REQUEST.

4 Does the organization maintain the following?
a Records indicating the racial composition of the student body, faculty, and administrative staff? ~~~~~
b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis? ~~~~~
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships? ~~~~~
d Copies of all material used by the organization or on its behalf to solicit contributions? ~~~~~
If you answered "No" to any of the above, please explain. If you need more space, use Part II.
THE ORGANIZATION IS A PUBLIC CHARTER SCHOOL WHICH OPERATES TUITION-FREE. THEREFORE, SCHOLARSHIPS AND FINANCIAL ASSISTANCE ARE NOT APPLICABLE.

5 Does the organization discriminate by race in any way with respect to:
a Students' rights or privileges? ~~~~~
b Admissions policies? ~~~~~
c Employment of faculty or administrative staff? ~~~~~
d Scholarships or other financial assistance? ~~~~~
e Educational policies? ~~~~~
f Use of facilities? ~~~~~
g Athletic programs? ~~~~~
h Other extracurricular activities? ~~~~~
If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.

6a Does the organization receive any financial aid or assistance from a governmental agency? ~~~~~
b Has the organization's right to such aid ever been revoked or suspended? ~~~~~
If you answered "Yes" on either line 6a or line 6b, explain on Part II.

7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, as modified by Rev. Proc. 2019-22, 2019-22 I.R.B. 1260, covering racial nondiscrimination? If "No," explain on Part II ~~~~~

	YES	NO
1	X	
2	X	
3	X	
4a	X	
4b		X
4c	X	
4d	X	
5a		X
5b		X
5c		X
5d		X
5e		X
5f		X
5g		X
5h		X
6a	X	
6b		X
7	X	

Part II Supplemental Information. Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information. See instructions.

LINE 6 - EXPLANATION OF GOVERNMENT FINANCIAL AID:

THE ORGANIZATION RECEIVES FINANCIAL ASSISTANCE FROM THE CALIFORNIA DEPARTMENT OF EDUCATION AS PART OF ITS OPERATION AS PUBLIC CHARTER SCHOOL.

Multiple horizontal lines for providing additional information, with a large diagonal watermark reading "DRAFT - For Discussion Purposes Only; Subject to Revision".

SCHEDULE J
(Form 990)

Department of the Treasury
Internal Revenue Service

Compensation Information

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees
Complete if the organization answered "Yes" on Form 990, Part IV, line 23.
Attach to Form 990.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2022

Open to Public Inspection

Name of the organization: **ELITE ACADEMIC ACADEMY - LUCERNE**
Employer identification number: **82-4453363**

Part I Questions Regarding Compensation

	Yes	No
1a Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items. First-class or charter travel Travel for companions Tax indemnification and gross-up payments Discretionary spending account Housing allowance or residence for personal use Payments for business use of personal residence Health or social club dues or initiation fees Personal services (such as maid, chauffeur, chef)		
b If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain	1b	
2 Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a?	2	
3 Indicate which, if any, of the following the organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III. Compensation committee Independent compensation consultant Form 990 of other organizations Written employment contract Compensation survey or study Approval by the board or compensation committee		
4 During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization: a Receive a severance payment or change-of-control payment? b Participate in or receive payment from a supplemental nonqualified retirement plan? c Participate in or receive payment from an equity-based compensation arrangement? If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.	4a 4b 4c	X X X
Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.		
5 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of: a The organization? b Any related organization? If "Yes" on line 5a or 5b, describe in Part III.	5a 5b	X X
6 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of: a The organization? b Any related organization? If "Yes" on line 6a or 6b, describe in Part III.	6a 6b	X X
7 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If "Yes," describe in Part III	7	X
8 Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III	8	X
9 If "Yes" on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?	9	

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule J (Form 990) 2022

Part II Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees. Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that aren't listed on Form 990, Part VII.

Note: The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

(A) Name and Title		(B) Breakdown of W-2 and/or 1099-MISC and/or 1099-NEC compensation			(C) Retirement and other deferred compensation	(D) Nontaxable benefits	(E) Total of columns (B)(i)-(D)	(F) Compensation in column (B) reported as deferred on prior Form 990
		(i) Base compensation	(ii) Bonus & incentive compensation	(iii) Other reportable compensation				
(1) MEGHAN FREEMAN CEO	(i)	327,968.	0.	0.	51,230.	1,608.	380,806.	0.
	(ii)	0.	0.	0.	0.	0.	0.	0.
(2) LAURA SPENCER CHIEF ACADEMIC INNOV OFFICER	(i)	188,050.	0.	0.	33,342.	10,800.	232,192.	0.
	(ii)	0.	0.	0.	0.	0.	0.	0.
(3) ASHLEA KIRKLAND CHIEF STUDENT DEVELOPMENT OFFICER	(i)	176,211.	0.	0.	31,777.	10,800.	218,788.	0.
	(ii)	0.	0.	0.	0.	0.	0.	0.
(4) MONIQUE WAITHE DIRECTOR OF FLEX	(i)	137,226.	0.	0.	24,092.	10,800.	172,118.	0.
	(ii)	0.	0.	0.	0.	0.	0.	0.
(5) KAREN MAKKAI DIRECTOR OF MTSS	(i)	132,964.	0.	0.	25,571.	10,800.	169,335.	0.
	(ii)	0.	0.	0.	0.	0.	0.	0.
(6) EVAN JORGENSEN DIRECTOR OF HOMESCHOOL	(i)	133,697.	0.	0.	23,137.	10,800.	167,634.	0.
	(ii)	0.	0.	0.	0.	0.	0.	0.
(7) TERESA SCHAFFER DIRECTOR OF COMMUNITY RELATIONS	(i)	143,456.	0.	0.	8,740.	10,800.	162,996.	0.
	(ii)	0.	0.	0.	0.	0.	0.	0.
(8) ANTONETTE SIMS DIRECTOR ASSESSMENT & ACCOUNTABILITY	(i)	134,957.	0.	0.	8,740.	10,800.	154,497.	0.
	(ii)	0.	0.	0.	0.	0.	0.	0.
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							

Part III Supplemental Information

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

PART I, LINE 3:

THE CEO/EXECUTIVE DIRECTOR'S PAY IS DETERMINED BASED ON DATA PROVIDED BY
 EXTERNAL CHARTER MANAGEMENT ORGANIZATIONS AND THROUGH COMPARISON STUDIES OF
 OTHER CHARTER SCHOOLS. THE BOARD MUST VOTE TO APPROVE THE CEO/EXECUTIVE
 DIRECTOR'S COMPENSATION AS A DIRECT ACTION. THE OFFICERS' AND KEY
 EMPLOYEES' PAY IS DETERMINED BASED ON DATA PROVIDED BY EXTERNAL CHARTER
 MANAGEMENT ORGANIZATIONS AND THROUGH COMPARISON STUDIES OF OTHER CHARTER
 SCHOOLS. THE BOARD MUST VOTE TO APPROVE THE OFFICERS' AND KEY EMPLOYEES'
 COMPENSATION AS A DIRECT ACTION. THE DISCUSSION AND COMPENSATION DECISION
 IS DOCUMENTED CONTEMPORANEOUSLY.

DRAFT - For Discussion Purposes Only. Subject to Revisions

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.
Attach to Form 990 or Form 990-EZ.
Go to www.irs.gov/Form990 for the latest information.

Name of the organization

ELITE ACADEMIC ACADEMY - LUCERNE

Employer identification number

82-4453363

FORM 990, PART VI, SECTION A, LINE 8B:

THE ORGANIZATION DOES NOT HAVE ANY COMMITTEES THAT ACT ON BEHALF OF THE GOVERNING BODY.

FORM 990, PART VI, SECTION B, LINE 11B:

THE FORM 990 IS PREPARED BY THE ORGANIZATION'S OUTSIDE PUBLIC ACCOUNTING FIRM BASED ON INFORMATION PROVIDED BY MANAGEMENT. ONCE A DRAFT OF THE RETURN IS AVAILABLE, IT IS REVIEWED BY MANAGEMENT WITH ANY CHANGES OR REVISIONS INCORPORATED INTO THE FILING. THE REVISED RETURN IS THEN SUBMITTED TO THE BOARD OF DIRECTORS FOR THEIR REVIEW AND APPROVAL PRIOR TO SUBMITTING TO THE IRS. THE DISCUSSION AND COMPENSATION DECISION IS DOCUMENTED CONTEMPORANEOUSLY.

FORM 990, PART VI, SECTION B, LINE 12C:

MONITORING IS PERFORMED REGULARLY BY THE OFFICERS TO IDENTIFY POTENTIAL CONFLICTS OF INTEREST. ANY QUESTION OF A CONFLICT IS ADDRESSED WITH THE INTERESTED PERSON, WHO IS REQUIRED TO DISCLOSE THE EXISTENCE OF ANY FINANCIAL INTEREST AND BE AFFORDED THE OPPORTUNITY TO DISCLOSE ALL MATERIAL FACTS TO THE BOARD AND EXECUTIVE DIRECTOR. IF A CONFLICT OF INTEREST IS IDENTIFIED, THE APPROPRIATE ACTION IS TAKEN, INCLUDING LIMITATIONS TO THE INDIVIDUAL'S INFLUENCE ON RELATED BUSINESS MATTERS.

FORM 990, PART VI, SECTION B, LINE 15:

THE CEO/EXECUTIVE DIRECTOR'S PAY IS DETERMINED BASED ON DATA PROVIDED BY EXTERNAL CHARTER MANAGEMENT ORGANIZATIONS AND THROUGH COMPARISON STUDIES OF OTHER CHARTER SCHOOLS. THE BOARD MUST VOTE TO APPROVE THE CEO/EXECUTIVE

Name of the organization ELITE ACADEMIC ACADEMY - LUCERNE	Employer identification number 82-4453363
--	--

DIRECTOR'S COMPENSATION AS A DIRECT ACTION. THE OFFICERS' AND KEY EMPLOYEES' PAY IS DETERMINED BASED ON DATA PROVIDED BY EXTERNAL CHARTER MANAGEMENT ORGANIZATIONS AND THROUGH COMPARISON STUDIES OF OTHER CHARTER SCHOOLS. THE BOARD MUST VOTE TO APPROVE THE OFFICERS' AND KEY EMPLOYEES' COMPENSATION AS A DIRECT ACTION. THE DISCUSSION AND COMPENSATION DECISION IS DOCUMENTED CONTEMPORANEOUSLY.

FORM 990, PART VI, SECTION C, LINE 18:

THESE DOCUMENTS ARE AVAILABLE UPON REQUEST.

FORM 990, PART VI, SECTION C, LINE 19:

THE ORGANIZATION MAKES THEIR GOVERNING DOCUMENTS AVAILABLE UPON REQUEST.

FORM 990, PART IX, LINE 11G, OTHER FEES:

EDUCATIONAL SERVICES:

PROGRAM SERVICE EXPENSES	1,029,521.
--------------------------	------------

MANAGEMENT AND GENERAL EXPENSES	0.
---------------------------------	----

FUNDRAISING EXPENSES	0.
----------------------	----

TOTAL EXPENSES	1,029,521.
----------------	------------

BACK OFFICE FEES:

PROGRAM SERVICE EXPENSES	0.
--------------------------	----

MANAGEMENT AND GENERAL EXPENSES	1,117,764.
---------------------------------	------------

FUNDRAISING EXPENSES	0.
----------------------	----

TOTAL EXPENSES	1,117,764.
----------------	------------

OTHER FEES FOR SERVICES:

PROGRAM SERVICE EXPENSES	0.
--------------------------	----

Related Organizations and Unrelated Partnerships

Complete if the organization answered "Yes" on Form 990, Part IV, line 33, 34, 35b, 36, or 37.

Attach to Form 990.

Go to www.irs.gov/Form990 for instructions and the latest information.

Name of the organization

ELITE ACADEMIC ACADEMY - LUCERNE

Employer identification number
82-4453363

Part I Identification of Disregarded Entities. Complete if the organization answered "Yes" on Form 990, Part IV, line 33.

(a) Name, address, and EIN (if applicable) of disregarded entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Total income	(e) End-of-year assets	(f) Direct controlling entity

Part II Identification of Related Tax-Exempt Organizations. Complete if the organization answered "Yes" on Form 990, Part IV, line 34, because it had one or more related tax-exempt organizations during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Exempt Code section	(e) Public charity status (if section 501(c)(3))	(f) Direct controlling entity	(g) Section 512(b)(13) controlled entity?	
						Yes	No
ELITE ACADEMIC ACADEMIES - MOUNTAIN EMPIRE - 82-4502310, 43414 BUSINESS PARK DRIVE, TEMECULA, CA 92590	SCHOOL	CALIFORNIA	501(C)(3)	LINE 2	EAA		X

Part III Identification of Related Organizations Taxable as a Partnership. Complete if the organization answered "Yes" on Form 990, Part IV, line 34, because it had one or more related organizations treated as a partnership during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Predominant income (related, unrelated, excluded from tax under sections 512-514)	(f) Share of total income	(g) Share of end-of-year assets	(h) Disproportionate allocations?		(i) Code V-UBI amount in box 20 of Schedule K-1 (Form 1065)	(j) General or managing partner?		(k) Percentage ownership
							Yes	No		Yes	No	

Part IV Identification of Related Organizations Taxable as a Corporation or Trust. Complete if the organization answered "Yes" on Form 990, Part IV, line 34, because it had one or more related organizations treated as a corporation or trust during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Type of entity (C corp, S corp, or trust)	(f) Share of total income	(g) Share of end-of-year assets	(h) Percentage ownership	(i) Section 512(b)(13) controlled entity?	
								Yes	No

California Exempt Organization Annual Information Return

Calendar Year 2022 or fiscal year beginning (mm/dd/yyyy) 07/01/2022, and ending (mm/dd/yyyy) 06/30/2023

Corporation/Organization name ELITE ACADEMIC ACADEMY - LUCERNE California corporation number 4101030

Additional information. See instructions. FEIN 82-4453363

Street address (suite or room) 43414 BUSINESS PARK DRIVE PMB no.

City TEMECULA State CA ZIP code 92590

Foreign country name Foreign province/state/county Foreign postal code

Form sections A through O with checkboxes for various tax and organizational status questions.

Part I Complete Part I unless not required to file this form. See General Information B and C.

Table with 4 columns: Description, Line number, Amount, and Balance. Rows include Receipts and Revenues (lines 1-8), Expenses (lines 9-10), and Filing Fee (lines 11-16).

Sign Here section with fields for Signature of officer (CEO), Title, Date, Preparer's signature (WADE MCMULLEN), Date (04/24/24), Check if self-employed, Firm's name (CLIFTONLARSONALLEN LLP), and Firm's FEIN (41-0746749).

May the FTB discuss this return with the preparer shown above? See instructions [] Yes [X] No

Part II Organizations with gross receipts of more than \$50,000 and private foundations regardless of amount of gross receipts - complete Part II or furnish substitute information.

228951 01-10-23

Receipts from Other Sources	1	Gross sales or receipts from all business activities. See instructions	1	00
	2	Interest	2	00
	3	Dividends	3	00
	4	Gross rents	4	00
	5	Gross royalties	5	00
	6	Gross amount received from sale of assets (See instructions)	6	00
	7	Other income SEE STATEMENT 1	7	18,904 00
	8	Total gross sales or receipts from other sources. Add line 1 through line 7. Enter here and on Side 1, Part I, line 1	8	18,904 00
	9	Contributions, gifts, grants, and similar amounts paid	9	00
Expenses and Disbursements	10	Disbursements to or for members	10	00
	11	Compensation of officers, directors, and trustees SEE STATEMENT 2	11	448,154 00
	12	Other salaries and wages	12	4,534,765 00
	13	Interest	13	98,738 00
	14	Taxes	14	185,906 00
	15	Rents	15	103,198 00
	16	Depreciation and depletion (See instructions)	16	00
	17	Other expenses and disbursements SEE STATEMENT 3	17	5,989,742 00
	18	Total expenses and disbursements. Add line 9 through line 17. Enter here and on Side 1, Part I, line 9	18	11,360,503 00

Schedule L Balance Sheet	Beginning of taxable year		End of taxable year	
	(a)	(b)	(c)	(d)
Assets				
1 Cash		407,508		778,450
2 Net accounts receivable				
3 Net notes receivable				
4 Inventories				
5 Federal and state government obligations				
6 Investments in other bonds				
7 Investments in stock				
8 Mortgage loans				
9 Other investments				
10 a Depreciable assets				
b Less accumulated depreciation	()		()	
11 Land				
12 Other assets S.T.M.T. 4		1,906,836		2,900,573
13 Total assets		2,314,344		3,679,023
Liabilities and net worth				
14 Accounts payable		430,943		710,489
15 Contributions, gifts, or grants payable				
16 Bonds and notes payable				
17 Mortgages payable				
18 Other liabilities S.T.M.T. 5		497,381		1,492,142
19 Capital stock or principal fund				
20 Paid-in or capital surplus. Attach reconciliation				
21 Retained earnings or income fund		1,386,020		1,476,392
22 Total liabilities and net worth		2,314,344		3,679,023

Schedule M-1 Reconciliation of income per books with income per return	
Do not complete this schedule if the amount on Schedule L, line 13, column (d), is less than \$50,000.	
1 Net income per books	90,372
2 Federal income tax	
3 Excess of capital losses over capital gains	
4 Income not recorded on books this year. Attach schedule	
5 Expenses recorded on books this year not deducted in this return. Attach schedule	
6 Total. Add line 1 through line 5	90,372
7 Income recorded on books this year not included in this return. Attach schedule	
8 Deductions in this return not charged against book income this year. Attach schedule	
9 Total. Add line 7 and line 8	
10 Net income per return. Subtract line 9 from line 6	90,372

CA 199 OTHER EXPENSES STATEMENT 3
 ~~~~~

| DESCRIPTION<br>~~~~~                | AMOUNT<br>~~~~~ |
|-------------------------------------|-----------------|
| INSTRUCTIONAL MATERIALS             | 1,369,514.      |
| DUES AND MEMBERSHIPS                | 12,470.         |
| OTHER EXPENSES                      | 9,054.          |
| PAYMENTS TO AFFILIATES              | 9,000.          |
| PENSION PLAN CONTRIBUTIONS          | 706,177.        |
| OTHER EMPLOYEE BENEFITS             | 353,627.        |
| MANAGEMENT FEES                     | 257,968.        |
| LEGAL FEES                          | 92,955.         |
| ACCOUNTING FEES                     | 34,104.         |
| OTHER PROFESSIONAL FEES             | 2,173,427.      |
| ADVERTISING AND PROMOTION           | 182,051.        |
| OFFICE EXPENSES                     | 174,027.        |
| INFORMATION TECHNOLOGY              | 472,667.        |
| TRAVEL                              | 17,543.         |
| CONFERENCES AND CONVENTIONS         | 125,158.        |
|                                     | ~~~~~           |
| TOTAL TO FORM 199, PART II, LINE 17 | 5,989,742.      |
|                                     | ~~~~~           |

CA 199 OTHER ASSETS STATEMENT 4  
 ~~~~~

DESCRIPTION ~~~~~	BEG. OF YEAR ~~~~~	END OF YEAR ~~~~~
PLEDGES AND GRANTS RECEIVABLE	1,251,532.	1,632,675.
PREPAID EXPENSES AND DEFERRED CHARGES	471,019.	532,239.
DUE FROM RELATED PARTIES	151,637.	328,256.
SECURITY DEPOSITS	32,648.	32,648.
OPERATING RIGHT-OF-USE ASSET	0.	374,755.
	~~~~~	~~~~~
TOTAL TO FORM 199, SCHEDULE L, LINE 12	1,906,836.	2,900,573.
	~~~~~	~~~~~

CA 199 OTHER LIABILITIES STATEMENT 5
 ~~~~~

| DESCRIPTION<br>~~~~~                   | BEG. OF YEAR<br>~~~~~ | END OF YEAR<br>~~~~~ |
|----------------------------------------|-----------------------|----------------------|
| LEASE LIABILITY                        | 0.                    | 380,505.             |
| DEFERRED REVENUE                       | 178,887.              | 1,111,637.           |
| UNSECURED NOTES AND LOANS PAYABLE      | 318,494.              | 0.                   |
|                                        | ~~~~~                 | ~~~~~                |
| TOTAL TO FORM 199, SCHEDULE L, LINE 18 | 497,381.              | 1,492,142.           |
|                                        | ~~~~~                 | ~~~~~                |



TAXABLE YEAR  
2022

# California e-file Return Authorization for Exempt Organizations

FORM  
8453-EO

|                                         |                    |
|-----------------------------------------|--------------------|
| Exempt Organization name                | Identifying number |
| <b>ELITE ACADEMIC ACADEMY - LUCERNE</b> | <b>82-4453363</b>  |

**Part I Electronic Return Information (whole dollars only)**

|                                                       |            |
|-------------------------------------------------------|------------|
| 1 Total gross receipts (Form 199, line 4)             | 11,450,875 |
| 2 Total gross income (Form 199, line 8)               | 11,450,875 |
| 3 Total expenses and disbursements (Form 199, line 9) | 11,360,503 |

**Part II Settle Your Account Electronically for Taxable Year 2022**

|                               |           |                                 |
|-------------------------------|-----------|---------------------------------|
| 4 Electronic funds withdrawal | 4a Amount | 4b Withdrawal date (mm/dd/yyyy) |
|-------------------------------|-----------|---------------------------------|

**Part III Banking Information (Have you verified the exempt organization's banking information?)**

|                  |                  |                    |          |         |
|------------------|------------------|--------------------|----------|---------|
| 5 Routing number | 6 Account number | 7 Type of account: | Checking | Savings |
|------------------|------------------|--------------------|----------|---------|

**Part IV Declaration of Officer**

I authorize the exempt organization's account to be settled as designated in Part II. If I check Part II, box 4, I authorize an electronic funds withdrawal for the amount listed on line 4a.

Under penalties of perjury, I declare that I am an officer of the above exempt organization and that the information I provided to my electronic return originator (ERO), transmitter, or intermediate service provider and the amounts in Part I above agree with the amounts on the corresponding lines of the exempt organization's 2022 California electronic return. To the best of my knowledge and belief, the exempt organization's return is true, correct, and complete. If the exempt organization is filing a balance due return, I understand that if the Franchise Tax Board (FTB) does not receive full and timely payment of the exempt organization's fee liability, the exempt organization will remain liable for the fee liability and all applicable interest and penalties. I authorize the exempt organization return and accompanying schedules and statements be transmitted to the FTB by the ERO, transmitter, or intermediate service provider. If the processing of the exempt organization's return or refund is delayed, I authorize the FTB to disclose to the ERO or intermediate service provider the reason(s) for the delay.

Sign Here = \_\_\_\_\_ = CEO  
 Signature of officer Date Title

**Part V Declaration of Electronic Return Originator (ERO) and Paid Preparer**

I declare that I have reviewed the above exempt organization's return and that the entries on form FTB 8453-EO are complete and correct to the best of my knowledge. (If I am only an intermediate service provider, I understand that I am not responsible for reviewing the exempt organization's return. I declare, however, that form FTB 8453-EO accurately reflects the data on the return.) I have obtained the organization officer's signature on form FTB 8453-EO before transmitting this return to the FTB; I have provided the organization officer with a copy of all forms and information that I will file with the FTB, and I have followed all other requirements described in FTB Pub. 1345, 2022 Handbook for Authorized e-file Providers. I will keep form FTB 8453-EO on file for four years from the due date of the return or four years from the date the exempt organization return is filed, whichever is later, and I will make a copy available to the FTB upon request. If I am also the paid preparer, under penalties of perjury, I declare that I have examined the above exempt organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

|                                                                   |                        |                                                                 |                        |                      |
|-------------------------------------------------------------------|------------------------|-----------------------------------------------------------------|------------------------|----------------------|
| ERO signature = WADE MCMULLEN                                     | Date                   | Check if also paid preparer <input checked="" type="checkbox"/> | Check if self-employed | ERO's PTIN P00541671 |
| Firm's name (or yours) = CLIFTONLARSONALLEN LLP                   | Firm's FEIN 41-0746749 |                                                                 |                        |                      |
| if self-employed and address = 2210 EAST ROUTE 66<br>GLENDORA, CA | ZIP code 91740         |                                                                 |                        |                      |

Under penalties of perjury, I declare that I have examined the above organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

|                                |             |                        |                      |
|--------------------------------|-------------|------------------------|----------------------|
| Paid Preparer signature =      | Date        | Check if self-employed | Paid preparer's PTIN |
| Firm's name (or yours)         | Firm's FEIN |                        |                      |
| if self-employed and address = | ZIP code    |                        |                      |

# Parent/Student Handbook

## 2024-2025

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**Elite Academic Academy Charter Schools**

[www.eliteacademic.com](http://www.eliteacademic.com)

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

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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!

The logo for #BeElite is written in a black, cursive script. The text is set against a horizontal brushstroke background that transitions from light yellow to brown.

Best Regards,

Elite Academic Administration

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# Table of Contents

|                                                           |           |
|-----------------------------------------------------------|-----------|
| <b>About Elite Academic Academy</b>                       | <b>7</b>  |
| Charter Authorizers                                       | 7         |
| Mission Statement                                         | 7         |
| Vision                                                    | 7         |
| <b>About Independent Study</b>                            | <b>8</b>  |
| Independent Study Policy                                  | 8         |
| Master Agreement                                          | 11        |
| Attendance                                                | 11        |
| Elite Educator (Teacher of Record)                        | 12        |
| Parent Involvement                                        | 12        |
| Communication                                             | 12        |
| Contact Information                                       | 13        |
| <b>Academics</b>                                          | <b>14</b> |
| Academic Progress                                         | 14        |
| Academic and/or Attendance Concerns                       | 14        |
| School Calendar                                           | 15        |
| Elite Student Awards                                      | 15        |
| Transcripts                                               | 17        |
| <b>Tk-8th Grade Academics</b>                             | <b>18</b> |
| Report Cards                                              | 18        |
| Promotion Ceremonies for K, 5th, and 8th Grade            | 19        |
| Grade Level Retention & Advancement/Acceleration          | 19        |
| <b>High School Academics</b>                              | <b>24</b> |
| Earning High School Credits                               | 24        |
| High School Course Selection & Progress Toward Graduation | 24        |
| Community Service Hours for High School Elective Credits  | 29        |
| FAFSA/CADAA Completion                                    | 31        |
| Report Cards                                              | 31        |
| Class Rank                                                | 32        |
| The National Honor Society                                | 32        |
| Elite Graduation Requirements                             | 33        |
| Graduate Participation in “Senior” Activities             | 33        |
| Graduation Ceremony                                       | 34        |
| Regalia Adornments                                        | 34        |
| Ceremony Participation for Summer Graduates               | 34        |

---

|                                                                        |           |
|------------------------------------------------------------------------|-----------|
| Graduation Speakers                                                    | 34        |
| High School Graduate "with Honors" -- Classes of 2027 and Above        | 35        |
| High School Graduate "with Honors" -- Classes of 2024, 2025, and 2026  | 35        |
| Alternative Graduation Policy                                          | 36        |
| <b>Personalized Learning Opportunities</b>                             | <b>38</b> |
| SOAR                                                                   | 38        |
| Student Clubs                                                          | 42        |
| Career Technical Education (CTE)                                       | 42        |
| Peak Performance Athletics                                             | 43        |
| Field Trips                                                            | 44        |
| <b>State and Local Assessments</b>                                     | <b>45</b> |
| State Standardized Testing                                             | 46        |
| Elite Internal Diagnostic Assessments                                  | 49        |
| Optional Assessments                                                   | 53        |
| <b>Academic Integrity</b>                                              | <b>53</b> |
| Examples of Plagiarism & Violation of Academic Integrity               | 54        |
| Consequences for Violation of Academic Integrity                       | 54        |
| Student/Parent Grievance Procedure for Academic Integrity Violations   | 55        |
| <b>Educational Funds</b>                                               | <b>55</b> |
| Adequate Academic Progress                                             | 56        |
| Acceptable Use of Educational Funds                                    | 57        |
| Unacceptable Use of Educational Funds                                  | 58        |
| Educational Funding Allocations                                        | 59        |
| Educational Funds Ordering Deadline                                    | 61        |
| Community Partners                                                     | 67        |
| Working with Enrichment Centers                                        | 67        |
| <b>Student Support Services</b>                                        | <b>70</b> |
| School Counselors                                                      | 70        |
| Learning Lab Support Team                                              | 71        |
| English Language Learners (EL) Support                                 | 72        |
| Student Support Team (SST) Process                                     | 73        |
| <b>Special Education Services and 504 Accommodation Plans</b>          | <b>75</b> |
| Students With Disabilities And Special Education                       | 75        |
| Students With Disabilities Under Section 504 Of The Rehabilitation Act | 75        |
| Child Find                                                             | 76        |
| <b>Flex Academy</b>                                                    | <b>77</b> |
| Parent's Role                                                          | 77        |
| Elite Educator's Role                                                  | 78        |
| Missed Meeting                                                         | 79        |

---

|                                                   |            |
|---------------------------------------------------|------------|
| Curriculum                                        | 79         |
| Academic Areas of Study                           | 79         |
| Flex Acceleration Tools/Supports                  | 80         |
| Easy Breezy Math                                  | 81         |
| Literacy Cohorts                                  | 81         |
| Novel Study Discussions                           | 81         |
| TK-5 Instructional POD sessions                   | 81         |
| Middle School Content Support Sessions            | 81         |
| Study Hall                                        | 82         |
| FLEXperience                                      | 82         |
| <b>Homeschool Academy</b>                         | <b>83</b>  |
| Parent's Role                                     | 83         |
| Homeschool Elite Educator's Role                  | 85         |
| Learning Period Meetings                          | 87         |
| Student Academic Portfolios                       | 89         |
| Transitional Kindergarten                         | 89         |
| Kindergarten-Eighth Grade Academic Areas of Study | 90         |
| High School Coursework                            | 90         |
| <b>Virtual Academy</b>                            | <b>92</b>  |
| Parent's Role                                     | 92         |
| Elite Educator's (Teacher of Record) Role         | 93         |
| Academic Progress                                 | 93         |
| Online Courses                                    | 94         |
| Course Catalog                                    | 94         |
| Syllabus                                          | 95         |
| Work Completion and Submission Deadlines          | 95         |
| Synchronous and Live Sessions                     | 95         |
| Course Announcements                              | 96         |
| <b>Technology</b>                                 | <b>97</b>  |
| Acceptable Use Agreement                          | 97         |
| Use of Artificial Intelligence Technology         | 99         |
| Elite Google Accounts                             | 100        |
| Elite-Issued Chromebooks                          | 101        |
| Elite-Provided Internet Access                    | 102        |
| Securly Web Filter                                | 103        |
| Student Profile Picture on Elite Applications     | 104        |
| Cyberbullying and Harassment                      | 104        |
| <b>Policies</b>                                   | <b>108</b> |
| Residency Policy                                  | 108        |

---

|                                                             |            |
|-------------------------------------------------------------|------------|
| McKinney-Vento Information                                  | 112        |
| Foster Youth Information                                    | 113        |
| Suspension and Expulsion Policy                             | 114        |
| Expulsion                                                   | 126        |
| Student Freedom of Speech/ Expression Policy                | 133        |
| Civility Policy                                             | 137        |
| Parent Liability for Student Conduct                        | 139        |
| Youth Suicide Prevention Policy                             | 139        |
| TITLE IX SEXUAL DISCRIMINATION POLICY AND GRIEVANCE PROCESS | 156        |
| <b>Procedures</b>                                           | <b>166</b> |
| Child Abuse Reporting                                       | 166        |
| Suicide Prevention Procedures                               | 166        |
| Uniform Complaint Procedure                                 | 167        |
| <b>Regulations</b>                                          | <b>170</b> |
| Title I Federal Funds                                       | 170        |
| Family Educational Rights and Privacy Act                   | 170        |
| California Healthy Youth Act (CHYA) (AB 2601)               | 174        |
| <b>Student/Parent Handbook</b>                              |            |
| <b>Acknowledgement Form</b>                                 | <b>175</b> |

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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.

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# 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



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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.

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<br>1–3: 50,400<br>4–8: 54,000<br>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.

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## **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. Additional 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 success and continuous enrollment at Elite Academic Academy, a student must keep scheduled appointments 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:

- 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.
- Completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
- Learning required concepts, as determined by the teacher of record.
- Progressing toward successful completion of the course of study or individual course, as determined by the teacher of record.

Failing to adhere to the aforementioned academic standards will evoke the consequences outlined in the Tiered Re-Engagement Policy and include a placement review and possible withdrawal from the program.

## 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/>

## Elite 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

|          |                             |                                                                                            |
|----------|-----------------------------|--------------------------------------------------------------------------------------------|
| <b>E</b> | <b>Elite Kindness Award</b> | Demonstration of exceptional generosity.                                                   |
| <b>L</b> | <b>Leadership Award</b>     | Demonstration of leadership characteristics and involvement in the school and community.   |
| <b>I</b> | <b>Integrity Award</b>      | Demonstrates and values feedback from others and accepts personal responsibility & change. |

|          |                               |                                                                                           |
|----------|-------------------------------|-------------------------------------------------------------------------------------------|
| <b>T</b> | <b>Thoughtful Award</b>       | Shows consideration for the needs of others.                                              |
| <b>E</b> | <b>Excellent Effort Award</b> | Demonstrates greatness in academic excellence, leadership and engagement, and innovation. |

### Academic Awards

|                               |                                              |
|-------------------------------|----------------------------------------------|
| <b>Reading Rockstar Award</b> | Demonstrates academic excellence in reading. |
| <b>Writing Wizard Award</b>   | Demonstrates academic excellence in writing. |
| <b>Math Magician Award</b>    | Demonstrates academic excellence in math.    |

### **Middle School (6th - 8th)**

Awards will be determined by the student's semester grades and presented to students each Fall and Spring Semester..

|                                |                                                                                                                                   |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| <b>Honors with Distinction</b> | Students who earn an unweighted GPA of 4.0 or above for each semester.                                                            |
| <b>High Honor Roll</b>         | Students who earn an unweighted 3.5-3.9 GPA (as determined by the grade reporting system) on their report card for the semester.  |
| <b>Honor Roll</b>              | Students who earn an unweighted 3.0-3.49 GPA (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 grade and presented to students after each Fall and Spring Semester..

|                                |                                                                        |
|--------------------------------|------------------------------------------------------------------------|
| <b>Honors with Distinction</b> | Students who earn an unweighted GPA of 4.0 or above for each semester. |
| <b>High Honor Roll</b>         | Students who earn an unweighted GPA of 3.5-3.9 each semester.          |
| <b>Honor Roll</b>              | 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.

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

## Transcripts

Transcripts are available through our eTranscript service, Parchment, or can be requested via email to our Admissions Department. 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.



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## 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 retention is 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

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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 may recommend a variety 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. 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.

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According to state education policy, accelerating students out of Transitional Kindergarten (TK) before they complete the program is not permitted. This policy ensures that all students receive the foundational development that TK offers, which is foundational to their success in subsequent educational stages.

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## 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 & Progress Toward Graduation

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 Teacher of Record, 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. Students must make progress toward graduation by taking a balanced course load of both core and elective courses. If there is room in a student's schedule for course(s) required for graduation, those course(s) must be prioritized ahead of electives or unneeded courses. 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

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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.



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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, Dual-Enrollment, and Outside Coursework**

Outside coursework includes community college, university, online, or other high school courses that are taken outside of Elite Academic Academy. Prior approval is necessary for all outside coursework including concurrent and dual-enrollment. There is no fee for current high school students who enroll in community college courses, but students may be responsible for the cost of book/s or materials and/or fees associated with coursework completed outside of a California Community College. Grades earned in community college

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courses are permanent and become a part of a student's permanent college transcript. For additional information, please read our [frequently asked questions](#).

An outside course may be taken for the following reasons:

- Making up a failed course
- Schedule conflict
- Retaking to improve grade
- Career Technical Education course
- College Course
- Meeting a College & Career Indicator
- Elective credit

Criteria for accepting or denying outside coursework include:

1. Credits earned must be through an accredited program.
2. The student must be capable of learning the material with minimal assistance and has demonstrated adequate preparation in the discipline to be studied.
3. Completion of the Outside Coursework request process.
4. Director and School Counselor approval.

### **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 composed of a School Psychologist,

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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.

### **Seventh and Eighth grade Math and Language other than English Credit**

Courses in mathematics and languages other than English completed in the seventh and eighth grades with grades of C or better may be counted toward the subject requirements. No subject areas outside of math and language other than english, may be met with coursework completed prior to ninth grade.

### **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).
  - Have earned a 2.5 GPA in his/her most recent semester.
  - Have received a minimum of 20 credits in his/her most recent semester.
  - Demonstrate good attendance.
  - Must be enrolled in a minimum of 20 credits with Elite Academic Academy each semester.

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- Demonstrates adequate preparation in the discipline to be studied (Ed Code 48800 d).
  - 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 for 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

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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.
- Ensure the log is signed by all parties each time hours are completed. Complete the reflection on the 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.

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## 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](http://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/College Coursework | 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         |

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|    |          |     |     |
|----|----------|-----|-----|
| 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 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

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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 20 credits of Physical Education and 80 elective credits chosen 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/Day 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.



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## **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

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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

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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 year round schooling 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.

Alternative Graduation determination categories:

- 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
- 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

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- 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

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## Personalized Learning Opportunities

### SOAR

SOAR seamlessly connects education with industry to prepare students across grade levels in all academies for the challenges and opportunities of the professional world. Our mission is guided by our 7 C's core values: collaboration, creativity, communication, critical thinking, curiosity, compassion, and contribution. These values form the foundation of our approach to education, empowering students to excel in real-world settings and make a positive impact in their communities.

**Our Approach: Alignment with Industry Expectations:** SOAR works diligently to align student expectations with those of the professional world. Through immersive experiences and hands-on projects, students gain practical skills and insights that are directly applicable to today's industries.

**Integration of Core Values:** The 7 C's core values are infused into every aspect of our programs. Collaboration, creativity, communication, critical thinking, curiosity, compassion, and contribution are not just words but guiding principles that shape the learning experience at SOAR.

**Project-Based Learning:** We believe in the power of project-based learning to engage students and foster deep understanding. Our hands-on projects challenge students to think critically, solve problems creatively, and work collaboratively to achieve their goals.

**Social Intelligence and Leadership Development:** In addition to academic knowledge, SOAR emphasizes the development of social intelligence and leadership skills. Through mentorship, workshops, and real-world experiences, students learn to navigate complex social dynamics and emerge as confident leaders.

**Honors and Community College Courses:** SOAR encourages students to take honors courses and dual/concurrent enrollment with community colleges to further advance their academic experience. These courses provide students with rigorous academic challenges and opportunities to explore specialized subjects in depth.

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Personalized Flight: Advanced students at SOAR have the opportunity to create a challenging personalized roadmap for their educational journey. Working closely with mentors and industry professionals, students chart their own flight path, exploring their interests and pushing the boundaries of their potential.

## **Admission to SOAR**

Students are admitted based on a mix of factors. For Honors or academic courses, we look at students' assessment scores, teacher recommendations, and grades to gauge their academic readiness. For enrichment courses, we prioritize regular attendance, active participation, and keeping the camera on during sessions. Teacher recommendations also help us identify students who are committed to learning and collaboration.

## **SOAR Honors Courses**

SOAR courses are designed for advanced learners, offering unique learning opportunities beyond traditional curricula. Our approach emphasizes real-world problem-solving and application through project-based learning, ensuring students engage deeply with concepts and develop practical skills. SOAR fosters valuable industry connections, providing students with insights and experiences that bridge classroom learning with professional practice. Additionally, our curriculum emphasizes contributions back to the community through service-learning projects and community engagement initiatives. By integrating these elements, SOAR nurtures students to excel academically while fostering empathy, leadership, and a sense of civic responsibility, preparing them to make meaningful contributions to society.

Expertise of staff: SOAR staff are highly qualified teachers with California credentials in their area of expertise and industry experience. These professionals bring a wealth of knowledge and practical insight into the classroom, enriching students' learning experiences with real-world perspectives. Committed to fostering academic excellence and personal growth, our educators seamlessly integrate their teaching expertise with hands-on industry insights, preparing students for success in both academic and professional realms.

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Assessment and Grading Policies: Please refer to our grading policy

Curriculum: Students' educational funds will be prioritized for the curriculum. These funds may also be allocated for additional student educational materials, supplies, SOAR field trips, and potential unique learning or industry opportunities, enriching the educational experience for all students.

Extra Curricular Activities: SOAR extracurricular opportunities require the completion of an application process and approval from teachers. This ensures that students are committed and prepared to participate fully in their chosen activities, fostering a positive and enriching experience for all involved.

### **Grades TK-3**

SOAR offers exciting options that spark curiosity, critical thinking, and creativity while introducing them to different industries. Through fun projects and hands-on activities, students explore real-world topics and make connections to various fields. Inspiring young learners, nurturing their curiosity, and preparing them for future success.

### **Grades 4 and Up**

#### **NXTLVL**

Game-based learning to cultivate essential power skills crucial for 21st-century success. NXTLVL seamlessly integrates real-life scenarios into interactive challenges, fostering experimentation and collaborative problem-solving. Through mentor-facilitated teaching and learning roles within the game-based framework, students develop vital abilities like communication, collaboration, and leadership, equipping them for the complexities of today's world.

#### **Written Out Loud**

Students embrace the Hollywood-style approach to storytelling by collectively crafting narratives out loud. Similar to how movies are written, students collaborate in virtual sessions, sharing ideas and shaping stories together in real-time. This interactive process

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fosters creativity and collaboration, empowering each student to contribute to the development of compelling and engaging narratives.

### **Intensives**

Intensives offers an immersive journey into authentic industry-related experiences, providing students with unparalleled learning opportunities. Through hands-on projects, mentorship, and industry connections, students engage directly with real-world challenges, gaining invaluable insights and skills that prepare them for success.

### **Attendance Policy**

Regular attendance is vital, given the collaborative and project-based learning components integral to our courses and extracurricular activities. Excessive absences may result in students being dropped from a SOAR course or extracurricular, as consistent participation ensures maximum engagement and success.

### **Academic integrity**

Academic integrity is foundational at SOAR, underscoring the importance of honesty, fairness, and responsibility in all academic pursuits. Students are expected to maintain the highest standards of integrity, reflecting respect for themselves, their peers, and the integrity of the learning community.

### **Communication**

Communication is essential for keeping families informed and engaged. All SOAR events and applications will be posted on Parent Square for easy access. Families participating in SOAR activities are expected to maintain regular communication and respond within 24 hours to ensure smooth coordination and maximize the benefits of their involvement.

### **Technology**

To ensure optimal participation and engagement, students are required to have access to technology that includes a personal computer or laptop, as well as an Elite-issued Chromebook. Additionally, a reliable internet connection is essential for accessing course materials, participating in online discussions, and completing assignments. By having these



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technology requirements in place, we aim to create a seamless learning experience that empowers students to fully immerse themselves in their educational journey at SOAR.

### **Support Services**

Elite counselors, content teachers, teachers of record, and the SOAR team offer dedicated support to assist students in personalized learning. From high school four-year planning, community college courses, and college and career exploration, students receive comprehensive academic advising and tutoring services. Through collaborative efforts, students develop tailored portfolios to align with their academic and career aspirations, ensuring they receive individualized guidance and resources for success in their academic journey and future endeavors.

### **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 under the Enrichment and Clubs. 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. Please email [FieldTrips@eliteacademic.com](mailto:FieldTrips@eliteacademic.com) for more information.

### **Career Technical Education (CTE)**

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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 6-12 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.

Career and Technical Student Organizations (CTSOs) provide students opportunities to develop leadership skills, career readiness, and professional networking through competitions, service projects, and other activities. Our school proudly supports participation in CTSOs, each aligned with our Career and Technical Education (CTE) programs.

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

## **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](http://NCAA.org) is the first step to becoming an NCAA student-athlete.

Peak Performance Athletics offers students:

- Mental Performance Training
- Athletic Benchmark Training

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- Academic Cohorts with Peak Performance Teacher of Record
  - NCAA support
  - Tracking of Academic progress with Honest Game
  - Scholarship Support
  - Community outreach for Club Sports
  - Consulting to find the perfect club sport or Community Partner for your child's athletic interests.

## Field Trips

Elite Academic Academy students will be provided with the opportunity to attend field trips (local and overnight). Elite Academic Academy provides around 7 field trips per month throughout the school year and around 70 per year depending on availability. Parents are welcome to suggest ideas for possible field trips through our [Elite Family Field Trip Idea Form](#).

All field trips are posted to ParentSquare.

RSVP: Most of our events allow Parents/Guardians and Elite student siblings to join a field trip. All Parents/Guardians and Elite student sibling tickets must be paid before the event.

For student-only events, a parent will either pay or simply fill out a permissions form and use Ed funds to RSVP for the field trip. Parents are responsible for all transportation to and from the field trip. After you have paid for any Parents/Guardians and Elite student siblings, you will be sent a permissions form to fill out for EACH of your Elite students. In that permission form, you will be able to indicate that you are using Educational Funds for the field trip.

Educational Funds can be used for in-person events. Students can only use Educational funds for such activities if they are making academic progress. If your students do not have enough Educational funds to use for a field trip, parents/guardians will need to pay any additional costs out of pocket. Your child's Teacher of Record can provide you with the amount of Educational Funds your students have throughout the year. We will provide information for the field trips multiple times prior to the event date.

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LiveScan: Any Adult 18+ attending an overnight or drop-off only field trip must have an Elite-certified LiveScan to participate in any overnight field trips. Reach out to our Field Trips team to become LiveScan certified. The safety and learning of all students is of utmost importance at Elite Academic Academy. Learn more about getting a [LiveScan here](#).

Field Trip Transportation: Elite Academic Academy does not provide transportation. Parents or guardians are responsible for transportation for any in-person events.

Field Trip Cancellations: Any cancellations must be done within 2 weeks or 10 business days before the event. We pay for our events in advance based on the amount of tickets available or that we have previously purchased. Most of the events we host are unable to be refunded for any no-show families. Therefore all cancellations must be before 10 business days.

## **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.

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- 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 and required for charter re-authorization.
  - 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. Therefore having your child participate in state assessments is essential to ensure our school continues to operate.

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 consists of various assessments. Students are assigned assessments based on grade level.

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### 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 consists 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.

Testing Window: May 5th - May 23rd

### **English Language Proficiency Assessments for California (ELPAC)**

State and federal laws mandate that all students, whose first home language has been documented as a language other than English on their Language survey , 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.

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## 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. If a student scores as initially fluent, no additional testing is required. If a student does not score as initially fluent, they are identified as an EL student and are required to take the Summative ELPAC until they meet the requirements to be reclassified.

## 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 TK–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:

Overall Score of (4) with no subscore below Intermediate, or (3) on the Summative ELPAC.

1. Parent Approval.
2. A rating of 3 or 4 on the Observation Protocol form completed by Teacher of Record or Academy Director. The observation rating is based on work product, performance in courses, assessments or other relevant academic criteria. ([Link to Observation Form](#) for reference)

## **Physical Fitness Test**

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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 Diagnostic 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 one to three times 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).

Our internal assessments are used for AB1505 Verified Data requirements for charter renewal purposes, which requires 95% or higher participation rate, both schoolwide and for all significant subgroups.

## **Internal Assessment Administration**

- Internal Assessments are considered a mandatory school appointment that cannot be waived.



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- As a reminder, required school assessments take precedence over all other school activities. It is not feasible for proctors to work around every student's schedule so students are expected to attend the sessions assigned or agreed upon with their proctor.
  - Depending on their subject proficiency level in both English and Mathematics, students are required to take up to three internal assessments per year, including beginning-year diagnostics in the fall, mid-year diagnostics in the winter, and end of year diagnostics in late spring.
  - All diagnostics must be proctored by Elite staff and completed during our established assessment windows.
  - Students are not allowed to test for more than two hours total per day, AND they cannot complete both diagnostics in one day, even if they completed the first subject in under two hours.

### **iReady Diagnostic**

Our school uses i-Ready for our local school assessments. i-Ready is an adaptive diagnostic assessment that provides beginning-of-the-year benchmark data, mid-year progress data, and end-of-year outcome data for our students in reading and mathematics. It is required for grades 1st through 11th. Some Grade 12 students with an IEP might also take i-Ready per the Special Education Department.

What is an Adaptive Diagnostic? Adaptive Diagnostics are not like a typical grade level test. It is very important that parents understand how they work so you can convey what to expect to your students. Students will receive items at various levels, including some that are "too easy" and some that are "too hard" as it drills down to find the student's ability to the sub-skill level. This is normal and expected and students should read each item but be prepared to take a best guess and move on for any items that are taking more than a few minutes to answer. They are likely above their current performance level.

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- Red Rush Flag Policy: A student receives a Red Rush Flag if 25% or more of their diagnostic items are flagged as spending an average of 10 seconds or less on the items and they get more than 43% of those items incorrect. If your student gets a Red Rush Flag, they will need to retake the assessment because these are not considered valid scores and do not count toward completion of this required assessment.

## **2024-2025 i-Ready Diagnostic Windows**

There will be multiple sessions during each two week window for students to complete the Reading and Math Diagnostics. Students cannot test for more than 2 hours per day, and are not allowed to complete both diagnostic subjects in a single day regardless of total testing time. Best practice is to test over multiple days in increments of 15-60 minutes depending on the student's age and ability to concentrate.

- Beginning Year Diagnostics window: September 3rd - September 20th
- Mid-year Diagnostics window: December 2nd - December 18th
- End of Year Diagnostics window: May 5th - May 23rd (Non-CAASPP taking grades only)

## **Reporting i-Ready Student Results**

Diagnostic Reports: A PDF copy of the student's i-Ready Diagnostics results are provided for each subject once completed. Students and parents can also see results within the iReady platform.

## **EasyCBM (Grades 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.

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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

- Beginning Year Diagnostics window: September 3rd - September 20th
- Mid-year Diagnostics window: December 2nd - December 18th
- End of Year Diagnostics window: May 5th - May 23rd (Non-CAASPP taking grades only)

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## 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](http://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

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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 produced by artificial intelligence, like ChatGPT, while claiming it as the original work of a student.

If a student is found to be in violation of the academic integrity policy, consequences such as those outlined below may be enforced.

### **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    | Student will be provided an opportunity to redo the assignment for credit after discussing the academic integrity violation with the teacher. |
| Second Offense   | Student will receive a zero on the assignment.                                                                                                |
| Third Offense    | A parent-student-teacher conference will be held with the Academy Director to discuss academic probation and potential consequences.          |
| Further Offenses | The Academy Director will determine appropriate next actions, possibly involving the SST process.                                             |

|                            |                                                                                                                                                                                                                           |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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. |
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## Student/Parent Grievance Procedure for Academic Integrity Violations

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 or designee that explains why he/she disagrees with the accusation.
2. An 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, non-religious educational materials and services. These funds are not owned by students or parents but are designed to cover the costs of providing personalized educational services to students. It is the responsibility of the Elite Educator/Program Director/Community Relations/Business offices to make sure state funds are spent wisely.

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Elite Educators, in collaboration with parents, work to ensure that the use of these funds is both relevant, tied to common core standards, and effective for the individual student. Elite Educators 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 Elite Academic Approved standards-based core educational materials and curricula to every student. This curriculum list to select from has been adopted and is board approved. Parents and teachers collaborate to choose from the Elite Approved curriculum. ( Please note: Options will vary by Academy) 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 from our board approved curriculum list. Parents have the right to supplement the core curriculum with anything they deem reasonable. For this supplemental work to be eligible for public school attendance credit it must be non-secretarian in nature and supplement and not supplant the core curriculum provided by Elite. The rationale provided by the parent/legal guardian concerning the educational merits will be reviewed by the Academy Director 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.

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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 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



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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 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.
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

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world religions or viewpoints may be acceptable based on the academic plan at the discretion of the director.)

8. Food
9. Clothing, shoes, and backpacks
10. Personal Hygiene Items
11. Kitchen Equipment
12. Yard Equipment
13. Special Education Services
14. Community Partners fees related to anything other than instruction: No fees unrelated to direct instruction will be allowed including registration fees.
15. Materials or services that may expose the student or Elite Educator to potential danger or serious injury are not permitted.
16. Dissection Tools and Science Kits (such as Chemistry) must be age appropriate.
17. Large or Heavy Items: Limited to those items which the staff can reasonably transport and house.
18. Inappropriate materials and/or services: Subject to review by the Elite Academic Academy Director.
19. Amusement Park Memberships are not appropriate for the use of Educational Funds.
20. 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, 2024**, receive the full funding amount of \$3400\* (TK-8<sup>th</sup>) in two distributions for the academic year.

- 1st Distribution Date: 8/15/2024, Amount \$1700\* (TK-8<sup>th</sup>)
- 2nd Distribution Date: 1/2/2025, Amount \$1700\* (TK-8<sup>th</sup>)

Students enrolled **after September 4, 2024**, receive the funding amounts for the academic year in the following allocation(s) based on their enrollment month.

### TK-8th Grade Funding Schedule

|           | August enrollment | Sept          | Oct           | Nov           | Dec           | Jan    | Feb    | Mar    |
|-----------|-------------------|---------------|---------------|---------------|---------------|--------|--------|--------|
| August    | \$1700            |               |               |               |               |        |        |        |
| September | (after the 4th)   | \$1530        |               |               |               |        |        |        |
| October   |                   |               | \$1360        |               |               |        |        |        |
| November  |                   |               |               | \$1190        |               |        |        |        |
| December  |                   |               |               |               | \$1020        |        |        |        |
| January   | <i>\$1700</i>     | <i>\$1700</i> | <i>\$1700</i> | <i>\$1700</i> | <i>\$1700</i> | \$1700 |        |        |
| February  |                   |               |               |               |               |        | \$1530 |        |
| March     |                   |               |               |               |               |        |        | \$1360 |
| Total     | \$3400            | \$3060        | \$2720        | \$2380        | \$2040        | \$1700 | \$1530 | \$1360 |

## 9th-12th Funding Allocation

Students enrolled **prior to September 4, 2023**, will receive the full funding amount of \$3700\*(9<sup>th</sup>-12<sup>th</sup>) in two distributions for the academic year.

- 1st Distribution Date: 8/15/2024, Amount \$1850\* (9<sup>th</sup>-12<sup>th</sup>)
- 2nd Distribution Date: 1/2/2025, Amount \$1850\* (9<sup>th</sup>-12<sup>th</sup>)

Students enrolled **after September 4, 2025**, will receive the funding amounts for the academic year in the following allocation(s) based on their enrollment month.

### 9<sup>th</sup> -12<sup>th</sup> Grade Funding Schedule

|           | August enrollment | Sept          | Oct           | Nov           | Dec           | Jan    | Feb    | Mar    |
|-----------|-------------------|---------------|---------------|---------------|---------------|--------|--------|--------|
| August    | \$1850            |               |               |               |               |        |        |        |
| September | (after the 4th)   | \$1665        |               |               |               |        |        |        |
| October   |                   |               | \$1480        |               |               |        |        |        |
| November  |                   |               |               | \$1295        |               |        |        |        |
| December  |                   |               |               |               | \$1110        |        |        |        |
| January   | <i>\$1850</i>     | <i>\$1850</i> | <i>\$1850</i> | <i>\$1850</i> | <i>\$1850</i> | \$1850 |        |        |
| February  |                   |               |               |               |               |        | \$1665 |        |
| March     |                   |               |               |               |               |        |        | \$1480 |
| Total     | \$3700            | \$3515        | \$3330        | \$3145        | \$2960        | \$1850 | \$1665 | \$1480 |

## Educational Funds Ordering Deadline

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**The deadline to place orders for the 2024-25 academic school year is April 1, 2025.**

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.
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.

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6. Supplies: Two printer cartridges and 6 reams of paper are allowed per family per year.
  7. Technology: Students may request a Chromebook with Educational Funds. Students who qualify for Free/Reduced lunch and do not have home internet access may instead request a Chromebook with LTE access using 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. Gym Memberships for 12 years old and up - waiver must be signed.
  11. Other memberships will be evaluated by the Program Director on a case-by-case basis and must meet Common Core standards. These memberships must be equitable to what any public student would receive. Multi day memberships will most likely be denied.

### **Parent/Guardian Pre-Approve Services Procedure**

In order to ensure all students have access to supplemental enrichment, Elite offers a pre-approval process for opportunities that may not be an EAA approved community partner. (YMCA, City Classes and more.) To be eligible, students must be making satisfactory academic progress in core classes and must have core curriculum purchased prior to requesting reimbursements. Parent/Guardian must submit a Pre-Approval request and be aware they must be physically present for any and all in person enrichment for all

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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 many 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](mailto:reimbursement@eliteacademic.com) for more information.

**NOTE:**

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 Pre-Approval 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

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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. 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.



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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](mailto:reimbursements@eliteacademic.com) or call (866) 354-8302 ext. 704.

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## **Community Partners**

A Community Partner at Elite Academic Academy (EAA) is an independent contractor. They collaborate with EAA to supply secular 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 is religious in nature and/or 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.

## **Working with Enrichment Centers**

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Elite Academic Academy (EAA) collaborates with numerous Community Partners to supplement our educational approach. An outline of the terms of this agreement is below.

### **Overall Agreement/Understanding**

- EAA is the student's school of full-time enrollment.
  - The enrichment provider cannot serve as a private school (students are not allowed to attend any enrichment facility 3-5 days a week)
- The services provided are secular in nature and do not include materials or services affiliated with non-secular content or learning.
- EAA provides the core curriculum for core subject areas (Language Arts, Math, Science, Social Studies, Prescribed Electives and Physical Education) and all needed materials for your child's academics.
- Before educational funds can be put towards enrichment centers, core curriculum must be purchased and provided through EAA and a student must be making academic progress.(see below)
- Students can attend up to 2 days per week at an enrichment center, regardless of hours, during the school year.
- Enrichment days complement the academic work students are doing through EAA; Enrichment Centers are not the providers of Core Academic work through EAA
- Academic progress must be made using the Elite-provided core curriculum.
  - Academic progress is determined from work samples, progress in curriculum, mastery of concepts, and learning.
- For more than 50% of funds to be directed toward enrichment opportunities, EAA Academy Director approval is required.

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- If there are concerns about academic progress, funding for enrichment may be paused and be used to ensure your child has tutors or supplemental curriculum to help close any achievement gaps.

### **Parent Responsibilities**

- Provide academic instruction daily in at least two or more subjects from core curriculum provided by Elite, in accordance with Independent Study Policy.
- Participate in required meetings with Elite Staff during business hours
- Communicate regularly with their Elite Educators and return emails and/or phone messages within a 24-hour period.
- Parents/Students submit work from each core subject each week to their Elite Educator in accordance with their educational plan.
  - Enrolled families must submit weekly examples of work for all core subjects. Upon showing proficiency in regular communication, attendance, and progress in learning, further determination of work sample submission can be discussed with Director approval.
  - Work samples cannot be given to EAA from an enrichment center but must come from parents directly.

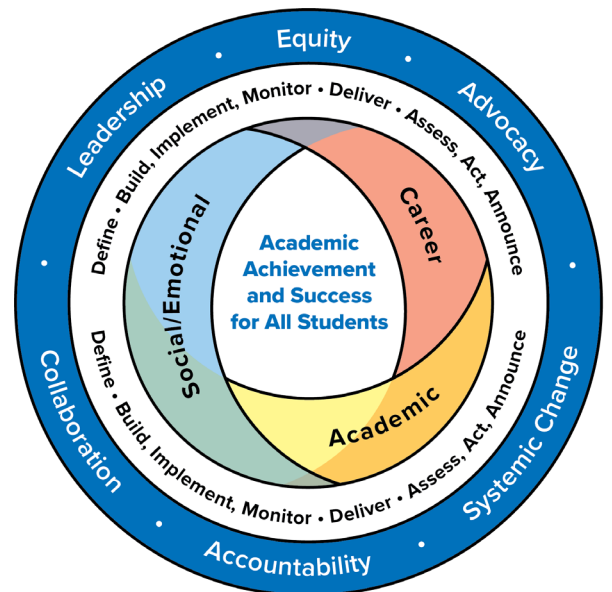
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## Student Support Services

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.

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## **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.

## **Limits of Confidentiality**

As Mandated Reporters, our school counselors are required by law to report certain information to appropriate authorities. Counselors may breach confidentiality if they believe there is a risk of harm to the student or others and in situations involving child abuse and/or neglect.

## **Optional Surveys Offered by the School Counseling Department**

Student wellness surveys will be initiated as part of our ongoing efforts to ensure the overall well-being and academic success of students. Participation in these surveys is optional.

## **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

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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.

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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 support systems are embedded within the curriculum
  7. EL students are also given priority when determining Tier 2 tutoring support.
  8. EL students are given the opportunity to take a practice Summative ELPAC with the assistance of a learning coach.

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



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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.

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## **Special Education Services and 504 Accommodation Plans**

Elite Academic Academy adheres to all federal and state laws pertaining to students with disabilities 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 and appropriate public education (FAPE). For more information regarding Elite Academic Academy's policies and procedures related to the identification, evaluation, placement, and provision of FAPE to students with disabilities, contact your student's Academy Director.

### **Students With Disabilities And Special Education**

Elite Academic Academy offers special education supports and services per all applicable federal and state laws. These services are available for students who have been identified as qualifying for special education. Special education services are designed to meet the unique educational needs of students with disabilities and are provided at no cost to parents/legal guardians. These services are based on assessments and are determined by an Individualized Education Program (IEP) team, which includes the student's parent(s)/legal guardian(s) as participants. Each student's IEP team makes all decisions regarding the least restrictive environment/placement and services.

### **Students With Disabilities Under Section 504 Of The Rehabilitation Act**

Elite Academic Academy offers educational accommodations and services per all applicable federal laws under the Section 504 of the Rehabilitation Act of 1973 (Section 504). A Section 504 Plan indicates the accommodations, supplementary aids, and/or services that will be provided to assist the student in accessing the general education program. Elite Academic Academy collaborates with parents, teachers, and specialists to create Section 504 plans that address the unique needs of each eligible student.

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## **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.

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# 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 instructional support. Parents are expected to teach some lessons.
2. Provide all required documentation for enrollment.
3. Attend SST, IEP, or 504, meetings if applicable.
4. Attend Eagle Eye Review meetings.
5. Create and/or follow assignment schedule to ensure 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. Submit student work daily/weekly.
6. Have students attend and complete all mandated school and state assessments.

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7. Update Elite Educators on current phone numbers, emails, and addresses.
  8. Communicate regularly with their Elite Educators and return emails and/or phone messages within a 24-hour time period.
  9. Sign and return required documents within 24 hours i.e. Learning Logs, Master Agreement.
  10. Ensure students are touching base with their Elite Educators at least two times a week.
  11. Support students in attending their required weekly instructional meetings.
  12. 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.

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## 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 be required 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 responsible for either bringing to or ensuring their child(ren) attend scheduled tutoring and /or support sessions as required by the 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

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- 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. All work must be submitted by the end of the week.

### **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.

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## **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**



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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.

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## 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

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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.  
Homeschool families must submit weekly examples of work for all core subjects. Upon showing proficiency in regular communication, attendance, and progress in learning, further determination of submission expectations can be discussed with director approval.
  - 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.

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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 Training. New incoming parents to Elite Homeschool Academy are required to attend Back to School Orientation and prescribed trainings and learning opportunities throughout the year.
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.

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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).
  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 25-35 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

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## 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: 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.

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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).
  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

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## **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**



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Transitional Kindergarten (TK): Students must turn 5 between September 2 - June 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

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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.

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## 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. Our year-round calendar offers an extended school year for students to recover credits or advance their academics according to their individual needs.

Elite Virtual Academy also provides intensive support. Students enjoy weekly virtual meetings with their Teacher of Record, live and support 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 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 critical 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, attend Live Sessions with their Content Teacher, and Synchronous Sessions with Teacher or Record.

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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. See Academic Progress section for more information about coursework submissions.

### **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**

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"Satisfactory Academic Progress", also known as SAP, 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**

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.

## **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](#).

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## **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.

## **Work Completion and Submission Deadlines**

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.

- Students are required to finish a minimum of 50% of the assigned coursework for the week.
- The coursework submission deadline occurs one week after the end of each Learning Period.
- An extension will be granted once per semester after the Learning Period's Submission Deadline for one extra week. The extension is signed by student, parent, and Teacher of Record.
- Students who are failing a course or are not completing at least 50% of their weekly coursework must attend Live Sessions and Support Sessions.

## **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 the subject area Live Sessions, students participate in live instruction and learning experiences with their Teacher of Record on concepts and competencies to be learned that week and

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get support with completing schoolwork. Students are required to attend a lesson synchronously with their teacher(s) at least once per week for each course.

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 support sessions. Students can then request additional support in a one-on-one session with the Content Teacher. Students who are failing a course or are not completing at least 50% of their weekly coursework may be required to attend Live Sessions and Support Sessions.

### **Active Participation in Synchronous and Live Sessions**

- Students will participate in all Live Session activities in order to fully understand the concepts being presented and explored, and to assist in the teacher's assessment of student learning.
- Students will use cameras, headphones and microphones to communicate effectively with staff and students.
- Students will use the chat when instructed by their teacher.

### **Course Announcements**

Students can find the weekly course announcements in their specific course under Course Announcements in Canvas. 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.

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# 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.

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## 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.

### Definitions

- Artificial Intelligence (AI): Computer systems or software that perform tasks requiring human intelligence, including but not limited to learning, decision-making, and language processing.
- Large Language Models (LLMs): A type of AI that processes and generates human-like text based on vast amounts of data. LLMs can understand, converse, translate, and create content in natural language.
- Machine Learning: A subset of AI that involves computers learning from data without being explicitly programmed for specific tasks.
- Natural Language Processing (NLP): AI's ability to understand and generate human language.
- Generative AI: AI technologies that can generate new content, including text, images, audio, and video, based on their training data. These tools can be used for creative and educational purposes but must be used with consideration for accuracy, appropriateness, and originality.

We believe AI to be a 21st Century tool students will need to know, use, and understand in order to be tech-literate and competitive in the workforce.

We believe our content and curriculum should allow students to practice the skills that prepare them for work, life, and their personal growth and well being.

We believe having a balance of tech skills and human skills will best prepare students for any future they choose for themselves.

Coursework is designed with the goal of academic progress and personal growth. All coursework intends to increase student understanding and exploration of content

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knowledge, to practice subject area skills and competencies, and to hone college, career, and life skills.

When students use AI to complete the coursework, the technology no longer is a tool but rather a replacement for their own thinking and skill practice which hinders their progress.

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

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."

All AI tools have their own Terms of Use and generally state:

- 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.

### **Access and Permissions**

Access to approved AI tools is granted to students and staff for educational and administrative purposes only.

Requests for new AI tools must be submitted to the Chief Academic Innovation Officer for review and approval, ensuring compliance with EAA's standards for privacy, security, and educational value.

AI tools are not considered approved until final authorization has been granted, signed, and communicated by the Chief Academic Innovation Officer

### **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.

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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.
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.

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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

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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.

## **Securly Web Filter**

To comply with the federal Children’s Internet Protection Act (CIPA), we employ Securly web filter to prevent students from accessing obscene or pornographic materials while using EAA services, EAA-issued accounts, connectivity or equipment.

What exactly is being Blocked by Securly?

Our goal with Securly is to block access to the same categories of websites for offsite use as we do for users within the school walls. The blocked categories are:

- Pornography
- Drugs
- Gambling
- Other Adult content
- Anonymous Proxies
- Hate
- Games (varies by educational use)

What Should not be Blocked by Securly?

Educationally-appropriate online websites should not be blocked, although unintentional misclassification of sites can occur by Securly. Students have the right to submit a request to have a website unblocked if needed for educational purposes by requesting access to their Teacher of Record.

Is Securly Fully Effective?

No content filtering solution should be viewed as being 100% accurate or effective. Content filtering does not replace watchful parents at home. Parents should still exercise caution and use normal awareness in monitoring their student’s use of Internet resources.

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## Securly Aware Filter

Securly Aware is an AI-driven assistant that scans Gmail, and Google Drive/Docs for language and content that matches sentiments of grief, self harm, violence, bullying, and profanity. This system alerts administration to potentially serious situations so that staff can intervene before things get worse.

## 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 has 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.

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.).

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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.



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- 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.

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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.

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# 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:

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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

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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

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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.

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(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 liaison.

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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



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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

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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.

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## **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.

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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,<sup>1</sup> 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.

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

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## **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

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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

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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 10<sup>th</sup> 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 pre-existing, 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

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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

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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

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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**

At 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

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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

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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

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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

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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 have 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.

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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:

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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
    - 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.

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## **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.

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## 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.



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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.

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## **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).

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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**

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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/>

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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

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members shall attend a minimum of one-hour general suicide prevention training. Core components of the general suicide prevention training shall include:

- 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

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student about thoughts of suicide and appropriately respond and provide support based on school guidelines;

- 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/>

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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.



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#### **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:

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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).

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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.

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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 website.

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**

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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;
- 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 reintegration to school.

#### **G. Supporting Students after a Mental Health Crisis**

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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;
- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);

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- 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/](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;
- Emotional support and resources available to staff;



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- 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](http://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

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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/ls/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>.

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## **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.

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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

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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](mailto: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.

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## **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

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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

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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



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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

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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.

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**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.

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## **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.

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## 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 on our website. 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

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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**

A complaint regarding the violation of specific federal and state programs that use categorical funds such as:

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education and Career Technical and Technical Training Programs
- Child Care and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under sections 200 and 220 and Section 11135 of the Government Code, including any actual or perceived characteristic as set forth in Section 422.55 of the Penal Code, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families, pupils formerly in Juvenile Court now enrolled in a school district, pupils who are migratory, and pupils participating in a newcomer program.

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- Every Student Succeeds Act
  - Local Control and Accountability Plans (LCAP)
  - Migrant Education
  - Physical Education Instructional Minutes
  - Pupil Fees
  - Reasonable Accommodations to a Lactating Pupil
  - Regional Occupational Centers and Programs
  - School Plans for Student Achievement
  - Schoolsite Councils
  - State Preschool
  - State Preschool Health and Safety Issues in LEAs Exempt from Licensing
  - And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) or designee deems appropriate.

### **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.



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## 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

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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

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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. Opt out forms will be sent to parents/guardians at the time of the CA Healthy Youth Act. This must be done once in high school and once in middle school.

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# 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.

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Parent/Guardian Name (Please print)

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Parent/Guardian Signature

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Date

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Student Name (Please print)

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Student Signature

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Date



## **RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT**

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting 12/31/2017), and Proposition 55 Article XIII, Section 36(e) to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30<sup>th</sup> of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor, or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education



Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of May 2nd, 2024;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of Elite Academic Academy - Lucerne has determined to spend the monies received from the Education Protection Act as attached.

DATED: 05/02/2024

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member



### **Elite Academic Academy-Lucerne (EPA) Spending Plan**

Proposition 30, “The Schools and Local Public Safety Protection Act of 2012,” temporarily increased the state sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers. The new revenues generated from Proposition 30 are deposited into an account called the Education Protection Account (EPA). Charter schools such as Elite Academic Academy-Lucerne receive funds from the EPA based on their proportionate share of the statewide revenue limit amount.

Proposition 30 provides that governing boards of local agencies such as Elite Academic Academy-Lucerne have the sole authority to determine how they spend EPA funds, provided that the spending plan must be approved during a public meeting of the governing board. EPA funds cannot be used for the salaries or benefits of administrators or any other administrative costs.

Each year, the local agency must publish on its website an accounting of how much money was received from the EPA and how the funds were expended. The estimated EPA entitlement for Elite Academic Academy- Lucerne is as follows:

|                               |    |         |
|-------------------------------|----|---------|
| 2018-19 School Year (audited) | \$ | 46,452  |
| 2019-20 School Year (audited) | \$ | 109,316 |
| 2020-21 School Year (audited) | \$ | 109,316 |
| 2021-22 School Year (audited) | \$ | 135,110 |
| 2022-23 School Year (audited) | \$ | 165,738 |
| 2023-24 School Year(budgeted) | \$ | 229,508 |

EPA funds have been and will be used to cover salaries of certain non-administrative certificated classroom teachers.

This plan will be updated to reflect the actual amount of EPA funds received each year. Additional information will also be available in Elite Academic Academy's financial report.

# Middle School Foundation Academies Request for Applications 2024–25 Cohort 8

## Appendix B Cover Sheet

Career Focus of Proposed Academy

Sector: Health Science and Medical Technology; Patient Care Pathway

School Submitting Application

Elite Academic Academy Lucene

Applicant School Address

43414 Business Park Drive, Temecula, CA 92590

School Mailing Address and Phone Number

43414 Business Park Drive, Temecula, CA 92590

Submitting School Site Contact Person and Email

Lupe Rodriguez, LRodriguez@eliteacademic.com

District Name and County

Elite Academic Academy, San Bernardino

Name of Superintendent

Meghan Freeman, CEO

District Address

43414 Business Park Drive, Temecula, CA 92590

District Contact Person, Telephone Number, and Email Address

Ashlea Kirkland, 866-354-8302, AKirkland@eliteacademic.com

As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the Middle School Foundation Academies Planning Grant, and I agree to comply with all requirements as a condition of funding.

I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.

Superintendent's Signature

[Enter Superintendent's Signature]

## **Narrative**

### **Element 1**

Elite Academic Academy teachers will design online lessons within their Learning Management System (LMS), Canvas, seamlessly integrating with the CalCRN Career and College Readiness Lessons. This curriculum will be incorporated into the existing Social Science and Language Arts courses, offering students a broader perspective and practical, real-world applications. These enhancements will connect the concepts explored in the curriculum, allowing students to delve deeper into the histories and personas they study and explore related career paths. These lessons will foster creativity, collaboration, and critical thinking by embedding real-world applications into their existing courses. This integration will enable students to analyze the characteristics and strengths of figures within their textbooks, identify their strengths, and align them with potential career interests. Using CalCRN's career-making instructional materials will make these scenarios relevant and directly applicable to the student's future professional environments.

Elite Academic Academy teachers will incorporate the CalCRN College and Career Readiness Lesson Plans into their curriculum to bridge the gap between academic content and practical career skills. Teachers will receive training on the use of CalCRN and strategies for blending lesson plans in Social Sciences and Language Arts, ensuring a seamless integration that maintains the integrity of the academic standards while introducing career-oriented skills. Teachers will then map out where each lesson fits within the current curriculum units, identifying key areas where career readiness elements naturally align with the subject. Teachers will use the school's virtual learning environment to deliver these integrated lessons, employing interactive tools such as discussion boards, multimedia presentations, and virtual simulations that reflect real-world applications of the skills being taught. Our population of students that this will currently serve will be 158 students for grades 5 and 6 for the CalCRN Career and College Readiness Lessons.

**Element 2:** State the local high school with the complete, high-quality CTE pathway which the applicant school site will be partnering with.

Name the high school CTE instructor(s) partnering with the applicant school site.

Elite Academic Academy

Amrit Kaur, CTE Teacher

Name the industry partner(s) and describe their participation with the MSFA.

Samantha Cervantes, Nurse Practitioner, Long Beach Memorial Hospital

### **Element 3: Describe the three-semester career and self-exploration sequence of courses.**

This mini-CTE wheel will introduce students to various career fields, encouraging foundational understanding and sparking interest in diverse industries. This early exposure is intended to help students make informed decisions about their future educational pathways by giving them a firsthand look at potential careers.

**Health Science and Medical Technology- Patient Care** Students will learn the basics of health science, learning about human anatomy, common diseases and disorders, and health wellness principles. This foundational knowledge paves the way for exploring medical technologies such as medical imaging, telemedicine, and electronic health records. Additionally, the module will incorporate practical experiences where students develop basic patient care skills, including measuring vital signs and recognizing emergencies. These hands-on activities build technical proficiency and emphasize the importance of empathy and effective communication in healthcare settings.

#### **Education, Child Development, and Family Services- Early Childhood Education:**

Students gain a deep understanding of the theories of education and the essentials of child development, with a particular focus on early childhood. This module equips students with the knowledge of developmental stages and the educational practices that support them. Through interactive and practical activities, students replicate real-world tasks typically performed by educators and child development specialists. These hands-on experiences help them understand the impact of educational methods on child growth and learning and encourage them to explore potential careers in teaching and child care.

**Manufacturing and Product Development- Intro to Design:** Students are introduced to the intricacies of the manufacturing process, from the initial concept stage to the final production. This module provides a comprehensive overview of how products are conceptualized, designed, and marketed. Students engage with the fundamental principles of design, learning how these principles inform and influence the manufacturing process. Activities are designed to foster an understanding of design's critical role in product development, highlighting how thoughtful design can enhance functionality, aesthetic appeal, and marketability.

**Marketing Sales and Service- Graphic Design:** Students explore the fundamental aspects of marketing and sales, coupled with an introduction to graphic design. This module showcases how marketing strategies and visual design influence consumer behavior, ultimately driving business success. Through interactive projects and real-world scenarios, students learn to create visually appealing designs that effectively communicate marketing messages.

**Arts, Media, and Entertainment- Game Development and Animation:** Students explore the world of the creative industries, focusing on game development and animation. This module provides students with a foundation in how digital media is produced and explores the creative processes behind the design of games and animations. Students gain a firsthand look at the art

and science of creating compelling digital content through engaging activities such as storyboarding, character design, and basic animation techniques.

### **One semester introductory to CTE sector-specific content**

This one-semester introductory course will serve as a primer for middle school students in the health science and medical technology sector (HSMT). The course will expose students to the fundamentals of medical science and patient care, focusing on human biology and the role of technology in medical breakthroughs. Students will explore the tangible aspects of healthcare, through experiential learning and intentionally designed experiments, gaining a hands-on understanding of human anatomy and physiology. Role-play and real-world case studies, will engage students in the intricacies of patient care, allowing them to practice and navigate the dynamics of healthcare. Lastly, simulated medical equipment will serve as an educational tool, giving students the opportunity to familiarize themselves with instruments and technology that are critical in medical practices.

### **One semester sector/pathway-specific content and the development of a Career Action Plan.**

Development of Action Plan:

Given our unique position as a non-classroom-based school, our Career Action Plan is tailored to leverage digital platforms as well as remote learning opportunities in the HSMT sector, specifically within the Patient Care Pathway. Our plan is designed to engage our middle school students and provide them with resources and knowledge to bridge into the high school HSMT courses.

#### **Components of the Career Action Plan:**

1. Sector/Pathway-Specific Content:

Design and implement a semester-long curriculum tailored to the medical sector, incorporating patient care pathway-specific content that comprehensively covers fundamental concepts, skills, and career exploration activities pertinent to patient care. To ensure an engaging and practical learning experience, our curriculum will integrate interactive learning activities, including hands-on activities, simulations, case studies, and guest speakers from various medical fields. Additionally, we will implement the Junior Upcoming Medical Professionals (JUMP) program. High school students will mentor middle school students interested in pursuing a career in HSMT. This initiative will foster leadership, mentorship, and community within our school while providing guidance and support to middle school students as they transition into high school. These components are designed to engage students and provide a real-world context to the theoretical medical concepts they learn. Our approach includes a strong emphasis on project-based learning, where students will have the opportunity to apply their acquired

knowledge and skills in solving real healthcare-related challenges. This curriculum will enhance their critical thinking and problem-solving abilities, preparing them for successful careers in healthcare.

## 2. Development of Career Action Plans:

- Career Exploration Workshops will be designed to introduce students to careers within the medical field, such as nursing, medicine, allied health professions, medical research, and healthcare administration. These workshops will give students a broad understanding of the diverse opportunities and pathways to achieving them.
  - Workshops
    - 1: This workshop will focus on nursing, providing students with practical experience through interactive simulations that closely replicate the role of a nurse in patient care. These simulations will offer students a firsthand glimpse into the profession and equip them with essential practical skills. Utilizing the latest technology, the workshop will include setting up mock telehealth sessions. Here, students will learn how to manage patient care remotely, assess symptoms via video calls, and deliver appropriate care instructions. These activities are designed to prepare students with a valuable skill set that is increasingly important in modern healthcare education.
    - 2: By leveraging the JUMP program, students will receive exposure to the healthcare field through live webinars and interactive video sessions hosted by practicing medical professionals from various specialties. These sessions offer students firsthand insights into the daily realities and diverse medical career paths. Additionally, the program includes virtual tours of leading colleges and universities renowned for their health sciences programs. These tours will afford students a detailed and realistic view of the medical school environment, significantly enhancing their understanding of healthcare education's academic and practical aspects.
- Career Counseling:
  - Personalized career counseling sessions will be provided to enhance student support in pursuing a career in healthcare. These sessions will help students explore their unique interests, evaluate their strengths, and define their career objectives within the healthcare sector. During these sessions, counselors and teachers will assist students in discovering their potential career paths by employing assessments to gauge aptitudes in various medical specialties, engaging in discussions about the educational prerequisites for different roles, and facilitating strategic planning to achieve their long-term career goals.
- Creation of Career Action Plans:
  - Students will develop personalized Career Action Plans that outline their educational pathways, skills development strategies, extracurricular activities, and the steps necessary to reach their career aspirations in the medical field.
- Assessments:

- Pre- and post-assessments will be administered to measure students' knowledge, skills, and career aspirations before and after participating in the academy. Student surveys will be collected to gather feedback on the program's effectiveness and impact on their career exploration, educational goals, and overall engagement. This data will be used to continuously refine future middle school academy cycles, ensuring that the program remains effective and responsive to student needs.

**Element 4:** Describe the plan for at least four Leadership Seminars given to districts and site educators. Leadership Seminars should provide information and background on career-ready practices for middle-grade students. Leadership Seminars will also provide quick-start information regarding the implementation of effective and comprehensive strategies at the middle school level to help students become career-ready by the time they leave high school.

**Seminar 1: Intro to CRPs for Middle School:** Designed to equip teachers with the knowledge required to effectively embed career readiness into middle school. This seminar will include an overview of career readiness and its role in enhancing academic performance by focusing on developing skills needed to succeed in career paths. Focus will be placed on essential CRPs, relevant to middle school students, including, critical thinking, problem-solving, teamwork, and digital literacy, all of which are becoming increasingly important in the evolving job market. Lastly, the seminar will provide strategies (methods/tools?) to integrate CRPs into classroom activities, including project-based learning with real-world applications and the use of technology to research different professions in the HSMT sector.

**Seminar 2: Effective Career Exploration Programs:** This seminar will equip teachers with the knowledge and tools to develop effective career exploration opportunities within their classrooms. Teachers will explore various digital platforms and learn how to use them to promote interest and encourage participation in career exploration. Through interactive activities, teachers will expose students to a variety of potential careers in HSMT. By the end of this seminar, teachers will be able to design and implement a lesson plan that incorporates a career exploration platform and engages students in meaningful career exploration.

**Seminar 3: Soft Skills for Career Success:** This seminar will emphasize the development of soft skills crucial for career readiness among middle-grade students. This seminar highlights soft skills such as communication, teamwork, problem-solving, and adaptability in the workplace. Teachers will learn why these skills are critical for students' future success and explore methods to integrate soft skills development into existing curricula, ensuring that these essential skills are taught as integral to everyday learning activities. By the end of this seminar, teachers will be able to create an environment that supports academic growth and fosters the employability skills necessary for students to succeed in their chosen careers.



**Seminar 4: Implementation:** This seminar will equip teachers with strategies for supporting students' career readiness. It will cover comprehensive approaches to career readiness education and detail how educators can build curricula that address career preparation aspects, from academic skills to practical workplace competencies. The seminar will emphasize the importance of collaboration with parents and the community in supporting career readiness initiatives. Teachers will explore practical ways to engage families and community partners to create a supportive network that enhances student learning and exposure to real-world applications. Additionally, the seminar will explore methods for assessing and tracking student progress in career readiness, ensuring that teachers can monitor achievements, identify areas needing improvement, and tailor education to effectively meet each student's career aspirations

**Element 5:** Name the industry partner(s) that will facilitate work-based learning modules at the MSFA. Attach letter(s) of support from business partner(s).

Samantha Cervantes, NP Long Beach Memorial

Budget Narrative

**Appendix C**

**Budget**

Each applicant must submit this Budget Page along with a Budget Narrative that explains all expenditures under each category. Matching of funds (cash or in-kind) is required for this application.

Applicant District and Middle School Name

Elite Academic Academy Lucerne

Applicant County-District-School (CDS) Code

36 75051 0136960

Applicant's Principal

Waithe, Monique

Applicant's Fiscal Contact

Woodard, Adam

Certificated Salaries Expenditure Code 1000

\$10,000

Match: \$10,000

Total Funds: \$20,000

Employee Benefit Expenditure Code 3000

\$2,000

Match: \$2,000

Total Funds: \$4,000

Books and Supplies Expenditure Code 4000

\$5,000

Match: \$5,000

Total Funds: \$10,000

Services other than Travel Expenditure Code 5000

\$0

Match: \$0

Total Funds: \$0

Travel and Conferences Expenditure Code 5200

\$7,000

Match: \$7,000

Total Funds: \$14,000

Expenditure Code 6000 Capital Outlay

\$0

Match: \$0

Total Funds: \$0

Indirect Expenditure Code 7000

\$0

Match: \$0

Total Funds: \$0

Principal's Signature

Superintendent's Signature

## Appendix D Expenditure Code Descriptions and Budget Narrative Examples

Each object code is described below followed by an example of a budget expenditure narrative. The descriptions and line items may or may not apply to your specific project; they are simply examples.

| Object                                         | Description                                                                                                                                                                                                                                                                                                                                                                            | Narrative Example                                                                                                                                                                                                                                                                                   |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Certificated Salaries<br>Expenditure Code 1000 | <b>Certificated Salaries</b><br>Certificated salaries are salaries that require a credential issued by the Commission on Teacher Credentialing. List all certificated project employees, including percentage or fraction of full time equivalent and rate of pay per day, month, and/or annual salary. Note: Funds in this category are not intended to supplant current fixed costs. | \$10,000 will be used for (certificated salaries) extra service hours for our Credentialed Teachers to develop curriculum for courses, extra service hours for planning with business partners, and planning for marketing to recruit students into the pathway. 250 extra service Hours x \$40 hr. |

|                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                        |
|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | =\$10,000                                                                                                                                                              |
| Employee Benefit Expenditure Code 3000           | Record employer's contributions to retirement plans and health and welfare benefits. List and include the percentage and dollar amount for each employee benefit being claimed.                                                                                                                                                                                                                                                                                                                                                                             | 20% Certificated Benefit for Certificated Staff=\$2,000                                                                                                                |
| Books and Supplies Expenditure Code 4000         | Record expenditures for books, supplies, and other non-capitalized property/equipment (movable personal property of a relatively permanent nature that has an estimated useful life greater than one year and an acquisition cost less than the local educational agencies [LEAs] capitalization threshold but greater than the LEA's inventory threshold). This category includes expenditures for books and supplies (e.g., textbooks, other books, instructional materials). This category also includes supplies used in support services and auxiliary | \$2,000 for Canvas LMS for students to access sector-specific software for students. \$3,000 Industry-specific textbooks, sector pathway manipulatives, and equipment. |
| Services other than Travel Expenditure Code 5000 | <p><b>Services and Other Operating Expenditures</b></p> <p>Record expenditures for services, rents, leases, maintenance contracts, dues, travel, insurance, utilities, legal, and other operating expenditures.</p> <p><b>Travel and Conference:</b><br/>Include expenditures incurred by and/or for employees and other representatives of the LEA for travel and conferences, including lodging, mileage, parking, bridge tolls, shuttles, taxis, and conference registration expenses necessary to meet the objectives of the program.</p>               | N/A                                                                                                                                                                    |

|                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                       |
|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                         | <p>Receipts are required to be kept on file by your agency for audit purposes. Bus transportation for students should be listed here.</p> <p><b>Contracting Services:</b><br/>Services</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                       |
| <p>Travel and Conferences<br/>Expenditure Code 5200</p> | <p><b>Services and Other Operating Expenditures</b></p> <p>Record expenditures for services, rents, leases, maintenance contracts, dues, travel, insurance, utilities, legal, and other operating expenditures.</p> <p><b>Travel and Conference:</b><br/>Include expenditures incurred by and/or for employees and other representatives of the LEA for travel and conferences, including lodging, mileage, parking, bridge tolls, shuttles, taxis, and conference registration expenses necessary to meet the objectives of the program.<br/>Receipts are required to be kept on file by your agency for audit purposes. Bus transportation for students should be listed here.</p> <p><b>Contracting Services:</b><br/>Services</p> | <p>\$4,000- Certificated Team to attend Educating for Careers Conference in Sacramento CA</p> <p>\$3,000- Professional Development in Sector Area</p> |
| <p>Expenditure Code 6000 Capital Outlay</p>             | <p><b>Capital Outlay</b></p> <p>Record expenditures for sites, buildings, and equipment, including leases with option to purchase that meet the LEA's threshold for capitalization. (Equipment is movable personal property that has both an estimated useful life over one year and an acquisition cost that meets the LEA's threshold for capitalization. Refer to the district's threshold amount for capitalization, anything less than this amount should be posted in Object Code 4000). A listing of all equipment,</p>                                                                                                                                                                                                        | <p>N/A</p>                                                                                                                                            |

|                                |                                                                                                                                                                                                                                                                                                                                                                |     |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
|                                | including the serial and model numbers, purchased with any portion of these grant funds, must be recorded and maintained in the file. This category also covers sites, improvement of sites, buildings, and improvement of buildings.                                                                                                                          |     |
| Indirect Expenditure Code 7000 | <b>Indirect</b> if applicable (not to exceed the California Department of Education's [CDE's] approved rate). Indirect costs are not assessed on expenditures for capital outlay. CDE-approved indirect cost rates can be found on the CDE's Indirect Cost Rates web page at <a href="https://www.cde.ca.gov/fg/ac/ic/">https://www.cde.ca.gov/fg/ac/ic/</a> . | N/A |

**Chronic Absenteeism Rate – Instructions:**

10.8%

**Appendix E  
Key Personnel**

Key Personnel

Rodriguez, Lupe

Title of Key Personnel

Associate Director of Career Technical Education

Applicant School

Elite Academic Academy Lucerne

School Mailing Address

43414 Business Park Drive, Temecula, CA 92590

Applicant School Telephone Number, Email, and Fax

866-354-8302 phone and Fax

Qualifications of Key Personnel

[Enter Qualifications and Experience of the Key Personnel Named for this Grant]

I currently serve as the Associate Director of Career and Technical Education, a role I transitioned into after spending 20 years developing my expertise in the classroom and various leadership capacities. Throughout my two decades in the field, I have transitioned from being a classroom teacher to taking on leadership roles, developing curricula across all 15 CTE industry

sectors, and integrating industry standards into educational programs. My role often involved leading professional development programs for educators and fostering critical partnerships with local businesses, which enhanced job placement opportunities for our students. I have successfully managed multiple grants aimed at enriching technical education. My responsibilities included directing project teams, ensuring compliance with grant objectives, and effectively communicating outcomes to stakeholders. In my capacity as key personnel for this grant, I will expand CTE pathways to middle schools that meet the immediate needs of the workforce and equip our students for thriving careers.

Superintendent Email

MFreeman@eliteacademic.com

### **Supporting Documents – Instructions**

Attach additional documents that support your application. At least four letters should be attached. Supporting documents must include Letters of Commitment from:

1. [Middle school principal](#)
2. District superintendent
3. Business partner(s)
4. [High school partner's principal](#)