

Elite Academic Academy - Mountain Empire
2023–24 School Accountability Report Card
Reported Using Data from the 2023–24 School Year
California Department of Education

Address: 43414 Business Park Dr.
Temecula, CA , 92590-5526

Principal:

Phone: (866) 354-8302

Grade Span: K-12

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

📍 Principal, Elite Academic Academy - Mountain Empire

Contact

Elite Academic Academy - Mountain Empire
43414 Business Park Dr.
Temecula, CA 92590-5526

Phone: [\(866\) 354-8302](tel:8663548302)
Email:

Contact Information (School Year 2024–25)

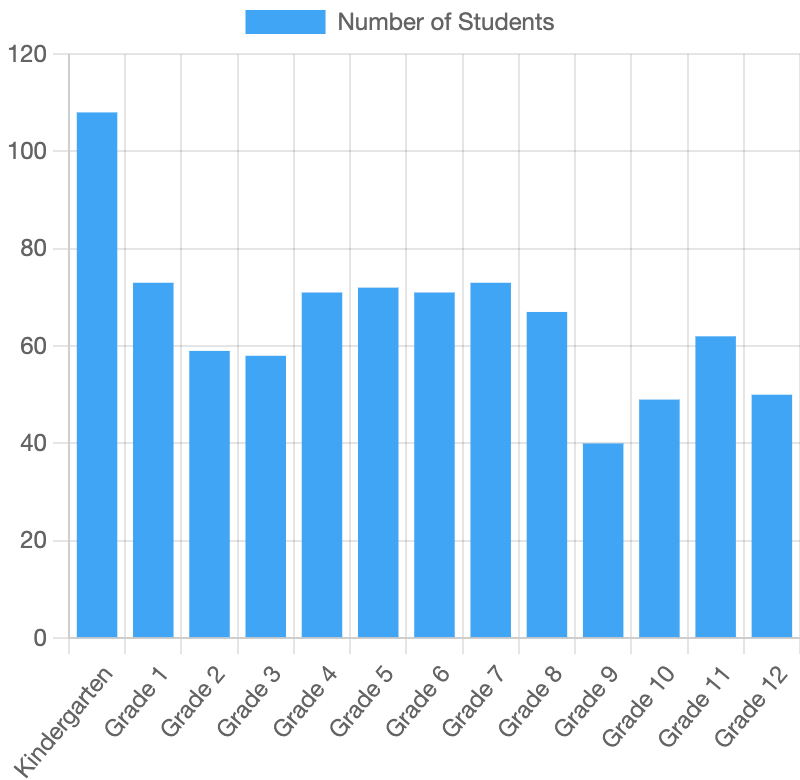
District Contact Information (School Year 2024–25)	
District Name	Mountain Empire Unified
Phone Number	8663548302
Superintendent	Freeman, Meghan
Email Address	mfreeman@eliteacademic.com
Website	https://www.eliteacademic.com/
School Contact Information (School Year 2024–25)	
School Name	Elite Academic Academy - Mountain Empire
Street	43414 Business Park Dr.
City, State, Zip	Temecula, CA , 92590-5526
Phone Number	(866) 354-8302
Principal	
Email Address	
Website	
Grade Span	K-12
County-District-School (CDS) Code	37682130136978

School Description and Mission Statement (School Year 2024–25)

Mission
Elite Academic Academy is committed to pursuing and maintaining educational excellence and unparalleled flexibility to achieve academic distinction in an independent study platform.
Vision
Elite Academic Academy harnesses the power of flexible learning environments to provide a superior education for our students. Working with all stakeholders, we create an individualized learning environment designed to enable each student to gain the skills necessary to achieve their long-term educational, professional, and personal goals and dreams.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	108
Grade 1	73
Grade 2	59
Grade 3	58
Grade 4	71
Grade 5	72
Grade 6	71
Grade 7	73
Grade 8	67
Grade 9	40
Grade 10	49
Grade 11	62
Grade 12	50
Total Enrollment	853



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	53.50%	English Learners	3.30%
Male	46.20%	Foster Youth	0.00%
Non-Binary	0.40%	Homeless	1.40%
American Indian or Alaska Native	0.50%	Migrant	0.00%
Asian	1.50%	Socioeconomically Disadvantaged	41.90%
Black or African American	2.20%	Students with Disabilities	9.40%
Filipino	0.70%		
Hispanic or Latino	40.90%		
Native Hawaiian or Pacific Islander	0.50%		
Two or More Races	9.40%		
White	41.70%		

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.40	46.05%	131.90	60.46%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.70	0.34%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.20	0.67%	11.50	5.27%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	21.00	52.45%	54.10	24.82%	12115.80	4.41%
Unknown/Incomplete/NA	0.30	0.77%	19.80	9.10%	18854.30	6.86%
Total Teaching Positions	40.10	100.00%	218.20	100.00%	274759.10	100.00%

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

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.60	42.28%	135.90	58.44%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.90	0.86%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	10.60	4.59%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	32.10	57.35%	64.70	27.82%	11953.10	4.28%
Unknown/Incomplete/NA	0.20	0.36%	19.20	8.28%	15831.90	5.67%
Total Teaching Positions	55.90	100.00%	232.60	100.00%	279044.80	100.00%

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.20	47.00%	149.20	61.38%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	2.80	1.18%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.20	0.38%	11.80	4.88%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	34.60	52.17%	64.70	26.64%	11746.90	4.23%
Unknown/Incomplete/NA	0.20	0.42%	14.30	5.92%	14303.80	5.15%
Total Teaching Positions	66.40	100.00%	243.10	100.00%	277698.00	100.00%

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Our school operates as an independent study program, and the data reported by the California Department of Education (CDE) reflects the use of the independent study code, which may be misinterpreted as "out-of-field" teaching. Under the Every Student Succeeds Act (ESSA), "out-of-field" teaching refers to situations where teachers are assigned to teach subjects or grade levels for which they lack the appropriate certification or licensure. However, this classification does not accurately apply to our teachers, who are all highly qualified and credentialed in the areas they teach. In an alternative setting like independent study, our teachers are assigned to work with students on a personalized, one-on-one basis, and each teacher is directly connected to students within their field of expertise.

We believe that the CDE's data does not appropriately reflect the unique nature of our alternative setting, where teachers are indeed qualified and provide specialized support tailored to each student's learning needs. We respectfully disagree with the characterization of our teachers as "out-of-field" and assert that our school maintains rigorous standards to ensure all students are taught by qualified educators.

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	0.20	0.00	0.2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.20	0.00	0.2

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

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	21.00	32.10	34.6
Total Out-of-Field Teachers	21.00	32.10	34.6

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.10%	0%	33.3%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	0%	0%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: September 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Elite Academic Academy uses a variety of state approved Common Core Aligned Curriculum in all core academic subject areas. We do not adopt one/two curriculum options, as many traditional schools do, but work to know our students and match a state approved curriculum to them. This allows for students to find the best curriculum for their specific needs. Teachers have curriculum guides, training manuals and there are a variety of choices for our families.Credentialed experts also create proprietary courses for our students to ensure relevancy in today's world. Please see our chartering petition and website for a list of the curriculum. Please note that as the state approved additional textbooks and instructional materials, this list grows. We are a WASC Accredited and NCAA school of choice. Our curriculum choices ensure rigor and ample opportunity for all students who want to pursue a four year degree and a college athletic scholarship. We also offer many CTE Pathways and ensure that our students who are interested in college/career have curriculum that allows for career advancement.	0
Mathematics	Elite Academic Academy uses a variety of state approved Common Core Aligned Curriculum in all core academic subject areas. We do not adopt one/two curriculum options, as many traditional schools do, but work to know our students and match a state approved curriculum to them. This allows for students to find the best curriculum for their specific needs. Teachers have curriculum guides, training manuals and there are a variety of choices for our families.Credentialed experts also create proprietary courses for our students to ensure relevancy in today's world. Please see our chartering petition and website for a list of the curriculum. Please note that as the state approved additional textbooks and instructional materials, this list grows. We are a WASC Accredited and NCAA school of choice. Our curriculum choices ensure rigor and ample opportunity for all students who want to pursue a four year degree and a college athletic scholarship. We also offer many CTE Pathways and ensure that our students who are interested in college/career have curriculum that allows for career advancement.	0
Science	Elite Academic Academy uses a variety of state approved Common Core Aligned Curriculum in all core academic subject areas. We do not adopt one/two curriculum options, as many traditional schools do, but work to know our students and match a state approved curriculum to	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>them. This allows for students to find the best curriculum for their specific needs. Teachers have curriculum guides, training manuals and there are a variety of choices for our families.Credentialed experts also create proprietary courses for our students to ensure relevancy in today's world. Please see our chartering petition and website for a list of the curriculum. Please note that as the state approved additional textbooks and instructional materials, this list grows. We are a WASC Accredited and NCAA school of choice. Our curriculum choices ensure rigor and ample opportunity for all students who want to pursue a four year degree and a college athletic scholarship. We also offer many CTE Pathways and ensure that our students who are interested in college/career have curriculum that allows for career advancement.</p>	
History-Social Science	<p>Elite Academic Academy uses a variety of state approved Common Core Aligned Curriculum in all core academic subject areas. We do not adopt one/two curriculum options, as many traditional schools do, but work to know our students and match a state approved curriculum to them. This allows for students to find the best curriculum for their specific needs. Teachers have curriculum guides, training manuals and there are a variety of choices for our families.Credentialed experts also create proprietary courses for our students to ensure relevancy in today's world. Please see our chartering petition and website for a list of the curriculum. Please note that as the state approved additional textbooks and instructional materials, this list grows. We are a WASC Accredited and NCAA school of choice. Our curriculum choices ensure rigor and ample opportunity for all students who want to pursue a four year degree and a college athletic scholarship. We also offer many CTE Pathways and ensure that our students who are interested in college/career have curriculum that allows for career advancement.</p>	0
Foreign Language	<p>Elite Academic Academy uses a variety of state approved Common Core Aligned Curriculum in all core academic subject areas. We do not adopt one/two curriculum options, as many traditional schools do, but work to know our students and match a state approved curriculum to them. This allows for students to find the best curriculum for their specific needs. Teachers have curriculum guides, training manuals and there are a variety of choices for our families.Credentialed experts also create proprietary courses for our students to ensure relevancy in today's world. Please see our chartering petition and website for a list of the curriculum. Please note that as the state approved additional textbooks and instructional materials, this list grows. We are a WASC Accredited and NCAA school of choice. Our curriculum choices ensure rigor and ample opportunity for all students who want to pursue a four year degree and a college athletic scholarship. We also offer many CTE</p>	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Pathways and ensure that our students who are interested in college/career have curriculum that allows for career advancement.	
Health	<p>Elite Academic Academy uses a variety of state approved Common Core Aligned Curriculum in all core academic subject areas. We do not adopt one/two curriculum options, as many traditional schools do, but work to know our students and match a state approved curriculum to them. This allows for students to find the best curriculum for their specific needs. Teachers have curriculum guides, training manuals and there are a variety of choices for our families. Credentialed experts also create proprietary courses for our students to ensure relevancy in today's world. Please see our chartering petition and website for a list of the curriculum. Please note that as the state approved additional textbooks and instructional materials, this list grows. We are a WASC Accredited and NCAA school of choice. Our curriculum choices ensure rigor and ample opportunity for all students who want to pursue a four year degree and a college athletic scholarship. We also offer many CTE Pathways and ensure that our students who are interested in college/career have curriculum that allows for career advancement.</p>	0
Visual and Performing Arts	<p>Elite Academic Academy uses a variety of state approved Common Core Aligned Curriculum in all core academic subject areas. We do not adopt one/two curriculum options, as many traditional schools do, but work to know our students and match a state approved curriculum to them. This allows for students to find the best curriculum for their specific needs. Teachers have curriculum guides, training manuals and there are a variety of choices for our families. Credentialed experts also create proprietary courses for our students to ensure relevancy in today's world. Please see our chartering petition and website for a list of the curriculum. Please note that as the state approved additional textbooks and instructional materials, this list grows. We are a WASC Accredited and NCAA school of choice. Our curriculum choices ensure rigor and ample opportunity for all students who want to pursue a four year degree and a college athletic scholarship. We also offer many CTE Pathways and ensure that our students who are interested in college/career have curriculum that allows for career advancement.</p>	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Science Lab Eqpmt (Grades 9-12)	N/A	0

Note: Cells with N/A values do not require data.

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	60%	59%	40%	38%	46%	47%
Mathematics (grades 3-8 and 11)	47%	45%	25%	26%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	445	433	97.30%	2.70%	59.12%
Female	238	228	95.80%	4.20%	63.16%
Male	206	204	99.03%	0.97%	54.41%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	176	172	97.73%	2.27%	55.23%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	52	52	100.00%	0.00%	59.62%
White	196	189	96.43%	3.57%	61.90%
English Learners	11	11	100.00%	0.00%	18.18%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	173	170	98.27%	1.73%	58.24%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	38	38	100.00%	0.00%	31.58%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	445	432	97.08%	2.92%	45.14%
Female	238	228	95.80%	4.20%	42.98%
Male	206	203	98.54%	1.46%	47.78%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	176	172	97.73%	2.27%	40.70%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	52	51	98.08%	1.92%	49.02%
White	196	189	96.43%	3.57%	48.15%
English Learners	11	11	100.00%	0.00%	18.18%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	173	170	98.27%	1.73%	36.47%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	38	37	97.37%	2.63%	21.62%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
Science (grades 5, 8, and high school)	48.39%	47.47%	15.00%	13.36%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	230	217	94.35%	5.65%	47.47%
Female	128	118	92.19%	7.81%	47.46%
Male	101	98	97.03%	2.97%	46.94%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	93	90	96.77%	3.23%	41.11%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	26	100.00%	0.00%	53.85%
White	97	89	91.75%	8.25%	53.93%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	101	97	96.04%	3.96%	41.24%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	20	17	85.00%	15.00%	11.76%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2023–24)

<p>Career Technical Education (CTE) is an academic program designed to prepare students for postsecondary education and various College and Career options. This program offers students a distinctive chance to blend fundamental academic courses with practical technical skills and knowledge relevant to specific occupations. Elite Academic presents students with a range of pathways, allowing them to tailor their educational experience and prepare for their chosen field in post-secondary education or career. Graduates from Elite Academic CTE programs emerge well-equipped with 21st-century skills and industry certifications.</p>
<p>Sectors</p> <p>Arts, Media, & Entertainment</p> <p>Education</p> <p>Hospitality, Tourism, & Recreation</p> <p>Marketing, Sales, and Service</p> <p>Health Science and Medical Technology</p>
<p>CTE Pathways 9–12th</p> <p>Game Development and Animation</p> <p>Professional Dance</p> <p>Education</p> <p>Recreation</p> <p>Wilderness Adventure Recreation</p> <p>ESports</p> <p>Marketing</p> <p>Production Arts</p> <p>Mental and Behavioral Health</p> <p>Patient Care</p> <p>Visual Arts</p>

Career Technical Education (CTE) Participation (School Year 2023–24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	924
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	3%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100%

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	89.55%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	17.31%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2023–24)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	90%	90%	90%	90%	90%
7	90%	90%	90%	90%	90%
9	93%	93%	93%	93%	93%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2024–25)

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

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

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

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

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

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

State Priority: Pupil Engagement

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

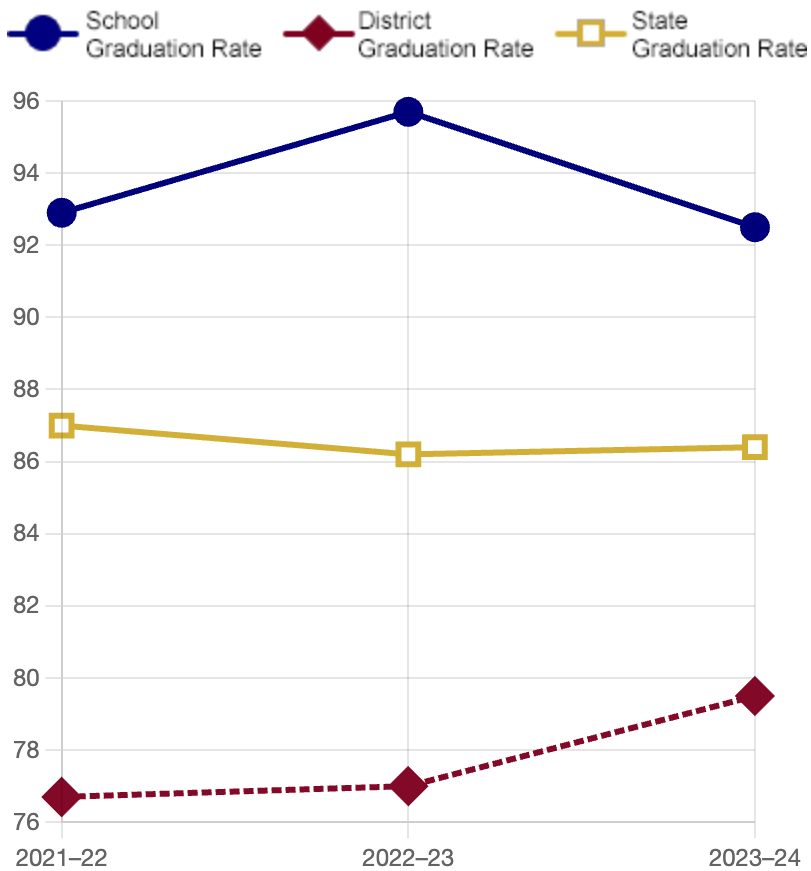
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

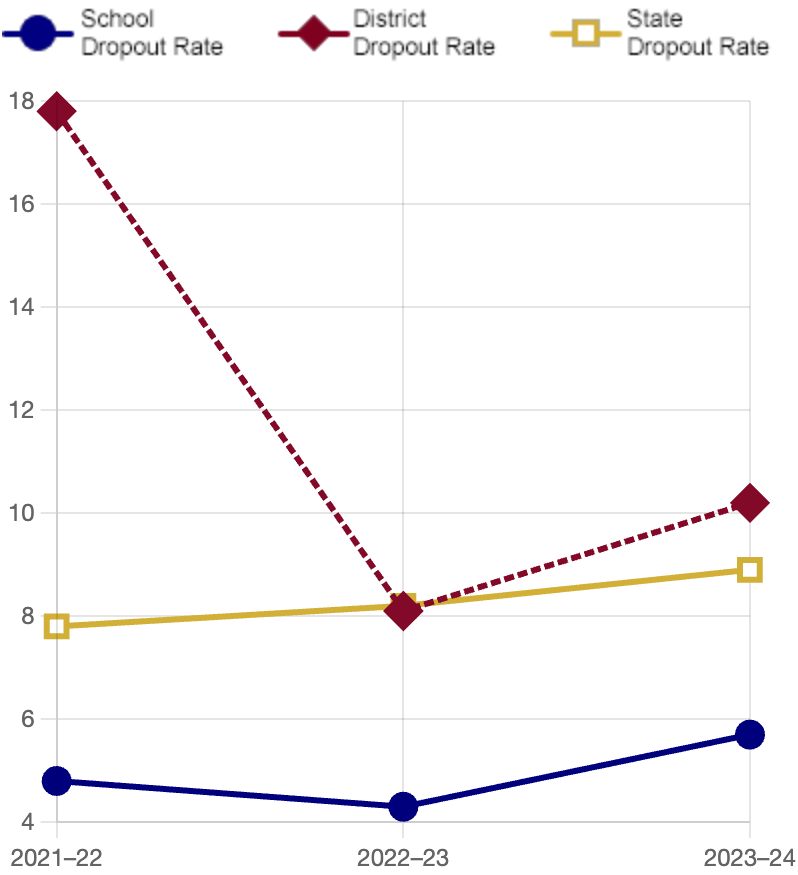
Indicator	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Graduation Rate	92.9%	95.7%	92.5%	76.7%	77.0%	79.5%	87%	86.2%	86.4%
Dropout Rate	4.8%	4.3%	5.7%	17.8%	8.1%	10.2%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	53	49	92.5%
Female	32	30	93.8%
Male	21	19	90.5%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	22	19	86.4%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	16	15	93.8%
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	35	32	91.4%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1508	901	50	5.5%
Female	897	475	28	5.9%
Male	606	422	21	5.0%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	21	13	0	0.0%
Black or African American	85	22	2	9.1%
Filipino	--	--	--	--
Hispanic or Latino	730	366	29	7.9%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	123	88	4	4.5%
White	495	374	13	3.5%
English Learners	62	30	5	16.7%
Foster Youth	--	--	--	--
Homeless	25	14	1	7.1%
Socioeconomically Disadvantaged	655	393	33	8.4%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	128	89	6	6.7%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	0.00%	0.00%	0.00%	1.37%	1.84%	2.55%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

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

D. Other SARC information

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

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	213.25

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	3.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	4.00
Resource Specialist (non-teaching)	
Other**	24.50

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

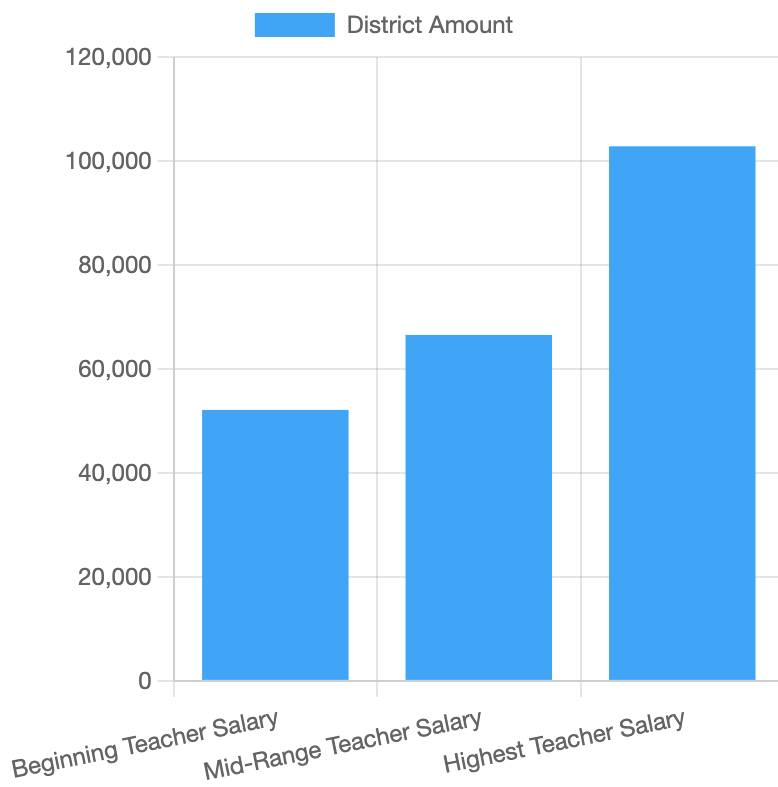
Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12449.00	\$1611.00	\$10838.00	\$86091.00
District	N/A	N/A	--	\$73048.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$10770.62	\$87655.00
Percent Difference – School Site and State	N/A	N/A	--	--

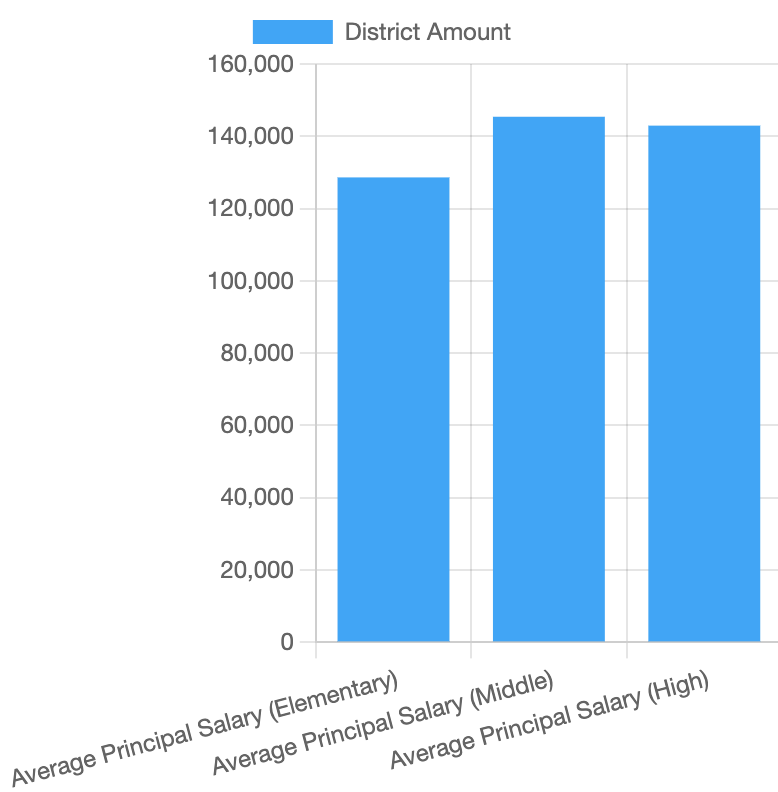
Note: Cells with N/A values do not require data.

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52114.00	\$54930.12
Mid-Range Teacher Salary	\$66544.00	\$85386.28
Highest Teacher Salary	\$102822.00	\$111172.17
Average Principal Salary (Elementary)	\$128627.00	\$136564.22
Average Principal Salary (Middle)	\$145406.00	\$141339.46
Average Principal Salary (High)	\$142949.00	\$153240.66
Superintendent Salary	\$172224.00	\$224536.54
Percent of Budget for Teacher Salaries	27.16%	28.69%
Percent of Budget for Administrative Salaries	3.33%	5.55%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.





Advanced Placement (AP) Courses (School Year 2023–24)

Percent of Students in AP Courses 6.5 %

Subject	Number of AP Courses Offered*
Computer Science	4
English	4
Fine and Performing Arts	4
Foreign Language	6
Mathematics	8
Science	10
Social Science	8
Total AP Courses Offered*	44

* Where there are student course enrollments of at least one student.

Professional Development

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

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Measure	2022– 23	2023– 24	2024– 25
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10