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

May 27, 2025 at 5:00 pm

43414 Business Park Drive, Temecula, CA 92590

109 Don Carlos Way, Ojai, CA 93023

43495 Palm Royale Dr., La Quinta, CA 92253

Elite Academic Academy - Lucerne - May 27, 2025

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

2.0 Approve/Adopt the Agenda
It is recommended the Board of Directors adopt as presented the agenda for the Board Meeting of May 27th, 2025.

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 14.0.

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)

A. Consideration of Personnel-Related Matters For A Public Employee
Government Code §§ 54957(b)(1), 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-agendizied items, prior to the meeting. Not more than three (3) minutes are to be allotted to any one (1) speaker, and no more than twenty (20) minutes on the same subject. This portion of the agenda is for comments, recognitions and reports to the Board and is not intended to be a question and answer period. If you have questions for the Board, please provide the Board President with a written copy and an administrator will provide answers at a later date. A request for disability-related modifications or accommodations in order to participate in the public meeting, including auxiliary aids or services, may be made to Ms. Meghan Freeman at mfreeman@eliteacademic.com at least 72 hours prior to the meeting.

9.0 General Functions

9.1 Informational Items

A. CEO Report

EAA-LU CEO Report May 2025.pdf

Response to the San Diego Union-Tribune Article Published May 25, 2025.S.pdf

B. WASC Mid-year update

2025 LU WASC MID-CYCLE REPORT .pdf

9.2 Consent Agenda

Motion: Second: Vote:

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

A. Meeting Minutes from May 1, 2025

EAA-LU 05.01.25.pdf

B. New Instructional Materials Community Partners

Elite Academic Instructional Service Community Partner_May_2025 - VCI Community Partners.pdf

C. New Educational Materials Community Partners

Elite Academic Educational Materials Partner_May_2025.xlsx - EM Partners.pdf

D. Job Descriptions

JD - Associate Director of Academic Programs (pending board approval) (1).pdf

JD - Associate Director of IT (pending board approval).pdf

JD - Director of Academic Innovation (pending board approval).pdf

JD - Student Data & Workflow Specialist Rider (pending board approval).pdf

JD - Temporary Teacher on Special Assignment (TOSA) (pending board approval).pdf

10.0 Personnel Services

10.1 Independent Contractor Agreement Addendums

Motion: Second: Vote:

It is recommended that the board ratify the following Independent Contractor Agreement Addendums for Elite Academic Academy - Lucerne.

J. M. IC Agreement 2025-26.pdf

C. C. IC Agreement Addendum LU - 05.15.25.pdf

T. T. IC Agreement Addendum 05.15.25.pdf

10.2 Employee Contracts

Motion: Second:
Vote:

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

EAA LU Employee Contracts.pdf

10.3 Temporary Employee Contracts

Motion: Second:
Vote:

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

EAA LU Temp Contracts.pdf

10.4 Employee Releases and Resignations

Motion: Second:
Vote:

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

EAA LU Release and Resignations.pdf

11.0 Public Hearing

Please submit a request to speak to the Board of Directors. Cards can be asked for by emailing galtamirano@eliteacademic.com. Please complete and return the form for agendized or non-agendizied items, prior to the meeting. Not more than three (3) minutes are to be allotted to any one (1) speaker, and no more than twenty (20) minutes on the same subject. This portion of the agenda is for comments, recognitions and reports to the Board and is not intended to be a question and answer period. If you have questions for the Board, please provide the Board President with a written copy and an administrator will provide answers at a later date. A request for disability-related modifications or accommodations in order to participate in the public meeting, including auxiliary aids or services, may be made to Ms. Meghan Freeman at mfreeman@eliteacademic.com at least 72 hours prior to the meeting

Open (Time):
Close (Time):

11.1 2025-26 Annual Budget Hearing

Motion: Second:
Vote:

FY 25.26 EAA CASH FLOW_BUDGET - LU Board Report.pdf

FY26_EAA_LU_Budget Presentation.pdf

Open (Time):
Close (Time):

11.2 2025-26 Local Control Accountability Plan (LCAP) Hearing

Motion: Second:
Vote:

LU Annual LCAP .pdf

Open (Time):
Close (Time):

11.3 Local Control Indicators

Motion: Second:
Vote:

2025_LCAP_Federal_Addendum_Elite_Academic_Academy_-_Lucerne_20250521.pdf

2025_LCFF_Budget_Overview_for_Parents_Elite_Academic_Academy_-_Lucerne_20250521.pdf

2025_Local_Control_and_Accountability_Plan_Elite_Academic_Academy_-_Lucerne_20250521.pdf

2025_Local_Indicator_Self-Reflection_24-25_Indicators_Elite_Academic_Academy_-_Lucerne_20250521.pdf

12.0 Business Services

12.1 Access Athle-Demics LLC Contract

Motion: Second:
Vote:

It is recommended that the board approve the following Access Athle-Demics LLC Contract for Elite Academic Academy - Lucerne.

25_26 Access Athledemics_Year Round Community Partner Agreement_.docx.pdf

12.2 Overnight Field Trip Request

Motion: Second:
Vote:

It is recommended that the board approve the following Overnight Field Trip Request for Elite Academic Academy - Lucerne.

Overnight Field Trip Request for Board Approval - Catalina Island_CELP Camp (1).pdf

CELP Final Invoice - Elite Academic Academy with Estimated Ferry Transportation.pdf

12.3 Elite Graduation Vendor Proposals

Motion: Second: Vote:

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

Starway AV Invoice.pdf

12.4 SEL Phase 1 Invoice

Motion: Second: Vote:

It is recommended that the board approve the following SEL Phase 1 Invoice for Elite Academic Academy - Lucerne.

SEL Phase 1.pdf

12.5 Peak Performance Program Budget

Motion: Second: Vote:

It is recommended that the board approve the following Peak Performance Program Budget for Elite Academic Academy - Lucerne.

LU Peak Performance Budget.pdf

12.6 Instructure Invoice

Motion: Second: Vote:

It is recommended that the board approve the following Instructure Invoice for Elite Academic Academy - Lucerne.

Instructure_-_Elite_Academic_Academy_Contract.pdf

12.7 Knox Labs Invoice

Motion: Second: Vote:

It is recommended that the board approve the following Knox Labs Invoice for Elite Academic Academy - Lucerne.

Knox Labs Invoice.pdf

Elite and Knox exchange agreement.pdf

12.8 Authorized Signer Resolution

Motion: Second: Vote:

It is recommended that the board approve the following Authorized Signer Resolution for Elite Academic Academy - Lucerne.

EAA-LU Appointment of Chief Student Development Officer As Authorized Signer on Bank Accounts.docx (1).pdf

13.0 Educational Services/Policy Development

13.1 2025-26 Declaration of Need (DON)

Motion: Second: Vote:

It is recommended that the board approve the following 2025-26 Declaration of Need (DON) for Elite Academic Academy - Lucerne.

EAA-LU Declaration of Need 25.26.pdf

13.2 2025-26 Parent Student Handbook

Motion: Second: Vote:

It is recommended that the board approve the following 2025-26 Parent Student Handbook for Elite Academic Academy - Lucerne.

25-26 Parent-Student Handbook.pdf

14.0 Report of Action Taken in Closed Session

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

15.0 Calendar

The next regularly scheduled board meeting is June 12th, 2025 at 9:00 am.

16.0 Board Comments and Future Planning

Time:

17.0 Adjournment

Motion: Second:
Vote:

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.

CEO REPORT

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

May Update

May has been a bustling month here at Elite. The CAASPP assessment has been an enormous priority for us! We take great pride in exceeding our goal of 95% participation across both schools. Our team is diligently working to finish the year on a high note. Leadership is currently exploring the potential of VR and its contributions to exponential learning. We eagerly anticipate June 4th, when we will present our innovative ideas. Graduation day and the end-of-year staff awards are events we are all excited about!

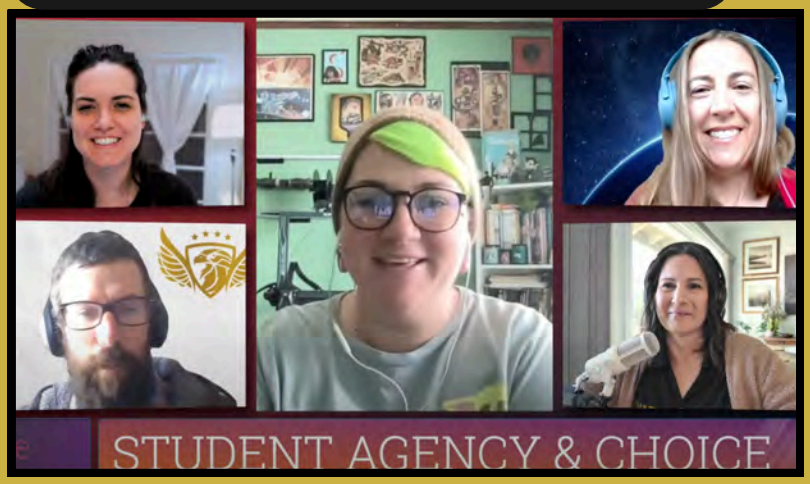
May Staff Highlight:

Mrs. Chelsie Wright, our incredible Assistant Director of the Homeschool Academy, brings unmatched organization, communication, and clarity to everything she does–making a powerful impact well beyond her academy. Her thoughtful leadership and consistent support have become a trusted anchor for staff across all academies, streamlining processes, fostering collaboration, and ensuring that everyone **feels informed and empowered. Whether it's guiding families, coordinating complex logistics, or jumping in to help colleagues, Chelsie leads with heart and excellence.** We are truly lucky to have her as part of our leadership team–Elite is stronger because of her!

Essential Highlights

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

STUDENT AGENCY & CHOICE



Our second EliteX fellowship wraps up with each fellow having designed and executed meaningful projects to make virtual learning deeply engaging. One group launched "THE WHY," a podcast that shares powerful stories and practical strategies with the greater Elite community, demonstrating not just why engaging learning matters–but precisely how to achieve it. It's a great encapsulation of the EliteX impact. You can hear it here - https://www.youtube.com/watch?v=gh_2Su4rnao

VR IS HERE!

Our small but mighty IT team continued timely CAASPP Chromebook deployments and efficient support queue management. We ordered and began shipping Meta VR headsets to staff and students, enriching their teaching/learning experiences. We have also revised the Chromebook process to reduce IT load and streamlined workflows with updated processes, boosting overall team effectiveness.

WELCOME BRETT!!

We are thrilled to welcome Brett as our new Associate Director of Immersive Technology. With a background in education, media production, and tech leadership, Brett brings a passion for bridging digital tools and pedagogy. His work in K-12 education, media arts, and cybersecurity will help lead Elite into the future, empowering students and educators to use technology for creativity and impact.

We're excited to launch our new **Ethnic Studies** course in a way that connects historical relevance to real-world career exploration! In line with CA law, this unique Core and CTE collaboration explores 175 years of CA history through media, health, education, music, and fashion–helping students see the relevance of the past and discover future career pathways.

STUDENT DEVELOPMENT

Elite's 4th annual High School Prom was a night to remember, held in style at the VIP Room in Temecula and attended by over **90 students from across our academies.** With music, dancing, and unforgettable moments, students celebrated the end of the school year with energy and joy. We proudly crowned our **second annual Prom King and Queen, continuing a beloved tradition that brings our community together.**

CTE MEDICAL PATHWAY

Our Administrative Medical Assisting students are preparing to take the NCCT Medical Office Assistant (MOA) certification exam at the end of May—a significant milestone following a full year of intensive coursework and dedicated preparation. U**nder the guidance of their teacher, Mrs. Amrit Kaur, all 19 students have demonstrated exceptional commitment to mastering the skills and knowledge required in today's healthcare settings. Earning this nationally recognized certification not only opens doors to immediate employment as Medical Office Assistants, but also strengthens their applications for healthcare-related college programs.** We're incredibly proud of their hard work and look forward to celebrating their success as they take this important next step in their professional journeys.

ALL SCHOOL MUSICAL

Elite is thrilled to present the debut of our groundbreaking, all-original, all-virtual All School Musical—an electrifying showcase of student talent, creativity, and collaboration! Led by the inspiring Mr. Derik Nelson and Mrs. Riana Herring, this musical brings together over 30 students from all academies, grade levels, and programs, uniting their voices in a powerful expression of artistry. **Over weeks of Zoom rehearsals, scriptwriting, songwriting, and design collaboration, our students have created something truly special from the ground up.** This production is a shining example of our thriving Music and Arts program, where innovation and imagination take center stage. **Join us on May 29th at 6:00 PM or May 30th at 9:00 AM to witness the magic—everyone is invited!**

Elite proudly celebrated the 2nd annual Film Fest hosted by our second-year Filmmakers Fellowship Club, led by the passionate and dedicated Mr. Hasper. With over 45 attendees and s**ix original student-created films showcased, the event was a true testament to the creativity, discipline, and collaboration of our student filmmakers.** These students poured countless hours into scripting, filming, editing, and refining their projects—demonstrating remarkable storytelling skills and technical growth. Their hard work and commitment brought powerful, imaginative stories to life, making this year's festival an unforgettable success!

OPERATIONS, HUMAN RESOURCES,& BUSINESS

LOOKING AHEAD, OUR NEXT MAJOR STATE REPORTING TASK IS THE END-OF-YEAR (EOY) SUBMISSION FOR CALPADS, WHICH INCLUDES FINALIZING DATA ON STUDENT DEMOGRAPHICS, PROGRAM PARTICIPATION, COURSE COMPLETION, AND DISCIPLINARY INCIDENTS.

OPERATIONS

This month, our team has been extremely busy with enrollment for the Level Up Peak Performance program. We are collaborating closely with AJ and her team to support families in completing their enrollment applications. Meanwhile, our team continues to work on filling remaining open enrollment spots in our Traditional Calendar program.

Looking ahead, our next major state reporting task is the End-of-Year (EOY) submission for CALPADS, which includes finalizing data on student demographics, program participation, course completion, and disciplinary incidents. Our team is preparing to ensure data accuracy and timely submission.

HUMAN RESOURCES

Human Resources has been busy as we begin to hire for our next school year. We've grown within the department, adding a wonderful temporary staff member to our team to assist us during this busy time. In total, our department has created and sent out over 150 contracts this month for new or returning staff for the 25/26 school year.

BUSINESS

The finance department has been focused on several key tasks associated with the May portion of the fiscal year; With the release of the Governor's May Revise, our final revisions to our own budget for the next fiscal year have been implemented and are being prepared for presentation to the public during the Budget Hearing process, and for submission to appropriate authorities. Additionally, May marks a significant inflection point in terms of conducting work needed for assessing financial performance for the year and ensuring all fiscal practices have met or exceeded state and federal standards. Finally, the 24.25 audit is well underway, with 95% of samples submitted for initial testing.

COMMUNITY RELATIONS

CURRENT ELITE COMMUNITY PARTNERS: 282 VCI/193 EMR
PROCESSED PRE-APPROVED SERVICES: 585+
INVENTORY/CURRICULUM ITEMS SHIPPED: 695+

COMMUNITY PARTNERS

THINK AHEAD

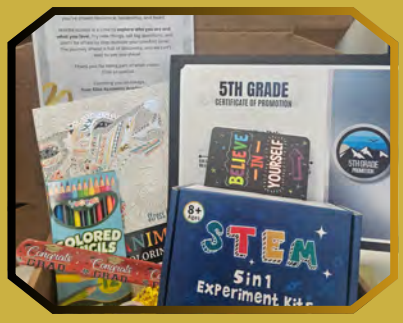
The Community Relations Department has **reactivated over 210 community partners and processed over 132 new community partners [VCIs/EMRs]** for this school year. The CR department has already begun sending out renewal paperwork to existing partners and getting new partners processed before the new school year! This will allow partners to focus on instruction and materials they provide students rather than paperwork!

PERSONALIZING EDUCATION

REMINDER

The Community Relations Department would like **to remind families to submit their pre-approved enrichment for the month of May.** Please encourage families to get their outside vendors to become community partners with Elite for the next school year. The CR department is working hard to get more vendors to become community partners.

SHIPPING



The Community Relations Department has packed and shipped **over 695 envelopes + boxes for Math Olympiad Awards, Student Promotion Boxes, Student and Parent ID Requests, and much more!!** The CR department is working hard to order and prep items for the All School End of Year Celebration and Graduation!!

Highlights

- The CP team has reactivated over 50 existing partners for the 2025-26 school year.
- The CP team has received over 50 new approved partners that have started the application process for the 2025-26 school year.

ENROLLMENT: 903 STUDENTS
ME: 532 | LU: 371

Let's Celebrate STUDENTS

TAYVANI & HAYLEN:

We are thrilled to **celebrate two shining stars** from Gabby's roster–**Tayvani and Haylen**–who recently made their stage debut in the ensemble of **Beauty and the Beast Jr,** performed in collaboration with one of Elite's incredible community partners!

After months of dedication to rehearsing lines, mastering choreography, and fine-tuning their vocals, these talented performers lit up the stage with joy, confidence, and heart. Their hard work reminds us how important it is to nurture passions beyond the classroom and support our students' dreams wherever they lead.

We are **SO proud of you**, Tayvani and Haylen, and can't wait to cheer you on in your next production!

EAGLE EXPLORER CLASS HIGHLIGHT: JUNIOR THESPIANS!

__Junior Thespians__ is one of our engaging Eagle Explorer classes, led by our TOR, Ms. Stephanie Beckton. Their dedication culminated in a magical __Zoom production of Alice in Wonderland__ – a true celebration of their hard work, creativity, and growth. Our young performers went above and beyond: designing their own virtual __backgrounds__, putting together full __costumes__, memorizing lines, and honing their acting abilities. The result was an unforgettable show that highlighted not only their talent, but also their courage and collaborative spirit.

HOMESCHOOL HYBRID A-G HIGH SCHOOL COURSES

New A-G Homeschool Hybrid Courses Launching Next Year!

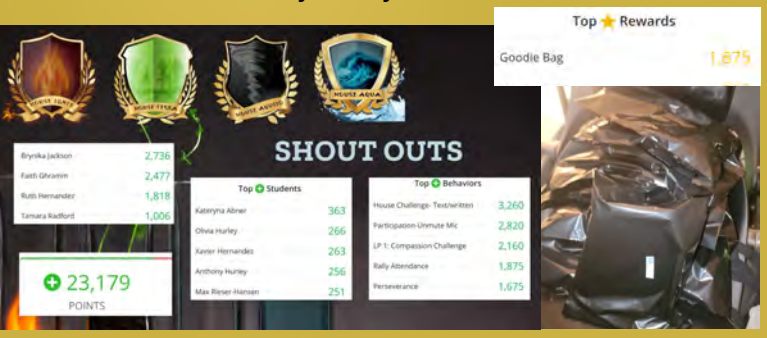
We're proud to announce the launch of three brand-new A-G approved homeschool hybrid courses for the upcoming school year –created by our very own Elite Homeschool Team!

- **World History – written and taught by Jeff**
- **Algebra 1 – collaboratively written by Lauren and Kelly**
- **English 9/10 – developed by Lindsay**

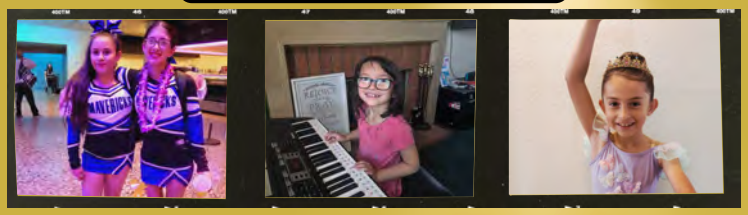
These rigorous, flexible courses reflect months of hard work and collaboration by our expert teachers, who crafted every lesson to meet A-G standards while honoring the personalization homeschool families value. Blending offline learning with clear online pacing and expert support, they offer the best of both worlds–choice and structure. This is just the beginning, as our homeschool team continues to expand high-quality, standards-aligned options to empower families and strengthen learning through connection.

FLEX HOUSE SYSTEM: SHOUT OUTS

Our House system has officially concluded, and we're thrilled with its success! A huge shout out to Meg Lammers for her exceptional support in integrating SEL and truly nurturing our students' growth throughout the initiative. We also want to commend all the students who participated; their enthusiasm and dedication made this program special. It's truly impressive that over **70% of our middle school students consistently completed their SEL assignments and challenges.** We hope everyone enjoyed the rewards they redeemed as a result of their hard work! House Aquilio won the House Cup and will be invited to a Pizza Party next year!



STUDENT SPOTLIGHT: LITTLE LEGENDS IN THE MAKING: SMART, STRONG, AND FULL OF HEART & TALENT



Sasha and **Sophia** have shown outstanding dedication to Elite for **over 4 years**! They work hard, excel academically, stay positive, and shine in **cheer competitions**.

Sarah, a talented second grader, has been with us **3 years**. She's become an **excellent reader**, excels in karate, and **plays piano** by ear–showcasing her amazing talents and **determination** every day!

Aurora is a kind and caring 1st grader who brightens every day with her **warm smile** and helpful heart. A **hardworking** student and graceful new **ballerina**, she shines with kindness in all she does.

TEACHER SPOTLIGHT

Ruth Hernandez is truly one of a kind–brilliant, incredibly funny, and **full of heart**! She's a wizard at creating efficient systems and generously shares her genius with everyone around her. As a teacher of record, she makes every student feel seen, valued, and **empowered**. In her role as a math content support teacher, Ruth turns math into something fun and approachable for all learners. She's also the amazing club advisor for **Pen Pals**, building connections one letter at a time.

On top of all that, Ruth is a key member of the **SOAR development** team and even helped create her own writing course for the program. When you think of someone who can truly do it all, **Ruth** is the name that comes to mind. She's not just a **powerhouse**–she's a gift to our school and everyone lucky enough to work with her.

ENROLLMENT: 590 STUDENTS

MOUNTAIN EMPIRE: 250 | LUCERNE: 340

CELEBRATING RECLASSIFICATION SUCCESS!

We are thrilled to share some amazing news–**14 out of our 28 English Learner students** have officially reclassified through the **ELPAC** (English Language Proficiency Assessments for California)! This means that half of our EL students have met the rigorous criteria to be considered fluent in English, and **are no longer classified as English Learners.**

Reclassification is a significant academic achievement and a powerful testament to the hard work, perseverance, and dedication of these students. It reflects their growth in reading, writing, listening, and speaking English, and sets them up for even greater success in the classroom and beyond.

We are so **proud of each of these students**, and we celebrate not just their results, but the effort behind them. **This milestone also highlights the incredible support of our teachers, staff, and families**–working together to help students reach their goals. Congratulations to our newly reclassified students! Your Elite family is cheering you on–this is just the beginning of all you will accomplish.

MAKING MOMENTS THAT MATTER

9TH GRADE ELA REFRESH COHORT: BUILDING SKILLS FOR SUCCESS

This learning period, select 9th graders were invited to join our ELA Refresh Cohort – a structured, 2-week opportunity to refresh their grade and strengthen their understanding of core ELA concepts.

Each day, students work through targeted assignments together, building task completion skills, managing time effectively, and fostering **collaboration** and **communication**. More than just a grade boost, this cohort empowers students to master the content and prepare for future success.

We're creating a space where students grow as critical thinkers, ask curious questions, and engage with their learning in creative ways – all while supporting one another with compassion.

This is just the beginning! We plan to build our 9th Gr Cohort for incoming students next year to promote camaraderie, academic progress, and the 6Cs that drive lifelong learning.

Congrats Graduating Class of 2025

On behalf of the teachers, leadership team, and support staff at Elite Academic Academy, we are proud to recognize and celebrate the remarkable accomplishments of the **Class of 2025.**

This year, **a total of 100 students** will earn their high school diplomas–an achievement that reflects both student perseverance and the strength of our educational support systems. Among them were **16 seniors who graduated early, 75 additional seniors graduating this spring, and an impressive 9 11th-grade students who completed their graduation requirements ahead of schedule.**

Some of these graduates had previously been in jeopardy of not finishing on time. Through the targeted efforts of our **credit recovery cohort,** supported by our teachers of record and school counselors, these students were able to stay on track and successfully reach this important milestone. Their success underscores the impact of proactive academic support and intentional interventions.

The achievements of this graduating class exemplify the mission of Elite Academic Academy–to provide flexible, student-centered learning pathways that lead to academic and personal success. This is a proud moment for the entire school community as these students prepare to embark on the next chapter of their journey.

VIRTUAL ACADEMY TEACHER FEATURE

Ms. Rachel Camarillo

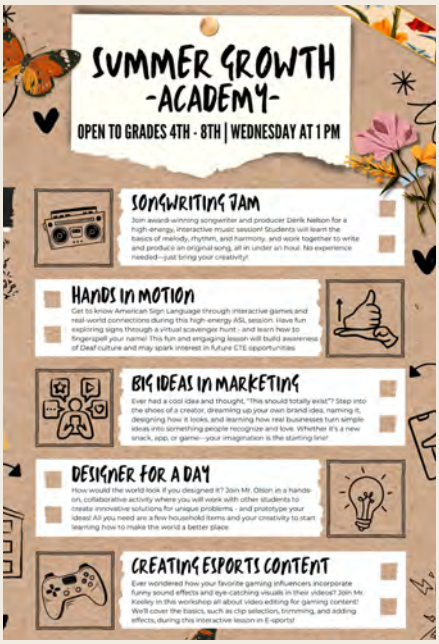
As she wraps up her second year at Elite, we're thrilled to shine a spotlight on our incredible **Teacher of Record, Rachel Camarillo**. Rachel is not only a dedicated educator but also a **proud mom of three young children**–balancing both roles with grace and determination.

Rachel consistently goes above and beyond in her work. **She meets every deadline** with precision, **builds strong and meaningful relationships with families, and brings a level of professionalism and heart that uplifts everyone around her.** Her organization, communication, and unwavering commitment to students make her an invaluable part of our team.
It is truly an honor to work alongside **Rachel and witness the impact she makes each and every day**. We are so grateful for all that she brings to Elite–thank you, Rachel, for your passion, dedication, and excellence!

STUDENT SUPPORT

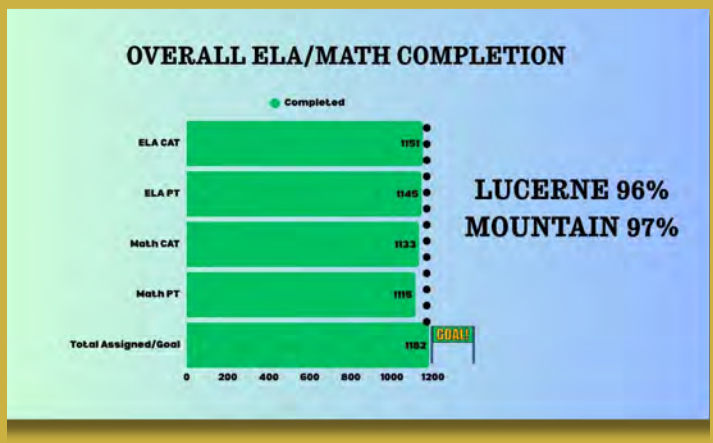
SPED TEAM IS GROWING!

This has been a busy year full of celebrations for the Special Education Department! Our department has now grown to include psychologists, speech pathologists, SAIs, and an Occupational Therapist. Throughout this school year, individuals on our team have attended a total of **98 professional development trainings**, keeping them at the forefront of instructional practices. There have been **284 IEP meetings** held and 13 students exited from Special Education!



We're proud to celebrate 140 student success stories through 50 SSTs and 90 Tier 2 supports across 3 academies! With strong systems, data-driven action, and dedicated collaboration, we achieved big wins–teacher induction, acceleration/retention support, fewer withdrawals, and 125+ students enrolled in our ready-to-launch Summer Growth program

CAASPP & ELPAC TESTING



The Assessment Team is in the final weeks of a successful testing season. Our 1,200 CAASPP-assigned students have completed 4,472 Math and ELA tests, which has resulted in us **exceeding the 95% goal**. Strong collaboration across departments contributed to a smooth process. Seventy students took the ELPAC; of the 50 scores received so far, **41% of ELs and 44% of LTELs earned a Level 4**. Thanks to EL Coach Judalon Manes and our proctors for their dedicated preparation efforts.

Our counselors are reflecting on a successful year and are proud to have offered a variety of interventions for students. A recent survey shows 85% of students feel belonging and kindness at school. We're thrilled by parent feedback like: "So proud of [our child's] counseling progress! She's learned stress skills and is more confident making friends. Thank you for her growth!"

Lucerne	
Tk -5	463
6-8	329
9-12	259
Total	1051

NEXT MONTH

Graduation

Our graduting seniiors are so excited to celebrate all of thier accomplishments at Hawk's Ranch. It will be an evening to remember as out students have worked really hard to get to this point,

6 C'S Staff Recognition

We look forward to celebrating the hard work and dedicaton of our staff members just prior to gradution. Each year we honor staff who have expemplified the six c's as recongized by their peers and adminsitration. We also will be honoring our teacher of the year for 2024/25.

All School End of Year Celebration

We are excited to prepare for our end-of-year celebration at CRC Ranch in Temecula. With attractions like petting zoos, dunk tanks, carnival games, and curriculum swaps, this will be an unforgettable event!

Response to the San Diego Union-Tribune Article Published May 25, 2025
Subject: A Commitment to Truth, Transparency, and Student Success

Dear Community Members, Stakeholders, and Educational Partners,

On May 25, 2025, the *San Diego Union-Tribune* published an article titled *"Money in the Pockets of Administrators: Charter Network Steers Millions in Taxpayer Money to Opaque Firm Tied to Execs."*

While we support public oversight, this article misrepresents our organization by omitting key facts, ignoring student outcomes, and mischaracterizing legal and transparent operations. It was published during debate over AB 84—a bill that threatens non-classroom-based charter schools with enrollment caps, increased oversight fees, and funding cuts of up to 30%, even for high-performing schools like ours. The article appears more aligned with that legislative effort than with balanced reporting.

Our CEO's compensation is legally approved, independently benchmarked, and publicly voted on by each school's (Elite Academic Academy-Lucerne and Elite Academic Academy-Mountain Empire) nonprofit board. Each charter is governed independently, and the reporter had access to individual contracts but chose not to disclose that information. Under this leadership, one of our schools became a California Distinguished School and currently ranks in the top 13% of all public schools in San Diego County.

The article also misrepresents our relationship with Prime, a nonprofit back-office service provider. Prime is not a Charter Management Organization and has no control over our schools. It provides operational support only, through contracts reviewed by legal counsel and approved in public meetings. Prime was created to reduce costs and improve efficiency through economies of scale. While the state's moratorium on new non-classroom-based charters has prevented us from expanding, our model remains in demand, and we are hopeful that we will be able to grow in the future.

As a nonprofit public benefit corporation, we are committed to transparency. We abide by all state requirements, including Form 700 filings, our Conflict of Interest Policy, and our own adopted Fiscal Policy Handbook. Our organization is audited annually by CliftonLarsonAllen (CLA), a nationally respected audit firm. We have received zero audit exceptions every year. We also post full board packets publicly, adhere to the Brown Act, and maintain ongoing communication with our authorizers.

Most importantly, the article fails to mention what matters most—our students. We are proud to be six year WASC-accredited, Marzano Level 1 and 2 Certified, and recognized on the California Honor Roll. Our flexible, personalized learning model supports students through college and career pathways, dual enrollment, and virtual engagement. We are closing achievement gaps in key areas, such as foster youth and socioeconomically disadvantaged students. In many academic areas, our students are outperforming both county and state averages.

Families are choosing our schools because they see results. Our enrollment continues to grow year over year—not through marketing, but through word of mouth, retention, and demonstrated impact. That success is rooted in our commitment to innovation, equity, and meaningful partnerships..

The article also relied on two disgruntled former employees who never filed formal complaints and shared their perspectives with a reporter known for a history of anti-charter bias. After legal review, we chose not to participate in a story clearly shaped to support a predetermined narrative. That choice reflects professionalism, not avoidance.

To compare our independently audited, fully authorized, and academically distinguished schools to fraudulent charter operators is not only false and misleading — it is reckless, damaging to public trust, and an insult to the educators, families, and students who have built something exceptional through transparency, hard work, and results.

We remain focused on students, families, and the future. We invite anyone to learn more by attending our meetings, reviewing our public records, or speaking directly with our team. We are proud of what we've built—and even prouder of the lives being transformed because of it.

For more detailed information about Elite, we encourage you to visit our website at Elite Academic Academy - Founded on Experience or contact us directly at info@eliteacademic.com

Sincerely,

Meghan Freeman

Ms. Meghan Freeman M. Ed.
Elite Academic Academy
CEO

Elite Academic Academy – Fact Check FAQ
In response to the San Diego Union-Tribune article published May 25, 2025
Correcting misinformation. Centering facts. Celebrating student success.

On May 25, 2025, the *San Diego Union-Tribune* published an article titled “Money in the Pockets of Administrators: Charter Network Steers Millions in Taxpayer Money to Opaque Firm Tied to Execs.”

We support transparency and public accountability. However, this article omits key facts, misrepresents our strong governance practices, and unfairly ignores our school’s academic performance and public service record. It focuses on biased insinuations while failing to report on actual achievements—such as our California Distinguished School designation, our six-year WASC accreditation, and our ranking in the top 13% of public schools in San Diego County.

These are not minor recognitions. They are the result of hard work by students, teachers, administrators, and families in a public school committed to equity and innovation. This FAQ outlines what the article got wrong or left out—and brings the full picture forward.

1. What makes Elite different and effective?

- We are a California Distinguished School, ranked in the top 13% of all public schools in San Diego County.
- We are WASC-accredited, Marzano Certified, and listed on the California Honor Roll.
- We close achievement gaps for often underserved groups, specifically low-income students.
- Our personalized virtual model includes dual enrollment, college and career pathways, 3D labs, and VR/AI-enhanced instruction.
- Families continually choose us because we offer modern learning that works for today’s students.

2. Why does Elite contract with Prime?

Prime is a nonprofit third-party vendor that delivers cost-effective, high-quality services.

- Prime is a nonprofit public benefit corporation, not a Charter Management Organization (CMO), and has no control over Elite’s governance, academics, or finances.

- Prime provides back-office services only—such as HR, payroll, accounts payable/receivable, compliance, and financial reporting—so school leaders can stay focused on instruction and student success.
- All contracts with Prime are reviewed by legal counsel, approved in public board meetings, and disclosed transparently.
- Prime has its own independent board, is subject to annual audits, and files IRS Form 990s just like any other nonprofit service provider.
- Prime's team includes highly experienced professionals: a 25-year non-classroom based charter Operations/Compliance leader, an HR Officer with a JD, and a CFO with a MBA from USC.
- The idea that Prime exists to funnel money is completely false. Prime was built to provide economies of scale and enable schools,such as Elite, to access expert-level operational support without inflating costs.
- If each school had to hire its own HR director, financial officer, and compliance manager, costs would skyrocket,which would reduce the resources available for students and instruction.
- Importantly, Prime was designed with growth in mind. As a nonprofit service hub, it allows new schools to launch and scale efficiently without duplicating expensive administrative infrastructure.
- Due to the ongoing state moratorium on non-classroom-based charter school expansion, Elite currently and regrettably is prevented from growing. Once that moratorium is lifted, we are well-positioned to expand our successful model using Prime's existing systems and talent.
- Elite's use of Prime is not about "hiding" anything. It's about building responsibly for the future of public education.

3. Are there conflicts of interest between Elite and Prime?

No.

- There are no familial or financial ties between the CEO of Elite Academic Academy, any member of the Elite School Board of Directors, and anyone employed by Prime.
- Prime handles its own independent hiring processes. These roles were not created by, directed by, or paid by Elite.
- All Elite decision-makers file Form 700s and operate under a strict Conflict of Interest Policy.
- Contracts are legally reviewed and approved in public.
- Elite maintains clear conflict of interest disclosures and public transparency in all financial and staffing decisions.

4. Why does Elite use a nonprofit structure with multiple schools?

Elite operates as a network of independent nonprofit public benefit corporations—a structure that ensures strong governance, local control, and transparency.

- Each school (Elite Academic Academy-Lucerne and Elite Academic Academy-Mountain Empire) has its own board of directors, separate budget, and independent audit.
- This model allows each school to meet the highest standards of public accountability while maintaining operational flexibility.
- This governance structure is common and was implemented intentionally to strengthen oversight and compliance at every level.

5. Is Elite fiscally responsible?

Yes. Our record since opening the Elite schools proves it.

- We are audited annually by CliftonLarsonAllen (CLA), one of the nation's most respected education audit firms.
- We have received zero audit exceptions every year.
- We follow a strict Fiscal Policy Handbook, which is reviewed by legal counsel and approved by the board.

6. Is Elite's CEO compensation excessive?

No—Elite's CEO compensation is lawful, performance-based, and more cost-efficient than hiring separate executives for each school.

- The $380,000 figure cited in the article is accurate, but it reflects combined total compensation **with benefits** for leading two independent public schools—not a single district or role.
- The CEO's base salary originally began at $140,000 per school, totaling $280,000, with 3% annual increases, all of which were approved in public sessions by each school board.
- This compensation was reviewed through an independent third-party salary study, found to be reasonable, legally compliant, and aligned with statewide standards for public school executives.
- According to the California Department of Education, the average base salary for superintendents in districts with 1,000–4,999 students is $242,781 per district, excluding benefits.Source: https://www.cde.ca.gov/fg/fr/sa/cefavgsalaries.asp
- If Elite hired two separate CEOs—one per school—it would likely cost over $485,000 in base salary alone to meet statewide salary averages.
- In contrast, the CEO's combined base salary across both schools remains far below this threshold while maintaining high-performance leadership and consistent results.
- The CEO is subject to annual board evaluations and has met or exceeded her goals each year, as documented in public board reports.
- Elite's CEO compensation is aligned with industry standards, guided by transparent processes, and reflects the responsibility of overseeing two independent, high-performing public schools.

8. Where did the article's allegations come from?

- The article relies on comments from two former disgruntled employees who never filed formal complaints on these topics with Elite leadership, HR, the board or our authorizers.
- Instead of using the appropriate internal processes, they shared grievances with a reporter known for consistently negative coverage of charter schools.
- The article omits facts available through publicly posted agendas,contracts, and state reports—all of which directly contradict the narrative being pushed.
- Our schools are fully compliant, independently audited, and consistently evaluated by our authorizers, boards, and legal teams.
- Responsible journalism requires balance. This article presents a highly misleading and biased perspective, not the truth, and excludes key facts that would undermine its predetermined angle.
- We welcome accountability—but we reject reporting that elevates unsubstantiated rumor over our actual record.

9. Is this article biased and part of a larger political agenda?

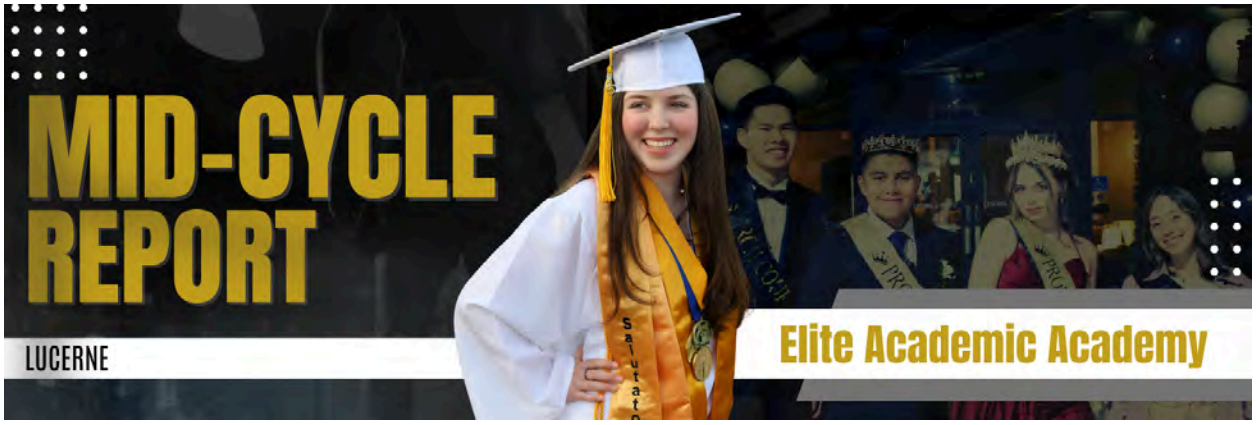
Yes.

- The article was released amid debate over AB 84, a bill threatening non-classroom-based schools with:
    - Up to 30% funding cuts
    - Enrollment caps
    - Increased oversight fees
- These measures would impact even the most compliant and successful charter schools.
- The article's timing and tone appear intended to support this legislation, not to inform fairly.
- An unbiased article would have acknowledged that Elite is fully audited, independently governed, compliant with all financial controls and an academically successful school.
- Comparing Elite to fraudulent operators is not just misleading; it disrespects the families, educators, and students who make this school work and succeed.

11. How can families and the public learn about Elite?

- Attend board meetings
- Read our public agendas and audits
- Ask us questions directly
- We welcome scrutiny. We only ask that it be honest, informed, and fair.

The San Diego Union-Tribune failed to report what matters most—our students' academic success, our financial compliance, and our lawful operations.We go above and beyond to ensure transparency—through public board meetings, independent audits, state reporting, and rigorous internal controls. Our record is not only available—it reflects the integrity and dedication of our students, families, and staff. Elite is not only working—our students and families are thriving.



ELITE ACADEMIC ACADEMY LUCERNE

MID-CYCLE REPORT

43414 Business Park Dr.

Temecula, CA 92590

May 22, 2025

Accrediting Commission for Schools
Western Association of Schools and Colleges

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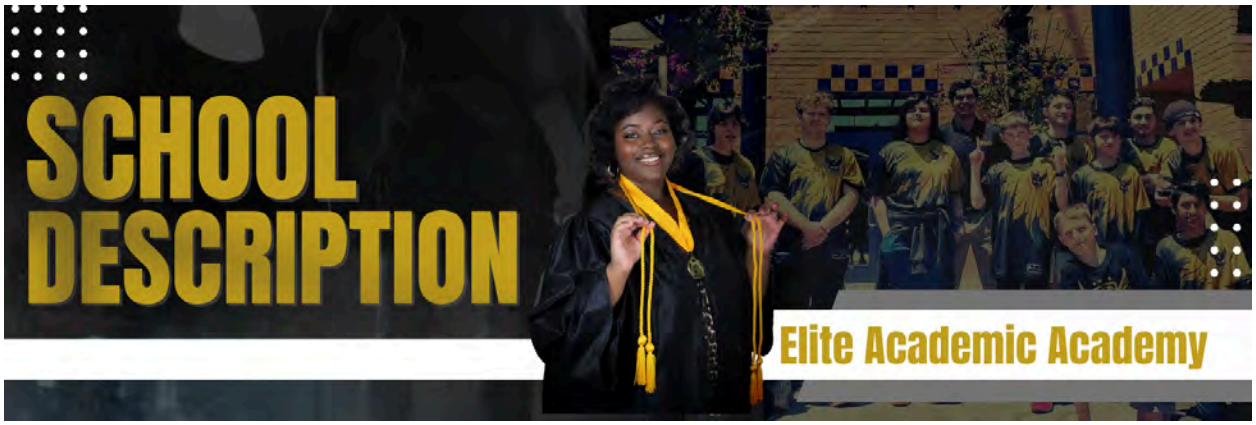


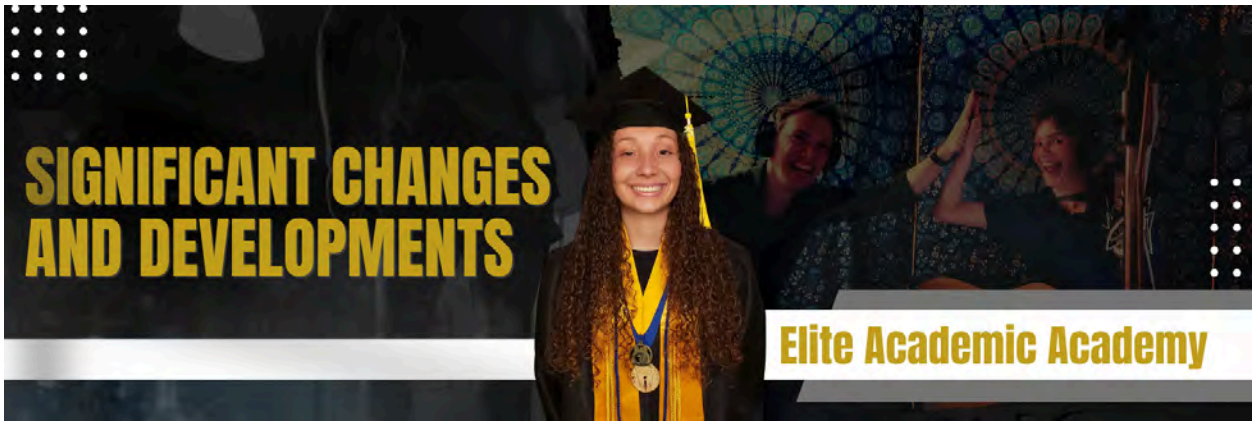
School Description

Elite Academic Academy Lucerne (EAA-LU) opened its doors on July 1, 2018, and is a personalized, tuition-free public charter school committed to providing flexible, innovative, and rigorous independent study options to K-12 students. The academy serves a diverse student body through Homeschool, Flex, and Virtual Academy pathways, supported by credentialed teachers and counselors. EAA-LU prides itself on innovative and personalized learning practices.

Since its inception, EAA-LU has experienced consistent student population growth across all academies. Our school currently hosts a robust program with 11 CTE pathways to choose from, over 32 student Clubs, ASB Leadership courses, and Career Technical Student Organizations such as HOSA, DECA, and Skills USA. Our first All-School Music program has launched this school year, along with our Students Obtaining Advanced Resources Pathway programs, which provides students with a cohort of advanced academic programs and extended learning opportunities.

Our data shows notable gains in i-Ready and CAASPP proficiency rates, especially among Special Education, African American, Hispanic, and economically disadvantaged students. EAA-LU has emphasized growth through MTSS implementation, targeted academic supports, and college/career readiness programs.. Social-emotional wellness is fostered through schoolwide SEL curriculum, mental health counseling support, and resources.

Staff Demographics: Currently, there are 89 certificated staff on campus and approximately 21 classified staff members. **Student Demographics:** Our current enrollment at EAA-LU is approximately 1,078 this school year. Please see the EAA-LU Demographic data for detailed enrollment information from 2020 to the current year.



Significant Changes and Developments

Since the 2021 WASC self-study, Elite Academic Academy – Lucerne (EAA-LU) has experienced significant and positive transformation in enrollment, staffing, instructional systems, student engagement, and schoolwide coherence. These developments represent a deliberate and strategic effort to advance the goals outlined in the school's action plan and directly impact student achievement, well-being, and equitable access to quality instruction.

Growth in Enrollment, Staffing, and Program Infrastructure

Since the last self-study, EAA-LU has experienced significant growth in student enrollment, staff capacity, and programmatic infrastructure, which has positively impacted the delivery of services and academic outcomes. As enrollment increased, the school responded by hiring additional teachers, counselors, and support personnel to ensure students received comprehensive and personalized support.

A major development was the expansion of the School Counseling Department. In 2019, the department was staffed by a single counselor serving 680 students (1:680 ratio). By 2025, the team grew to four counselors supporting with academic advising, McKinney Vento, and SEL support. The department now includes two designated lead roles—a Lead Social Emotional Counselor and a Lead College & Career Counselor—allowing for specialized, student-centered support and leadership within critical areas.

This staffing increase enabled the school to reduce wait times for student appointments, deliver individualized graduation plans through an alpha-split system, and offer a wider array of proactive Tier 1 and Tier 2 MTSS services such as group counseling and advisory lessons. Notably, the counseling team now plays a central role in academic planning, social-emotional development, and college and career readiness, including the management of over 85 high school students enrolled in concurrent college courses during the most recent term. Additionally, the school is actively expanding college partnerships to better serve its unique

student population.

To support these enhancements, EAA-LU launched a comprehensive MTSS referral and tracking system using Monday.com. This platform fosters cross-departmental collaboration, facilitates weekly data meetings, and promotes real-time, data-driven interventions. These efforts have led to a drop of 81% in SST case volume and a 46% increase in Tier 2 service access.

The implementation of Learning Labs has evolved from general academic support to targeted Tier 2 intervention, with formal tracking in areas such as ELA and ELPAC. Referrals decreased from 205 to 115 in 2024–2025, reflecting more precise and effective interventions. Furthermore, only 20.6% of student withdrawals in the current year were due to non-compliance, indicating the success of early engagement strategies and intervention systems.

Collectively, these improvements reflect EAA-LU's strategic investment in its infrastructure, staff development, and student-centered practices, ensuring that enrollment growth is matched with high-quality, scalable support systems that drive student achievement.

Supporting Artifact Links
• Counseling Data • MTSS Mid-Cycle Progress Summary • Monday.com MTSS Board • Monday.com Board for Learning Labs • MTSS Visual Charts with Data • Learning Lab Data Charts • Homeschool Academy Data and Information • Flex Academy Data and Information • Virtual Academy Data and Information

Instructional Alignment and Assessment Expansion

Since 2021, Elite Academic Academy has made substantial progress in aligning instruction, expanding assessments, and strengthening curriculum across all three academies—Virtual, Flex, and Homeschool. These efforts reflect a schoolwide commitment to equity, academic rigor, and student engagement, directly tied to the school's action plan and learner outcomes.

All academies now implement i-Ready diagnostics in ELA and Math to monitor progress and tailor instruction, while curriculum is increasingly aligned to CAASPP benchmarks. Early grade

students benefit from enhanced TK assessments and developmental learning pathways, and English Learners receive more targeted scaffolds and instructional support. These instructional improvements support equitable access to learning and promote A–G readiness and academic growth.

In response to student needs and evolving standards, both Virtual and Flex Academies have undergone comprehensive curriculum redesigns. Virtual Academy's ELA and Social Science courses now emphasize relevance, student choice, and interdisciplinary connections. Flex Academy rewrote its curriculum using a standards-based, student-centered framework. A common instructional shift across academies includes the adoption of a "productive struggle" model in math, prioritizing conceptual understanding and deeper cognitive engagement before guided instruction.

As part of its strategic instructional development, Elite transitioned from primarily vendor-based content to educator-authored, standards-aligned curriculum. Since 2021, more than 58 semester-length courses have been developed or revised: 30+ in Virtual, 18 in Flex, and 10 in Homeschool. This shift has ensured greater coherence, adaptability, and relevance in course offerings.

In 2024, Elite earned Level 2 Marzano High Reliability Schools (HRS) Certification, recognizing a systemwide culture of effective instruction supported by walkthroughs, coaching, shared teaching expectations, and aligned professional development. The school is now pursuing Level 3 Certification by focusing on a guaranteed and viable curriculum that provides all students with equitable access to essential learning outcomes.

Despite the challenges of post-pandemic learning and rising enrollment, student academic performance has remained stable or improved. Our ELA data from 2021 to 2024 shows an increase in the percentage of students demonstrating proficiency at the mid-year point from 43%-51% (8+). Our Math data from 2021-2024 shows an increase in the percentage of students demonstrating proficiency from 34% to 41% (7+). This growth is attributed to improvement in the curriculum and targeted supports.

These instructional and curricular improvements underscore Elite's commitment to delivering a high-quality, future-focused education. Through aligned assessments, educator-designed courses, and consistent instructional practices, Elite is preparing students with the skills, knowledge, and mindset necessary for college, career, and life success.

Supporting Artifact Links
• CAASPP Yearly Data - Charts

- CAASPP and iReady Data
- **Virtual Academy High School ELA program** now offers **25+ thematic semester courses**, with student choice in text, topic, and assessment.
- Flex Academy has implemented **Literature Circles** to increase depth and engagement.
- Homeschool has begun developing A–G approved courses to expand college eligibility options.
- **Credit Recovery/Acceleration Year-Round Track Courses** have been created to target mastery of foundational skills, ensuring readiness for future coursework.
- **Sample course catalog**
- **Flex Literature work samples**
- **Homeschool A–G Course Sample**
- Assignments **across content areas** promote the **6 Cs**: Communication, Collaboration, Critical Thinking, Creativity, Curiosity, and Compassion.
- Increased **self-assessment** and relevance in course design.
- We are seeing **improved engagement and academic success**.
- **#BeElite Goals, TK-8**
- **Scope & Sequence Sample**
- **Course and assignment options**
- **Shifting to 6 Cs - Before & After Comparisons**
- **Reflection from Student** Data informs ongoing course refinement and student support.
- Teachers use **benchmarks, CAASPP data, course trends, and surveys** to adjust pacing, instruction, and interventions.
- Despite increasing enrollment, CAASPP performance has remained consistent, and students enrolled for **3 consecutive years** show measurable academic growth.
- Instructional decisions are now **collaborative, responsive, and student-centered**.
- **5th Grade Standard and Target**

Elite earned **Level 2 Marzano High Reliability Schools Certification** in 2024, demonstrating a commitment to consistent, high-quality instruction across all classrooms.

- **Level 2: Effective Teaching in Every Classroom** focuses on ensuring that all students experience effective instruction by supporting teacher growth, monitoring classroom practices, and providing meaningful feedback and professional development.
- This work has included the implementation of instructional “walkthroughs,” shared expectations for teaching, reflection and coaching opportunities, and professional development aligned with Elite’s TWIG and the Portrait of a Learner.

- Elite is currently working toward **Level 3: A Guaranteed and Viable Curriculum**, which focuses on ensuring that the curriculum is aligned, prioritized, and achievable within the available instructional time—so that all students have access to the most essential learning outcomes.
- **Level 2 Marzano Press Release**
- Level 3 **Notes** and **Staff Evidence Collection**

Expansion of SOAR Advanced and Enrichment Programs

Elite Academic Academy's SOAR (Students Obtaining Advanced Resources) program represents a transformative shift in how the school approaches academic enrichment and student development. Since the last WASC self-study, SOAR has evolved into a comprehensive initiative that integrates advanced academic coursework, real-world learning experiences, and leadership development, grounded in Elite's expanded "6 C's + Contribution" learner profile. This program has significantly increased access to high-level opportunities for students across all academies—Virtual, Flex, and Homeschool.

Participation in SOAR surged by 66.6% from the previous year, reaching 219 students with an average engagement rate of 89%. Students engaged in rigorous honors courses, coding, VR design, Model UN, creative writing, and national competitions, resulting in awards, publications, and community showcases. This growth exceeded the academy's 20% target for advanced program enrollment by achieving a 46% increase (LCAP 4.1, Marzano 2.1). Strategic goals tied to SOAR include expanding Science Honors into 7th and 8th grades, launching Homeschool Honors options (beginning with English 10), and introducing a middle school Business Flight Plan that includes a Virtual Enterprise pathway.

These efforts address key WASC and LCAP goals around equity, retention, and academic rigor. The SOAR initiative not only accelerates academic achievement but also builds essential 21st-century skills, fostering agile, compassionate leaders prepared for a rapidly evolving world. The program is also strategically positioned to strengthen the 8th-to-9th-grade pipeline, aiming to reduce transition attrition from 50.64% to 40% by June 2026 through early access to advanced pathways.

Supporting Artifacts
• SOAR Program Data and Evidence • SOAR Data for Participation Rates

Student Engagement and School Culture

Since the last WASC self-study, Elite Academic Academy has made intentional and measurable strides in enhancing student engagement and school culture. A renewed emphasis on connection, belonging, and visibility has driven the expansion of park days, student-led clubs, community events, and hands-on learning opportunities across all academies. These efforts have cultivated a stronger sense of community and student identity, exemplified by the ASL program, where previously disengaged students now participate confidently in interactive, expressive dialogue.

A key driver of this cultural shift has been the transformation of Elite's Marketing and Communications Department. Doubling in size and scope, the department has become a central force in building community through inclusive branding, digital outreach, and event promotion. From 32 in-person events with 1,445 attendees in 2021–22 to 84 events and over 3,000 attendees (as of April 2025), Elite has more than doubled its engagement footprint. Student clubs have also grown by over 45%, offering enrichment in songwriting, esports, filmmaking, and more.

The department's digital strategy significantly increased outreach and student recognition. Instagram reach skyrocketed from 3.6K to over 305K, while Facebook interactions tripled. Additionally, a modernized, mobile-friendly website has improved access for families and supported enrollment confidence. With expanded staffing, professional development, and strategic innovation, the department continues to reinforce a culture where students feel seen, celebrated, and supported, impacting both academic engagement and student well-being.

Supporting Artifacts
• Social Media: Instagram | Facebook • Clubs: eliteacademic.com/clubs • Field Trips: eliteacademic.com/field-trips • Website: eliteacademic.com • Newsletters: View Here

- Event and Field Trip Photos

Teacher Empowerment and Systemic Collaboration

The launch of the *EliteX Fellowship* has had a transformative effect on instructional leadership and system-wide coherence. This initiative has inspired a culture of reflection, innovation, and shared leadership. Teachers report renewed purpose, stronger collaboration, and a sense of agency in curriculum development and pedagogy.

Professional Learning Communities (PLCs), which have emerged across academies and departments, provide regular opportunities for shared inquiry, peer feedback, and best-practice exchange. These organically developing cohorts support horizontal and vertical alignment across the school, advancing both academic outcomes and staff morale.

Elite educators have begun sharing the EliteX instructional philosophy with families, equipping parents to serve as empowered learning facilitators. This shift has strengthened our family partnerships and created greater clarity and alignment in the delivery of student support.

As a result of the EliteX Fellowship, the school community has undergone a series of intentional shifts aimed at deepening student learning, increasing teacher efficacy, and strengthening system-wide coherence. Although comprehensive statistical data is still in development, qualitative indicators across academies reveal meaningful and sustained progress aligned with our Schoolwide Action Plan and student learner outcomes.

A particularly noteworthy development is the transformation in online engagement, and this can be seen across academies and departments, whether a student is meeting with their SAI or in a Live session with a content teacher, their camera is on, and the student is engaged. Where once cameras remained off and interaction was minimal, we now observe full participation in online sessions, with students actively contributing. This is emblematic of our broader efforts to foster inclusion and equity in all learning environments.

Both Flex Academy and Virtual Academy have completed substantial curriculum redesigns. Flex Academy has fully rewritten its curriculum to reflect contemporary learning goals and student-centered practices. Virtual Academy has revamped its ELA and Social Science curricula to embed relevance, cross-disciplinary connections, and greater opportunities for voice and choice. Across subjects, particularly in mathematics, instructional sequences now begin with

productive struggle, encouraging students to wrestle with problems before guidance is offered, supporting deeper cognitive engagement and long-term retention.

There is a growing sense of connection across academies, with cross-functional dialogue and resource-sharing becoming more common. Professional Learning Communities (PLCs) are emerging organically, creating spaces for peer reflection, collaboration, and shared inquiry into instructional improvement. This cross-academy coherence is accelerating innovation and supporting alignment to shared values.

Students report feeling more seen, heard, and valued as part of their learning communities. Their experiences increasingly reflect agency, choice, and personal investment. This is a direct outcome of our pedagogical shifts and the deepening of metacognitive conversations in 1:1 sessions. TORs now consistently use metacognition as a foundation for these meetings, cultivating deeper learning and student reflection, ownership, and purpose.

As a result, teacher well-being has improved alongside pedagogical transformation. Educators express a renewed sense of purpose and connection to their craft. These qualitative markers point toward a robust cultural and instructional transformation. While longitudinal data collection is underway, current evidence reflects a school system moving decisively toward equity, agency, and authentic engagement for both students and educators.

Supporting Artifacts

Elite implemented schoolwide frameworks to ensure instructional clarity and consistency.

- The **Teaching With Intention Guide (TWIG)** and **Portrait of a Learner** now guide curriculum design and reflection.
- Courses use **shared templates and pacing tools**, ensuring a consistent student experience across the Virtual Academy.
- Instructional planning is supported by department PLCs, cross-academy collaboration, and **shared resources.**
- **Sample pacing resources**
- **PLC Meeting Minutes**

Professional Development & Capacity Building

Teacher growth has been central to instructional progress.

- The launch of EliteX's Jump Start, Fellows One, and Fellows Two provided internal leadership and curriculum development support.

- Educators lead and participate in EliteX, walkthrough cycles, and department-based curriculum design.
- Specific PD is now requested by and offered by Elite staff to share instructional goals and supported by data, reflection, and collaboration.
- Fellows' One Great Thing Fill Er Up slides
- Student Led Check-ins and Metacognition 2425 TOR Resource Guide
- Group Xcerpts Calibration - Video clip library form
- Content Teacher Department meeting agenda
- Mural EliteX resource
- Elite X Info

The changes implemented since the 2021 WASC self-study are both broad in scope and deep in impact. EAA-LU has strategically strengthened its instructional systems, student services, and school culture while maintaining a commitment to equity, innovation, and whole-child development. These systemic advancements demonstrate a school community that is responsive to student needs, adaptive to change, and aligned in its pursuit of excellence. As longitudinal data continues to be collected, current evidence clearly reflects a school in the midst of a purposeful and promising transformation.

Engagement of Educational Partners in Continuous School Improvement

Elite Academic Academy ensures meaningful engagement of educational partners in all facets of ongoing school improvement. The WASC Schoolwide Action Plan, which also serves as the Single Plan for Student Achievement (SPSA), is the central guiding document for the school's strategic goals and continuous improvement. Originally developed during the 2020–2021 self-study, the plan is actively used and regularly revisited in staff meetings, PLCs, and leadership sessions.

Educational partners—including teachers, students, families, program coordinators, and department leads—contribute to this process through ongoing collaboration. PLC Leads work closely with their teams, administration, and the Leadership Coalition to assess progress on the plan's five key goals, provide data-informed evidence, and determine next steps. Departmental collaboration is robust, with MTSS, Counseling, SpEd, Homeschool, Flex, and Virtual Academy teams meeting weekly or monthly to analyze student data and refine instructional and support practices.

Educational Partner input is also gathered through student and family surveys, focus groups, and advisory roles. The Marketing and Communications Department ensures transparent and inclusive communication via ParentSquare, social media, newsletters, and real-time updates. Progress monitoring is embedded in school operations through the use of live data in, Monday.com dashboards, Abre data systems, and our SIS, Pulse surveys, and annual evaluation meetings, creating a responsive, data-informed culture of shared accountability and continuous improvement.

Progress on the Implementation of the Schoolwide Action Plan

Critical Learning Need #1	Progress	Evidence
Increase Student Academic Achievement **SLOs Addressed:** Confident Thinkers, College and Career-Minded, Empowered Individuals **Critical Needs Addressed:** Achievement gaps, relevant curriculum, student academic engagement	**2021-2025** Developed 50+ internally-authored, standards-aligned semester courses, CTE courses/Pathways, including A–G options for Hybrid Homeschool and Virtual students. Curriculum aligns with Common Core and postsecondary benchmarks, supported by our Elite-created Teaching With Intention Guide and Portrait of a Learner frameworks for instructional coherence. Professional development (EliteX, Fellows Program) builds educator capacity through staff-led, data-informed learning. Counselors, MTSS & SpEd team, and teachers collaborate on SSTs and interventions for students with disabilities, English Learners, and at-risk youth. Instructional shifts driven by data from i-Ready diagnostics, course trends, and	SARC: 2021 2025 LCAP School Dashboard Indicators EL Data Alternative Graduation Track i-Ready & CAASPP Data Course Catalogs Homeschool Curriculum Virtual Catalogs Flex Sample Curriculum

	CAASPP performance. Expanded concurrent enrollment and individualized graduation planning increase access to postsecondary coursework and DASS graduation pathways. Initiatives contribute to rising graduation rates and improved A–G completion.	Learning Lab Data SPED Data and Artifacts

Analysis of Overall Data:

Lucerne's CAASPP data reveals encouraging signs of academic progress, even though the school did not meet its goal of achieving 10% year-over-year growth. Despite the lingering effects of the COVID-19 pandemic and a rising student enrollment, students demonstrated consistent performance and, in many cases, growth in both ELA and Math from 2020 to 2024. This steady improvement reflects the strength of the school's instructional framework and the increasing effectiveness of its targeted supports.

When analyzing the data by subgroup, seven out of eight subgroups showed growth in ELA between the 2020–21 and 2023–24 school years. The most significant gains in proficiency were seen among students in Special Education, African American students, those identifying as Two or More Races, and Economically Disadvantaged students. In Math, four of eight subgroups demonstrated improvement, with Hispanic students, English Learners, and Economically Disadvantaged students making the most noticeable strides. These trends suggest that the school's equity-driven strategies are having a measurable impact, particularly in areas where achievement gaps have historically existed.

Across all students, proficiency in ELA rose from 43% in 2021 to 51% in 2024, while proficiency in Math increased from 34% to 41%. These gains, particularly in ELA, point to the success of curriculum improvements and targeted instructional supports. They also reflect a broader commitment to providing a purposeful, student-centered educational experience grounded in consistent frameworks and responsive planning.

For English Learners, the data presents a more complex picture. The school set a goal for 70% of EL students to advance at least one proficiency level each year, but actual growth has remained below that benchmark. Between 2020 and 2024, the percentage of students who

improved their proficiency levels hovered between 29% and 32%. However, the EL population has shifted significantly year to year, making sustained growth more difficult to track. In response, the Student Support team implemented a range of targeted strategies during the 2023–24 school year, including practice test workshops, support with ELPAC interims, and increased assistance with academic coursework. These efforts represent a more coordinated and intentional approach to EL instruction and are aligned with Elite's broader vision for academic equity.

Ultimately, the data illustrate that while there is still work to be done, particularly in meeting growth goals and supporting ELs, Lucerne is on a positive trajectory. The alignment of curriculum, professional development, and instructional practices across the school is beginning to yield results, helping students build the skills, knowledge, and habits needed for long-term success in college, career, and life.

Critical Learning Need #2	Progress	Evidence
We will promote student engagement and attendance through a positive school climate and by providing MTSS for student support. **SLOs Addressed:** Involved Community Members **Critical Needs Addressed:** Chronic absenteeism, individualized student supports	**2021-2025** Adoption of the 6 Cs (Portrait of a Learner) enhances engagement through real-world problem solving, collaboration, and creativity in course activities. Increased participation through hands-on science, literature circles, and project-based assessments. The counseling department expanded from 1 to 4, enabling proactive Tier 1/Tier 2 interventions, SEL groups, and grade-level assemblies. 140 students received individual counseling; crisis response remained steady despite enrollment growth.	Monday.com MTSS Board Monday.Com Board for Learning Labs MTSS Visual Charts with Data Learning Lab Data Charts Counseling Data Portrait of A Learner Virtual Master Schedule

	Credit recovery and summer mastery-based courses help reduce dropout risk and support self-paced learning. MTSS efforts led to an 81% reduction in SSTs (206 to 40 from 2022 to 2025). Tier 2 support grew 46% in 2024–25; student success in MTSS increased by 147%. Weekly MegaZooms, Monday Advisory, and Eagle Explorers promote student connection and attendance. Withdrawals due to non-compliance dropped to 20.6% in 2024–25.	Examples: Spring 25 Master Schedule Fall 24 Master Schedule Spring 24 Master Schedule

Analysis of Overall Data:

Since the 2021 WASC self-study, the MTSS Department at Elite Academic Academy has significantly advanced its systems of support, resulting in measurable improvements in student outcomes. By establishing MTSS teams across departments, implementing a consistent referral system via Monday.com, and conducting weekly data review meetings, the department has built a sustainable and responsive infrastructure. Participation in professional development, such as the MTSS in Action series and the California MTSS Conferences, has strengthened staff capacity, while the expansion of Tier 1 and Tier 2 supports has allowed for earlier and more effective intervention. These efforts have fostered a collaborative culture of continuous improvement and data-driven decision-making across all academies.

The impact of this work is evident in the data. SST cases declined by 81% over two years, demonstrating that Tier 1 and Tier 2 interventions are successfully addressing student needs before intensive supports are required. The number of students thriving within the MTSS system more than doubled, increasing from 40 to 99 in a single year. Additionally, Tier 2 support expanded by 46%, reflecting improved identification processes and broader access. Only 20.6% of student withdrawals in 2024–2025 were due to non-compliance, indicating stronger student engagement and retention. Learning Lab referrals, once at a high of 205, decreased to 115 in 2024–2025 as this support was formally categorized under Tier 2. New interventions, including ELPAC and CAASPP writing labs and virtual academic push-ins, have further reinforced the department's goal of equitable, targeted support, showcasing a mature

and evolving MTSS framework aligned with Elite's mission**.**

Critical Learning Need #3	Progress	Evidence
Increase Parent and Student Engagement Schoolwide **SLOs Addressed:** Empowered Individuals, Educational Communicators, Involved Community Members **Critical Needs Addressed:** Parent involvement, SEL access, inclusive school climate	**2021-2025** Instruction and counseling emphasize connection, transparency, and accessibility to increase engagement. Customizable coursework in Homeschool and Flex empowers families to take ownership of learning. Counseling integrates student voice through surveys, Kelvin Pulse, check-ins, and advisory input. Monthly assemblies and SEL curriculum promote wellness, safety, and identity in an inclusive climate. Virtual webinars (Career Pathways, FAFSA, Common App) support family involvement in college planning. Educators co-create curriculum based on student interest and data trends. Marketing increased in-person events from 32 (2021) to 84 (2025); clubs grew from 16 to 28.	Social Media Metrics, Newsletter Samples, Website Analytics Elite Clubs Field Trips Tactical Planning Examples Marketing and Communications Staff Presentations Commencement Programs Virtual Awards Ceremonies Counseling Newsletter Sample Family Survey Samples Community Engagement Virtual Parent/Student Video Flex Family Video #BeElite Student Podcast

	Family engagement is enhanced through newsletters, park days, science fairs, and themed rallies. Website updates improved parent access and navigation. Parent surveys and feedback groups are used consistently for input.	

Analysis of Overall Data:

Between 2021 and 2025, Elite Academic Academy has cultivated a thriving culture of student and family engagement through intentional instructional design, counseling integration, and expansive outreach efforts. Instruction and counseling have emphasized connection, transparency, and accessibility, creating inclusive and empowering learning environments across all academies. In Homeschool and Flex, customizable coursework has encouraged families to take ownership of their students' educational path, while the counseling team has embedded student voice into planning through tools like Kelvin Pulse, surveys, and advisory feedback. Monthly assemblies and SEL curriculum have promoted emotional wellness, safety, and identity, strengthening school climate. Virtual college and career webinars—ranging from FAFSA to Common App to Career Pathways—have provided families with accessible tools for postsecondary planning. Curriculum continues to be co-created with student interest and data trends in mind, while updates to the school website have improved user access. Strategic growth in marketing and outreach—evidenced by the increase in in-person events from 32 in 2021 to 84 in 2025 and the doubling of student clubs from 16 to 28—further reflects a deep investment in community connection.

This momentum has been particularly evident in the Flex Academy, where park days and field trips have become signature opportunities for experiential learning and relationship-building. Flex park days have evolved from occasional gatherings to large-scale, themed educational events. For example, the annual Crime Mystery Park Day grew from 69 family participants in 2023–24 to over 100 families in 2024–25, turning science concepts into interactive, community-driven investigations. Themed park day investigations—from dissecting owl pellets to modeling the human digestive system in partnership with CTE and HOSA—have regularly reached capacity. Events like the "Donut Stress" Science Rally and the Show and Tell

Science Fair have also seen growing participation, with student sign-ups doubling year over year. Field trips have been similarly impactful, with growing attendance at destinations like the Discovery Cube and Universal Studios Hollywood, where STEAM-aligned learning experiences are directly tied to academic standards. Content strategy and digital outreach have allowed for higher-quality engagement and branding, supported by targeted professional development such as the ParentSquare User Conference, Canva Create, and the Hoodzpah Brand Identity Workshop. These collective efforts illustrate a dynamic and responsive approach to increasing educational partner engagement schoolwide**.**

Critical Learning Need #4	Progress	Evidence
Provide CTE, Hands-On Learning, and College/Career Readiness **SLOs Addressed:** College and Career-Minded, Confident Thinkers **Critical Needs Addressed:** CTE access, dual enrollment, real-world readiness	**2021-2025** Expanded college and career readiness through curriculum development and counseling initiatives. Developed A–G aligned courses, Credit Recovery/Acceleration courses, and project-based learning units accessible across all academies. Implemented Career Exploration Series and financial aid guidance to increase student exposure to college and industry pathways. Promoted concurrent enrollment and facilitated UC, CSU, and Common App applications.	CTE Sequence CTE Certifications & WBL Student Led AI & Education Stukent NCCT Approval Internship Experiences CTE: UCI Esports East West Studios Image 1 East West Studios Image 2 Cybersmarties Story Board Cybersmarties Concept Art Credit Recovery/Acceleration Year-Round Track Program

	Continued growth of CTE pathways through hands-on, real-world learning embedded in course content and enrichment opportunities. Provided students with opportunities to build 21st-century skills and earn career-aligned certifications. Counselors offer individualized graduation plans and targeted college application support. Career literacy improved through Career Exploration Series and Financial Aid webinars. Created CTSO Clubs: Skills USA, HOSA, & DECA Integrated Industry Aligned Certification opportunities for CTE pathway Students Become and College Board testing site for our AP and PSAT students.	Information National Honors Society NJHS/NHS Advisor Staff PD CTSO: DECA Presentations/Awareness Campaigns Awards HOSA SLC Agenda SLC Pictures Presentations/Awareness Campaigns SKILLS USA Meeting Minutes CTEIG Examples
Analysis of Overall Data: Since the 2021 WASC Self-Study, Elite Academic Academy has transformed its Career Technical Education (CTE) offerings into a powerful launchpad for college and career		

readiness. What began as a small, emerging program has grown into a comprehensive system aligned with A–G requirements and industry standards. Now offering 11 distinct pathways and 44 A–A-G-approved course sections—including two honors options—students are supported from exploratory phases through to capstone projects that include embedded certification opportunities. For example, students in the Medical Pathway are preparing for the NCCT Medical Office Assistant and AHA BLS CPR exams, with the first certification cohort scheduled for spring 2025. Capstone classes now include real-world application through structured work-based learning (WBL) experiences, internships, and pathway-aligned events. CTSO participation has grown from zero to three active chapters—DECA, HOSA, and SkillsUSA—with students earning leadership awards, competing in regional and state events, and presenting at the upcoming Student-Led AI & Education Workshop. Our eSports Pathway has also gained traction, boasting five league championships and providing hands-on experience in digital media, strategy, and collaboration.

This growth is reflected in a broader expansion of student participation and course offerings through the Level Up Virtual Learning Period, which saw a 299% enrollment increase from 2021 to 2024. Credit recovery, CTE enrichment, and dual enrollment options have created multiple on-ramps for students to remain on track or accelerate their graduation pathways. New courses—such as *Intro to Ukulele and Creative Songwriting*, *Intro to Beatmaking and Music Production*, and *Pathway Exploration*—merge academic standards with student interests, increasing both relevance and engagement. Elite also implemented NJHS and NHS chapters and became a College Board-approved testing center for AP and PSAT exams, deepening its commitment to academic excellence. The instructional team has scaled in capacity, supported by targeted professional development at ACTE, Educating for Careers, and Vital Link industry advisory sessions. With the support of the CTEIG grant, the school has invested in industry-grade tools and platforms, ensuring that every student can access authentic, skills-based learning. From audio engineering at East West Studios to cybersecurity internships with Cybersmarties, Elite students are gaining firsthand experience in the careers of tomorrow, bridging the gap between education and opportunity.

Elite Academic Academy's mid-cycle progress reflects intentional alignment to its WASC Action Plan across all four goals. Through strategic curriculum design, data-informed instruction, robust counseling services, and a student-centered culture, Elite is achieving measurable outcomes that prepare all students to thrive academically, socially, and professionally. Each action step has been strengthened through consistent reflection, stakeholder feedback, and a clear commitment to continuous improvement.

Revised Schoolwide Action Plan

GOAL 1	**Increase Student Academic Achievement**
Previous Sub-Goals	1.1 Evaluate students' levels of academic performance, based on local assessment results, and provide targeted interventions including: meeting with guidance director and curriculum director, RTI process, tutor support from approved community partners, test-taking strategies, and time management training with student/parent. 1.2 Monitor Low-Income pupils, Foster Youth, English Learners, and Students with Disabilities for proficiency on state and local assessments, to ensure academic success, or refer to the RTI, SST, or IEP team. (LI, FY, EL, SWD) 1.3 All students will have access to materials/learning experiences aligned to common core standards through multiple channels, assisting students in completing standards-aligned content. 1.4 Professional development, ongoing trainings and discussions, on remote teaching, the use of rubrics and student academic achievement data to inform instruction, and identifying effective targeted interventions for students struggling to meet grade level proficiency will be provided by lead teachers, Directors, and the Chief Academic Officer to close achievement gaps. 1.5 Teacher and staff professional development on the implementation of the EL Master Plan, ELD Instruction, SDAIE strategies, ELD progress Assessment and reclassification, and inform parents.
Revised Sub-Goals	1.1 Academic Achievement through aggregate instructional practices 1.2 Special Education Academic Achievement 1.3 Equitable access to Common Core-aligned aligned viable curriculum and materials

	1.4 Professional Development to support effective teaching 1.5 Management of fiscal, operationa, and technological resources to support students, staff, and community
Rationale for Change	The evolution of goals from the original 1.1–1.5 to the revised structure reflects a strategic shift from program-specific actions to broader, systemwide priorities that support sustainable student achievement and align with the revised LCAP goals. Initially, the goals emphasized direct interventions, targeted monitoring of specific student groups, and instructional access, particularly in the context of remote learning and post-pandemic recovery. For instance, the original Goal 1.1 focused on evaluating individual academic performance and offering targeted supports like tutoring and time management training. In contrast, the revised Goal 1.1 shifts to a more comprehensive focus on academic achievement through aggregate instructional practices, emphasizing schoolwide strategies that promote consistent growth across all student populations. This pattern continues throughout the revised framework. The original Goal 1.2 highlighted monitoring of specific student subgroups such as Low-Income, Foster Youth, English Learners, and Students with Disabilities, ensuring they received appropriate interventions. The revised goal narrows in on Special Education, allowing for more focused accountability and deeper support systems for this critical subgroup. Similarly, Goal 1.3 transitions from general access to Common Core-aligned learning to ensuring equitable access to a viable, standards-based curriculum, reinforcing the importance of both quality and consistency. Goals 1.4 and 1.5 also reflect a broader institutional lens: professional development is now viewed as a foundation for effective teaching rather than a series of discrete trainings, and the EL-specific strategies are encompassed within a larger goal focused on the fiscal, operational, and technological infrastructure needed to support students and staff. Altogether, this shift demonstrates Elite's movement toward strategic alignment, sustainability, and scalable impact across its educational model.

GOAL 2	**Establish connections and partnerships with our families and community to increase engagement, involvement, ensure safety and satisfaction, and support student learning and achievement.**
Previous Sub-Goals	2.1 Focus on school climate and student engagement and maintain a high rate of ADA. Availability of RTI at all levels, support student engagement by focusing on time management and organization, provide access to Guidance Counselor, and provide Credit Recovery Options for Secondary Level. 2.2 Maintaining the appropriate assignment and professional development of teachers who are fully credentialed in the subject areas of the pupils they are teaching, as well as highly qualified classified staff. Training effectiveness survey included, results reviewed/follow-through. 2.3 Excess tutoring for students who are struggling to complete courses or are all falling behind academically.
Revised Goals	2.1 School-Based Enrichment Activities 2.2 Meaningful and Transparent Communication 2.3 Safe Learning Environment 2.4 English Language Family Support 2.5 Engaging the Community 2.6 Providing Access to Resources
Rationale for Change	The transition from the original Goal 2 sub-goals to the revised framework represents a thoughtful and strategic expansion in how Elite Academic Academy approaches family and community engagement. Initially, the sub-goals focused primarily on attendance (ADA), academic recovery, access to counselors, and ensuring appropriate staffing and training. These components, while important, were largely operational and reactive, centered on maintaining compliance and offering support in response to academic struggles. For example, Goal 2.1 previously emphasized student engagement through time management and RTI access, while 2.3 focused on extra tutoring for students falling behind. These sub-goals prioritized internal support systems over outward-facing engagement and limited the

	vision for how families and community partners could be brought into the student success process. In contrast, the revised sub-goals under Goal 2 take a proactive, holistic approach to fostering strong school-family-community connections. The updated framework recognizes that engagement goes beyond academic support and encompasses school-based enrichment, transparent communication, safe environments, and equitable access to resources. For example, the new goals specifically call out English Language Family Support, addressing language access as a key equity measure. By including "Engaging the Community" and "Providing Access to Resources," the revised goals also reflect a broader commitment to partnership-building and removing barriers to participation. Our emphasis has shifted from isolated interventions to cultivating inclusive, relationship-driven systems that nurture the whole student and elevate family voice, thus ultimately reinforcing a culture of belonging, safety, and academic growth while also aligning to our revised LCAP from 202/2021.

GOAL 3	Support students with academic supports and interventions, as well as appropriate social-emotional supports, to meet their needs in a supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.
Previous Sub-Goals	Goal 3: We will increase parent and student engagement school-wide. 3.1 Provide meaningful and transparent communication with all stakeholders to ensure that parents, students, and teachers feel that our schools are providing opportunities for participation, Marketing, and input. 3.2 Notification of Surveys, Parent Meetings, and Board of Trustees public meetings will be shared in a timely manner through emails, the website, and other social media school sites. 3.3 Provide a calendar of events on parent training, learning opportunities, and workshops on: Common Core, VAPA, Bullying, Suicide Prevention, Athletics, State Testing, Test Prep, and more. *Training effectiveness survey included and results reviewed/discussed/followed through.

	3.4 Ensure that parents, students, and teachers feel that our schools are providing a safe, positive, inclusive, welcoming, and aesthetically pleasing learning environment, and provide clear lines of communication so each stakeholder can be heard. 3.5 Properly vet all newly hired community partners to ensure standards alignment and safety for our students. 3.6 The charter will continue to maintain a safe learning environment for all students by training the teachers on safe practices and participating in mandated trainings through Safe Schools. School-wide safety plans will be created and implemented, as necessary. 3.7 Notices, reports, statements, or records sent to a parent or guardian will be translated as needed and required by law. 3.8 Operations of the charter are maintained and controlled through the management oversight, and provision of basic operating services to all, by the business department and the cabinet.
Revised Sub-Goals	3.1 MTSS System Monitoring 3.2 EL Proficiency Monitoring 3.3 Access to technology to support learning 3. 4-Year Round Track for credit recovery, advancement, and enrichment
Rationale for Change	The transition from the original to the revised sub-goals under Goal 3 reflects a significant refinement in how Elite Academic Academy approaches student support through the lens of the Multi-Tiered Systems of Support (MTSS) framework. Previously, Goal 3 emphasized broad strategies to increase parent and student engagement, with sub-goals focused on communication, safety, training, and stakeholder input. While these components were foundational in establishing a positive and inclusive school culture, they largely addressed environmental conditions and administrative practices, such as sharing event calendars, translating communications, vetting community partners, and ensuring facility safety. Although important, these sub-goals were operational in nature and less directly tied to the systematic monitoring of student progress and academic achievement through MTSS. The revised sub-goals reframe Goal 3 with a clear emphasis on data-driven

	support, academic outcomes, and instructional equity. Sub-goals such as "MTSS System Monitoring" and "EL Proficiency Monitoring" center the work around continuous progress tracking and early intervention, which are core to the MTSS model. The addition of “Access to technology to support learning” ensures that all students are equipped with the tools necessary for success, while the inclusion of the "Year-Round Track for credit recovery, advancement, and enrichment" highlights a flexible, student-centered academic structure that meets learners at their point of need. Together, these revised sub-goals reflect a maturation of Goal 3—moving from general engagement and operational support to a targeted, outcomes-based approach that directly supports student learning, closes achievement gaps, and upholds a commitment to educational equity.

GOAL 4	We will prepare secondary students to graduate from school with opportunities and preparation for college and career.
Previous Sub-Goals	Goal 4: We will provide students with robust CTE pathway programs, hands-on experiences, real-world application opportunities, and ensure students are college and career-ready upon graduation. 4.1 Develop a comprehensive college and career readiness program (and design curriculum) for middle and high school students that helps align student strengths and interests to post-secondary goals; and increase Career Technical Education CTE Lead Teachers. 4.2 Improve instructional practice through recruiting and retaining multiple subject and single subject highly qualified teachers, and highly qualified classified staff. 4.3 Ensure all students have the opportunity for intensive CAASPP preparation. specifically low-income, EL, Foster Youth students, and students with disabilities. 4.4 ACT preparation and Advanced Placement exam costs for low-income and foster youth pupils who cannot afford to take the exam.

Revised Sub-Goals	4.1 Career Technical Education Program Pathways 4.2 Assessment & Articulation for post-secondary preparation 4.3 College and Career Counseling 4.4 Advanced Academic Resources (SOAR) 4.5 Arts & Music Program
Rationale for Change	The refinement of Goal 4 from its original sub-goals to the revised framework reflects a more structured and holistic approach to preparing secondary students for college and career readiness. Originally, the goal focused on foundational steps such as expanding CTE offerings, improving staffing, and increasing access to standardized test preparation, particularly for underserved groups. While these strategies laid important groundwork, they were somewhat fragmented and emphasized program expansion and compliance-driven supports (e.g., covering ACT and AP exam fees for low-income and foster youth students) rather than a fully integrated postsecondary readiness system. The revised sub-goals demonstrate a more comprehensive, aligned, and student-centered vision. "Career Technical Education Program Pathways" now formalizes and elevates the role of CTE as a critical component of college and career readiness. "Assessment & Articulation for post-secondary preparation" broadens the focus beyond test prep to include strategic alignment between high school experiences and postsecondary opportunities. The addition of "College and Career Counseling" ensures that students receive personalized guidance throughout their educational journey, while "Advanced Academic Resources (SOAR)" reflects the school's commitment to academic acceleration and rigorous learning. Finally, the inclusion of "Arts & Music Program" represents a more well-rounded view of college and career readiness that values creative expression alongside technical and academic preparation. Collectively, the revised sub-goals reflect a cohesive, LCAP-aligned, equity-driven approach that equips students with the tools, experiences, and support systems needed to thrive after graduation.

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

May 1st, 2025 at 9:00 am

43414 Business Park Drive, Temecula, CA 92590

109 Don Carlos Way, Ojai, CA 93023

43495 Palm Royale Dr., La Quinta, CA 92253

3406 Winona Ave., Burbank CA 91504

Elite Academic Academy - Lucerne - May 1, 2025

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: 9:00 am

1.0 Call To Order

Roll Call:
Susan McDougal, Nicole Aguirre, Ronnie Jackson
Present Present Not Present

2.0 Approve/Adopt the Agenda

It is recommended the Board of Directors adopt as presented the agenda for the Board Meeting of May 1st, 2025.

Nicole Susan
Motion: Second: Vote:
Vote:Susan; Aye, Nicole; Aye. Item carries 2-0.

3.0 Board Organization

3.1 Board Treasurer/Clerk Resignation

It is recommended that the board approve the resignation and release of the Treasurer/Clerk of the Board of Directors for Elite Academic Academy - Lucerne.

Ronnie Jackson resignation 04.02.25 EAA-LU.pdf

Nicole Susan
Motion: Second:
Vote: Susan; Aye, Nicole; Aye. Item carries 2-0.

4.0 Public Comment -Closed Session

The public has a right to comment on any items of the closed session agenda. Members of the public will be permitted to comment on any other item within the Board's jurisdiction under section 9.0 Public Comments at Board Meetings.

5.0 Adjourn to Closed Session

The board will consider and may act on any of the Closed Session matters listed in Agenda Item 14.0.

6.0 Closed Session

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

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

A. Mid Year- CEO Update -Evaluation

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

Time: 9:24 am

7.0 Pledge Of Allegiance

Led By: Meghan Freeman

8.0 Open Session

9.0 Public Comment

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

10.0 General Functions

10.1 Informational Items

A. CEO Report

EAA-LU March April 2025 CEO report.pdf

Nicole Susan

10.2 Consent Agenda

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

* Ronnie Jackson joined the meeting at 9:39 am

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

A. Meeting Minutes from March 20th, 2025 and April 17th, 2025

EAA LU 03.20.25.pdf

B. Warrant Register

WarrantRegisterLU_May_2425.pdf

C. New Instructional Materials Community Partners

Elite Academic Instructional Service Community Partner_April_2025 - VCI Community Partners.pdf

D. Job Descriptions

JD - Community Relations Lead Rider (pending board approval).pdf

JD - Associate Director of Immersive Technology & Innovation (pending board approval).pdf

JD - Lead Service Provider Rider (pending board approval).pdf

JD - Peak Performance Physical Education Teacher (pending board approval).pdf

JD - SPED Scheduling Liaison (pending board approval).pdf

JD - SPED Support and Compliance Assistant (pending board approval).pdf

JD - Temporary Year-Round Administrative Assistant (pending board approval).pdf

JD - Content Support Rider (pending board approval).pdf

JD - Chief Academic Officer JD (pending board approval).pdf

JD - Senior Director of Student Development (pending board approval) .pdf

11.0 Personnel Services

*Motion to open 11.1-11.3 together:
Motion: Nicole
Second: Ronnie

11.1 Independent Contractor Agreement Addendums

It is recommended that the board ratify the following Independent Contractor Agreement Addendums for Elite Academic Academy - Lucerne.

IC Agreement Addendum 03.27.25.pdf

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

11.2 Employee Contracts

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

EAA-LU Contracts.pdf

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

11.3 Temporary Employee Contracts

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

EAA-LU Temp. Contracts.pdf

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

12.0 Business Services

*Motion to open 12.1-12.5 together:
Motion: Nicole
Second: Ronnie

12.1 School Pathways Proposal

It is recommended that the board approve the following School Pathways Proposal for Elite Academic Academy - Lucerne.

School Pathways Quote Form with Elite Academic Academy - Lucerne (7_1_2025-6_30_2026).pdf

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

12.2 Engage Proposal

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

Engage Proposal 25.26.pdf

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

12.3 Whoop Proposal

It is recommended that the board approve the following Whoop proposal for Elite Academic Academy - Lucerne.

Whoop Elite Academic Academy_Quote_Lucerne.pdf

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

12.4 Areda Consulting Contract

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

Lu-ELITE_AREDA_Consulting_Agreement.docx.pdf

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

12.5 Tutor.com Contract

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

Elite Academic Academy Tutor-com Renewal 2025-26_signed (1) (1).pdf

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

Nicole Ronnie

12.6 June Professional Development Proposal

It is recommended that the board approve the following June Professional Development Proposal for Elite Academic Academy - Lucerne.

June PD Events.pdf

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

**Motion to open 12.7-12.10 together:
Motion: Nicole
Second: Ronnie

12.7 Chromebook Proposal

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

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

Final Elite Chromebook Quote Bluum.pdf

12.8 Macbook Proposal

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

EAA MacBook Proposal.pdf

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

12.9 All Access Contract and Invoice

It is recommended that the board approve the following All Access Contract and Invoice for Elite Academic Academy - Lucerne.

All Access Contract - Elite Academic Academy.pdf

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

12.10 Knox Lab VR Headset Proposal

It is recommended that the board approve the following Knox Lab VR Headset Proposal for Elite Academic Academy - Lucerne.

Knox VR Quote for Elite Academic.pdf

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

Nicole Ronnie

12.11 Peak Performance Event Proposal

It is recommended that the board approve the following Peak Performance Event Proposal for Elite Academic Academy - Lucerne.

Peak Performance Event Proposal.pdf

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

Nicole Ronnie

12.12 School AI Invoice

It is recommended that the board approve the following School AI Invoice for Elite Academic Academy - Lucerne.

SchoolAI Invoice.pdf

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

13.0 Educational Services/Policy Development

Nicole Ronnie

13.1 2025-26 Community Partner Application Templates

It is recommended that the board approve the following 2025-26 Community Partner Application Templates for Elite Academic Academy - Lucerne.

2025-2026 VCI Community Partner Packet EAACS-updatedJT.TS (1).pdf

2025-2026 VCI OUT OF STATE Community Partner Packet EAACS-updatedTS (1).pdf

2025-2026 EMR Community Parter Packet EAACS-new updates ts.pdf

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

Nicole Ronnie

13.2 Updated Fiscal Handbook

It is recommended that the board approve the following Updated Fiscal Handbook for Elite Academic Academy - Lucerne.

FY24.25_LU_FISCAL POLICIES_V2.pdf

EAA_LU_503-804-Certification-of-Signatures.docx

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

Nicole Ronnie

13.3 EPA Spending Plan 24-25

It is recommended that the board approve the following EPA Spending Plan 24-25 for Elite Academic Academy - Lucerne.

24.25_LU_EPA_Report.pdf

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

Nicole Ronnie

13.4 Alternative Graduation Track policy

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

Alternative Grad Track_25_26_3 Options.pdf

Three Alternative Graduation Track Options for Seniors (pending board approval)_.pdf

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

14.0 Report of Action Taken in Closed Session

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

During closed session the board received an update by Ms. Freeman about her progress on her four goals, virtual reality, SOAR which is a program to challenge our advanced students, Marzano High Reliability Schools and the ever popular Compliance and Independent Study models.

15.0 Calendar

The next regularly scheduled board meeting is June 5th, 2025 at 9:00 am.

*Motion to change the next board meeting to May 27th @ 5 pm. Motion; Nicole; Second; Ronnie. Vote:Susan; Aye, Nicole; Aye, Ronnie; Aye. Item carries 3-0.

16.0 Board Comments and Future Planning

Time: 10:06 am

17.0 Adjournment

In compliance with Government Code section 54957.5, open session materials distributed to Board Members for review prior to a meeting may be viewed at the eliteacemic.com or at the scheduled meeting. Board agenda back-up materials may also be requested by calling the School at 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.

Nicole Ronnie

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

Staff Present:
Meghan Freeman
Gena A.
Adam W.
Antonette S.
Chris W.
Crystal C.
EAA Offices
Jaclyn T.
Jen E.
Karen M.
Kris M.
Laura S.
Lupe R.
Marisa T.
Mia B.
Misty C.
Monique W.
Amberlee P.
Preston S.
Shirley A.
Teresa S.
Tracy H.
Marisa T.
Chelsie W.
Ashly S.
Allison W.
Ashlea K.

Elite Academic Academy - Instructional Service Community Partner - May 2025

Partner Name	Description of Services	Link to EAA VCI 2024-2025 and 2025-2026 Applications
Phoenix Academi	Soccer lessons	Phoenix Academi_EAA VCI 24-25 Application
Mayweather Boxing and Fitness	Kids group fitness, private training, self defense coaching.	Mayweather Boxing and Fitness_EAA VCI 24-25 Application
Resilient Boxing & Fitness	Boxing and fitness workout, self defense classes (non combative) strenght training relation to boxing, weightloss and nutritional guidance.	Resilient Boxing & Fitness_ EAA VCI 24-25 Application
CrossFit 626	General fitness program for ages 6 and up. Our CrossFit Kid's class is a fitness program designed to instill a life-long love of fitness and develop the confidence, stamina and strength that comes from functional fitness. Basketball training for ages 6 and up, for all skill levels.	CrossFit 626_EAA VCI 25-26 Application

Elite Academic Academy - Eduational Material Partners - May 2025

Partner Name	Product Description	Link to EAA EMR 2024-2025 and 2025-2026 Applications
Sew Outside the Box	Sewing project kits, machine and hand sewing kits	Sew Outside the Box_EAA EMR 25-26 Application

Associate Director of Academic Programs

Job Description

Position Title:	Associate Director of Academic Programs
Reports To:	Chief Academic Officer, or designee
FLSA Status:	Exempt
School Classification:	Certificated Administration
Pay Range:	115,000 - 125,000
Work Schedule:	12 months
Location:	Remote Office

Position Summary: *The Associate Director of Academic Programs is responsible for the oversight, development, and continuous improvement of academic enrichment and support programs at Elite Academic Academy. This role includes leadership of the SOAR program for high-achieving students and the Learning Labs designed to support students working toward grade-level proficiency. The Associate Director will ensure that both programs meet high academic standards, align with school goals, and serve the diverse needs of our student population.*

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.

- Bachelor's degree required; Master's degree or higher in education or a related field preferred.
- Valid and current California teaching or administrative credential.
- Minimum of five years of experience in educational leadership, instructional coaching, or teaching (charter school experience preferred).
- Demonstrated experience designing and managing academic programs and interventions.
- Strong understanding of differentiated instruction, MTSS/RTI models, and accelerated learning strategies.
- Proven ability to manage multiple priorities and lead a diverse team of educators.

- Working knowledge of California educational laws, curriculum standards, and assessment systems.
- Ability to interpret student data and apply insights to improve instruction and outcomes.
- Strong communication, organizational, and interpersonal skills.
- Clearance of state and federal background checks (LiveScan).
- Proof of a negative TB test within the last 60 days and every four years thereafter.
- Valid California Driver's License.

ESSENTIAL DUTIES and RESPONSIBILITIES:

Program Leadership and Oversight

- Lead the development, implementation, and evaluation of the SOAR program, ensuring alignment with the school's vision for academic excellence and student achievement.
- Oversee the Learning Lab program, ensuring timely academic interventions and support services for students performing below grade level.
- Design and refine instructional models that support diverse learning needs, including acceleration, remediation, and blended learning.
- Establish goals, benchmarks, and progress-monitoring tools for each program.
- Collaborate with other academic leaders to ensure program integration with the broader school curriculum and assessment strategies.

Instructional Support and Educational Leadership

- Provide guidance and professional development to teachers and Learning Lab staff related to instructional strategies, curriculum, differentiation, and data use.
- Facilitate the use of formative and summative data to inform instructional practices and program effectiveness.
- Ensure instructional materials and technology used in SOAR and Learning Labs are standards-aligned and evidence-based.
- Mentor and coach instructional staff to support continuous improvement.
- Support SPED and English Learner coordination within SOAR and Learning Lab settings, ensuring appropriate accommodations and instructional supports.

Operational and Compliance Management

- Collaborate with the Chief Academic Officer and other administrators to align program operations with school-wide academic goals.
- Monitor attendance, engagement, and academic progress of students in both programs.
- Ensure staff complete required documentation and compliance reports related to student attendance, interventions, and program participation.

- Coordinate with the Data and Assessment Team to support CAASPP, ELPAC, and benchmark testing logistics and results interpretation.
- Support budget planning and resource allocation to ensure program sustainability and effectiveness.

Family and Community Engagement

- Communicate regularly with families about academic expectations, student progress, and program offerings.
- Facilitate events and workshops that promote student engagement and showcase student achievement.
- Address and resolve concerns raised by parents or staff promptly and professionally.
- Promote a culture of high expectations and inclusive practices across both programs.

Staff Supervision and Evaluation

- Supervise and evaluate program staff, including teachers, academic mentors, and instructional aides.
- Provide ongoing coaching, goal setting, and professional development for team members.
- Participate in recruitment, hiring, promotion, and retention decisions in collaboration with Human Resources and Executive Leadership.

General Expectations

- Support the mission, vision, and values of Elite Academic Academy.
- Serve as a collaborative and contributing member of the academic leadership team.
- Attend leadership meetings, school events, and professional development activities as required.
- Maintain professional competence through participation in relevant training and educational opportunities.
- 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

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Employee Acknowledgement:

_____	_____	_____
Employee Signature	Printed Name	Date

Associate Director of Information Technology (IT)

Job Description

Position Title:	Associate Director of Information Technology (IT)
Reports To:	Chief Academic Officer, or designee
School Classification:	Classified Administration
Pay Range:	$115,000-$125,000
Work Schedule:	12 months
Location:	Hybrid Remote/Office

Position Summary: *The Associate Director of IT is responsible for leading the strategic and operational direction of the Information Technology department. This position oversees all IT operations, projects, personnel, and infrastructure across the organization. The Associate Director ensures that IT initiatives align with schoolwide goals and provides direct communication and counsel to the Cabinet team on technology-related matters. This leadership role combines high-level project oversight, staff supervision, and cross-departmental collaboration to support student learning, organizational growth, and secure, efficient IT operations.*

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.

- Bachelor's degree in Information Technology, Computer Science, or related field; Master's degree preferred.
- Minimum of 5 years of progressively responsible experience in IT management, including project and personnel leadership.
- Demonstrated success in overseeing complex IT projects and managing full project lifecycles.
- Experience supervising IT professionals and building high-performing teams.
- In-depth understanding of enterprise-level IT systems, educational technology, and infrastructure planning.
- Strong knowledge of project management methodologies (Agile, Waterfall) and project management tools (e.g., Monday.com).

- Excellent organizational, communication, and interpersonal skills with the ability to present and communicate technical information to non-technical stakeholders, including executive leadership.
- Project management certification (e.g., PMP, PRINCE2) preferred.
- Valid California Driver's License.
- Required clearances: State and federal fingerprint clearance (LiveScan), clear TB test (within last 60 days), updated every four years.

ESSENTIAL DUTIES and RESPONSIBILITIES:

Department Leadership and Strategy

- Provide strategic leadership and vision for all IT operations and initiatives across the organization.
- Serve as the primary liaison between the IT Department and the Cabinet team, providing regular updates and expert counsel on technology planning, systems integration, and cybersecurity.
- Lead annual technology planning and budgeting efforts, aligning resources with institutional goals.
- Develop and maintain policies, procedures, and protocols for IT operations, data privacy, and information security.

Staff Supervision and Team Development

- Supervise and mentor IT team members, fostering a culture of collaboration, innovation, and continuous improvement.
- Oversee staff scheduling, evaluations, and professional development opportunities.
- Define roles and expectations for IT personnel to ensure clarity, accountability, and effectiveness in service delivery.

Project Oversight and Execution

- Oversee the planning, execution, and delivery of major IT projects, ensuring alignment with organizational priorities.
- Collaborate with cross-functional teams to define project scopes, objectives, timelines, and resource needs.
- Track project progress, resolve risks, and ensure timely delivery of initiatives.

Vendor and Contract Management

- Evaluate, select, and manage external vendors and technology service providers.

- Negotiate and manage contracts, service level agreements, and renewals.
- Ensure vendors meet performance, security, and compliance standards.

Technical Support and Operational Oversight

- Ensure the timely resolution of IT help tickets and technical issues through oversight of the support team.
- Establish protocols for ticket escalation, resolution tracking, and communication with end users.
- Analyze help ticket data to identify trends, training needs, or infrastructure improvements.
- Ensure systems are secure, scalable, and optimized for both instructional and operational use.
- Monitor system performance, initiate upgrades, and ensure business continuity through disaster recovery planning.

Documentation and Compliance

- Ensure creation and maintenance of accurate technical documentation, including network diagrams, policies, and system manuals.
- Maintain compliance with relevant laws, regulations, and organizational standards related to data privacy and cybersecurity.

Innovation and Continuous Improvement

- Stay abreast of emerging technologies and educational IT trends to guide strategic investment and innovation.
- Foster a culture of continuous improvement through data-informed decision-making and post-project reviews.

COMPUTER SKILLS REQUIRED

- Proficiency in Windows, MacOS, and Chrome OS operating systems.
- Experience with centralized software deployment tools (e.g., Microsoft SCCM, Jamf Pro).
- Ability to troubleshoot and resolve complex hardware and software issues.
- Proficiency with remote support tools (e.g., RDP, TeamViewer, Chrome Remote Desktop).
- Understanding of IT security principles, data protection, and compliance standards (FERPA, CIPA).
- Experience creating technical documentation and user training materials.

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

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Employee Acknowledgement:

_____	_____	_____
Employee Signature	Printed Name	Date

Director of Academic Innovation

Job Description

Position Title:	Director of Academic Innovation
Reports To:	Chief Academic Officer (or designee)
FLSA Status:	Exempt
School Classification:	Certificated Administration
Pay Range:	Based upon experience & student enrollment
Work Schedule:	12 months (232 days)
Location:	Remote Office

Position Summary: *This leadership position is responsible for the implementation of innovative learning initiatives and pedagogies that support student success in a 21st-century independent study environment. The role oversees the development, integration, and continuous improvement of academic programs, including the Level Up Credit Recovery and Acceleration program and the Peak Performance program. In addition, this position supports Virtual Academy Content Teachers throughout the year and collaborates with school leaders to ensure rigorous and relevant instruction for all students. This position will also lead professional learning for teachers, staff, and administrators in independent study and blended learning environments.*

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.

- MA or MS required; doctoral degree preferred.
- A valid, current, and appropriate California state teacher credential; administrative credential is preferred but not required. A copy of credential to be provided and kept current.
- 10+ years of experience in education or leadership preferred, including increasing responsibility and/or mentoring.
- Experience leading professional development for educators.
- School or district-level administrative experience and a broad professional network preferred.
- Strong administrative, organizational, and time-management skills; ability to work independently.

- Demonstrated leadership in planning, budgeting, evaluating programs, and effective communication.
- Strong collaboration, public relations, and team-building skills.
- Knowledge of California public and charter school laws, curriculum development, and educational reform.
- Experience with student data systems and digital curriculum tools preferred.
- Clearance through LiveScan fingerprinting and TB test.
- Valid California Driver's License.

Suggested Training and Experience:

- Proven experience driving strategic change, mentoring educators, and implementing student-centered programs.
- Familiarity with blended learning models and instructional strategies for independent study environments.

ESSENTIAL DUTIES and RESPONSIBILITIES:

Leadership and Strategic Oversight

- Provide operational assistance to the Chief Academic Officer by managing strategic initiatives and special projects.
- Lead the planning, implementation, and evaluation of academic programs, such as:
    - Level Up Credit Recovery and Acceleration Program
    - Peak Performance Athletic Program
    - Virtual Academy Core Content Teacher department
- Supervise and support key academic leaders within the departments listed above.
- Provide ongoing coaching, mentorship, and evaluative feedback to direct reports to support their professional growth and departmental effectiveness.
- Collaborate with Academy Directors to ensure relevant, research-based curriculum and instructional practices are implemented to meet the needs of independent study students.
- Cultivate a culture of high expectations, innovation, and student-centered learning.

Professional Development

- Lead the design and facilitation of professional learning experiences for staff in the areas of independent study, personalized instruction, and program innovation that is aligned to the school's vision and mission.
- Support Virtual Academy Content Teachers with targeted professional development and instructional coaching throughout the year.
- Promote best practices in the integration of digital learning tools and flexible learning strategies.

Collaboration and Communication

- Serve as a collaborative partner with school leadership, program directors, and instructional staff to support continuous improvement.

- Foster a culture of innovation and shared leadership across academic departments.
- Facilitate regular communication and alignment among academic programs and the wider school community.

General Expectations

- Encourage, inspire, and support all Elite Academic Staff.
- Report to Chief Academic Officer or designee.
- Attend various meetings:
    - Attend meetings with cabinet members, as requested.
    - Attend board meetings, as requested.
- Meet established deadlines.
- Follow all protocols and policies.

Other Duties:

- 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.
- Work outside of regular school hours may be required to fulfill job duties and responsibilities.

Employee Acknowledgement:

_____	_____	_____
Employee Signature	Printed Name	Date

Student Data & Workflow Specialist Rider - Job Description

Position Title:	Student Data & Workflow Specialist Rider
Department:	Student Support
Reports To:	Chief Academic Officer (or Designee)
FLSA Classification:	Exempt
Stipend:	$10,000 - $20,000 annually depending on experience
Classification:	Classified
School Calendar Days:	12 month Calendar

Job Description: *This is not a stand-alone job description, but a rider to another Elite classified position. This payscale is in addition to the other position. The individual in this role will support the effective use of digital systems that enhance organizational efficiency and student data management. This position is responsible for overseeing and maintaining Monday.com project management boards and assisting with the configuration, customization, and ongoing development of the Abre.io student data system. This work ensures data-driven decision-making and streamlined collaboration across departments.*

General Duties:

Monday.com Responsibilities:

- Serve as the primary administrator for all Monday.com boards across departments.
- Design, build, and maintain customized workflows, automations, and templates to support school initiatives and operations.
- Train and support staff in effective use of Monday.com, including documentation of best practices.
- Troubleshoot and resolve user issues and liaise with Monday.com support as needed.

Abre.io Responsibilities:

- Collaborate with leadership to build out data dashboards, student profiles, and modules within Abre.io.
- Configure user permissions, data fields, and reporting structures aligned with school goals.
- Import and validate student data from various sources to ensure accuracy and integrity.
- Partner with instructional and support staff to create useful reports and insights.
- Provide training and ongoing support to staff using Abre.io for data-driven instruction and student support.

General Duties:

- Document system configurations and workflows for sustainability and training.
- Maintain confidentiality of student and staff data in accordance with FERPA and school policy.

Required Qualifications:

- Ability to work an extended schedule.
- Proficiency with digital platforms, especially Monday.com and data dashboard tools (e.g., Abre.io, Google Sheets, Excel).
- Strong organizational skills and attention to detail.

Employee Acknowledgement:

_____	_____	_____
Employee Signature	Printed Name	Date

Temporary Teacher on Special Assignment (TOSA)

Job Description

Position Title:	Temporary Teacher on Special Assignment (TOSA)
Position Type:	Temporary
Department:	Credentialed Teaching
Reports To:	Director of Level Up, or designee
FLSA Status:	Non-Exempt (for Part-Time hourly)/Exempt (for Full-Time salary)
Job Classification:	Certificated
Pay Range:	As indicated on contract
Work Schedule:	Temporary Level Up Calendar
Location:	Remote, but may require in person meetings

Position Summary: *Elite Educators support students in meeting their educational goals and ensuring they are successful in an independent study environment. The TOSA supports the needs of new and veteran Content Facilitators of Elite Academic Academy in the independent study environment, including but not limited to meeting with Content Facilitators to provide ongoing guidance, monitoring and supporting course grading, and supporting reengagement. The TOSA will meet with Content Facilitators, Elite teachers, and Level Up leadership to promote Content Facilitator training, engagement with students, and overall success in the independent study public charter school world. TOSAs are required to participate in all staff meetings and trainings, and are expected to uphold the school's mission and shared values, philosophy, and policies and procedures. TOSAs must carry and maintain a valid California teaching credential.*

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.

- A valid, current, and appropriate California state teaching credential for teaching staff. A copy of Teaching Credential to be provided and kept current.
- 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 Human Resources 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.

General Skills:

- Team player.
- Love of learning – a lifelong learner.
- Ability to transmit passion for learning to students and families.
- Flexibility and accountability.
- Well developed, clear communication and interpersonal skills that maintain a respectful, professional, and courteous manner.
- Conflict resolution skills.
- Strong organizational skills.
- Openness to differing views and objectives.
- Computer and technology literacy.
- Willingness to research and become knowledgeable of curriculum and educational resources.
- Ability to deliver information concerning curriculum, teaching, assessment, and learning to families.
- Serve the student and parent's needs to the best of his/her ability without allowing his/her own convenience to interfere.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Professional Support: The TOSA's goal is to ensure the success of Content Facilitators and the students they are supporting. TOSAs must meet with assigned facilitators to support instructional needs and to facilitate student success in coursework. This requires understanding the goals of the Content Facilitator role and guiding staff members to reach said goals. TOSAs will complete all educational and administrative duties, paperwork, and other tasks as needed to achieve this goal. Professional support is not limited to the school calendar days.

Responsibilities:

- Meet with assigned Content Facilitators weekly to review progress and provide support.
- Monitor and support in grading to ensure timely feedback and equitable grading practices.
- Strategize and support Content Facilitators through the process of student re-engagement.
- Suggest and provide strategies, resources, and supports for assigned Content Facilitators.
- Work with Level Up leadership to ensure students on Content Facilitators' rosters are finding success in their coursework.
- Communicate school information to team members.
- Respond to all school related written correspondence, phone calls, voicemails, and emails within 24 business hours.
- Use computer technology, email, the Internet, and other technology.
- Attend mandatory teacher trainings and weekly meetings/mentoring sessions.
- Complete online and other trainings as determined as necessary by the school.
- May perform other duties commensurate with the functions and level of the position.

Advice and Support:
The TOSA is expected to serve Content Facilitators with varying needs. A broad base of educational knowledge as well as a thorough understanding of educational opportunities available through the school is necessary to support families adequately. This knowledge must include, but is not limited to, familiarity with the following:

- Elite's Content Teacher / Facilitator Handbook
- Elite's grading policies
- Appropriate learning approaches and teaching philosophies
- Intervention and re-engagement strategies
- Internet resources
- Distance learning

The TOSA is responsible for answering educational questions posed by their team members, performing research, using the Elite Educator manual, and consulting their assigned lead as needed.

Other Duties

- Respond to all school related written correspondence, phone calls, voicemails, and emails within 24 business hours.
- Document and report to the school's management all formal disciplinary actions involving students; supporting management with addressing and resolving complaints from students and parents in a timely manner; and ensuring compliance with 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 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

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Employee Acknowledgement:

_____	_____	_____
Employee Signature	Printed Name	Date

INDEPENDENT CONTRACTOR AGREEMENT

THIS AGREEMENT is made, effective as of May 19, 2025 to August 6, 2025, between [redacted] ("Contractor") and Elite Academic Academy - Lucerne ("Company" or "EAAL") (individually a "Party" and collectively the "Parties").

WHEREAS Company desires to retain the services of the Contractor, and the Contractor desires to provide services to Company.

NOW, THEREFORE, in consideration of the mutual promises and agreement hereinafter set forth the sufficiency of which is hereby acknowledged, the Parties agree as follows:

1. *Engagement*. Company hereby retains Contractor to serve as the Company's Event Director for the PEAK PERFORMANCE event scheduled to take place on Friday, July 25th, 2025 at Dignity Health Sports Park, Carson, CA (hereinafter referred to as "the Event"). Specifically, Contractor agrees to perform the following duties, associated with this position, for Company; and such other services as Company may from time to time request:

- Overseeing all aspects of the Event's planning, coordination, and execution.
- Collaborating with vendors, sponsors, and other stakeholders.
- Ensuring compliance with all relevant laws, regulations, and safety protocols.
- Handling Event logistics, including hiring and scheduling key contractors and vendors.
- Monitoring Event progress and making necessary adjustments
- Evaluating the success of the Event and providing a post-event report.

2. *Engagement*. Company hereby retains Contractor to teach a semester course as a Credit Recovery/Acceleration Teacher Assistant on the Master Schedule for the Credit Recovery and Acceleration Learning Period during the company's Year-Round Track from June 23, 2025 to August 6, 2025, virtually. Specifically, Contractor agrees to perform the following duties, associated with this position, for Company, and such other services as Company may from time to time request:

General Duties:

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

- Initial setup and preparation of the course, including due dates, syllabus, grading scale, and content review.
- Develop and deliver a weekly live session that helps students develop content mastery, and take attendance at live sessions for compliance purposes.
- Provide students with the syllabus and pacing guide with due dates for assignments and assessments.
- Offer office hours and tutoring opportunities for students.
- Review completed coursework and make final grade determination.
- Update the course as necessary.

3. *Commissions*. Company will pay Contractor a total compensation of $7,000 for Contractor's duties as Event Director. Contractor will send the company an invoice at the end of each month (June 2025 and July 2025) after services are rendered. Once approved, it will be processed and paid to the contractor within 15 business days.

4. *Commissions*. Company will pay Contractor a total compensation of $4,125 for Contractor's duties as Credit Recovery/Acceleration Teacher Assistant. Contractor will send the company an invoice at the end of the Credit Recovery and Acceleration Learning period on August 6, 2025 after services are rendered. Once approved, it will be processed and paid to the contractor within 15 business days.

5. *Regulatory Compliance*. If the Contractor is working with students, or in the office where students may reside, they must at all times comply with all laws regarding qualifications to work with or around students including, without limitation, state and federal fingerprint clearance (Live Scan) (Cal. Ed. Code § 44237) proof of clear TB test within 60 days of the Effective Date, as defined hereinbelow and updated every 4 years; and, valid state driver's license.

6. *Expenses*. The Contractor will be responsible for bearing his own costs and expenses unless agreed to in advance by the Company and the Contractor provides proper documentation for the expense.

7. *Acknowledgments*. The contractor acknowledges and understands that he/she is an independent contractor and that he/she is not forming a traditional employer-employee relationship with the Company. The contractor is not entitled to participate in any plans, arrangements, or distributions pertaining to or connected with any compensation plan, health, dental, life, or disability insurance programs, or any other fringe benefits which Company, from time to time, may provide for its owners and/or employees if any. The Contractor shall be solely responsible for all costs incurred for health, dental, and/or life insurance on his behalf. The contractor shall be solely responsible for making all federal, state, and local tax deposits relating to compensation received as a result of his relationship with the Company and shall hold the Company harmless from and against any and all tax liability relating thereto. The contractor further agrees he is solely responsible for workers' compensation insurance for himself and any subcontractors she may hire, if any, and agrees to indemnify and hold the Company harmless for any workers' compensation claim of loss or damage arising in connection with the Contractor's performance of services under this Agreement.

8. *Term*. The contractor's engagement shall be effective May 19, 2025 (the "Effective Date") and shall continue until the completion of the Event, including any necessary wrap-up tasks, unless the engagement is terminated by either Party prior to this date. To the extent the Contractor wishes to terminate this Agreement he must provide the Company with thirty (30) days advance written notice. The Company may terminate this Agreement at any time, with or without notice. Additionally, this Agreement shall terminate in the event of Contractor's death, inability to continue to provide services as described in this Agreement, or breach of any

provision of this Agreement.

9. *Modification of this Agreement*. No waiver or modification of this Agreement, in whole or in part, will be valid unless it is made in writing and duly executed by the Parties. Any waiver of any term, condition, or provision of this Agreement will not constitute a waiver of any other term, condition, or provision hereof, nor will a waiver or any breach of any term, condition, or provision constitute a waiver of any subsequent or succeeding breach.

10. *Assignment*. This Agreement, the services to be performed, and all rights hereunder are personal to the Contractor and may not be transferred or assigned by the Contractor at any time. This Agreement shall be binding upon and inure to the benefit of the Company's successors and assigns. In the event of Contractor's death, inability to perform his duties, or his breach of this Agreement, Company shall have no further obligations hereunder other than to pay him or his estate any fees or expenses that are payable hereunder which are accrued and unpaid as of the date of either his death, disability, or breach.

11. *Confidentiality.* Contractor acknowledges that Company is in a highly competitive industry and that during the term of this Agreement, Contractor will have access to, receive, learn, and/or develop information that is proprietary, trade secrets, and/or confidential to the Company, including, but not limited to information about customers, prospects, financials, and marketing. Additionally, the Contractor will have access to and maintain, develop and initiate customer relationships and goodwill that are of value to the Company and which it has a legitimate interest in protecting.

At all times during and after the term of Contractor's engagement with Company, Contractor shall not, except with Company's prior written consent, or except in the proper course of his performance of services for the Company, directly or indirectly, disclose, communicate, or divulge to any individual or entity, or use for his own benefit or the benefit of any other individual or entity, any confidential or proprietary knowledge or information concerning the conduct or details of Company's business, including without limitation, names of customers and prospects, details of contracts, technical know-how, methods of operation, marketing methods, other trade secrets, pricing, or other policies, prospects, and financial information. The contractor acknowledges that these provisions apply even to information that is developed or conceived by him alone or with others at the Company's direction, as well as to confidential and/or proprietary information received from any customer or other person or entity who does business with the Company; however, the Contractor will be retain the ownership of his original curriculum, proprietary resources, and Educational content created prior to the contract with the Company.

Upon termination of Contractor's engagement with Company for any reason, Contractor shall immediately return to Company all correspondence, files, customer and prospect lists, notes, technical data, and other materials that contain any such confidential or proprietary knowledge or information, and Contractor shall not retain any copies of such materials. A violation of this paragraph shall be considered a material breach of this Agreement.

12. *Work Product.* The product of all work performed under this Agreement ("Work Product"), including without limitation all notes, reports, documentation, drawings, computer programs, inventions, creations, works, devices, models, work-in-progress, and deliverables that

are conceived, made, reduced to practice, or learned by Contractor, solely or in conjunction with others, in the course of any work performed for the Company, will be the sole property of the Company, and Contractor hereby assigns to the Company all right, title and interest therein, including but not limited to all audiovisual, literary, moral rights and other copyrights, patent rights, trade secret rights, and other proprietary rights therein. The contractor retains no right to use the Work Product and agrees not to challenge the validity of the Client's ownership of the Work Product.

13. *Choice of Law and Forum.* This Agreement and the performance of services hereunder will be governed by the laws of the State of California. Any lawsuit filed by either Contractor or Company shall be filed in the Superior Court for the State of California in Los Angeles. The contractor and Company herein each consent to the personal jurisdiction and venue of said court over them and agree not to contest jurisdiction or the application of California law.

14. *Attorneys' Fees*. The Contractor agrees to indemnify the Company for its reasonable attorneys' fees and costs incurred in enforcing the terms of this Agreement should the Contractor violate any of its terms.

15. *Entire Agreement*. This Agreement contains the complete agreement of the Parties and will supersede any and all other agreements, understandings, and representations, whether oral or written, by and between the Parties hereto.

16. *Relationship of the Parties*. The Contractor is an independent contractor, not a Company employee. This Agreement does not constitute a joint venture, partnership, merger, acquisition, or employment relationship. The contractor does not have any authority to bind the Company or enter into any contract on the Company's behalf (with the exception of routine purchase orders). The contractor is solely responsible for its debts, liabilities, and obligations, including obligations for income or other taxes, and the Contractor shall hold Company harmless for the same. The contractor shall prepare and file all tax returns required under applicable law. The contractor shall not incur any expense on behalf of the Company, shall not enter into any contract or agreement on behalf of the Company without prior written consent from Company, and shall not represent to any other person or entity that the Contractor is authorized to enter into any contract or agreement on behalf of Company or bind Company in any way unless she has prior written consent. Nothing herein requires the Company to offer services and work opportunities to the Contractor, and nothing herein requires the Contractor to accept work opportunities. Nothing herein requires the Contractor to work exclusively for the Company. The contractor may not hire any employees or engage any Contractor to assist in the performance of his duties hereunder, without the prior written consent of an Owner of the Company. The contractor shall fully indemnify and hold Company completely harmless for any and all expenses, costs, liabilities, and losses, including attorneys' fees, as a result of the Contractor's violation of any provision of this paragraph.

17. *Severability*: If any provision of this Agreement is construed to be invalid, illegal, or unenforceable, then the remaining provisions hereof shall not be affected thereby and shall be enforceable without regard thereto.

18. *Binding Authority*: The Company and its representative signing this Agreement agree and

confirm that the undersigned individual has the right, power, and authority to sign this Agreement on behalf of the Company and to legally bind the Company to this Agreement with his signature.

19. *Counterparts:* This Agreement may be executed in one or more counterparts, each of which will be deemed to be an original copy of this Agreement, and all of which, when taken together, will be deemed to constitute one and the same agreement. The exchange of copies of this Agreement and of signature pages by facsimile or electronic transmission shall constitute effective execution and delivery of this Agreement as to the Parties and may be used in lieu of the original Agreement for all purposes. Signatures of the Parties transmitted by facsimile or email shall be deemed to be their original signatures for all purposes.

IN WITNESS THEREOF and intending to be legally bound, the Parties have executed this Agreement as of the date set forth above on the below-written date.

Elite Academic Academy - Lucerne

By: Meghan Freeman	[redacted]
Its: Chief Executive Officer	Independent Contractor

CONTRACT ADDENDUM

This Contract Addendum is made on May 15, 2025 by Elite Academic Academy- Lucerne and [redacted]

Company: Elite Academic Academy (the "Company") with a mailing address of 43414 Business Park Drive, Temecula, CA 92590, and [redacted].

The Company and Contractor is referred to herein as the "Parties".

The Addendum shall be added to the original agreement dated February 1, 2024, between the parties (the "Independent Contractor Agreement").

The aforementioned Contract is hereby supplemented as follows:

- The contract end date is hereby extended to August 30th, 2025. All terms and conditions herein shall remain in full force and effect and unchanged.

We, the Company and Contractor, agree to the aforementioned additions to the Contractor Addendum. Any changes made are legally binding upon the signature of both parties.

ELITE ACADEMIC ACADEMY -Lucerne

By: Meghan Freeman
Its: Chief Executive Officer

[redacted]
Contractor

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ELITE ACADEMIC ACADEMY -Lucerne

By: Meghan Freeman
Its: Chief Executive Officer

[redacted]
Contractor

Name	Position	Charter	Start Date	Term Date	Fiscal Impact
25260453	Peak Performance PE	Lucerne	2025-04-14	2026-06-30	$81,760.00
25260624	Homeschool TOR	Lucerne	2025-08-11	2026-06-30	$74,135.00
25260617	ociate Director of Immersive Technology & Innova	Lucerne	2025-05-05	2026-06-30	$120,000.00

EE #	**Position**	**Charter**	**Start Date**	**End Date**	**Hours per Week**	**Hourly Rate**	**Daily Rate**	**Salary Per Pay Period**
25260620	Temp Independent Study Counselor	Lucerne	2025-05-01	06/27/25		70.52	564.16	6393.813333
25260584	Temp Independent Study Counselor	Lucerne	2025-05-09	08/08/2025		60	480	5440
25260622	Temp Independent Study Counselor	Lucerne	2025-05-09	06/20/2025		60	480	5440
25260598	Temp Independent Study Counselor	Lucerne	2025-05-09	06/20/2025		60	480	5440
25260619	Temp Level Up Admin Assistant	Lucerne	2025-05-01	08/17/25	20	30		0
25260689	Temp Independent Study Counselor	Lucerne	2025-05-09	08/08/2025		60	480	5440
25260436	Temp TOR	Lucerne	2025-06-23	8/08/2025	40		365	4136.666667
25260389	Temp TOR	Lucerne	2025-06-23	08/08/2025	40		365	4136.666667
25260612	Temp Instructional Aide	Lucerne	2025-05-21	08/15/2025	20	18		0
25260527	Content Teacher	Lucerne	2025-06-23	08/08/2025			365	4136.666667
25260553	Temp TOSA	Lucerne	2025-06-23	08/08/2025			480	5440
25260248	Peak Performance Content Teacher	Lucerne	2025-06-23	08/08/2025	35		319.41	3619.98

Employee Code	Payroll Profile Desc	Contract End Date
24250002	ELITE ACADEMIC ACADEMY LUCERNE	06/30/2025

EAA - Lucerne
FY 25.26 Budget Report
May 2025

		2024-25 Unaudited Actuals	2025-26 Projected Budget	2026-27 Projected Budget	2027-28 Projected Budget
	ADA	***1,405.61***	***1,535.58***	***1,627.72***	***1,725.38***
REVENUE					
	LCFF	18,903,816	20,147,817	21,995,023	24,111,773
	Special Education - state	1,273,510	1,351,835	1,432,945	1,518,922
	Special Education - federal	156,254	222,659	236,019	250,180
	Title I & II	222,965	243,582	258,196	273,688
	Lottery	383,732	419,213	444,366	471,028
	Mandate Block Grant	40,613	44,368	47,030	49,852
	Educator Effectiveness	100,000			
	MTSS	15,500			
	CTEIG	66,645	72,807	77,176	81,806
	Learning Recovery Emergency Block Grant	179,165.00	537,494		
	Arts, Music, and Instructional Materials	95,998	287,992		
	Assessment Apportionments	1,947			
	Golden State Pathways Program: Planning Grant	200,000			
	SPED Mental Health	122,070	133,357	141,359	149,840
	Proposition 28: Arts and Music in Schools	141,788	154,898	164,192	174,044
	Other miscellaneous	34,727	37,528	39,780	42,167
	Total Revenue	21,938,731	23,653,552	24,836,087	27,123,301
EXPENSES					
	Salary Expense - certificated	8,777,813	9,185,166	9,541,550	10,316,324
	Salary Expense - classified	1,107,354	1,335,558	1,387,378	1,500,033
	Total Salary Expense	9,885,167	10,520,724	10,928,928	11,816,357
	Benefits & Taxes	2,562,375	2,843,218	2,953,535	3,193,362
	Materials & Supplies	1,846,960	1,740,054	1,844,457	1,955,124
	Services & Operating Expenses	7,040,295	8,033,792	8,515,819	9,207,304
	Interest Expense	260,385	300,935	334,038	354,080
	Total Expenses	21,595,183	23,438,722	24,576,777	26,526,227
	Net Surplus (Deficit)	343,548	214,829	259,310	597,073
	Beginning Fund Balance	1,476,392	1,819,940	2,034,769	2,294,079
	Ending Funding Balance	1,819,940	2,034,769	2,294,079	2,891,152

ASSUMPTIONS:

1) The average daily attendance (ADA) for the 2025-26 year is projected to be 1,535.58
2) Statutory COLA has been set by the state at 2.3%
3) 2025-26 Non-recurring revenue is projected (in green) to be $898,293.36
4) Outyear budgets assume one-time categorical funding will be reduced substantially, and that expenses will growth proprotionally with ADA.
5) Cost of capital is expected to hold steady, if not slightly decrease.
6) All other 2025-26 revenue is a function of ADA.
7) FY 2025-26 beginning fund balance at July 1, 2025 $1,819,939.60
   FY 25.26 projected surplus $214,829.40
   Projected FY 25.26 Ending Fund Balance $2,034,769.00

Projected 25.26

LU	Trk B	Trk A	TOTAL
TK-3	357.88		357.88
4-6	269.01		269.01
7-8	245.38		245.38
9-12	178.79	484.52	663.31
TOTAL			1,535.58

TOTAL ADA

FY 24.25	FY 25.26	GROWTH
1,405.61	1,535.58	9.25%

ELITE ACADEMIC ACADEMY

01

FY 25.26 BUDGET CREATION ASSUMPTIONS

STATE OF THE STATE

02

Despite higher-than-expected revenue early in the year, the Governor assumes a “growth recession” outlook, influenced by tariffs and federal instability.

$12 billion state budget shortfall emerged due to economic slowdown and rising costs (especially Medi-Cal).

The Proposition 98 Guarantee, which determines education funding, dropped by $4.6 billion over the three-year window (prior, current, upcoming).

The Governor proposes under-appropriating 2024-25 Prop 98 funding by $1.3 billion, creating a defacto deferral (realized in June).

K-12 EDUCATION BUDGET IMPACTS

03

2.3% COLA for LCFF and categorical programs is fully funded.

A $1.7 billion Student Support & Professional Development block grant is proposed, expected to be about $312/ADA. Eligible for use through 2029.

$1.8 billion June 2026 deferral proposed—30-45% of typical June apportionment delayed until July. Cash flow planning is critical.

LEGISLATIVE UPDATE

AB 84: Called a "Charter Killer," would:

- Slash funding for Non-Classroom Based/flex models by up to 30%,
- Add 3x oversight fees, procurement mandates, and credentialing hurdles,
- Allow districts emerging from fiscal distress to block new petitions for 5 years,
- Create massive bureaucratic burdens without added resources.

SB 414, a charter coalition-backed alternative, would:

- Rename Non-Classroom Based to “flex-based instruction,”
- Clarify funding determination process and limit reductions to verified abuse cases,
- Increase audit scrutiny and impose tort reforms.

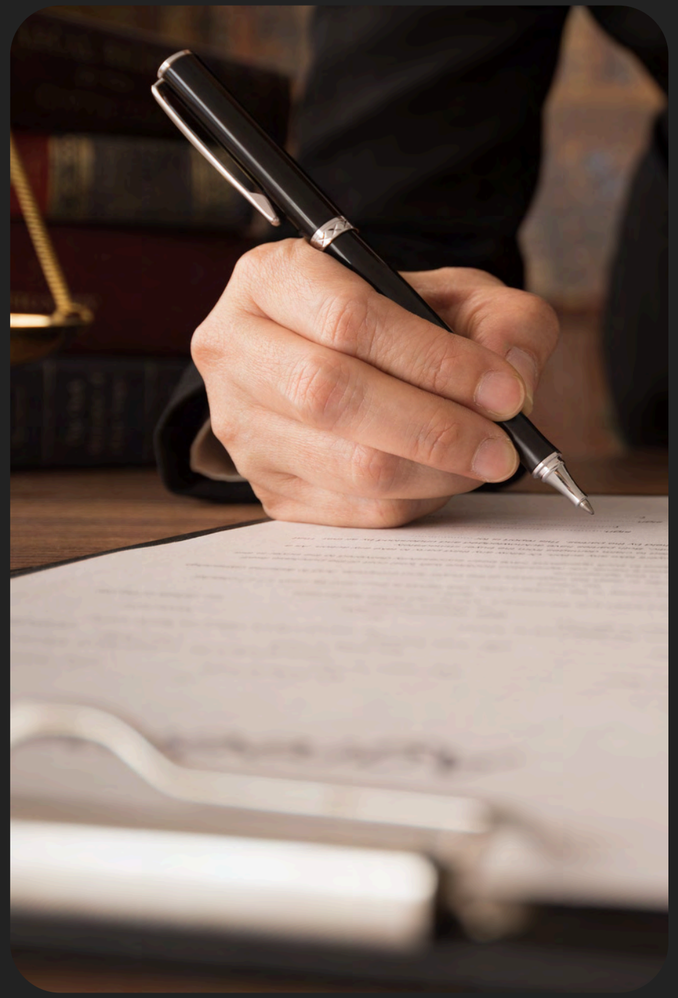
THE BOTTOM LINE

Positive Take Away;

- 2.3% COLA fully funded for LCFF and categoricals
- $1.7B one-time block grant (~$312/ADA) for PD, rising costs, flexible use
- Prop 28 (Arts/Music) boost to ~$123/ADA + $85 for low-income students
- Plenty of opportunity exists to fight AB 84 before the Governor can sign into law.

Threat Vectors for Future Planning

- AB 84: Would slash charter funding by up to 30%, triple oversight fees, and stifle growth
- June 2026 state aid deferral will require strong cash flow planning
- COLA uncertainty ahead due to economic volatility and state deficit
- Increased audit scrutiny on independent study and LCAP compliance



BUDGET ASSUMPTIONS

06

- Our budget is currently based on a 2.3% COLA increase
- State and National economic picture uncertain, therefore controlled growth and conservative fiscal practices form the core of the budgeting process
- Intra-year spending and outyear budgets will capitalize on available one time funding, but will also not assume a significant amount of new funds in the future

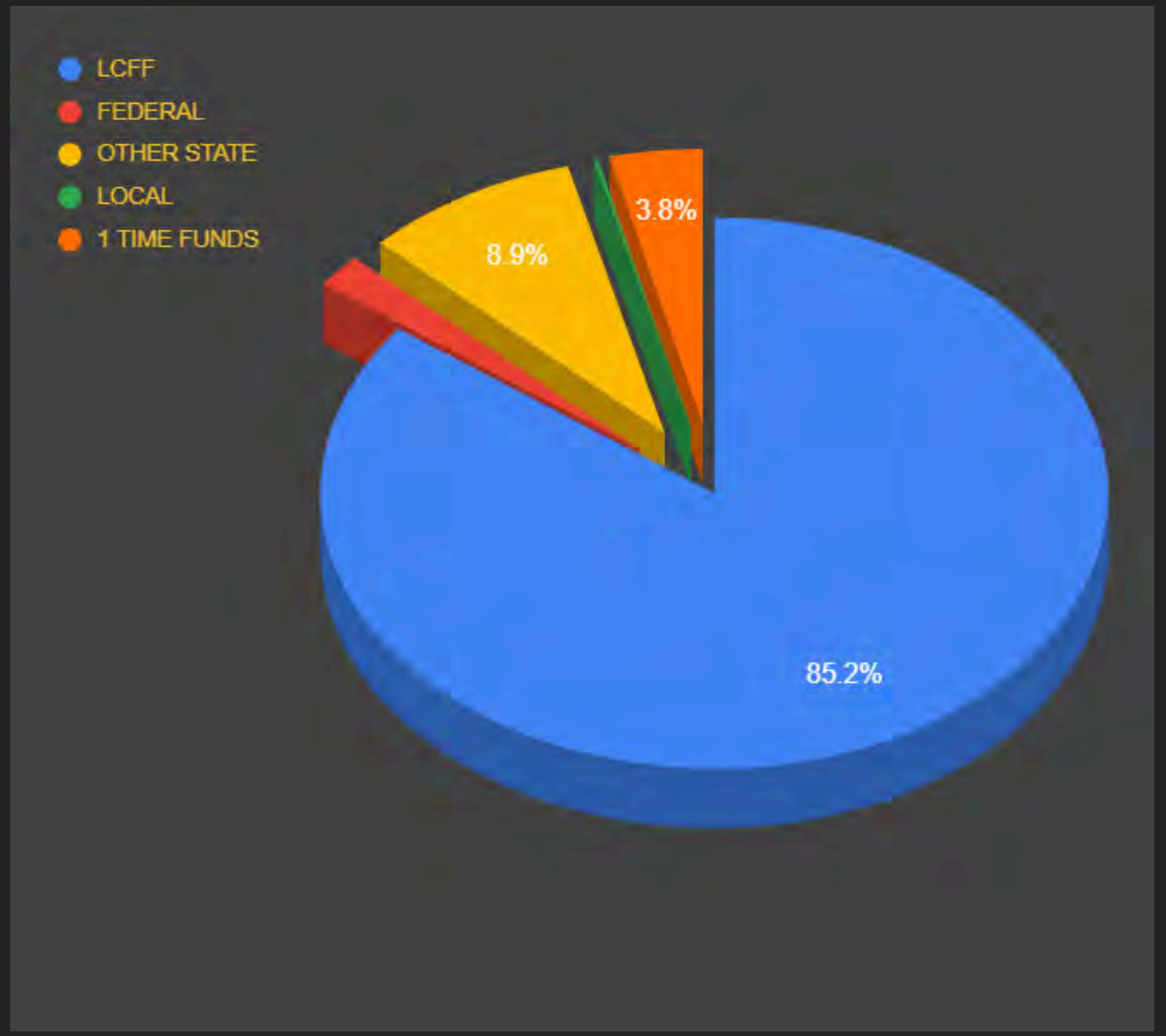
ADA-
YEAR OVER YEAR

POST COVID-19
85.3% Growth

REVENUE BY SOURCE

08

LCFF	$20,147,817
FEDERAL	$466,241
OTHER STATE	$2,103,673
LOCAL	$37,528
1 TIME FUNDS	$898,293



CORE VS NON CORE EXPENDITURES

03

DEFINITIONS:

Core: All expenditures that directly serve students, such as curriculum, programs and teacher salaries.

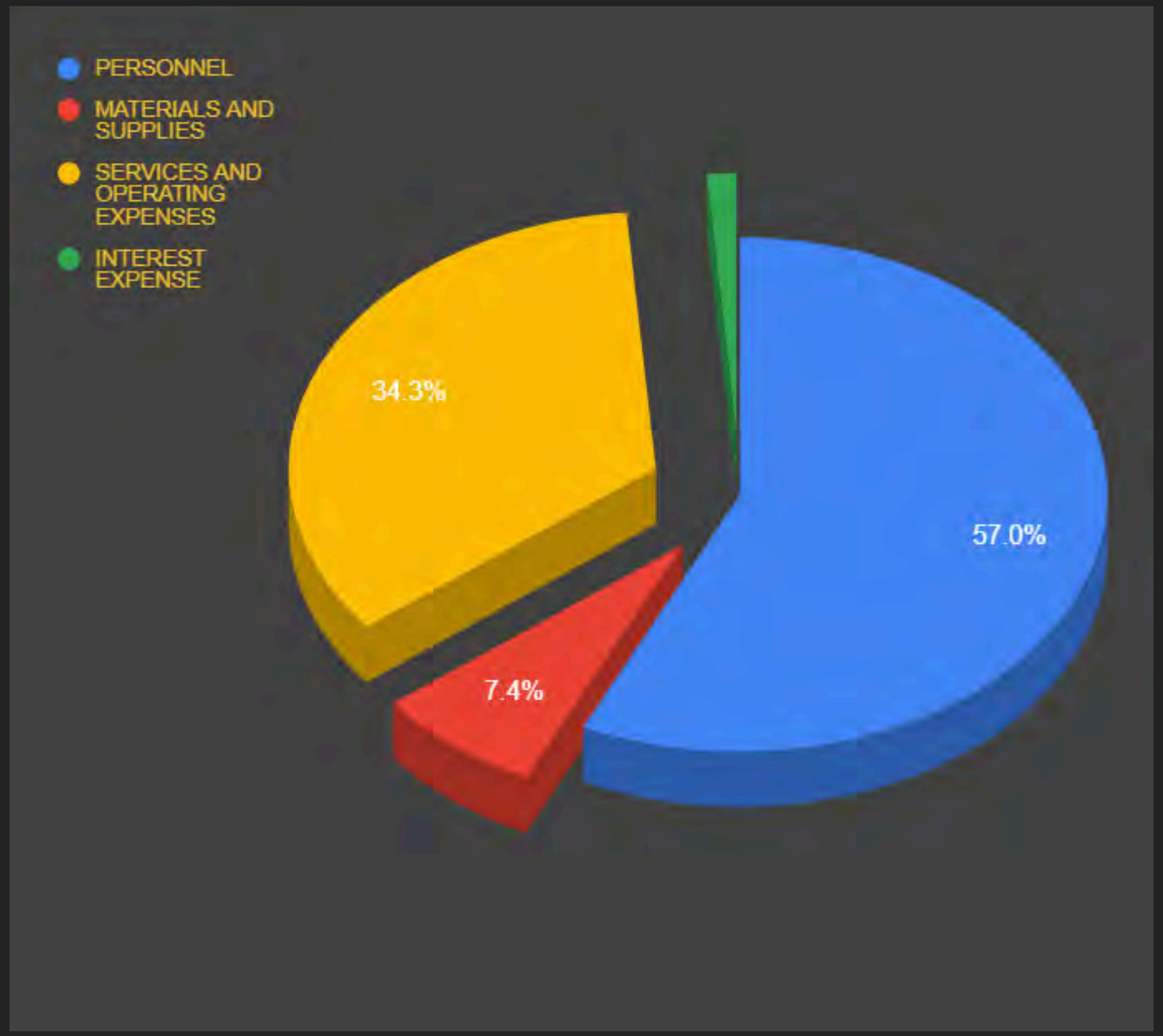
81.34%

Non - Core: All other expenditures necessary for the daily functioning of the school, such as District oversight fees, utilities, and insurance.

18.66%

EXPENDITURES BY SOURCE

	Core Expenditures	%
PERSONNEL	$13,363,942	97.55%
MATERIALS AND SUPPLIES	$1,740,054	98.12%
SERVICES AND OPERATING EXPENSES	$8,033,792	53.14%
INTEREST EXPENSE	$300,935	0%



PROJECTED ENDING FUND BALANCE

FY 25.26 BEGINNING BALANCE

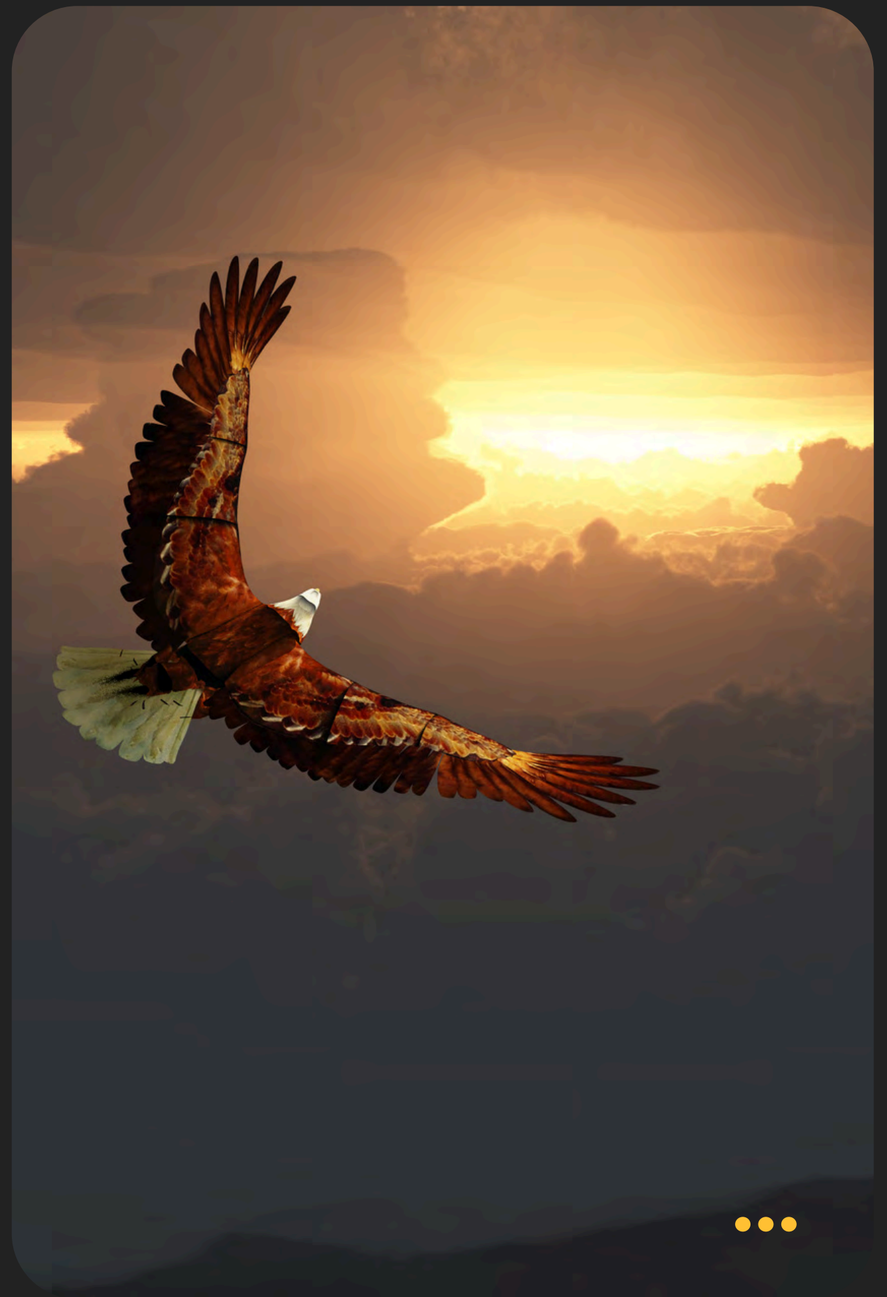
$1,819,940

FY 25.26 PROJECTED SURPLUS

$214,829

FY 25.26 ENDING FUND BALANCE

$2,034,769



Lucerne Local Control Accountability Plan (LCAP) & Local Indicators

Parent Budget Overview

PROJECTED REVENUE FOR THE 2025-26 SCHOOL YEAR

Total LCFF Funds	$20,147,817
LCFF Supplemental & Concentration Grants	$2,085,976
All Other State Funds	$3,001,966
All Local Funds	$37,528
All Federal funds	$466,241
Total Projected Revenue	$23,653,552

PROJECTED EXPENDITURES FOR THE 2025-26 SCHOOL YEAR

Total Budgeted General Fund Expenditures	$23,438,722
Total Budgeted Expenditures in the LCAP	$21,758,953
Total Budgeted Expenditures for High Needs Students in the LCAP	$3,075,905
Expenditures not in the LCAP	$1,679,769

FUNDS FOR HIGH NEEDS STUDENTS

2025-26 Difference in Projected Funds and Budgeted Expenditures (Surplus Spending)	$989,929

EXPENDITURES FOR HIGH NEEDS STUDENTS, 2024-25 SCHOOL YEAR

Total Budgeted Expenditures for High Needs Students in the LCAP	$2,671,634
Actual Expenditures for High Needs Students in LCAP	$2,605,394
Difference in Budgeted and Actual Expenditures	$66,240

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LCAP Goals

1 Improve academic achievement for all students

2 Establish connections and partnerships

3 Support students with academic supports and interventions

4 Ensure students are college and career ready

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Goal 1

We will improve the academic achievement of all students including those with disabilities through predominant instructional practices, a guaranteed and viable curriculum, and standard-aligned assessments. This will be measured by our ability to meet or exceed our authorizing district CAASPP ELA and Math Scores.

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Goal 1 Action Items

1.1 Academic Achievement through aggregate instructional practices

1.2 Special Education Academic Achievement

1.3 Equitable access to Common Core aligned viable curriculum and materials

1.4 Professional Development to support in effective teaching

1.5 Management of fiscal, operational and technological resources to support students, staff, and community

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Goal 1 Progress & Metrics

Metric #	Metric	Baseline	Year 1 Outcome
1.1	CAASPP Results	2022-23 School Year Academic Performance Mathematics (All Students): 24.2% of students met or exceeded the standard English Language Arts (ELA, All Students): 43% of students met or exceeded the standard California Science Test (CAST, All Students): 25.61% met or exceeded	2023–24 School Year Academic Performance Mathematics (All Students): 29% of students met or exceeded the standard English Language Arts (ELA, All Students): 46% of students met or exceeded the standard California Science Test (CAST, All Students): 25.61% met or exceeded
1.2	iReady Assessment: Reading At/Above Grade Level	22-23 School Year MOY Scores 42%	23-24 School Year MOY Scores 58%
1.3	iReady Assessment: Math At/Above Grade Level	22-23 School Year MOY Scores 31%	23-24 School Year MOY Scores 48%
1.4	Students with Active SSTs	70	17

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Goal 2

Establish connections and partnerships with our families and community to increase engagement, involvement, ensure safety and satisfaction, and to support student learning and achievement.

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Goal 2 Action Items

2.1 School-Based Enrichment Activities

2.2 Meaningful and Transparent Communication

2.3 Safe Learning Environment

2.4 English Language Family Support

2.5 Engaging the Community

2.6 Providing Access to Resources

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Goal 2 Progress & Metrics

Metric #	Metric	Baseline	Year 1 Outcome
2.1	Chronic Absenteeism	10.8% (22/23 Dashboard)	6.6%
2.2	Suspension/Expulsion	0%	0%
2.3	ADA	828.69	1161.83
2.4	Social Media Interaction through Instagram Followers	23/24: 10.8% interactions from Followers; 89.2% Non-Followers; 0.1% ads (organic).	24/25: 84.2% interactions from followers; 11.5% Organic Ads
2.5	Website Traffic Coming from a Direct Link	23/24: Views: 162,845; Sessions: 118,212; Engaged: 60,001; Sessions per user: 2.96	24/25: Views: 191,320; Sessions:130,601; Engaged Sessions: 64, 717; Sessions per user: 2.88

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Goal 3

Support students with academic supports and interventions, as well as appropriate social-emotional supports, to meet their needs in a supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.

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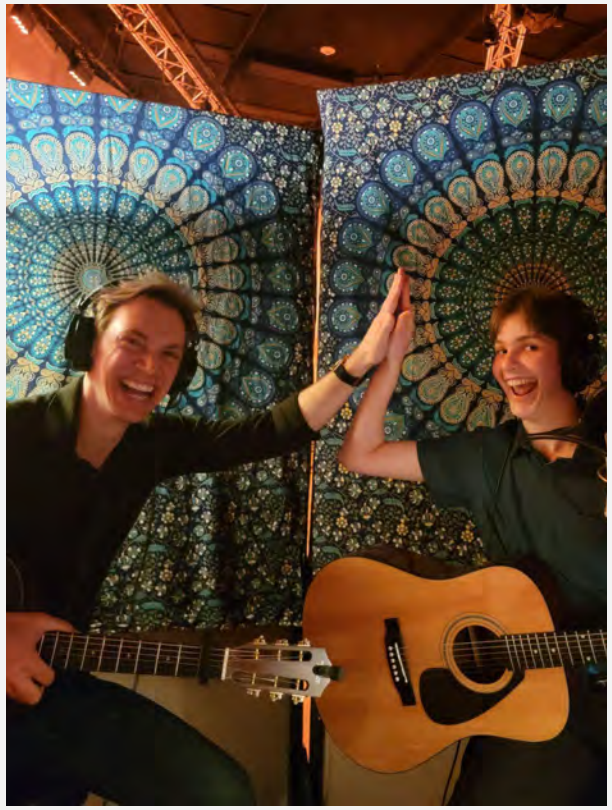
Goal 3 Action Items



3.1 MTSS System Monitoring

3.2 EL Proficiency Monitoring

3.3 Access to technology to support learning

3. 4 Year Round Track for credit recovery, advancement, and enrichment

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Goal 3 Progress & Metrics

Metric #	Metric	Baseline	Year 1 Outcome
3.1	English Learners making progress towards English language proficiency	22/23: 50%	19.4%
3.2	EL Reclassification	21%	2%
3.3	Students Receiving MTSS Services that Meet Reading Typical Growth Goal as reported by iReady	70%	50%
3.4	Students Receiving MTSS Services that Meet MathTypical Growth Goal as reported by iReady	56%	46%
3.5	English Learners that Improve Placement Classification	40%	50%
3.6	English Learners that Meet Reading Typical Growth Goal as reported by iReady	41.7%	20%

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Goal 4

We will prepare secondary students to graduate from school with opportunities and preparation for college and career.

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Goal 4 Action Items

4.1 Career Technical Education Program Pathways

4.2 Assessment & Articulation for post-secondary preparation

4.3 College and Career Counseling

4.4 Advanced Academic Resources (SOAR)

4.5 Arts & Music Program

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Goal 4 Progress & Metrics

Metric #	Metric	Baseline	Year 1 Outcome
4.1	Students Enrolled in a CTE Pathway	22-23 School Year 64%	23-24 School Year 70%
4.2	A-G Completion	22-23 School Year 96%	23-24 School Year 96%
4.3	FAFSA completion	22-23 School Year 20%	23-24 School Year 28%

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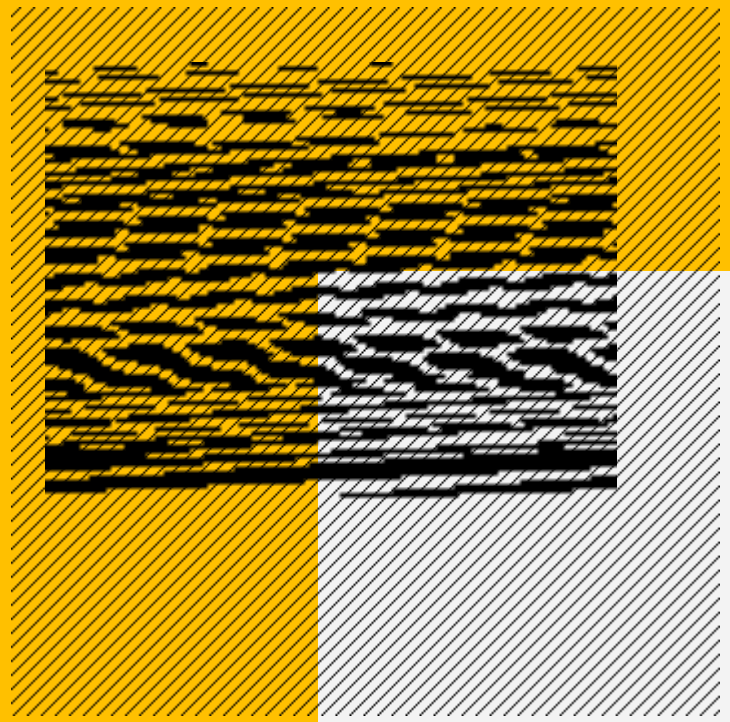

Engagement of Educational Partners

Meeting Held May 21

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Goals & Actions for 25/26 School Year

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Increased or Improved Services for Unduplicated Pupils

Total Projected LCFF Supplemental and/or Concentration Grants
$2,085,976

Total Percentage to Increase or Improve Services for the Coming School Year
11.629%

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Local Indicators

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LCFF Priority 1:

Appropriately Assign Teachers and Provide Instructional Materials

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
22-23	34.7	34.7	0	0	0	0	0	

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

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LCFF Priority 2:

Implementation of State Standards

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA	☐ 1	☐ 2	☐ 3	☐ 4	☑ 5
ELD (Aligned to ELA Standards)	☐ 1	☐ 2	☐ 3	☑ 4	☐ 5
Mathematics – Common Core State Standards for Mathematics	☐ 1	☐ 2	☐ 3	☐ 4	☑ 5
Next Generation Science Standards	☐ 1	☐ 2	☐ 3	☐ 4	☑ 5
History-Social Science	☐ 1	☐ 2	☐ 3	☐ 4	☑ 5

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LCFF Priority 3:

Parental Involvement and Family Engagement

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

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LCFF Priority 6:

School Climate

Satisfied with curriculum: 96.8%
Satisfied with communication and responsiveness: 99.3%
Satisfied with opportunities such as field trips and extracurriculars: 88.2%
Feel connected to the school: 91.8%
Satisfied with experience with our teacher: 100%
Satisfied with overall experience at Elite: 98.2%

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LCFF Priority 7:

Access to Broad Course of Study

College & Career Readiness courses aligned with A-G curriculum providers and our adopted A-G course catalog.
Enhanced project-based learning integrated into various courses.
Social and Emotional Learning (SEL) support, featuring an A-G SEL curriculum and two dedicated school counselors.
A comprehensive curriculum for EL learners to ensure tailored educational experiences.
Mentoring and coaching programs, alongside Career and Technical Education (CTE) pathways to prepare students for future careers.

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Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

School Year
2025

Date of Board Approval
06/12/2025

LEA Name
Elite Academic Academy-Lucerne

CDS Code:
36750510136960

Link to the LCAP:
(optional)

https://eliteacademic.com/about-us/board-leadership/

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

*(**note:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding**.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources**; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

EAA strategy for using federal funds is to increase low income and English learner student performance and proficiency levels. EAA has focused Title One monies on TK-12 unduplicated students with a focus on literacy as a preventative measure. Through tutoring and the varios program adoptions, we are hoping to close achievement gaps for on TK-12 students. Another strategy that EAA employs is to provide college readiness opportunities and resources to low income families at the middle/high school level. EAA has dedicated counseling staff for high school students and Track A summer programs designed to promote college readiness through application support, transition from middle to high school, how to navigate college requirements and turning in all required forms.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

EAA supplements reading intervention programs by offering small group and one/one tutoring interventions. EAA has funded high quality tutors with credentials or subject matter expertise. EAA will use Title One funding to increase Reading and Math tutoring for struggling low income and foster students. Title One funds have also been used to have low income students take the ACT with access to ACT resource materials and a study class offered on Saturdays. Increased services for English Learners include weekly Fast Forward curriculum support and tutors to assist students access core content areas. Primary language tutors are available for math and science courses to provide translation and support, as necessary. Professional development will continue for all teachers and directors on best practices when working with English Language Learner students.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Elite Academic Academy – Lucerne is a charter school that does not operate traditional attendance zones; enrollment is open to students across a wide geographic area. As such, traditional "school attendance area" selection under Section 1113 does not apply in the same manner as it would for a district with neighborhood-based school zones.

However, to meet the intent of Section 1113, Elite Academic Academy – Lucerne utilizes poverty data derived from student eligibility for Free and Reduced-Price Meals (FRPM), as collected through the California Longitudinal Pupil Achievement Data System (CALPADS), or through alternative household income data collection methods where applicable.

These poverty indicators are used to determine schoolwide eligibility for Title I services. Because the school operates as a single school site, and the overall FRPM rate exceeds the required threshold, the entire school is designated as a schoolwide Title I program. This designation allows for comprehensive support of all students, with targeted interventions for students who are low-income, English learners, foster youth, and other historically underserved populations.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (https://www.cde.ca.gov/pd/ee/peat.asp) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
    a. Number of low-income students
    b. Number of minority students
2. Does the LEA have an educator equity gap –
    a. If yes, must create a plan which must include root cause analysis of the disparity
    b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here.

THIS ESSA PROVISION IS ADDRESSED BELOW:

EAA has met all highly qualified teacher requirements. EAA has have fully credentialed teachers working with Title I students.

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California.

	Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))

3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Elite Academic Academy actively promotes parent, family, and community engagement in the education of Title I students, with particular attention to supporting families of English Learners. The school provides bilingual support staff to conduct outreach, assist families in accessing community resources, and offer parent workshops that address academic expectations and available support services.

To ensure clear communication, translation services are made available as needed. These services include support during teacher conferences, school meetings, and assistance with applications, forms, and understanding school communications such as report cards, assessment results, and other important materials.

The school also coordinates paper mailings, virtual communication, and home visits when appropriate, to strengthen connections between the school and families, and to better understand and respond to community needs. These efforts reflect Elite Academic Academy's commitment to building strong partnerships that support student success.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

EAA focuses Title One monies on our students who qualify for the Free and Reduced lunch program.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Elite Academic Academy – Lucerne is committed to ensuring that homeless children and youths have equal access to the same free, appropriate public education as other students. In alignment with the McKinney-Vento Homeless Assistance Act and Section 1113(c)(3)(A), the school has dedicated Title I funds to support the identification, enrollment, attendance, and academic success of students experiencing homelessness.

The school employs a designated school counselor who has received specific training in McKinney-Vento requirements and best practices for supporting homeless youth. This counselor serves as a liaison to ensure that eligible students are promptly identified and connected with appropriate services. These services may include:

Immediate enrollment support, even without typically required documentation
Assistance with transportation arrangements when needed
Access to school supplies, hygiene kits, and other basic necessities
Referrals to mental health services, food and housing resources, and other community-based supports
Academic counseling, progress monitoring, and support with credit recovery when applicable

The school counselor works closely with site leadership, teachers, and community agencies to ensure coordination of services and to minimize barriers to educational stability. The counselor also facilitates outreach to families and provides training to staff to increase awareness of the rights and needs of homeless students.

These efforts ensure that homeless students enrolled at Elite Academic Academy – Lucerne are fully supported in maintaining consistent attendance and making academic progress.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and
(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Elite Academic Academy – Lucerne offers a Credit Recovery and Acceleration learning period designed to expand academic access and support for students who may need additional time or opportunity to meet their educational goals. Rather than functioning as a traditional intervention program, this academy is structured to level the playing field for underserved and at-promise youth by providing extended learning time during the summer months.

The academy allows students to recover missing credits, accelerate progress toward graduation, and prevent summer learning loss. In alignment with a whole-child approach, the program also emphasizes character development and leadership, helping students build critical life skills alongside their academic growth.

To ease key educational transitions, middle school boot camps are offered to support students entering high school, and enrichment opportunities are provided to foster artistic and athletic development. This targeted support is built into a designated 30–45-day Learning Period on the Track A calendar, ensuring that students have the time, structure, and encouragement needed to thrive academically and personally.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and
(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Elite Academic Academy – Lucerne is committed to supporting all students in reaching their highest potential, including those identified as gifted and talented. The school has developed a robust advanced honors program known as SOAR (Scholars on Academic Rise) to serve high-achieving students. Through SOAR, students have access to honors-level coursework, academic intensives, and specialized experiential learning opportunities that foster deeper engagement, critical thinking, and college and career readiness. The program is designed to challenge students academically while also nurturing creativity, leadership, and intellectual curiosity.

In alignment with ESSA Section 1112(b)(13)(B), the school also supports the development of digital literacy and academic achievement through the integration of school library resources and digital learning tools. Though the school does not operate a traditional brick-and-mortar library, students have access to a virtual library system and curated digital platforms that promote reading, research, and information fluency. These resources are embedded in instruction and supported by credentialed teachers and educational facilitators, helping students to build 21st-century skills and achieve across content areas.

These initiatives reflect Elite Academic Academy – Lucerne’s broader commitment to equity and excellence, ensuring that all students—whether needing targeted support or academic acceleration—receive the resources and opportunities to thrive.

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the
(A) LEA; and
(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parent and Family Involvement
ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Probation Officer Coordination
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

Elite Academic Academy – Lucerne supports professional growth and instructional improvement through the strategic use of Lead Teachers who specialize in key focus areas, including curriculum development, instructional strategies, independent study best practices, literacy, and support for English Learners. These experienced educators serve as instructional coaches and are a critical resource for all TK–12 teachers across the academy.

Lead Teachers provide individualized, ongoing professional development that is directly aligned to improving student outcomes. They offer one-on-one coaching, collaborate closely with the Chief Academic Officer to deliver targeted professional learning workshops, and also support family engagement efforts to strengthen home-school connections.

Key activities of the Lead Teacher program include:

Model Teaching: Demonstrating effective strategies and best practices specific to the independent study environment.

Collaboration: Coaching teachers through classroom challenges, providing actionable feedback, and sharing innovative ideas and high-quality resources.

Co-Planning: Partnering with individual teachers or instructional teams to develop lessons, units, and project-based learning experiences.

This approach ensures that educators at Elite Academic Academy receive personalized, relevant support that enhances instructional quality and promotes student achievement in the unique context of a personalized, independent study model.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).

3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Teachers on Special Assignment (TOSAs) use current data platforms to identify schools and student groups in need of additional support in literacy and mathematics. This data-driven approach helps prioritize areas of greatest need. Support is then aligned with each site's Response to Intervention (RTI) plan to ensure a coordinated and targeted approach to academic support, maximizing the impact on student growth and achievement.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
    a. Teachers
    b. Principals and other school leaders
    c. Paraprofessionals (including organizations representing such individuals)
    d. Specialized instructional support personnel
    e. Charter school leaders (in a local educational agency that has charter schools)
    f. Parents
    g. Community partners
    h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

All teachers are required to administer the i-Ready Diagnostic Assessment two times per year—Beginning of Year (BOY) and Middle of Year (MOY)—to assess student proficiency in reading and mathematics aligned to grade-level standards. These assessments provide actionable data to guide instruction, identify learning gaps, and support individualized learning plans.

In addition, all students complete a required Informational Writing Assessment in both the Fall and Spring. This writing assessment is used to monitor progress over time and to establish personalized writing goals that align with grade-level expectations.

Ongoing collaboration and professional learning are available to all teachers through support from the site's Director and Lead Teachers, who provide coaching, resources, and instructional strategies to help teachers effectively use data to inform instruction and improve student outcomes.

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title III Programs and Activities
ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:
1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
    - are focused on English learners and consistent with the purposes of Title III;
    - enhance the core program; and
    - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than $30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
   a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least $30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for a well-rounded education?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for safety and health of students?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp.

Date of LEA's last conducted needs assessment:

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: https://www.cde.ca.gov/sp/st/

California Department of Education
February 2022

2025-26 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Elite Academic Academy-Lucerne
CDS Code:	36750510136960
LEA Contact Information:	Name: Meghan Freeman Position: CEO Email: mfreeman@eliteacademic.com Phone: (866) 354-8302 Ext. 703
Coming School Year:	2025-26
Current School Year:	2024-25

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2025-26 School Year	**Amount** **Whole Numbers**
Total LCFF Funds	$20,147,817
LCFF Supplemental & Concentration Grants	$2,085,976
All Other State Funds	$3,001,966
All Local Funds	$37,528
All federal funds	$466,241
Total Projected Revenue	$23,653,552

Total Budgeted Expenditures for the 2025-26 School Year	**Amount** **Whole Numbers**
Total Budgeted General Fund Expenditures	$23,438,722
Total Budgeted Expenditures in the LCAP	$21,758,953
Total Budgeted Expenditures for High Needs Students in the LCAP	$3,075,905
Expenditures not in the LCAP	$1,679,769

Expenditures for High Needs Students in the 2024-25 School Year	**Amount** **Whole Numbers**
Total Budgeted Expenditures for High Needs Students in the LCAP	$2671634
Actual Expenditures for High Needs Students in LCAP	$2605394

Funds for High Needs Students	**Amount** **[AUTO-CALCULATED]**
2025-26 Difference in Projected Funds and Budgeted Expenditures	$989,929
2024-25 Difference in Budgeted and Actual Expenditures	$66,240

Required Prompts(s)	**Response(s)** **[FIELDS WILL APPEAR IF REQUIRED]**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Taxes, interest, oversight fees and Misc. Business and Operating expenses are not included in the LCAP.

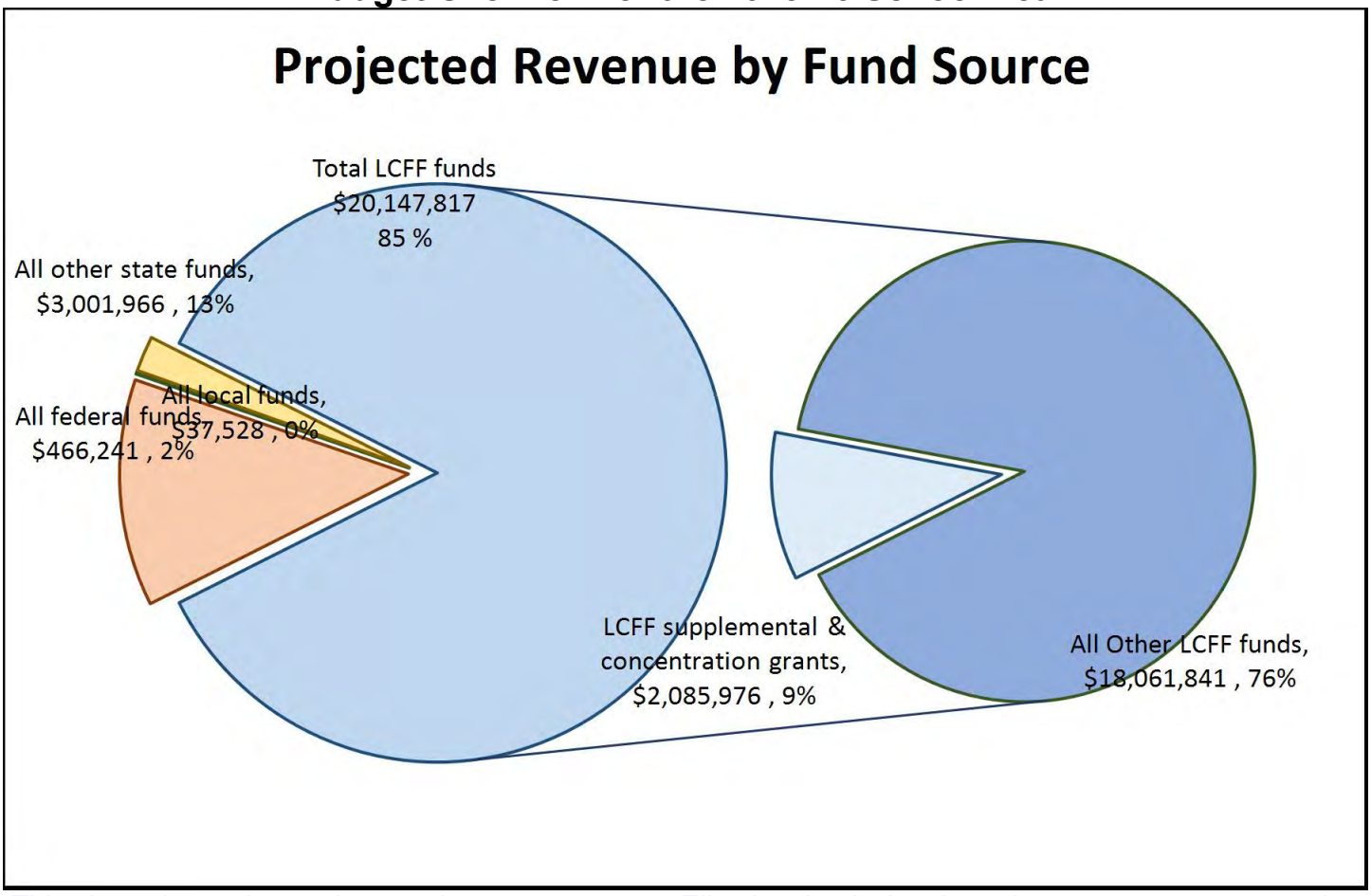
The total actual expenditures for actions and services to increase or improve services for high needs students in 2024-25 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2024-25.	This difference in projected and actual expenditures had no impact. Initial projections were based on enrollment figures calculated during the end of the 23.24 year, and enrollment actuals for 24.25 did not reach projections. High needs students received the proportionate amount of the planned improved services from the initial projection, but due to serving a smaller population, overall expenditures fell short of the initial projection.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Elite Academic Academy-Lucerne
CDS Code: 36750510136960
School Year: 2025-26
LEA contact information:
Meghan Freeman
CEO
mfreeman@eliteacademic.com
(866) 354-8302 Ext. 703

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

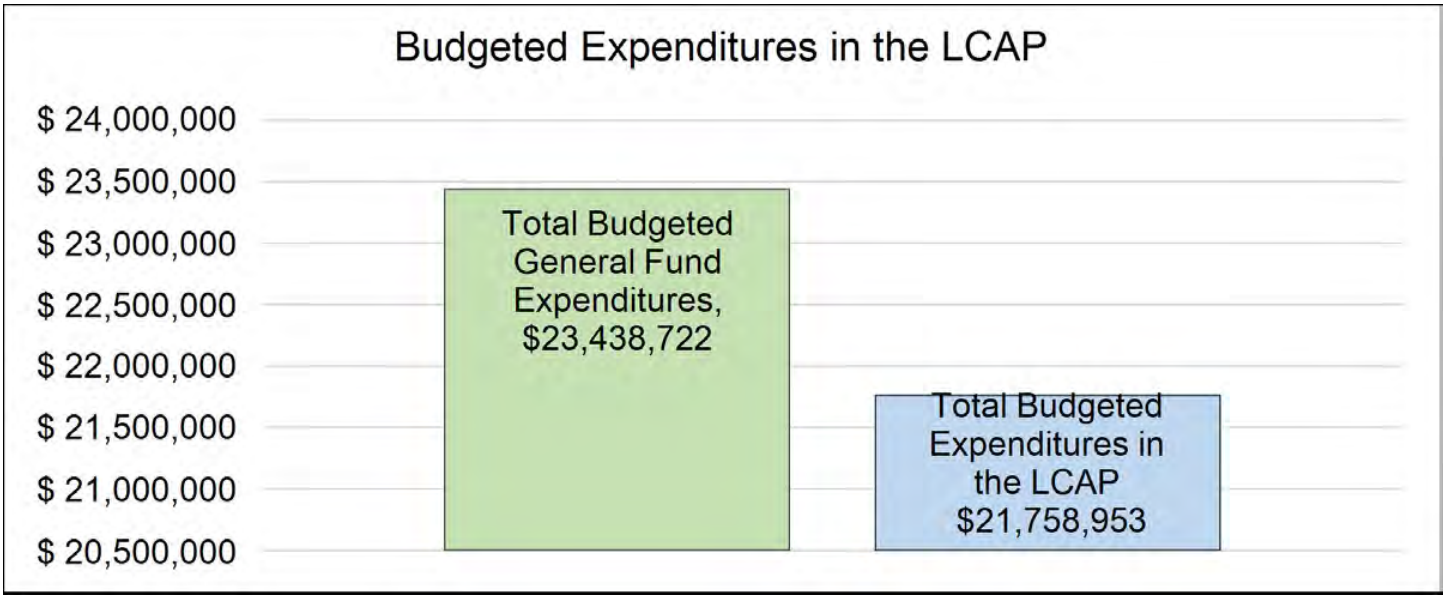


This chart shows the total general purpose revenue Elite Academic Academy-Lucerne expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Elite Academic Academy-Lucerne is $23,653,552, of which $20,147,817 is Local Control Funding Formula (LCFF), $3,001,966 is other state funds, $37,528 is local funds, and $466,241 is federal funds. Of the $20,147,817 in LCFF Funds, $2,085,976 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Elite Academic Academy-Lucerne plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

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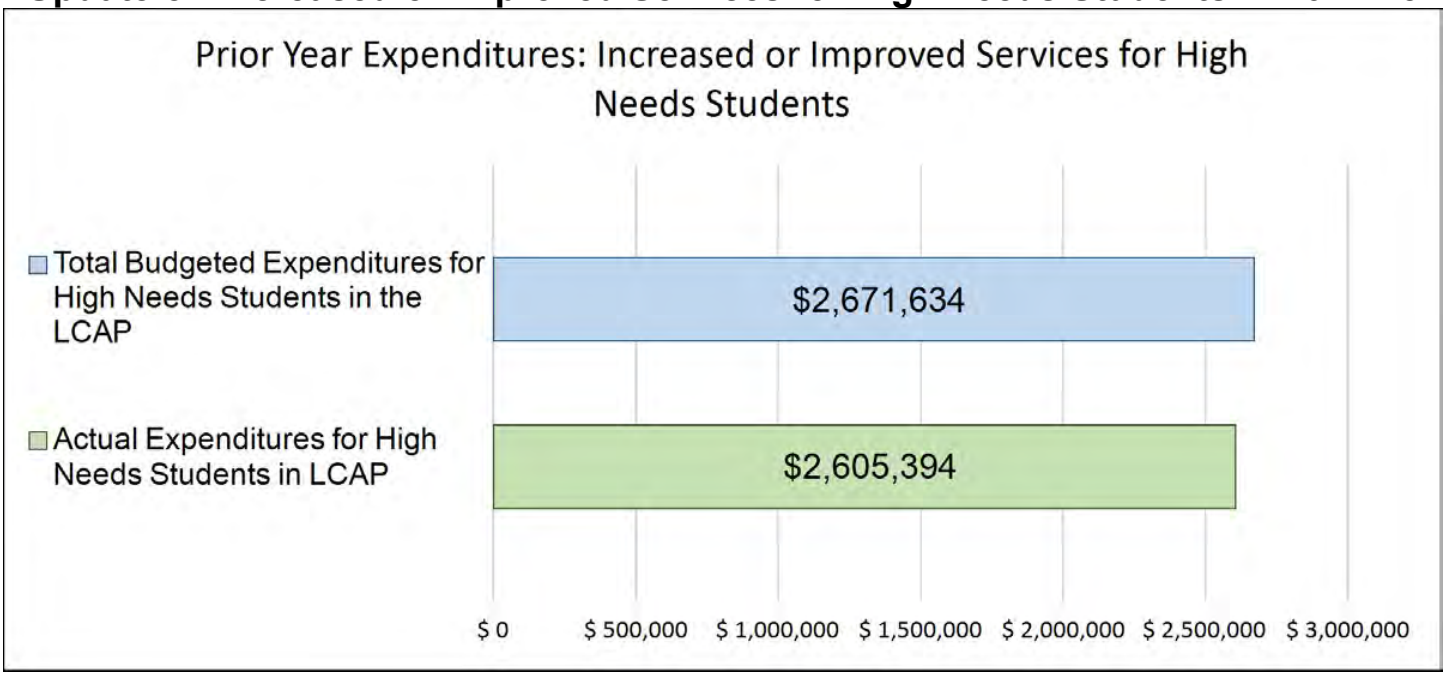
Taxes, interest, oversight fees and Misc. Business and Operating expenses are not included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Elite Academic Academy-Lucerne is projecting it will receive $2,085,976 based on the enrollment of foster youth, English learner, and low-income students. Elite Academic Academy-Lucerne must describe how it intends to increase or improve services for high needs students in the LCAP. Elite Academic Academy-Lucerne plans to spend $3,075,905 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Elite Academic Academy-Lucerne budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Elite Academic Academy-Lucerne estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Elite Academic Academy-Lucerne's LCAP budgeted $2671634 for planned actions to increase or improve services for high needs students. Elite Academic Academy-Lucerne actually spent $2605394 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $66,240 had the following impact on Elite Academic Academy-Lucerne’s ability to increase or improve services for high needs students:

This difference in projected and actual expenditures had no impact. Initial projections were based on enrollment figures calculated during the end of the 23.24 year, and enrollment actuals for 24.25 did not reach projections. High needs students received the proportionate amount of the planned improved services from the initial projection, but due to serving a smaller population, overall expenditures fell short of the initial projection.

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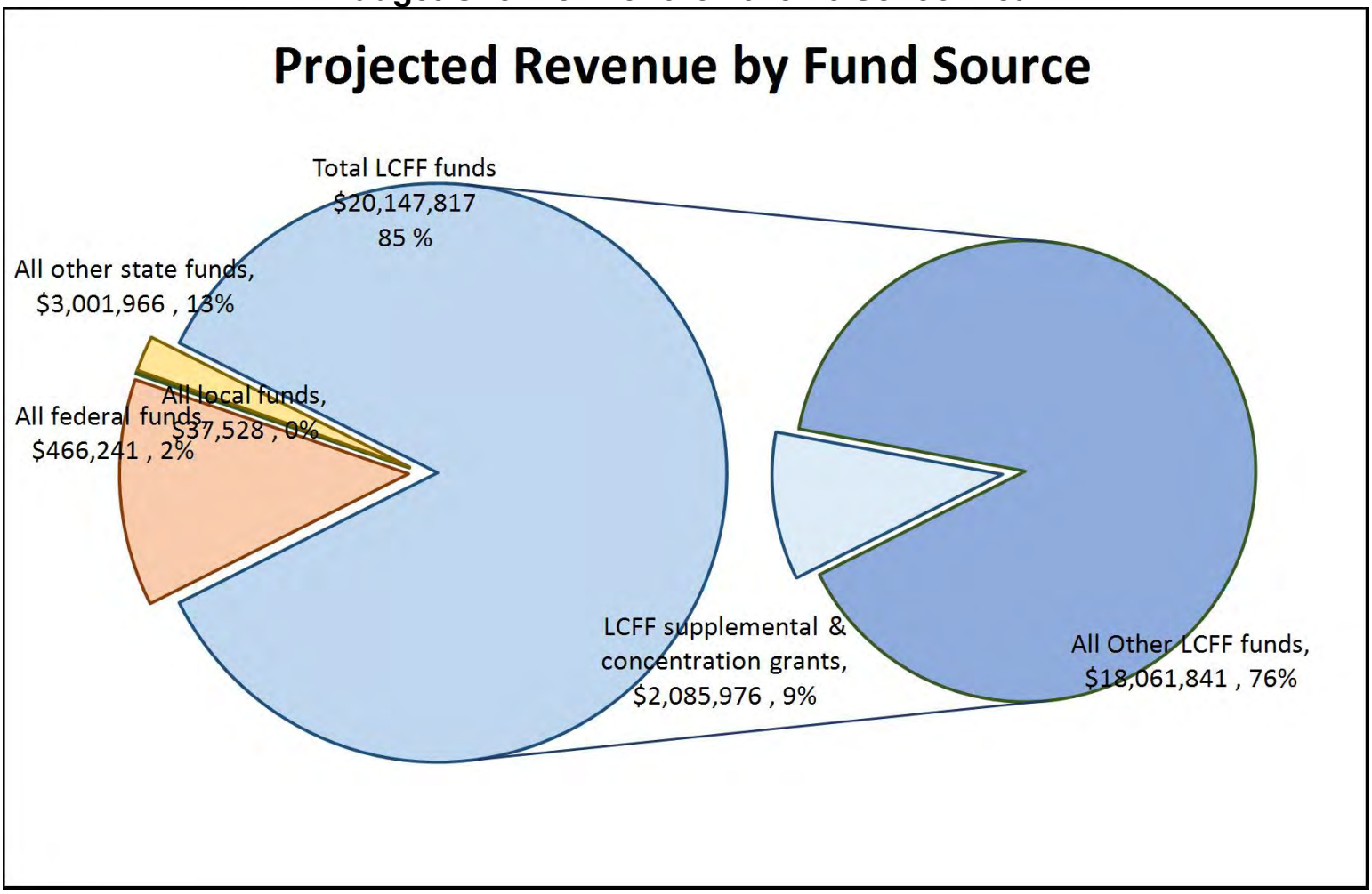

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LCFF Budget Overview for Parents

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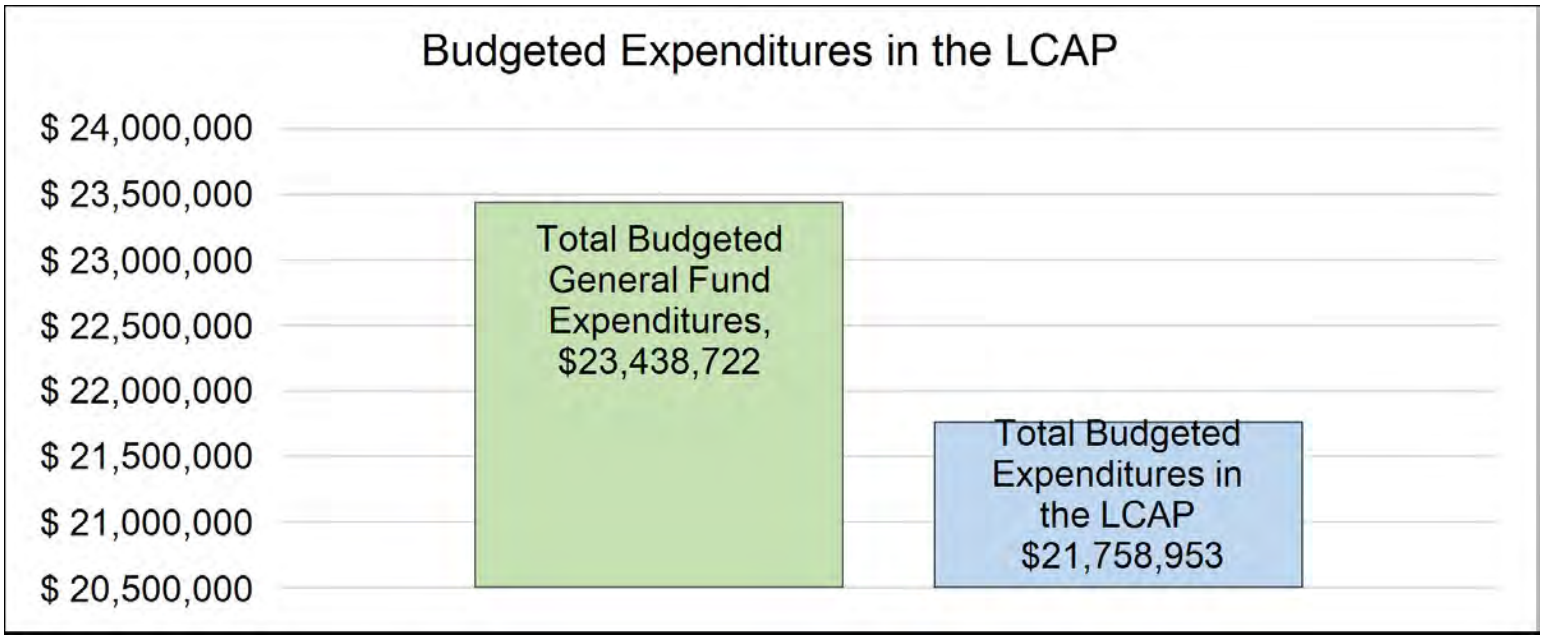

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Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

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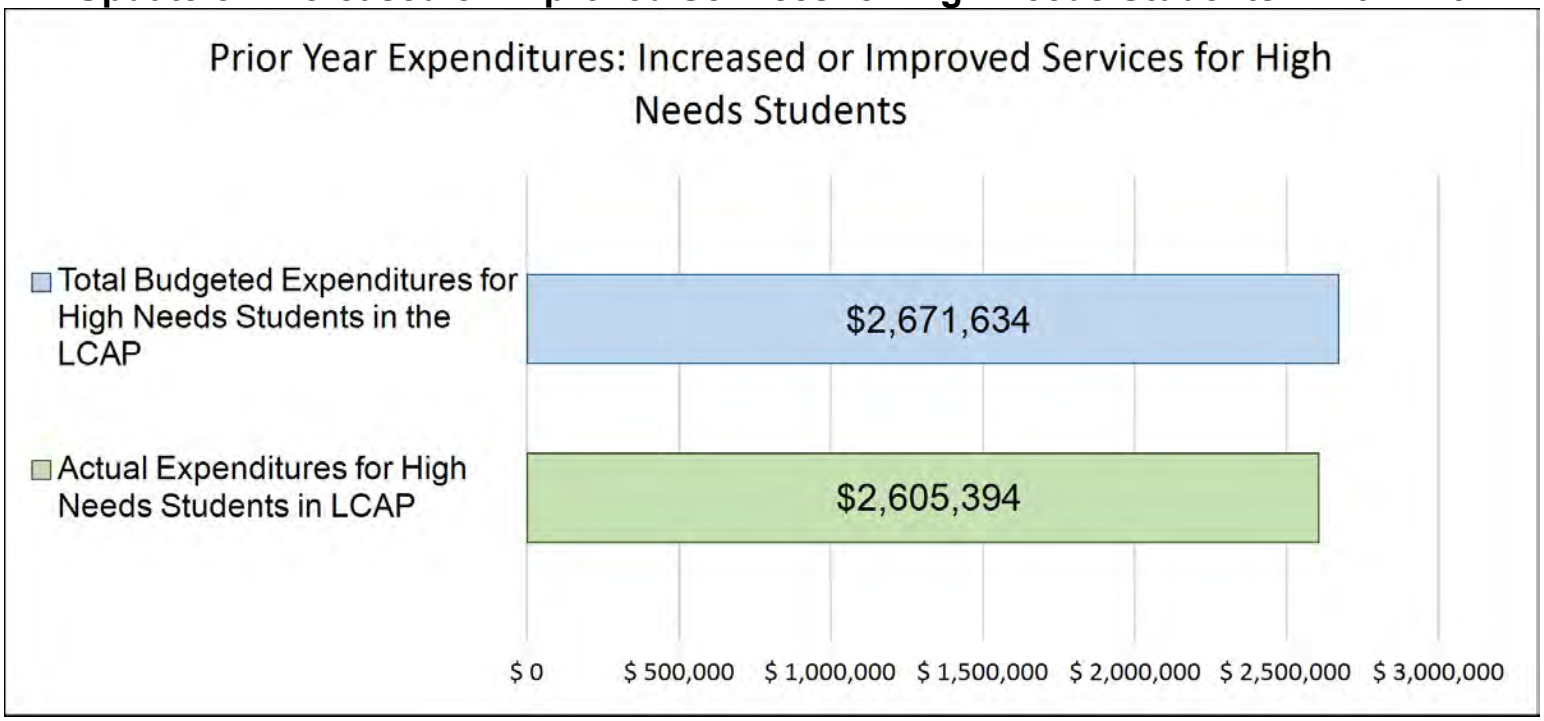
LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Elite Academic Academy-Lucerne	Meghan Freeman CEO	mfreeman@eliteacademic.com (866) 354-8302 Ext. 703

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Elite Academic Academy-Lucerne

Mission Statement
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 will create an individualized learning environment designed to enable each student to gain the skills necessary to achieve their long-term educational, professional, and personal goals and dreams.

About Elite Academic Academy
Elite Academic Academy–Lucerne (EAA-L) is a TK–12 independent study charter school offering a premier, flexible educational option for students and families seeking an alternative to traditional classroom settings. Through three distinct programs—Homeschool, Virtual, and Flex—Elite supports a wide range of learners who thrive in personalized, student-centered environments.

At the heart of Elite's mission is the belief that every student deserves an educational path that honors their individuality. Whether through a fully virtual model, a parent-driven homeschool experience, or a hybrid approach that combines structure with flexibility, students at EAA-L engage in rigorous, standards-aligned learning tailored to their goals and interests.

Our school community is richly diverse, with students from various cultural, linguistic, and socioeconomic backgrounds. We are deeply committed to equity and access, ensuring that all learners, including English Learners, students with disabilities, and those from underserved communities, have the tools and support they need to succeed.

In addition to core academics, Elite offers dynamic learning experiences that include Career Technical Education (CTE) pathways, Visual and Performing Arts opportunities, college readiness programs, and social-emotional learning supports. The integration of Elite Athletics and personalized enrichment activities allows students to explore their passions and develop real-world skills.

Success at Elite is defined not just by academic achievement, but by a student's ability to set goals, persist through challenges, and grow into a confident, independent learner. We believe in developing lifelong learners who think critically, adapt creatively, and engage compassionately with the world around them.

Assessment at Elite is holistic and ongoing. We measure growth through a variety of tools including formative assessments, teacher observations, portfolios, and collaborative meetings with families and staff. This multi-dimensional approach ensures that progress is meaningful, personalized, and aligned with each student's unique learning journey.

Elite Academic Academy–Lucerne is more than a school—it's a supportive community where students are seen, heard, and empowered. Every aspect of our program is designed to cultivate resilience, spark curiosity, and prepare students to thrive in college, career, and life.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

We are pleased to reflect on the progress Elite Academic Academy–Lucerne has made over the past year in meeting the goals outlined in our Local Control and Accountability Plan (LCAP). A review of the California School Dashboard, paired with our local data, confirms that our strategic actions have contributed to meaningful growth in several key areas, while also highlighting opportunities for continued improvement.

Our efforts to enhance student engagement and improve attendance have shown positive results. Targeted interventions, increased communication with families, and proactive support strategies have contributed to improved attendance and reduced chronic absenteeism. These trends signal progress in creating stronger connections between students and their learning environment.

In terms of academic outcomes, we recognize both gains and areas that require focused attention. Our high school students continue to demonstrate resilience and persistence, as evidenced by improvements in graduation outcomes. Similarly, student access to college and career readiness pathways—including Career Technical Education (CTE), dual enrollment, and enrichment programs—has expanded, providing learners with more opportunities to align their education with future goals.

While we have seen growth in several areas, we remain focused on improving achievement in English Language Arts and Mathematics. Data trends suggest a continued need for targeted academic interventions and differentiated instruction. In response, we have deepened our investment in teacher professional development, strengthened our Multi-Tiered System of Supports (MTSS), and refined our internal assessment systems to better inform instruction.

For our English Learner (EL) students, progress continues to be an area of active support. We are committed to ensuring that these students receive tailored instruction and resources that promote both language development and academic achievement across content areas.

School climate remains a strong point for Elite Academic Academy–Lucerne. Our suspension rate continues to reflect a safe and supportive environment where positive behavior is reinforced and social-emotional well-being is prioritized. This is bolstered by our robust Student Support Team and a variety of services that address both academic and non-academic needs.

We are proud to report that we have met all local indicator standards, demonstrating full implementation of academic standards, strong family engagement practices, access to a broad course of study, and a clean, safe, and well-maintained learning environment. Our engagement with families remains a cornerstone of our work. Ongoing use of communication platforms, interactive workshops, and personalized outreach has ensured that parents are empowered partners in their child's educational journey.

As we look ahead, we are committed to building on this progress. Our ongoing focus includes enhancing academic achievement, closing equity gaps, and further strengthening the systems and relationships that help every student thrive. We are grateful for the continued partnership of our families, staff, and community as we strive to provide a dynamic and inclusive learning experience for all students at Elite Academic Academy–Lucerne.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

All leadership completed a summary of work toward our overall goals and objectives for the 2024–25 school year. In addition, through surveys and focus group meetings, we consulted with teachers, other school personnel, parents, and students.

The LCAP meeting held on May 21, 2025 provided a valuable forum for community members and parents to discuss their ideas on ways to increase academic achievement. These suggestions were incorporated throughout the document, including actions such as expanding CTE pathway offerings, streamlining communications, and ensuring homeless youth have access to services.

We will also hold a public hearing on May 27, 2025 at our board meeting, where members of the public are welcome to provide comments and suggestions for improvement of this plan.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	We will improve the academic achievement of all students through predominant instructional practices, a guaranteed and viable curriculum, and standard-aligned assessments. This will be measured by our ability to meet or exceed our authorizing district CAASPP ELA and Math Scores.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

To improve the academic achievement of “ALL” students we must review assessment data in ELA and Math, identify students who need targeted intervention and implement best practices to promote student progress and increase our CAASPP Baseline Data. This also was developed to meet state and local priorities:
Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP Results	2022-23 School Year Academic Performance Mathematics (All Students): 24.2% of	2024–25 School Year Academic Performance		Mathematics (All Students): 50% of students met or exceeded the standard	4.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students met or exceeded the standard English Language Arts (ELA, All Students): 43% of students met or exceeded the standard California Science Test (CAST, All Students): 25.61% met or exceeded	Mathematics (All Students): 29% of students met or exceeded the standard English Language Arts (ELA, All Students): 46% of students met or exceeded the standard California Science Test (CAST, All Students): 25.61% met or exceeded		English Language Arts (ELA, All Students): 60% of students met or exceeded the standard California Science Test (CAST, All Students): 40% met or exceeded	
1.2	iReady Assessment: Reading At/Above Grade Level	22-23 School Year MOY Scores 42%	23-24 School Year MOY Scores 58%		70	16
1.3	iReady Assessment: Math At/Above Grade Level	22-23 School Year MOY Scores 31%	23-24 School Year MOY Scores 48%		60	17
1.4	Students with Active SSTs	70	17		10	53

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Elite Academic Academy continued its stride toward enhancing the academic achievement of all students through rigorous and reflective instructional practices, a meticulously crafted and dynamic curriculum, and assessments finely aligned with academic standards. Our advancement in English Language Arts (ELA) is evidenced by growth in both i-Ready and CAASPP scores. Mid-year i-Ready results showed 42% of students reading at or above grade level, and 46% of students met or exceeded standards on the CAASPP ELA assessment—demonstrating the efficacy of our pedagogical approaches and targeted supports.

In Mathematics, we observed moderate growth, with 29% of students meeting or exceeding standards on the CAASPP—an increase from the previous year. This improvement, though still below our target, reinforces the impact of our renewed focus on math instruction, including expanded use of adaptive curriculum tools and personalized interventions. Faculty continue to implement A–G aligned coursework through high-quality digital platforms, supporting students with data-informed remediation and acceleration strategies.

Our commitment to academic excellence is further evidenced by the development and approval of additional A–G courses by the University of California Office of the President (UCOP), expanding access to college-preparatory opportunities and ensuring students can pursue rigorous coursework aligned with postsecondary expectations.

Professional development remains a foundational element of our instructional model. Throughout the year, educators engaged in training focused on standards-aligned instruction, data analysis, and differentiated teaching practices. These sessions supported staff in addressing the diverse learning profiles of our student body. Our schoolwide action plans, grounded in continuous improvement principles, have yielded tangible progress and serve as a testament to our unwavering dedication to high academic outcomes and equitable student success.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Elite Academic Academy has made a strong start in its first year of a new three-year LCAP focus, strategically defining and pursuing key objectives throughout the 23/24 school year. By consistently monitoring and adapting the curriculum to meet the evolving needs of our students, we have ensured alignment with academic standards and worked to optimize learning outcomes. Our commitment to equipping both students and staff with necessary supplies, books, and materials has played a crucial role in creating an enriched learning environment that supports academic growth.

Through targeted, meaningful instructional practices—supported by continuous monitoring of student progress—we have personalized learning experiences to address individual student needs. This approach has not only facilitated academic advancement but also cultivated a culture of engagement and empowerment among our students.

As we continue to embrace a holistic approach to educational excellence, characterized by flexibility, resource provision, and innovative teaching methods, Elite Academic Academy is on track to achieve its broader goals for this three-year LCAP cycle. This first year lays a strong foundation for the continued growth and success of our students and staff.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

None

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Achievement through highly qualified staff, research-based instructional practices, and performance monitoring.	We will improve the academic achievement of all students through predominant instructional practices, guaranteed and viable curriculum, and standard aligned assessments in Language Arts and mathematics to promote student progress of all students, including English Learners, other unduplicated student groups, and students with disabilities. This will be measured by our ability to meet or exceed our authorizing district CAASPP ELA and Math Scores. Additionally, we will evaluate the student's academic performance data based on local and state assessments in order to provide targeted interventions, and acceleration and monitor the progress toward achieving goals for each individual student.	$5,849,449.41	No
1.2	Special Education Academic Achievement	Provide special education instructional practices, assessment, and needed support services to students in need of specialized academic instruction, assessment, and support resources.	$1,882,936.86	Yes
1.3	Equitable access to Common Core-aligned viable curriculum and materials	All students and instructional staff will have access to high-quality curriculum through online digital courses, offline courses/curriculum, supplemental materials, community partner educational opportunities, and A-G-approved courses.	$1,503,702.88	No

Action #	Title	Description	Total Funds	Contributing
1.4	Professional Development to Support in Effective Teaching	Job-embedded professional development, observations of peer-to-peer observations, and discussions related to instructional growth goals and the use of rubrics and student achievement data to inform, guide, and improve instruction. Professional Development opportunities will also be provided to teachers by contracted services and in-house leadership to effectively guide credentialed teachers, counselors, CTE Counselors, CTE Teachers, and highly qualified staff to enhance their pedagogical skills through personal reflection and professional growth plans. Professional Development (PD) for all staff on the Multi-Tiered System of Support (MTSS) framework, tiers and strategies will be implemented and all staff will receive training over the next three years in an articulated implementation plan.	$317,517.41	Yes
1.5	Management of Fiscal, operational and technological resources to support students, staff, and community.	Operations and business services work in collaboration with contracted industry experts to manage its fiscal, operational, technological, and compliance to ensure high-quality reporting and alignment with Educational Code. Operations of the charter are maintained and controlled through the collaborative certificated and classified management team of the Business Department and Cabinet: Chief Executive Officer, Chief Academic Innovation Officer, Directors, and Chief Student Development Officer.	$3,382,038.32	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Establish connections and partnerships with our families and community to increase engagement, involvement, ensure safety and satisfaction, and to support student learning and achievement.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

We recognize that students who attend school regularly have been shown to be engaged, achieve at higher levels, and graduate from high school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism	10.8% (22/23 Dashboard)	6.6%		5%	-4.2
2.2	Suspension/Expulsion	0%	0%		0%	0
2.3	ADA	828.69	1161.83		1500	333.14
2.4	Social Media Interaction through Instagram Followers	23/24: 10.8% interactions from Followers; 89.2% Non-Followers; 0.1% ads (organic).	24/25: 84.2% interactions from followers; 11.5% Organic Ads		85% interactions from followers; 10% Organic Ads	73

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Website Traffic Coming from a Direct Link	23/24: Views: 162,845; Sessions: 118,212; Engaged: 60,001; Sessions per user: 2.96	24/25: Views: 191,320; Sessions:130,601; Engaged Sessions: 64, 717; Sessions per user: 2.88		Views: 200,000; Sessions:150,000; Engaged Sessions: 70,000; Sessions per user: 3	28.475

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

We continue to be pleased with the growth and positive outcomes achieved under this LCAP goal. The planned actions proved highly effective, contributing to meaningful improvements in student attendance, engagement, and overall school culture.

As a result of these efforts, we observed a noticeable decrease in chronic absenteeism and a corresponding increase in our Average Daily Attendance (ADA). These improvements have also supported gains in graduation outcomes and student connectedness.

A key driver of this success has been our intentional focus on community building and meaningful student engagement. In-person activities—including student clubs, field trips, prom, and graduation ceremonies—have played a critical role in strengthening the sense of belonging across our school community. Innovative programs such as Flexperience and NXTLVL Games have further contributed to increased engagement among both students and families.

Our communication efforts have also been a cornerstone of our strategy. Tools like ParentSquare and internal surveys have enhanced two-way communication and provided valuable insights into school climate and family needs. Parent workshops and family-centered activities have deepened partnerships with families and elevated their role in supporting student success.

Ensuring student and staff safety remains a top priority. Through comprehensive protocols, including fingerprinting, mandatory training, and the use of digital monitoring tools, we have maintained a safe and supportive learning environment.

Support for English Language Learners has also been a focus area, with targeted interventions and advisory sessions helping students make steady progress in English proficiency.

Our renewed commitment to digital engagement through social media and website updates has improved communication and transparency, ensuring families are well-informed and connected to school life.

Overall, the actions taken this year have laid a strong foundation for sustained progress. We are encouraged by the momentum gained and remain committed to building on these successes in the years to come.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Over the course of the three-year LCAP cycle, our planned actions have proven highly effective in making progress toward our goal of increasing student engagement, family involvement, and school safety. We observed consistent improvement in key indicators, including reduced chronic absenteeism, increased ADA, and higher graduation rates—all of which reflect the sustained impact of our efforts.

Key actions such as expanding in-person student activities, strengthening family communication through tools like ParentSquare, and implementing targeted safety protocols and ELL supports contributed significantly to these outcomes. The integration of innovative programs and meaningful parent engagement further reinforced a positive and inclusive school culture.

These combined strategies have helped build a strong foundation for ongoing progress, demonstrating the effectiveness of our approach throughout the LCAP cycle.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

None

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School-Based Enrichment Activities	Continue to support innovative projects that support student learning and growth, such as clubs, VAPA, field trips, community events, guest speakers, and outreach.	$2,459,533.13	No

Action #	Title	Description	Total Funds	Contributing
2.2	Meaningful and Transparent Communication	Provide students, parents, staff, and the community with formal and informal ways to provide input regarding the school through social media, marketing, communication apps, CEO Council, Parent Empowerment workshops, and other outreach opportunities.	$323,164.91	No
2.3	Safe Learning Environment	The charter will continue to maintain a safe learning environment for all students by training the teachers on safe practices and participation in mandated training through Safe Schools. Fingerprinting and vetting all contracted service providers. School-wide safety plans will be created and implemented, as necessary. IT will continue safe technology by monitoring student web access through student-issued Chromebooks.	$6,173.99	No
2.4	English Language Family Support	Notices, reports, statements, or records, and conferences to a parent or guardian, will be translated in parent/guardian native language, as needed and required by law.	$5,252.32	Yes
2.5	Engaging the Community	Through staff professional development and parent empowerment workshops, provide training on strategies to support the success of the whole school as well as individuals within the school.	$159,278.66	No
2.6	Providing Access to Resources	Classified personnel in supporting students in accessing essential academic resources and instructional materials.	$422,672.08	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Support students with academic supports and interventions, as well as appropriate social-emotional supports, to meet their needs in a supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

We recognize that students need support in not only academics but also social-emotional support. Using a MTSS that supports students in the independent studies model is needed to help and support students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	English Learners making progress towards English language proficiency	22/23: 50%	19.4%		65%	-30.6
3.2	EL Reclassification	21%	2%		40%	-9
3.3	Students Receiving MTSS Services that Meet Reading Typical	70%	50%		150	-10

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Growth Goal as reported by iReady					
3.4	Students Receiving MTSS Services that Meet MathTypical Growth Goal as reported by iReady	56%	46%		92%	-0
3.5	English Learners that Improve Placement Classification	40%	50%		60%	10
3.6	English Learners that Meet Reading Typical Growth Goal as reported by iReady	41.7%	20%		50%	-21.7

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

In the previous year, our commitment to the Multi-Tiered System of Supports (MTSS) remained strong, with focused efforts on maximizing the impact of our MTSS Grant funds. Targeted professional development equipped staff with effective strategies to implement MTSS practices, supporting the diverse academic and social-emotional needs of our students—particularly in the face of persistent learning gaps and increased mental health challenges among incoming students.

A key area of growth this year was the expansion of direct services to English Learners. We provided more intentional, targeted supports designed to accelerate English language acquisition, with interventions embedded within both designated and integrated instructional settings. These efforts allowed ELL students to engage more meaningfully with grade-level content while also developing their English proficiency.

Additionally, we made strategic improvements in aligning Tier 2 interventions with the core curriculum. Our Learning Labs were refined to more closely mirror the concepts and strategies being taught in students' primary academic programs, ensuring consistency and coherence in instructional approaches. This enhanced alignment has improved students' ability to apply intervention-based learning directly within their core coursework, increasing overall academic impact.

While the overall direction of our MTSS implementation stayed true to our original plan, some adjustments were necessary to meet the unique needs of our non-classroom-based student population. Tiered interventions were refined for greater effectiveness, and a new referral

request system allowed us to more efficiently identify and serve students needing additional support. The use of the MTSS Instructional Coach platform provided more targeted interventions in ELA and Math for students performing below proficiency, improving the precision of our support.

Finally, the continued success of our extended school year through the Credit Recovery/Acceleration Year-Round track reflected our ongoing commitment to academic equity. This initiative provided at-risk students with vital opportunities to stay on track for graduation, reinforcing our broader mission of supporting all learners through flexible and responsive educational practices.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Given the small and highly transient nature of our English Learner (EL) population, measuring progress based solely on EL reclassification rates is not a reliable indicator of the effectiveness of our actions. The number and composition of EL students fluctuate significantly each year, making it difficult to track long-term trends using reclassification data alone.

Instead, we rely on iReady assessment data to gauge the progress of our current EL students. By comparing Beginning-of-Year (BOY) and Middle-of-Year (MOY) results, we are able to monitor growth in key areas such as reading and mathematics. This approach allows us to make timely instructional adjustments and provide targeted supports based on real-time student performance.

This shift in focus has proven effective in giving us a more accurate and responsive picture of how well our interventions are supporting English Learners, particularly within the context of our flexible and non-traditional school model.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	MTSS System Monitoring	Use tri-annual benchmark assessment data, plus CAASPP results, to make data-informed decisions so that all students have the opportunity to experience academic success. Establish clear and measurable goals focused on improving overall student achievement. Monitor and provide targeted intervention through MTSS and/or Special Education services, for low-income pupils, Foster Youth, English Learners, and Students With Disabilities so that they may achieve grade-level proficiency. Through the student referral system, student data, and family requests, provide appropriate interventions, and progress monitoring as defined by the MTSS Tiered Systems of Support. Hire and train MTSS Instructional Coaches and Instructional Aides to provide targeted instruction in ELA and Math to students scoring two or grade levels below proficiency. Host SST meetings and monitor progress towards goals for students needing academic and/or re-engagement support. Train all staff on MTSS Tiered Systems of Support	$840,800.54	Yes
3.2	EL Proficiency Monitoring (EL)	ELPAC results will be analyzed, reviewed, and shared with parents. Curriculum and EL minutes verified. Also, re-designation was completed for students who qualify.	$75,187.70	Yes
3.3	Access to technology to effectively	Increase Chromebook deployment and academic software to provide equitable access to technology resources for students in need (EL, FY,	$1,019,119.43	Yes

Action #	Title	Description	Total Funds	Contributing
	implement and support academic learning for students and staff	SpED). Provide a comprehensive suite of tech software and hardware for teachers and support staff to best meet the needs of the identified student population.		
3.4	Offer Year Round Track for credit recovery, advancement, and enrichment	Provide a Year-round track of 200 days to increase the academic days and reduce the summer slide for low-income, EL, Foster Youth students that allow for credit recovery, CTE pathway discovery, reviewing of essential skills, and the opportunity for students to get ahead.	$1,468,385.71	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	We will prepare secondary students to graduate from school with opportunities and preparation for college and career.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

It is our goal to ensure that when students graduate from Elite Academic Academy they are prepared for their 21st century future.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Students Enrolled in a CTE Pathway	22-23 School Year 64%	23-24 School Year 70%		80%	6%
4.2	A-G Completion	22-23 School Year 96%	23-24 School Year 96%		98%	
4.3	FAFSA completion	22-23 School Year 20%	23-24 School Year 28%		60%	3%

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

We are proud to share continued progress on the implementation of Goal 4. Our focus on building robust Career Technical Education (CTE) pathways across high school and middle school has steadily advanced, supporting students from grades K–14 as they explore careers, develop industry-aligned skills, and prepare for both college and the workforce.

CTE pathway options have expanded significantly, with new programs including Esports, Marketing, Professional Music Production, Medical Pathways, and Product Design. These offerings have generated strong engagement from students and families alike. Additionally, the introduction of Career and Technical Student Organizations (CTSOs) such as HOSA and DECA—where we are proud to be the first non-classroom-based school approved—has deepened student involvement and leadership development in their areas of interest.

We are especially excited to share that this year we celebrated our first cohort of CTE pathway completers, marking a major milestone in our program's growth and effectiveness.

To ensure alignment with postsecondary expectations, CTE and core academic courses continue to be developed to meet state standards and UC/CSU A-G requirements. This alignment ensures students can earn transferable credits while gaining relevant knowledge and experience.

In support of college and career readiness, we continue to expand efforts to improve FAFSA completion rates. Our school counselors have led this charge by facilitating parent/student workshops and embedding financial aid education into Government and Economics courses. This work ensures students are better informed and more prepared to access postsecondary opportunities.

Overall, our CTE programs are thriving, with increasing student interest, improved alignment with college and career standards, and continued innovation that reflects our commitment to preparing students for success beyond high school.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

We continue to refine our approach to increasing FAFSA completion, a key element of our goal to support students in preparing for postsecondary success. While we have made progress, changes at the federal level this year introduced unexpected delays and confusion for students and families, which impacted completion rates. Integrating FAFSA completion into the Economics course as a graded

assignment has shown moderate success, but we recognize that additional strategies are needed to ensure higher participation and deeper understanding.

In parallel, the development of a credit recovery track within our virtual high school has positively contributed to our progress on the CA College and Career Readiness Dashboard. This targeted intervention has helped us better identify students who can benefit from additional A-G course enrollments. By tailoring support and expanding access to college-preparatory coursework, we are working toward improving both academic outcomes and long-term readiness for college and careers.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

None

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Career Technical Education Program Pathways	Develop a comprehensive Career Technical Education Program for middle and high school students that help align student strengths and interests to post-secondary goals and interests, and aligns with Regional Workforce plans. Purchase of Industry Certification opportunities, instructional supplies, hiring of highly-qualified CTE teachers, and Directors to support CTE students and program.	$878,856.64	No
4.2	Assessment & Articulation for post-secondary preparation	Ensure all students have the opportunity for ACT, PSAT, & SAT exam preparation through programs, instructions and materials. Afford students fee waivers and fee support with the registration of ACT, PSAT, SAT & Industry Certification exams, if applicable.	$11,409.61	No
4.3	College and Career Counseling	Students will complete courses that satisfy UC or CSU entrance requirements or programs that align with the State Board-approved CTE	$831,849.84	No

Action #	Title	Description	Total Funds	Contributing
		and A-G standards and framework. Support internship and job shadowing experiences for student career path interests; Increase relationships with community college concurrently, dual enrollment, or CTE courses. Support a comprehensive college application, college counseling for students, FAFSA support, Financial Aid support, Scholarship support, and NCAA support. . Counselors will also provide Social-Emotional and physical health services for students and staff.		
4.4	Advanced Academic Resources (SOAR)	Continue providing AP courses through accredited Curriculum providers and provide students with AP course textbooks/materials, Dual Enrollment opportunities, and building of advanced curriculum and A-G courses for student acceleration and learning.	$131,913.46	No
4.5	Arts and Music Program	Create an ongoing program supporting music and arts instruction for grades TK-12.	$189,710.24	No
4.8				

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$2,085,976	$0%

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
11.629%	0.000%	$0.00	11.629%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Professional Development to Support in Effective Teaching **Need:** Ensuring all staff are trained to provide personalized support for all students, with a special emphasis on EL (English Learner), foster, and low-income students, is critical for promoting equity and improving educational outcomes.	This action focuses on providing professional development (PD) to all staff members on the Multi-Tiered System of Support (MTSS) framework. This comprehensive training will cover the core components of MTSS, including the tiered structure, available strategies, and effective implementation practices. The PD will be delivered over a three-year period, following a well-defined implementation plan. Here's a breakdown of the key aspects:	MTSS Implementation Fidelity: Observe and document how effectively staff members are putting MTSS into practice within their classrooms or roles. This could involve walkthroughs, classroom observations, or reviewing intervention documentation.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	Target Audience: All staff members, including teachers, instructional coaches, aides, and administrators. Content: Training will cover the MTSS framework, including the three tiers (Tier 1: Universal Supports, Tier 2: Targeted Interventions, Tier 3: Intensive Interventions), various evidence-based strategies for each tier, and best practices for successful implementation. Delivery Plan: The PD will be delivered over three years through a structured plan. This plan might involve a mix of formats like workshops, online modules, coaching sessions, and professional learning communities (PLCs). The goal is to ensure all staff members possess a deep understanding of MTSS and its application to support student success.	Student Achievement Data: Track student achievement data, including benchmark assessments and progress monitoring measures, over time. Improvement in student outcomes can be an indicator of successful MTSS implementation supported by effective staff training.
3.1	**Action:** MTSS System Monitoring **Need:** Unduplicated students can greatly benefit from access to Multi-Tiered System of Supports (MTSS). MTSS is a comprehensive framework that uses data-driven problem-solving to integrate academic, behavioral, and social-emotional support for all students **Scope:** LEA-wide	This action focuses on implementing a comprehensive MTSS (Multi-Tiered System of Supports) monitoring system to ensure equitable access to academic success for all students. It utilizes various data sources like tri-annual benchmark assessments, CAASPP results, student referrals, and family requests to identify students needing additional support, particularly low-income pupils, Foster Youth, English Learners, and Students With Disabilities. The system then provides targeted interventions through MTSS and/or Special Education services, along with progress monitoring, to help students achieve grade-level proficiency. Additionally, dedicated MTSS Instructional Coaches and Aides are hired and trained to offer specific instruction in ELA and Math for students struggling significantly. Regular SST (Student Success Team) meetings	Increase in grade-level proficiency rates: Track the percentage of students achieving grade-level proficiency in core subjects (ELA and Math) over time, disaggregated by student subgroups (low-income, Foster Youth, English Learners, Students With Disabilities). This demonstrates the overall impact of the MTSS system. Reduction in achievement gaps: Analyze the achievement gap between student subgroups and the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		are held to monitor progress towards established goals and adjust interventions as needed for students requiring academic and/or re-engagement support.	general population. Look for a narrowing of the gap over time, indicating progress towards equity in academic success. Intervention effectiveness: Monitor the effectiveness of MTSS interventions by tracking the percentage of students demonstrating improvement after receiving targeted support. This can be measured through pre- and post-intervention assessments. Parent/Guardian satisfaction with communication and support: Conduct surveys or hold focus groups to gauge parents' understanding of the MTSS process, their satisfaction with communication regarding their child's needs, and their perception of the support provided.
3.3	**Action:** Access to technology to effectively implement and support academic learning for students and staff **Need:**	This action aims to bridge the digital divide by expanding Chromebook deployment and access to academic software for students in need, particularly English Learners (ELs), Foster Youth (FYs), and Students with Disabilities (SpED). Here's a breakdown of the key aspects:	Chromebook Distribution: Track the number of Chromebooks deployed to students in the identified subgroups (EL, FY, SpED) compared to the total student population in those

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Ensuring unduplicated student groups have access to technology is crucial for equitable education. **Scope:** LEA-wide	Increased Chromebook Deployment: The initiative will focus on ensuring all students in the identified subgroups (EL, FY, SpED) have access to Chromebooks for learning activities. This could involve: Acquiring additional Chromebooks Implementing loan programs for students who need devices at home Prioritizing Chromebook distribution to students with limited access to technology Academic Software Access: A comprehensive suite of academic software licenses will be acquired to support the specific learning needs of ELs, FYs, and SpED students. This might include: Language learning software for ELs Assistive technology software for SpED students Educational software aligned with the curriculum for all students The goal is to provide equitable access to technology resources that enhance learning opportunities and empower students in need to achieve academic success.	groups. This demonstrates if the program is reaching its target audience. Software Utilization: Monitor student and staff usage of the academic software licenses. This can be done through login data or surveys to gauge engagement with the provided resources.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	**Action:** Special Education Academic Achievement	Specialized Academic Instruction: Special education students often require instruction that is customized to their learning styles, abilities, and	Parents Reporting Consistent Contact with

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: The provision of special education instructional practices, assessment, and support services is essential to address the unique educational requirements of our special education students. These students face diverse learning challenges that necessitate specialized academic instruction, assessment, and support resources tailored to their individual needs. **Scope:** Limited to Unduplicated Student Group(s)	developmental levels. Traditional teaching methods may not effectively meet their needs. By implementing specialized academic instruction, we can cater to the specific learning needs of each student, ensuring access to a curriculum that is appropriate and meaningful for their educational growth. Individualized Assessment: Standardized assessments may not accurately reflect the progress and abilities of special education students. Therefore, it is imperative to conduct individualized assessments that consider the unique strengths and challenges of each student. These assessments provide valuable insights into student learning and guide the development of personalized educational plans that address academic goals and areas of need. Support Services: Special education students often require additional support services to facilitate their academic and social-emotional development. These services may include speech therapy, occupational therapy, counseling, and behavioral interventions. By providing access to necessary support services, we can address barriers to learning and promote the overall well-being of our special education students, enabling them to thrive in the educational setting.	their student's SpEd service providers
2.4	**Action:** English Language Family Support **Need:**	This action ensures that all critical school communication, including notices, reports, statements, records, and conference materials, are translated into the native language of parents or guardians, whenever necessary and legally mandated. This facilitates clear and	Percentage of translated documents provided to parents/guardians: Track the number of documents translated into various languages compared to

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Ensuring that EL (English Learner) students and their families have the ability to access and communicate effectively with the school is crucial for their academic success and overall well-being. **Scope:** Limited to Unduplicated Student Group(s)	comprehensive communication, promoting parental understanding and engagement in their child's education.	the total number of documents sent to families. This provides a quantitative measure of the translation effort. Parent/Guardian Satisfaction Survey: Conduct surveys or hold focus groups to gauge parents' understanding of the translated materials and their overall satisfaction with the communication process. This qualitative data helps assess the impact of translated documents.
3.2	**Action:** EL Proficiency Monitoring (EL) **Need:** Ensuring English language proficiency for designated English Learner (EL) students is vital for their academic success and integration into the broader school community. **Scope:** Limited to Unduplicated Student Group(s)	ELPAC Analysis and Review: Educators will thoroughly analyze and review ELPAC data to identify individual student strengths and weaknesses in their English language proficiency. Parent Communication: Clear and informative communication will be established with parents/guardians. This includes sharing the ELPAC results and explaining what they mean for their child's progress in learning English. Curriculum Verification: The curriculum specifically designed for ELs will be examined to ensure it aligns with students' needs as identified through ELPAC results. Additionally, verification will ensure sufficient designated minutes are allocated for EL instruction. Re-designation: For students who have achieved English proficiency, the process of re-designation	ELPAC proficiency rates: Track the percentage of EL students progressing through the various EL proficiency levels on the ELPAC assessment over time. This demonstrates the effectiveness of the implemented strategies in improving their English language skills.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		out of EL status will be completed in accordance with established guidelines. This comprehensive approach ensures that ELPAC results are effectively used to tailor instruction, measure progress, and support the academic success of English Learners.	
3.4	**Action:** Offer Year Round Track for credit recovery, advancement, and enrichment **Need:** Extending the school year is a proposed strategy to help close achievement gaps, particularly for unduplicated students. Unduplicated students often include English learners, foster youth, and low-income students **Scope:** Limited to Unduplicated Student Group(s)	This initiative is a 200-day year-round track specifically designed to support low-income students, English Learners (ELs), and Foster Youth. It aims to mitigate summer learning loss (summer slide), enhance academic achievement, and offer valuable opportunities for these student populations. Credit Recovery: Dedicated time slots will be provided for students to recover lost credits or retake courses they failed. CTE Pathway Discovery: Students will explore Career and Technical Education (CTE) pathways through workshops, guest speakers, and project-based learning. This can help them identify career interests and prepare for future opportunities. Essential Skills Review: Time will be allocated for revisiting and solidifying core academic skills in reading, writing, math, and science. This ensures foundational knowledge remains strong, especially for students who may struggle with these concepts. Getting Ahead: Students can utilize the additional time to take elective courses, pursue independent study projects, or participate in advanced coursework to get ahead in their academic journey.	Summer Learning Loss: Compare standardized test scores from the end of the previous school year to the beginning of the following year for targeted student groups. This will show if the program is effectively mitigating summer slide. Credit Recovery Rates: Track the percentage of students who successfully recover lost credits through the program. CTE Pathway Participation and Outcomes: Monitor student participation in CTE exploration activities and track their subsequent enrollment in relevant courses or programs. Student and Parent Surveys: Conduct surveys to gauge student and parent satisfaction with the program, their perception of its impact on learning,

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			and suggestions for improvement.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Closing the achievement gap and improving student outcomes are central to Elite Academic Academy's mission. We are dedicated to ensuring that all students, including English learners (EL), foster youth (FY), and low-income (LI) students, graduate high school ready for college and career. To achieve this, Elite Academic Academy has implemented strategic investments, curriculum enhancements, and instructional support tailored to meet the needs of these student subgroups.

We have been focused on establishing connections and partnerships with families, community partners, and all stakeholders to increase engagement, and involvement, and ensure safety and satisfaction to support student learning and achievement. (All Students include EL, FY, LI) Elite Academic Academy has budgeted a commensurate increase in funding to reach these subgroups that are principally directed and effective in meeting school-wide goals; specifically, the school provided:

- Adaptive online/traditional content from a variety of curriculum options This is a multi-year project which focused on expanding course offerings each year.
- College & Career Readiness courses/curriculum from A-G Curriculum providers or Elite's own adopted A-G course catalog
- Increased access to technology equipment to support unduplicated pupils
- Added additional courses to engage students with various interests so that they stay committed to their academic experience.
- Implemented two benchmark assessment programs; one that can be administered online and one offline. This gives teachers the flexibility to assess students in a format that works best for the student. We also provided professional development on the use of programs and data interpretations from these two systems.
- Created project-based learning opportunities for additional hands-on learning. It is critical that connections be made between what a student is learning and what they experience. These experiences make learning more relevant.
- Implemented a comprehensive curriculum for EL learners, including two support courses for our EL students
- Increased Learning Lab tutoring and intensive intervention support for unduplicated pupils who are struggling, in an effort to close the achievement gap. Our Learning Lab/tutoring sessions give students another opportunity to build relationships and connect with a supportive adult. Not only do the Learning Lab coaches teach specific skills, but they also monitor progress, collaborate with parents and hold students accountable for their learning.
- Teacher MTSS Lead Positions, an MTSS Instructional Aide, and a Coordinator of Schoolwide Systems and Support position are focused on helping unduplicated pupils close the achievement gap
- Added more CTE pathways to support students and give hands-on real-world experiences for learning.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	40-1	N/A
Staff-to-student ratio of certificated staff providing direct services to students	25-1	N/A

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$17,937,715	$2,085,976	11.629%	0.000%	11.629%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$18,290,746.41	$3,001,965.99	$0.00	$466,240.74	$21,758,953.14	$12,831,288.17	$8,927,664.97

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Achievement through highly qualified staff, research-based instructional practices, and performance monitoring.	All	No			All Schools Specific Schools: Elite Academic Academy - Lucerne TK-12		$5,815,639.06	$33,810.35	$5,849,449.41				$5,849,449.41	
1	1.2	Special Education Academic Achievement		Yes	Limited to Unduplicated Student Group(s)		All Schools Specific Schools: Elite Academic Academy - Lucerne Tk-12		$1,740,706.38	$142,230.48	$175,085.32	$1,485,192.37		$222,659.17	$1,882,936.86	
1	1.3	Equitable access to Common Core-aligned viable curriculum and materials	All	No			All Schools Specific Schools: Elite Academic Academy - LucerneElite Academic Academy - Lucerne TK-12TK-12		$0.00	$1,503,702.88	$796,497.42	$707,205.46		$0.00	$1,503,702.88	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.4	Professional Development to Support in Effective Teaching		Yes	LEA-wide		All Schools		$0.00	$317,517.41	$287,099.89	$0.00		$30,417.52	$317,517.41	1.38%
1	1.5	Management of Fiscal, operational and technological resources to support students, staff, and community.	All	No			All Schools		$841,252.69	$2,540,785.63	$3,382,038.32				$3,382,038.32	
2	2.1	School-Based Enrichment Activities	All	No			All Schools Specific Schools: Elite Academic Academy - Lucerne TK-12		$0.00	$2,459,533.13	$2,459,533.13				$2,459,533.13	
2	2.2	Meaningful and Transparent Communication	All	No			All Schools Specific Schools: Elite Academic Academy - Lucerne TK-12		$19,713.93	$303,450.98	$323,164.91				$323,164.91	
2	2.3	Safe Learning Environment	All	No			All Schools Specific Schools: Elite Academic Academy - Lucerne TK-12		$0.00	$6,173.99	$6,173.99				$6,173.99	
2	2.4	English Language Family Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$5,252.32	$5,252.32			$0.00	$5,252.32	0.08%
2	2.5	Engaging the Community	All	No			All Schools		$19,536.63	$139,742.03	$159,278.66				$159,278.66	
2	2.6	Providing Access to Resources	All	No					$422,672.08	$0.00	$422,672.08				$422,672.08	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	MTSS System Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$840,800.54	$0.00	$583,268.19	$44,368.30		$213,164.05	$840,800.54	4.28%
3	3.2	EL Proficiency Monitoring (EL)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$63,781.23	$11,406.47	$75,187.70				$75,187.70	0.52%
3	3.3	Access to technology to effectively implement and support academic learning for students and staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$277,575.43	$741,544.00	$1,019,119.43				$1,019,119.43	5.24%
3	3.4	Offer Year Round Track for credit recovery, advancement, and enrichment	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$841,931.68	$626,454.03	$930,891.71	$537,494.00			$1,468,385.71	9.19%
4	4.1	Career Technical Education Program Pathways	All	No			All Schools Specific Schools: Elite Academic Academy - Lucerne TK-12		$878,856.64	$0.00	$806,049.28	$72,807.36			$878,856.64	
4	4.2	Assessment & Articulation for post-secondary preparation	All	No			All Schools		$0.00	$11,409.61	$11,409.61				$11,409.61	
4	4.3	College and Career Counseling	All	No			All Schools Specific Schools: Elite Academic Academy - Lucerne TK-12		$830,046.63	$1,803.21	$831,849.84				$831,849.84	
4	4.4	Advanced Academic Resources (SOAR)	All	No			All Schools		$111,145.83	$20,767.63	$131,913.46				$131,913.46	
4	4.5	Arts and Music Program	All	No					$127,629.42	$62,080.82	$34,811.74	$154,898.50			$189,710.24	0.06%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$17,937,715	$2,085,976	11.629%	0.000%	11.629%	$3,075,904.56	20.750%	37.898 %	**Total:**	$3,075,904.56
								LEA-wide Total:	$1,889,487.51
								Limited Total:	$1,186,417.05
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Special Education Academic Achievement	Yes	Limited to Unduplicated Student Group(s)		All Schools	$175,085.32	
1	1.3	Equitable access to Common Core-aligned viable curriculum and materials				Specific Schools: Elite Academic Academy- Lucerne TK-12	$796,497.42	
1	1.4	Professional Development to Support in Effective Teaching	Yes	LEA-wide		All Schools	$287,099.89	1.38%
2	2.4	English Language Family Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,252.32	0.08%
3	3.1	MTSS System Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$583,268.19	4.28%
3	3.2	EL Proficiency Monitoring (EL)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$75,187.70	0.52%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.3	Access to technology to effectively implement and support academic learning for students and staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,019,119.43	5.24%
3	3.4	Offer Year Round Track for credit recovery, advancement, and enrichment	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$930,891.71	9.19%

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$18,269,162.28	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Academic Achievement through highly qualified staff, research-based instructional practices, and performance monitoring.	No	$5,121,683.72	
1	**1.2**	Special Education Academic Achievement	Yes	$1,395,886.33	
1	**1.3**	Equitable access to Common Core-aligned viable curriculum and materials	No	$1,240,923.54	
1	**1.4**	Professional Development to Support in Effective Teaching	Yes	$250,222.03	
1	**1.5**	Management of Fiscal, operational and technological resources to support students, staff, and community.	No	$3,103,275.23	
2	**2.1**	School-Based Enrichment Activities	No	$1,921,797.34	
2	**2.2**	Meaningful and Transparent Communication	No	$319,958.06	
2	**2.3**	Safe Learning Environment	No	$5,474.59	
2	**2.4**	English Language Family Support	Yes	$10,117.43	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Engaging the Community	No	$129,514.85	
2	2.6	Providing Access to Resources	No	$365,082.15	
3	3.1	MTSS System Monitoring	Yes	$738,689.26	
3	3.2	EL Proficiency Monitoring (EL)	Yes	$67,360.44	
3	3.3	Access to technology to effectively implement and support academic learning for students and staff	Yes	$976,390.45	
3	3.4	Offer Year Round Track for credit recovery, advancement, and enrichment	Yes	$1,192,250.44	
4	4.1	Career Technical Education Program Pathways	No	$815,783.29	
4	4.2	Assessment & Articulation for post-secondary preparation	No	$17,158.60	
4	4.3	College and Career Counseling	No	$299,713.06	
4	4.4	Advanced Academic Resources (SOAR)	No	$126,136.23	
4	4.5	Arts and Music Program	No	$171,745.24	

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,856,211	$2,671,634.18	$2,605,394.00	$66,240.18	20.690%	0.000%	-20.690%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Special Education Academic Achievement	Yes	$168,204.13	68,204		
1	1.4	Professional Development to Support in Effective Teaching	Yes	$122,379.03	93,373	1.38%	
2	2.4	English Language Family Support	Yes	$10,117.43	10,118	0.08%	
3	3.1	MTSS System Monitoring	Yes	$493,262.26	487,701	4.28%	
3	3.2	EL Proficiency Monitoring (EL)	Yes	$67,360.44	66,672	0.52%	
3	3.3	Access to technology to effectively implement and support academic learning for students and staff	Yes	$976,390.45	866,241	5.24%	
3	3.4	Offer Year Round Track for credit recovery, advancement, and enrichment	Yes	$833,920.44	1,013,085	9.19%	

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
	1,856,211		0.000%	$2,605,394.00	0.000%	0.000%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
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2025-26 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
22-23	34.7	34.7	0	0	0	0	0	

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

To track progress in implementing the state academic standards, Elite Academic Academy uses a combination of digital tools, internal assessments, and professional learning systems. For English Language Arts (ELA) and Mathematics, we utilize iReady and iXL to monitor student progress and inform instruction. For English Language Development (ELD), we use ELPAC practice exams to ensure alignment with state expectations. Across all other content areas—including Science, History-Social Science, Career Technical Education (CTE), Visual and Performing Arts (VAPA), and others—we rely on internally developed course assessments that are regularly analyzed during Professional Learning Community (PLC) data dives.

In addition, our EliteX professional development fellowship provides structured opportunities for instructional growth. As part of this program, teachers submit recorded lessons which are reviewed and calibrated using our "Teaching with Intention" Guide. This process ensures consistent implementation of rigorous and relevant standards-based instruction.

We selected these tools because they align with our instructional model, support personalized learning, and offer reliable data that informs real-time instruction. iReady and iXL provide actionable diagnostic information, while our internal assessments are tailored to the specific curriculum our students engage with. The EliteX program fosters ongoing teacher development and ensures curriculum delivery is standards-based and meaningful.

Based on these measures, Elite Academic Academy is demonstrating successful implementation of all state academic standards. CTE pathways continue to expand annually, as does participation in our VAPA program. Our data-driven instructional approach, supported by strong professional learning systems, positions us for continued growth and excellence across all content areas.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction
Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

At Elite, building meaningful connections with staff, students, and families is woven into every part of our school culture, beginning from the moment of onboarding.

We start with our staff. Each year, returning and new team members engage in a comprehensive onboarding process that includes an updated Staff Handbook, outlining key expectations and safety protocols. New staff also participate in both in-person and virtual professional development sessions that emphasize relationship-building as a core value of our school. These intentional efforts ensure that every team member begins the year aligned with our mission and equipped to foster strong, supportive relationships.

Similarly, we have created a highly personalized onboarding experience for our families. Every new family is paired with a dedicated Onboarding Coach, who serves as their guide and main point of contact until they are matched with their Teacher of Record. This coach walks families through the enrollment process, introduces them to key staff, and ensures they feel supported and welcomed from day one. Families also receive a comprehensive Onboarding Packet and complete a Welcome Survey that is used to personalize outreach and support across departments.

To maintain and strengthen connections, we offer diverse and accessible communication channels. Families can engage with our staff via email, ParentSquare, Zoom meetings, phone calls, monthly newsletters, synchronous sessions, and our website. We also host LCAP input sessions, Family Empowerment workshops, Parent Academy events, and ELPAC meetings. Translators are readily available to ensure all families can participate fully in our community.

We provide ongoing resources that promote relationship-building, including webinars and guidance for both staff and families focused on student development and effective communication. Our Student Support Team remains a critical partner, offering workshops, training, and support services year-round.

Whether through a virtual check-in, a field trip, or a family workshop, we prioritize consistent and authentic connection. From initial contact to everyday interactions, we are intentional about creating a welcoming environment where every student and family feels seen, heard, and supported.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

While Elite already provides a wide range of communication and engagement opportunities, we recognize the importance of continuously improving and deepening these relationships. Our next steps are focused on fostering more informal, collaborative, and community-building interactions between families and staff.

1. Expanding Engagement Events
We aim to increase the frequency and variety of in-person and virtual engagement events that encourage casual, meaningful interaction. These events—such as family picnics, cultural celebrations, and themed workshops—are designed to build a sense of community beyond formal communication channels. By creating relaxed, welcoming spaces for connection, we hope to strengthen relationships and increase participation from families across all regions we serve.

2. Promoting Family-Staff Collaboration Projects
We are exploring ways to create shared experiences through collaborative projects that unite families and staff around common goals. Potential initiatives include community service activities, school beautification efforts, or co-led fundraising events. These projects provide a platform for shared decision-making, mutual respect, and authentic partnership between families and school personnel.

3. Establishing Peer Support Groups
We see an opportunity to form peer support groups and parent-teacher committees where families and staff can regularly come together to share ideas, address common concerns, and provide encouragement. These groups will offer both virtual and in-person formats, with the goal of fostering ongoing dialogue, connection, and a strong sense of belonging within the school community.

By focusing on these areas, we are committed to building on our strong foundation and creating even deeper, more collaborative relationships with our families—ensuring every member of our school community feels valued, supported, and engaged.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Elite is committed to creating an inclusive and welcoming environment where all families—especially those historically underrepresented—feel empowered to engage in their child's education. To strengthen these efforts, we are implementing targeted strategies that prioritize cultural responsiveness, accessibility, and empowerment.

We are enhancing our communication strategies to better reflect and respect the diverse cultural and linguistic backgrounds of our families. This includes consistently providing translated materials, ensuring interpretation services are available at school events, and using communication channels that are more accessible and familiar to underrepresented communities. These efforts are designed to remove language and cultural barriers, making it easier for families to stay informed and involved.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

At Elite, we believe that student success is best achieved through intentional collaboration among educators, families, and educational partners. Our efforts are guided by a shared commitment to high expectations, clear communication, and data-informed practices that directly support student achievement.

Shared Vision for Student Success
Our administrators and staff have collaboratively defined what it means to be an exemplary Elite graduate. This shared vision has shaped schoolwide expectations and learning goals, grounded in student-centered outcomes. Together, we've developed clear criteria for student success and aligned our practices to support measurable growth. We use a comprehensive set of internal and external tools—including CAASPP, iReady, IXL, and Fast ForWord—to track academic progress and adjust instruction based on real-time data.

Strengthening Communication and Collaboration
We maintain strong internal partnerships through consistent and multi-layered communication. Weekly and bi-weekly staff meetings, regular in-person gatherings, and ongoing check-ins with Academy Directors provide structured opportunities for collaboration and support. We leverage digital tools like ParentSquare, Google Workspace for Education, and other platforms to streamline communication and planning. Our professional development program, aligned with schoolwide goals, focuses on analyzing student work, increasing engagement, and using data to inform instruction. These sessions empower teachers to make targeted decisions that directly benefit students.

Strategic Partnerships to Advance Learning
We've built strong relationships with educational vendors and organizations whose tools and values align with our mission. Programs like Fast ForWord and iReady are helping us close literacy and math gaps, particularly for English Learners and at-risk students. Our NXTLVL initiative within EliteX supports students in developing higher-order thinking and real-world problem-solving skills. These partnerships are not limited to products; they include training and ongoing support for both staff and students. Our collaboration with Ambassadors of Compassion has also strengthened our focus on social-emotional learning, reinforcing the importance of resilience, purpose, and empathy.

Engaging Families as Partners
Families play a vital role in student success, and we've worked to ensure their engagement is meaningful and consistent. Each student has weekly check-ins with their teacher, and formal learning period meetings every 30 school days that include students, parents, and educators. Monthly academy newsletters provide families with tips to support independent learning, and our staff hosts workshops in math and writing to empower parents to be active partners in their child's education.

Through these ongoing efforts, we have built a culture of collaboration that keeps student outcomes at the center. By aligning internal and external partnerships, maintaining open communication, and using data with intention, we continue to make meaningful progress toward our academic and developmental goals for all students.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

While we have made strong progress in implementing high-quality instructional tools and supports, we recognize an opportunity to further strengthen student outcomes by deepening our community partnerships and making student data more accessible to staff.

Leveraging Abre.io for Stronger Staff-Student Partnerships
To enhance our ability to support the whole student, we are implementing Abre.io as a centralized platform where staff can access key student data, including academic progress, attendance, support plans, and more. This one-stop system is designed to improve collaboration, identify student needs more quickly, and build stronger partnerships between educators and students. By providing a clear, real-time picture of each learner, we can better align our instructional strategies and support services.

Enhancing Community Engagement through Family Involvement
We are also working to expand the role of families in shaping and benefiting from community partnerships. Our next steps include encouraging more family involvement in community-based initiatives, hosting joint school-community events, and creating parent-led advisory groups to help identify local resources that support student learning and well-being. By inviting parents into these conversations and decisions, we aim to create more culturally responsive, relevant, and sustainable partnerships that directly impact student growth.

These efforts reflect our belief that the most effective partnerships—whether internal or external—are built on shared goals, clear communication, and a deep understanding of student needs. With tools like Abre.io and increased family involvement, we are taking important steps to ensure all students are surrounded by a network of informed and engaged adults working toward their success.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

We are committed to building authentic, culturally responsive partnerships with underrepresented families and ensuring that all students—regardless of background—feel seen, supported, and empowered to succeed. To deepen this work, we are focusing on both internal practices and external partnerships that center equity and student opportunity.

Cultural Competency Training for Staff
We are expanding cultural competency training for all staff to build greater understanding of the diverse cultural backgrounds and lived experiences of our families. These trainings aim to strengthen communication, increase trust, and foster inclusive environments where families feel welcomed and valued as equal partners in their child's education.

Collaborative Decision-Making

We are working to intentionally include underrepresented families in collaborative decision-making processes. This includes forming parent advisory councils, organizing focus groups, and regularly seeking feedback from families on school policies, programming, and engagement strategies. These efforts ensure that family voices, especially those historically marginalized, are reflected in the design and delivery of educational experiences.

Expanding Community Partnerships in Underserved Areas
To provide all students with more varied and relevant learning experiences, we are actively seeking new community partnerships in regions and populations that have traditionally been underserved. By connecting students with local organizations, career mentors, cultural institutions, and enrichment opportunities, we aim to expose them to broader future possibilities and help them see themselves in a range of academic and career pathways. These partnerships not only enhance learning but also help families feel more connected to the school and the larger community.

Together, these strategies reflect our ongoing commitment to equity, access, and relationship-building. By investing in the voices and experiences of underrepresented families and expanding opportunities for students, we are creating a more inclusive and inspiring educational environment for all learners.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

At Elite, we prioritize gathering meaningful feedback from families, students, and staff to inform our decision-making and continually improve our programs. We believe that input from all stakeholders is essential to ensuring that our initiatives are effective and responsive to the needs of the community.

Families
We maintain open, accessible communication channels for families to engage with teachers and school leadership. These include email, our school website, social media, and the Parent-Square app. Families are encouraged to participate in LCAP meetings and Parent Workshops, where they can provide valuable input on school goals,

programs, and services. Additionally, we regularly distribute mini-surveys to parents before and during program implementation to gather their opinions and insights. These surveys help us assess the effectiveness of initiatives and make timely adjustments.

We also host Family Nights throughout the year, where families and students engage in enjoyable projects and receive updates from the school. During these events, we actively seek feedback via surveys to ensure we're meeting the needs of our community. Families also receive a monthly Elite-wide newsletter, keeping them informed about upcoming events, available services, and opportunities for engagement.

Students
For our students, we distribute brief check-in surveys—called Elite Care surveys—to gauge their well-being and identify areas where additional support may be needed. We also have an Elite Student Leadership team, which offers students a direct channel to provide feedback on school initiatives and actively participate in decision-making meetings. This ensures that students have a voice in shaping their educational experience.

Teachers and Staff
We value ongoing feedback from our staff and use it to drive improvements in both instructional practices and school policies. Monthly board meetings, open to the public and posted on our website, offer an opportunity for transparency and input. At the conclusion of staff meetings and professional development sessions, we distribute mini-surveys to collect immediate feedback on the effectiveness of these sessions. Focus groups are also formed to address specific school-related concerns, allowing staff to collaborate and share their perspectives on ways to enhance the learning environment.

Through these ongoing efforts, we are creating a culture of continuous improvement where feedback is consistently gathered, valued, and used to make data-informed decisions that benefit our entire school community.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

While Elite Academic Academy already has a range of feedback channels, we see opportunities to enhance their effectiveness and accessibility. Streamlining communication platforms, ensuring timely responses, and offering more engagement opportunities, such as virtual town halls or suggestion boxes, can help strengthen connections with our community.

To increase participation in surveys and meetings, we will focus on targeted outreach, making these opportunities more convenient, and providing incentives to encourage broader involvement from all stakeholders. These steps will help ensure that all voices are heard and actively contribute to our ongoing improvement.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

We are committed to improving outreach strategies that are culturally responsive and tailored to the needs of underrepresented families. This includes offering communication in multiple languages, partnering with community organizations, and ensuring that all outreach methods are inclusive and accessible.

To increase participation in surveys, we will make them more accessible by translating into various languages, providing alternative formats, and actively reaching out to encourage input from underrepresented families. These efforts will ensure that all voices are heard and valued in our decision-making process.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

At Elite Academic Academy, we collect data through multiple mini-surveys administered at the end of each learning period. These surveys are designed to gauge student, parent, and staff satisfaction across various aspects of the educational experience. Below are the results from the most recent surveys:

Satisfied with curriculum: 96.8%
Satisfied with communication and responsiveness: 99.3%
Satisfied with opportunities such as field trips and extracurriculars: 88.2%
Feel connected to the school: 91.8%
Satisfied with experience with our teacher: 100%
Satisfied with overall experience at Elite: 98.2%

Throughout the year, we focused on monitoring student wellness, school climate, and connection. The Student Support Team distributed Elite Cares Surveys to all student stakeholders to measure student engagement and feelings of connection. Each survey response was followed up with direct communication from the teacher, MTSS Director, or school counselor based on student needs.

These surveys provided valuable insights that guided several changes. For example, students expressed feelings of loneliness and boredom, which led to the creation of more clubs and enrichment opportunities, including a Student Leadership Club. Additionally, we identified that some students felt disconnected from their teachers or the school, prompting outreach from our Support Team, resulting in students feeling valued and seeing improvements in their academic progress.

From the surveys, we also gathered data on student progress:

59% of middle and high school students were on track with their work
30% were a little behind but receiving support
11% needed additional help

In direct response to these results, we offer a virtual study hall for students to receive academic support and connect with their teachers. This initiative addressed the concerns raised by students about needing more academic guidance and connection with their teachers.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Key Learnings and Identified Needs:

Student Well-being and Engagement: Feedback from Elite Cares Surveys revealed significant insights into students' emotional and social well-being, particularly regarding feelings of loneliness and boredom. These findings underscore the need for enhanced social connections and additional enrichment opportunities to foster a more engaging school environment.

Academic Progress and Support: Survey data highlighted that 30% of students were slightly behind in their academic work, while 11% required more substantial support. In response, the school introduced initiatives like virtual study halls to provide targeted academic support and strengthen student-teacher relationships.

School Climate and Communication: While students and families reported high satisfaction with communication, particularly regarding family-school interactions, there is still room to increase engagement in school activities and further improve school climate.

Areas of Strength:

Diverse Educational Offerings: One of our key strengths is the variety of state-approved curricula available at Elite Academic Academy, ensuring students have access to UC/A-G courses, CTE pathways, and high school diploma tracks. Our ability to document personalized learning choices reflects our commitment to individualized education.

Personalized Approach to Education: Our use of student interest surveys and incorporating student feedback in course creation allows us to tailor education to individual needs, fostering a more relevant and engaging academic experience.

Areas for Improvement:

Expansion of Career Technical Education (CTE) Pathways: We are actively expanding our CTE offerings, providing a wider range of pathways to better equip students with practical skills and career opportunities. This is an ongoing effort to strengthen and align our programs with student needs and workforce demands.

Broaden English Learner (EL) Curriculum: We are enhancing our EL curriculum from TK-12 to ensure comprehensive support for our diverse student population. This aligns with our goal of providing equitable educational opportunities for all students and continues to be a key area of focus.

Increase VAPA and Physical Fitness Options: We are adding more Visual and Performing Arts (VAPA) and Physical Fitness offerings to ensure a well-rounded, holistic education for our students. These additions complement our core academic curriculum and are aligned with our mission to support all aspects of student development.

Support for Student Wellness: In addition to academic and extracurricular expansions, we have introduced more group counseling programs focused on growth mindset, anxiety, and grief. These programs aim to support students' emotional well-being, further aligning our offerings with the needs of our school community.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Expansion of Enrichment Opportunities: In response to students' feelings of loneliness and boredom, Elite will continue to expand clubs and enrichment opportunities. This may involve revising existing policies to allocate resources and time for the development and promotion of additional extracurricular activities that cater to diverse student interests.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

As an independent study school, one of our key strengths is the access we provide to a wide range of state-approved curricula. This ensures that our students can pursue UC/A-G courses, CTE Pathways, and High School Diploma Tracks. These options are tracked through our Master Agreements, Assignment Work Records, Individualized Learning Plans, and 4-year plans. Our Course Catalog, housed in our Student Information System and reported to CALPADs, is continuously updated to reflect the evolving needs of our students.

To personalize the academic experience, Elite Academic Academy utilizes a student interest survey to better align educational opportunities with each student's unique aspirations. While our counseling and academic departments ensure comprehensive coverage of core subject areas, including initial offerings for VAPA, Physical Education, and EL, students also play an active role in shaping their learning journeys by suggesting and helping to create new courses based on their interests and needs.

As we continue to strengthen and align our academic offerings, we are committed to expanding Career Technical Education (CTE) pathways, increasing EL curriculum offerings from TK-12, and enhancing opportunities for VAPA and Physical Fitness. These ongoing efforts ensure that we are providing a holistic and dynamic learning environment that meets the diverse needs of our students.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Elite Academic Academy excels in curriculum diversity, providing students with access to a wide range of UC/A-G courses, CTE Pathways, and High School Diploma Tracks. These options are meticulously documented in our Master Agreements, Assignment Work Records, Individualized Learning Plans, and 4-year plans. Our Course Catalog is continuously updated within our Student Information System and reported to CALPADs, ensuring we stay aligned with student needs.

In addition to core academic offerings, we use student interest surveys to further personalize each student’s academic journey. Our counseling and academic departments ensure full implementation of core subjects, with initial offerings in VAPA, Physical Education, and EL. Students actively contribute to shaping their curriculum, often proposing new or innovative courses.

As we continue to strengthen and align our offerings, we remain focused on expanding Career Technical Education (CTE) pathways, enhancing EL curriculum from TK-12, and increasing opportunities for VAPA and Physical Fitness to ensure a well-rounded educational experience for all students.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Being a smaller educational institution, our subgroups consist of fewer individuals. As we continue to expand, we anticipate having more significant representation within each subgroup, thereby enhancing opportunities for all. It's worth noting that as an independent study school, we encounter minimal obstacles when it comes to offering a diverse range of courses.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

At Elite Academic Academy, we are committed to enhancing the educational experience for our English Learner (EL) students through targeted initiatives. This year, we introduced a Newcomers and Foundation course, taught by a highly qualified specialist, who provides personalized support to EL students, particularly in preparation for the Summative ELPAC and in improving their writing skills.

Additionally, we've partnered with Outlier, a respected dual-enrollment college course provider, to expand our course offerings and give students access to specialized, advanced courses previously unavailable. This collaboration enriches the academic opportunities for all students, with a focus on underrepresented populations.

To further broaden access and support student growth, we are developing the following key programs:

College & Career Readiness courses aligned with A-G curriculum providers and our adopted A-G course catalog.
Enhanced project-based learning integrated into various courses.
Social and Emotional Learning (SEL) support, featuring an A-G SEL curriculum and two dedicated school counselors.
A comprehensive curriculum for EL learners to ensure tailored educational experiences.
Mentoring and coaching programs, alongside Career and Technical Education (CTE) pathways to prepare students for future careers.

These efforts demonstrate our ongoing commitment to providing an inclusive, well-rounded education for all students, particularly those in underserved groups.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]

Coordinating Instruction	1	2	3	4	5
to all expelled students in the county, including:					
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Access Athle-Demics LLC
RE: Payment Schedule
40948 Riverock Lane
Palmdale, CA 93551

This payment agreement is between "**Access Athle-Demics LLC**" and "Elite Academic Academy- Mountain Empire and Elite Academic Academy- Lucerne" for the 2025/2026 Level Up Program first learning period. This agreement is above and beyond the approved Elite Academic Academy community partner packet and MOU that was completed and approved by our board of directors. This supplemental agreement is only valid for the dates outlined below and for the supplemental services to our students in the area of "Athletic Enrichment Services."

Important items to remember:

1. Elite Academic Academy will submit 3 total purchase orders to **Access Athle-Demics LLC** for Elite students enrolled in your program between the dates of **July 1, 2025,** and **August 02, 2025**. Upon receipt of each purchase order, you agree to respond with an invoice for the dollar amounts listed in the PO, after which Elite Academic Academy will disburse payment by the due dates listed below. Elite Academic Academy will commit to a payment schedule to **Access Athle-Demics LLC** based on student attendance, using a daily rate of **$8.93 per student** for a calendar of **28 school days**.

2. In the event a student leaves the program before the end of a given invoice period, **Access Athle-Demics LLC** will be paid using the daily rate and the total number of days the student attended the program.

3. **Access Athle-Demics LLC** understands that EAA cannot prepay for services.

4. All invoices submitted by **Access Athle-Demics LLC** must include: Bill To information (Elite Academic Academy, 43414 Business Park Drive, Temecula, CA 92590); **Access Athle-Demics LLC** information (must match W9); an invoice number; invoice date; student's name; purchase order (PO) number; weekly attendance days; amount per student; and total due.

Schedule Payment for Full Services

	Date Range	Days Invoiced	Date Paid
Payment #1 $107.14 (maximum)	July 1 – July 15	12 school days	07/21/2025
Payment #2 $71.43 (maximum)	July 16 – July 24	8 school days	8/31/2025
Payment #3 $71.43 (maximum)	July 25 – August 2	8 school days	10/15/2025 **(or until attendance has been confirmed)**
PAYMENT TOTAL: $250 PER STUDENT (maximum)			

5. **Payment #1** will only be paid for students who are fully enrolled with completed applications, master agreements, and have confirmed attendance in school and with **Access Athle-Demics LLC** through **July 15th.** $107.14 per student enrolled will be paid, assuming the student attended all 12 days for this period. If a student fails to attend any days in this period, their $107.14 will be deducted by days missed times the daily rate ($8.93).

6. **Payment #2** will only be paid for students who are fully enrolled with completed applications, master agreements, and have continued to attend for the learning period of **July 16th** through **July 24th.** $71.43 per student enrolled will be paid, assuming the student attended all 8 days for this period. If a student fails to attend any days in this period, their $71.43 will be deducted by days missed times the daily rate ($8.93).

7. **Payment #3** will only be paid for students who are fully enrolled with completed applications, master agreements, and have continued to attend for the learning period of **July 25** through **August 2nd**. $71.43 per student enrolled will be paid, assuming the student attended all 8 days for this period. If a student fails to attend any days in this period, their $71.43 will be deducted by days missed times the daily rate ($8.93).

8. **True-Up, Payment #3.** In addition to paying for days attended as described in #7, Payment 3 will take into consideration a final reconciliation of total owed for the entire program. Attendance records will be verified and agreed upon from **July 1st** to **August 3rd**. Payment 3 will ensure that the partner is paid the correct entire program total of (Total Students Enrolled in the Program x Number of Days They Attended x Daily Rate).

9. **Elite Academic Academy is responsible for supporting families/students in the completion of ALL academic requirements for our Level Up program. Your support in encouraging families/students to complete assignments is greatly appreciated and will support us in improving attendance, resulting in a better chance of full payment for your supplemental enrichment services.**

10. Students who drop out of the program early will have limited funds for enrichment, and payments will be prorated based on accurate attendance.

11. If **Access Athle-Demics LLC** is deemed to have been overpaid for a student(s), Elite Academic Academy will subtract the total amount of overpayment from Payment #3. The amount of overpayment will be calculated using the daily rate of **$8.93** multiplied by the days missed as stated on attendance reports.

12. If Elite Academic Academy has underpaid **Access Athle-Demics LLC** for a student(s), Elite Academic Academy will ensure the total funds for all students, in full attendance of the learning period, are paid by Payment #3.

13. This agreement is made solely between **Access Athle-Demics LLC** and Elite Academic Academy. Should **Access Athle-Demics LLC** choose to subcontract any portion of their

services, with a third-party partner, not vetted or approved by Elite Academic Academy, **Access Athle-Demics LLC** will be strictly liable for all actions of said third-party partner, including dissemination of misinformation, and Elite Academic Academy will have the right to terminate this agreement with Partner, effective immediately, by providing written notice to **Access Athle-Demics LLC.**

14. Elite Academic Academy reserves the right to **modify the above payment schedule dates** in the event the state of California defers scheduled payments to public schools. Elite will notify Community Partners in writing of the new proposed dates if this occurs.

We are very excited to form this partnership and provide an amazing opportunity for students!

Signature: _____ Date:

Meghan Freeman, CEO
Elite Academic Academy

Signature: _____ Date:

Jeffrey Williams, CEO/Owner
Access Athle-Demics LLC

Elite Academic Academy
Approval for Overnight Field Trip

Group or Student Grade Levels: 4th grade+/All academies
Teacher: [redacted]
Place of Overnight Trip: Catalina Island Camp, Howland's Landing, Catalina Island
Purpose of Activity/Specific Learning Standards:

C12.0 Demonstrate an understanding of the value of recreation and the fundamentals of recreational facilities and services.

C12.1 Recognize the variety of parklands, wilderness areas, and waterways available for recreation.

C12.2 Explain the outdoor recreational opportunities that promote physical and mental health.

Day(s) of Visit: Oct 27th - Oct 29th, 2025
Departure Time/Location: Oct 27th @ 8:00 am, Long Beach/San Pedro Docks
Return Time/Location: Oct 29th @ 2:00 pm, Long Beach/San Pedro Docks
Number of Students: 30
Number of Chaperones: 3

Cost to Students: $432/person ($332 camp cost + estimated $100 transportation fee)

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

Attachments:
- ~~Invoice~~
- Field Trip Form
- Itinerary
- Other

CELPy - Elite Academic Contract, Oct 27th - 29th, 2025

Overnight Adventure Packing List

Overnight Adventure Meal Plan

Board Approval Date:

Elite Academic Academy
Approval for Overnight Field Trip

Teacher Signature [redacted] **Date:** 5/8/2025

Chief Student Development Signature: _____ Date: _____

Board Approval Date:

Catalina Environmental Leadership Program
Catalina Island Camps
707 W. Woodbury Road. Unit F
Altadena, CA 91001

Phone: 626-296-4040
www.catalinaislandcamps.com
TAX ID# 95-4027904

Invoice

DATE	AMOUNT DUE
June 13, 2025	**$ 13,758.00**

Add the School Name to the memo field
Please make checks payable to Catalina Island Camps

Elite Academic Academy
[redacted]
43414 Business Park Dr
Temecula, CA 92590
USA

Elite Academic Academy
Oct 27 - 29, 2025 (Mon-Wed)

Charges

Date	Description	Total
04/29/2025	CELP Three Day Program (off-peak) - 30 @ $332.00	$9,960.00
04/29/2025	Estimated Roundtrip CELP Transportation - 33 @ $100.00	$3,300.00
04/29/2025	Chaperone Three Day (off-peak, 1/2 price) - 3 @ $166.00	$498.00
		$13,758.00

Payments

Total Charges:	$ 13,758.00
Total Payments:	$ 0.00
Postdated Payments:	$ 0.00
Amount Due:	**$ 13,758.00**

Cost Split between schools:
EAA-LU $6,879.00
EAA-ME $6,879.00

STAR★WAY
LIVE EVENT PRODUCTIONS

Star Way Productions
P.O. Box 883 Murrieta, CA 92564
Phone: 951-678-2759 * Fax: 951-678-8052
www.starway.com

Invoice

DATE	INV#
5/12/2025	164094

Bill To	Event Address
ELITE ACADEMIC ACADEMY Attn: Adam 43414 Business Park Dr, Temecula, CA 9259	Hawk Ranch 42149 Elm Street Murrieta, CA 92562

EVENT DATE	EVENT / TALENT	Rep	Terms
June 5, 2025	Graduation - 6/05/25	Adam	Net 10

Services/Equipment Description	Rate	Total
AUDIO EQUIPMENT (1) Midas M32 Console (2) K8 Speaker (QSC) (4) K12.2 Speaker (QSC) (1) Axient Wireless Mic (2 Pack) (1) Additional Mics/DI's (1) XLR Kit - Medium (4) Tripod Speaker Stand (1) Edison Box AUDIO EQUIPMENT TOTAL	1,486.00	1,486.00
VIDEO EQUIPMENT (1) Small SDI/HDMI Pkg (1) Networking Package (1) Constellation Rack (2) JVC HD Camera Package (20x Zoom Lens) (1) Teradek Bolt 500 (2) 23" TV Display (2) 85" TV Display (2) Rolling Monitor Stand (2) Mac Book Pro VIDEO EQUIPMENT TOTAL	3,355.00	3,355.00
PODIUM/POWER (1) Inverter Generator w/ Fuel (1) Curved Truss Podium (Black) PODIUM/POWER TOTAL	1,000.00	1,000.00
STAGING (1) 16' x 12' x 2' Tall w/ 2 Stair Units (1) Handrail Package (For Back Row) STAGING TOTAL	776.00	776.00

STAR WAY
LIVE EVENT PRODUCTIONS

Star Way Productions
P.O. Box 883 Murrieta, CA 92564
Phone: 951-678-2759 * Fax: 951-678-8052
www.starway.com

Invoice

DATE	INV#
5/12/2025	164094

Bill To	Event Address
ELITE ACADEMIC ACADEMY Attn: Adam 43414 Business Park Dr, Temecula, CA 9259	Hawk Ranch 42149 Elm Street Murrieta, CA 92562

EVENT DATE	EVENT / TALENT	Rep	Terms
June 5, 2025	Graduation - 6/05/25	Adam	Net 10

Services/Equipment Description	Rate	Total
LABOR SHOW DAY (1) Audio Engineer (1) Video Director (2) Camera Operator (1) Stage Hand LABOR SHOW DAY TOTAL	3,685.00	3,685.00
LABOR STAGE LOAD IN/OUT (2) Crew Chief (4) Stagehand STAGE LOAD IN/OUT TOTAL	2,800.00	2,800.00
Delivery & Pick Up	600.00	600.00

EAA-LU $6,851.00
EAA-ME $6,851.00

Thank you for choosing Star Way!

Total	$13,702.00
PYMT/CR	$0.00
Balance Due	$13,702.00

Southern California Sound Stage and Lighting Corp. is a California Corporation doing business as Star Way Productions.

Bluum

Proposal for Foundations of Student Well-Being Research and Planning Support

BLUUM TEAM

Stacey Kosch
Director of Professional Development

Stacey Kosch is the Director of Professional Development at Bluum. She and the professional development team are committed to supporting teachers in using their classroom technology in effective and impactful ways. She started her career as an elementary teacher where she developed her love of using classroom technology to create engaging and inspiring learning experiences. Now, as the Director of Professional Development, Stacey leads a team of licensed educators, whose classroom teaching experiences cover the span of early childhood to adult
education, as well as administration. This team is not only focused on ensuring teachers are familiar with how to use the technology in their classroom, but also how that technology can be seamlessly integrated into the classroom environment to support creative and collaborative learning opportunities. The Professional Development team also supports instructional practices including blended learning, differentiation, using data to drive instruction, and many more.

Dr. Katie Larsen
Senior Researcher & Education Strategist

Dr. Larsen is a Licensed Educational Psychologist and Nationally Certified School Psychologist. She has spent her career in education, as a special education teacher, school psychologist, trainer, and researcher. She received her masters in Education from Harvard University, and her doctorate in Clinical, Counseling, and School Psychology from the University of California, Santa Barbara. Dr. Larsen's breadth of experience lends a unique perspective to her audiences to integrate research and practice in a meaningful, immediately applicable way. Dr. Larsen now serves as Bluum's Senior Researcher and Education Strategist, where she focuses on studying the impact of Bluum's technology products and services on students and teachers.

EXECUTIVE BRIEF

Student Well-Being

Districts that adopt a strategic effort to support Student Well-Being intentionally and with a clear vision can see improvements in school climate, behavior, attendance, graduation rates, and academic achievement. However, too often, strategies are implemented in isolated contexts - a sporadic classroom in a grade level, a teacher with a particular interest in SEL, or a one-off lesson- or taught as disconnected, incomplete set of competencies with singular strategies.

Bluum's education strategists support schools & districts in their foundational knowledge, planning, and implementation of both prevention and intervention services as they relate to student well-being. Bluum partners with educators to build the foundations of a comprehensive, multi-tiered Student Well-Being Plan. Strategists will collaborate with site leaders to create and distribute a customized needs assessment, conduct qualitative interviews, and provide ongoing consultation as educators generate their tactical plan, as well as make recommendations for implementation goals and ongoing monitoring and support.

Bluum's Student Wellness Advisory leverages findings from a variety of sources, including the Collaborative for Academic, Social, and Emotional Learning (CASEL), the Social Emotional Learning Alliance (SEL4US), and the Committee for Children.

Foundations

Activities

- Week 1: Virtual Session
  - Develop Comprehensive Needs Assessment
- Week 2-4
  - Deploy Comprehensive Needs Assessment
- Week 4-6
  - Analysis of Data Gathered
- Week 7 - Virtual Session
  - Needs Assessment Report
  - Identify Key priorities to be added to Student Wellness Plan
- Week 8 - Virtual Session
  - Map existing resources and identify potential barriers
- Week 9 - Virtual Session
  - Set measurable goals and progress monitoring metrics related to key priorities. Possible topics may include:
    - SEL Curricula needs
    - Crisis management plan - gap analysis
    - Ongoing professional learning needs for educators - create Staff Training Plan
- Week 10 - Virtual Session
  - Establish roles and responsibilities for each element of Student Wellness Plan and timeline for implementation

Outcomes

- Analytical report based on results of schoolwide needs assessment
- Development of internal leadership team focused on Student Well-Being
- Creation of standardized materials to support student well-being and crisis intervention and prevention, as well as safeguarding
- Build internal capacity to sustain student well-being programming

Quote

#350270

Bluum USA, Inc. (f.k.a. Troxell Communications Inc.)
4675 E. Cotton Center Blvd
Suite 155
Phoenix AZ 85040
www.bluum.com

11/21/2024

Bill To
Laura Spencer
ELITE ACADEMIC ACADEMY
43414 Business Park Drive
Temecula CA 92590
Memo:

Ship To
Laura Spencer
ELITE ACADEMIC ACADEMY
43414 Business Park Drive
Temecula CA 92590

Expires	Sales Rep	Contract	Terms
05/30/2025	748 Camille Verity		Net 30

Qty	Item	MFG		
1	**Custom Product Bundle** Foundations: Virtual support through planning, data gathering, analysis, reporting. Plus consultation through mapping resources, setting goals, and establishing roles and responsibilities		$11,000.00	$11,000.00

Please note that our tariff policy is outlined within our Terms and Conditions, which govern all sales and agreements. By proceeding with this order, you acknowledge and agree to the terms and conditions, including any applicable tariffs or fees that may apply.

****Bluum provides professional development from former educators who are committed to providing world class instructional training. With the purchase of educational technology, we recommend including PD to ensure effective adoption. Ask about our getting started package, 3-hour remote and 6-hour onsite training.**

Cost split between schools:
EAA-LU $5,500
EAA-ME $5,500

Subtotal	$11,000.00
Tax Total	$0.00
Shipping Cost	$0.00
Total	$11,000.00

Thank you,

Camille Verity

E: camille.verity@bluum.com

bluum.com

350270

Quote

#350270

Bluum USA, Inc. (f.k.a. Troxell Communications Inc.)
4675 E. Cotton Center Blvd
Suite 155
Phoenix AZ 85040
www.bluum.com

11/21/2024

To accept this quotation, sign here : _____

Printed Name/Title/Date : _____

Shipping and Billing Address listed on quote are accurate :[ ]Yes [ ]No

This document is subject to the terms and conditions found here: www.bluum.com/terms-conditions. For quotes over $25,000 a Purchase Order is required, please reference this quote number on your PO. If purchasing via credit card a 2.5% surcharge fee will apply. For questions please contact your Bluum Account Representative. Please inspect product upon delivery. All claims for defective merchandise or errors in shipping must be made within five days after receipt of goods. Returns require an authorization number and must be made within 30 days. A minimum 25% restocking fee may apply with the exception of out of box failures and replacements under warranty.

350270

Peak Performance Program 25/26	Projection EAA-LU
Student Transportation	50,000
Food & Beverage	37,500
Hotel Room Accomodations	2,500
Curriculum Supplies	12,500.00
Marketing	20,000
Keynote & Event Planning Admin	30,000
TOTAL	**152,500.00**

Docusign Envelope ID: 23CC49F4-B498-4B6C-A4D7-8C3949A9A163

INSTRUCTURE

Instructure, Inc.
6330 South 3000 East, Suite 700
Salt Lake City, UT 84121
United States

Order Form

Order: Q-389145-
Date: 2025-05-16
Order Valid Through: 2025-07-31

Order Form for Elite Academic Academy

Bill to Information

Entity Name: Elite Academic Academy
Address: 43414 Business Park Drive
City: Temecula
State/Province: California
Zip/Postal Code: 92590
Country: United States

Billing Contact

Name:

Email:

Phone:

Ship to Information

Entity Name: Elite Academic Academy
Address: 43414 Business Park Drive
City: Temecula
State/Province: California
Zip/Postal Code: 92590
Country: United States

Shipping Contact

Name: Laura Spencer

Email: lspencer@eliteacademic.com

Phone: +1 866 354 8302 ext. 755

In Process

Billing Information

Billing Frequency: Annual Upfront

Billing Frequency Term: Non-Recurring items will be invoiced upon signing. Recurring items will be invoiced 30 days prior to the annual start date.
Payment Terms: Net 30

Year 1								
Ref	**Description**	**Start Date**	**End Date**	**Invoice**	**Metric**	**Qty**	**Price**	**Amount**
S3	Canvas Studio Cloud Subscription	2025-08-01	2026-07-31	Recurring	User	3,800	USD 17,366.00	USD 17,366.00
S2	24x7 Tier 1 Support (Faculty Only)	2025-08-01	2026-07-31	Recurring	30% of Subscription (Minimums Apply)	1	USD 8,732.40	USD 8,732.40
S1	Canvas LMS Cloud Subscription	2025-08-01	2026-07-31	Recurring	User	3,800	USD 29,108.00	USD 29,108.00

Billing Summary			
Segment	**Recurring**	**Non-Recurring**	**Total**
Year 1	USD 55,206.40	USD 0.00	USD 55,206.40
Total	**USD 55,206.40**	**USD 0.00**	**USD 55,206.40**

Products	Description	Qty
24x7 Tier 1 Support (Faculty Only)	24x7 Tier 1 support (faculty only) per year (30% of subscription - min $4,500 USD)	1.00
Canvas LMS Cloud Subscription	Canvas LMS - K-12 Subscription (by user)	3,800.00

Quote Special Terms

The services provided under this Order Form shall begin on the first year Start Date set forth above and continue through the last year End Date set forth above, provided, however, that Instructure may provide certain implementation related services prior to the first year Start Date at its sole discretion.

Cost split between schools:
EAA-LU $27,603.20
EAA-ME $27,603.20

User Clause: User Metric reflects the maximum number of individuals authorized by the Customer to access and/or use the Service and Customer has paid for such access and/or use.

User Typical Use Clause: In the event Customer enables access to the Service to more Users over a given contract year than are allocated to such contract year as set forth above, then Instructure reserves the right, in its sole discretion, to invoice the Customer for such additional number of Users. In addition, the User fees set forth above are based on the assumption that Customer's Users will use the Service commensurate with the average usage patterns of users across Instructure's user base in the aggregate (such average usage being referred to herein as "Typical Use") and do not account for usage of the Service by Customer's Users beyond such Typical Use. To the extent the Users' usage of the Service, in the aggregate, exceeds the Typical Use at any given time, Instructure reserves the right, in its sole discretion, to increase the fees by an amount proportional to such excess usage. In the event Instructure increases the fees pursuant to this paragraph, Instructure shall send an invoice to Customer for the applicable increase along with documentation evidencing the additional usage of or additional Users who have access to the Service giving rise to such fee increase. Any invoice sent pursuant to the foregoing shall be due and payable within 30 days of receipt.

Payment Terms - Renewal Order Form: In the event that Customer fails to execute this Order Form prior to the Start Date listed above, all fees shall become due payable upon Customer's receipt of an invoice.

Product Special Terms

Instructure's support terms are available as follows: https://www.instructure.com/canvas/support-terms

Terms and Conditions

Governing Terms: This Order Form shall be governed by the Master Terms and Conditions which can be found here: https://www.instructure.com/policies/mastertermsconditions

Data Processing Addendum: The data processing addendum between the parties is available at: https://www.instructure.com/policies/data-processing-addendum

Conflict Clause: In the event of any conflict between this Master Terms and Conditions and any addendum thereto and this Order Form, the provisions of this Order Form shall control.

PURCHASE ORDER INFORMATION	TAX INFORMATION
Is a Purchase Order required for the purchase or payment of the products on this order form? Please Enter (Yes or No):	Check here if your company is exempt from US state sales tax:
If Yes, please enter PO Number:	*Please email all US state sales tax exemption certifications to ar@instructure.com*

In Process

Customer purchasing documentation, such as Purchase Orders, shall only be used as proof of acceptance of the Order Form referenced therein, and the associated Master Terms and Conditions. Any terms and conditions included in any such Customer purchasing documentation are hereby expressly disclaimed by Instructure, shall be void and of no effect, and shall in all cases be superseded by the applicable Master Terms and Conditions.

By executing this Order Form, each party agrees to be legally bound by this Order Form.

Elite Academic Academy		**Instructure, Inc. (USA/CAN)**	
Signature:		Signature:	
Name:	[redacted]	Name:	[redacted] CLM
Title:	[redacted]	Title:	
Date:		Date:	

In Process

Certificate Of Completion

Envelope Id: 23CC49F4-B498-4B6C-A4D7-8C3949A9A163
Status: Sent
Subject: Instructure - Elite Academic Academy Contract for Signature
Source Envelope:
Document Pages: 3
Signatures: 0
Envelope Originator:
Certificate Pages: 5
Initials: 0
Daniel Buz
AutoNav: Enabled
6330 S 3000 E Ste 700
EnvelopeId Stamping: Enabled
Salt Lake City, UT 84121
Time Zone: (UTC-07:00) Mountain Time (US & Canada)
daniel.buz@instructure.com
IP Address: 209.112.107.133

Record Tracking

Status: Original
5/16/2025 4:10:34 AM
Holder: Daniel Buz
daniel.buz@instructure.com
Location: DocuSign

Signer Events	Signature	Timestamp
[redacted] [redacted] [redacted] Elite Academic Academy Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Accepted: 5/16/2025 4:06:15 PM ID: 5925e69f-a139-496a-bbd1-71e16b43b725		Sent: 5/16/2025 4:11:52 AM Viewed: 5/16/2025 4:06:15 PM
Deal CLM orders@instructure.com Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Not Offered via Docusign		

In Process

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp
Daniel Buz daniel.buz@instructure.com Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Accepted: 6/5/2024 9:33:35 AM ID: 8a8f3b8e-b4c2-4e22-9de2-c8ff994bb922	COPIED	Sent: 5/16/2025 4:11:53 AM
Daniel Buz daniel.buz@instructure.com Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:**		

Carbon Copy Events	Status	Timestamp
Accepted: 6/5/2024 9:33:35 AM ID: 8a8f3b8e-b4c2-4e22-9de2-c8ff994bb922		

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	5/16/2025 4:11:53 AM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

In Process

ELECTRONIC RECORD AND SIGNATURE DISCLOSURE

From time to time, Instructure, Inc. (we, us or Company) may be required by law to provide to you certain written notices or disclosures. Described below are the terms and conditions for providing to you such notices and disclosures electronically through your DocuSign, Inc. (DocuSign) Express user account. Please read the information below carefully and thoroughly, and if you can access this information electronically to your satisfaction and agree to these terms and conditions, please confirm your agreement by clicking the Ã¦I agreeÃ† button at the bottom of this document.

Getting paper copies

At any time, you may request from us a paper copy of any record provided or made available electronically to you by us. For such copies, as long as you are an authorized user of the DocuSign system you will have the ability to download and print any documents we send to you through your DocuSign user account for a limited period of time (usually 30 days) after such documents are first sent to you. After such time, if you wish for us to send you paper copies of any such documents from our office to you, you will be charged a $0.00 per-page fee. You may request delivery of such paper copies from us by following the procedure described below.

Withdrawing your consent

If you decide to receive notices and disclosures from us electronically, you may at any time change your mind and tell us that thereafter you want to receive required notices and disclosures only in paper format. How you must inform us of your decision to receive future notices and disclosure in paper format and withdraw your consent to receive notices and disclosures electronically is described below.

Consequences of changing your mind

If you elect to receive required notices and disclosures only in paper format, it will slow the speed at which we can complete certain steps in transactions with you and delivering services to you because we will need first to send the required notices or disclosures to you in paper format, and then wait until we receive back from you your acknowledgment of your receipt of such paper notices or disclosures. To indicate to us that you are changing your mind, you must withdraw your consent using the DocuSign Ã´Withdraw ConsentÃ¶ form on the signing page of your DocuSign account. This will indicate to us that you have withdrawn your consent to receive required notices and disclosures electronically from us and you will no longer be able to use your DocuSign Express user account to receive required notices and consents electronically from us or to sign electronically documents from us.

All notices and disclosures will be sent to you electronically

Unless you tell us otherwise in accordance with the procedures described herein, we will provide electronically to you through your DocuSign user account all required notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you during the course of our relationship with you. To reduce the chance of you inadvertently not receiving any notice or disclosure, we prefer to provide all of the required notices and disclosures to you by the same method and to the same address that you have given us. Thus, you can receive all the disclosures and notices electronically or in paper format through the paper mail delivery system. If you do not agree with this process, please let us know as described below. Please also see the paragraph immediately above that describes the consequences of your electing not to receive delivery of the notices and disclosures electronically from us.

How to contact Instructure, Inc.:
You may contact us to let us know of your changes as to how we may contact you electronically, to request paper copies of certain information from us, and to withdraw your prior consent to receive notices and disclosures electronically as follows:
To contact us by email send messages to: ashley@instructure.com

To advise Instructure, Inc. of your new e-mail address
To let us know of a change in your e-mail address where we should send notices and disclosures electronically to you, you must send an email message to us at ashley@instructure.com and in the body of such request you must state: your previous e-mail address, your new e-mail address. We do not require any other information from you to change your email address..
In addition, you must notify DocuSign, Inc to arrange for your new email address to be reflected in your DocuSign account by following the process for changing e-mail in DocuSign.
To request paper copies from Instructure, Inc.
To request delivery from us of paper copies of the notices and disclosures previously provided by us to you electronically, you must send us an e-mail to ashley@instructure.com and in the body of such request you must state your e-mail address, full name, US Postal address, and telephone number. We will bill you for any fees at that time, if any.
To withdraw your consent with Instructure, Inc.
To inform us that you no longer want to receive future notices and disclosures in electronic format you may:

i. decline to sign a document from within your DocuSign account, and on the subsequent page, select the check-box indicating you wish to withdraw your consent, or you may;
ii. send us an e-mail to ashley@instructure.com and in the body of such request you must state your e-mail, full name, IS Postal Address, telephone number, and account number. We do not need any other information from you to withdraw consent.. The consequences of your withdrawing consent for online documents will be that transactions may take a longer time to process..

Required hardware and software

Operating Systems:	Windows2000Â¬ or WindowsXPÂ¬
Browsers (for SENDERS):	Internet Explorer 6.0Â¬ or above
Browsers (for SIGNERS):	Internet Explorer 6.0Â¬, Mozilla FireFox 1.0, NetScape 7.2 (or above)
Email:	Access to a valid email account
Screen Resolution:	800 x 600 minimum
Enabled Security Settings:	Ã² Allow per session cookies Ã² Users accessing the internet behind a Proxy Server must enable HTTP 1.1 settings via proxy connection

** These minimum requirements are subject to change. If these requirements change, we will provide you with an email message at the email address we have on file for you at that time providing you with the revised hardware and software requirements, at which time you will have the right to withdraw your consent.
Acknowledging your access and consent to receive materials electronically
To confirm to us that you can access this information electronically, which will be similar to

other electronic notices and disclosures that we will provide to you, please verify that you were able to read this electronic disclosure and that you also were able to print on paper or electronically save this page for your future reference and access or that you were able to e-mail this disclosure and consent to an address where you will be able to print on paper or save it for your future reference and access. Further, if you consent to receiving notices and disclosures exclusively in electronic format on the terms and conditions described above, please let us know by clicking the Ã¦I agreeÃ† button below.
By checking the Ã¦I AgreeÃ† box, I confirm that:

- I can access and read this Electronic CONSENT TO ELECTRONIC RECEIPT OF ELECTRONIC RECORD AND SIGNATURE DISCLOSURES document; and

- I can print on paper the disclosure or save or send the disclosure to a place where I can print it, for future reference and access; and

- Until or unless I notify Instructure, Inc. as described above, I consent to receive from exclusively through electronic means all notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to me by Instructure, Inc. during the course of my relationship with you.

In Process

Invoice

From	To	Details	
Knoxlabs hello@knoxlabs.com	Elite Academic Academy preston@eliteacademic.com	Invoice no.	Invoice-L64
600 SONORA AVE GLENDALE, CA 91201 US	43414 Business Park Drive Temecula, CA 92590 US		

Item	Quantity	Unit price	Total
Logitech MX Ink Stylus + Inkwell	50	$120.00	$6,000.00
Device Lifetime Meta Horizon Managed Services	50	$100.00	$5,000.00
	Sales tax		$0.00
	Total		$11,000.00

Terms		Memo
Invoice date	2025-05-19	Cost split between schools: EAA-LU $5,500 EAA-ME $5,500
Due date	2025-05-21	
Pay via	Manual transfer (ACH/Wire), Pay by Mercury	

Dear [redacted] and Elite team,

This letter confirms the arrangement between Knoxlabs and Elite Academic Academy regarding the Meta Quest hardware exchange and additional XR items.

---

1. **Hardware Exchange:**

   Knoxlabs will complete a **one-to-one** exchange of 50 Meta Quest Pro headsets for 50 Meta Quest 3S headsets at no additional cost.

2. **Logitech MX Ink Styluses:**

   Elite Academic will purchase 50 Logitech MX Ink styluses at a discounted price of $120 each.

3. **Complimentary Items:**

   The following items will be provided by Knoxlabs **at no charge:**

   - 50 Logitech MX Inkwell charging docks
   - 50 Meta Quest 3S carrying cases
   - 50 2-Year Knoxlabs Accidental Warranty for each Quest 3S
   - 50 Branding and Asset Tagging

4. **Billed Separately:**

   Device Lifetime Meta Horizon Managed Services (HMS) License and the MX Ink's will be billed separately at $100 per headset. MX Ink at the discounted rate of $120.

5. **Shipping & Logistics:**

   Knoxlabs will cover **all shipping and logistics costs** associated with the exchange.

Best, Taron///

Taron Khachatryan

Knoxlabs

May 19, 2025

Elite Academic Academy – Lucerne

RESOLUTION

Appointment of Chief Student Development Officer As Authorized Signer on Bank Accounts

The undersigned, on behalf of Elite Academic Academy- Lucerne, a California nonprofit public benefit corporation (the "Company"), hereby certifies that the resolutions set forth below were adopted by the Board of Directors (the "Board") of the Company, in accordance with Section 5211 (a) of the California Nonprofit Corporation Law and Art. VI of the Bylaws, at a duly noticed meeting held on May 27, 2025, Pacific Time. A quorum of the Board was present at the meeting.

WHEREAS, Ashlea Kirkland-Haynes has been appointed by the Board of Directors in the position of Chief Student Development Officer of Elite Academic Academy- Lucerne, along with all accompanying duties and responsibilities: and

WHEREAS, in accordance with Board Bylaw VIII, Section 9, the Chief Student Development Officer is to be appointed by the Board to serve as Secretary to the Board.

NOW, THEREFORE, BE IT FOUND, DETERMINED AND RESOLVED by ELITE ACADEMIC ACADEMY- LUCERNE BOARD OF DIRECTORS AS FOLLOWS:

1. In accordance with Board Bylaw VIII Section 9, Ashlea Kirkland-Haynes is hereby appointed as Chief Student Development Officer to the Board of Directors, starting May 27th, 2025 with all accompanying duties and responsibilities.

2. In her capacity of Secretary, Ashlea Kirkland-Haynes shall be designated as an authorized signer for Elite Academic Academy-Lucerne bank accounts effective upon the approval of this resolution.

* * *

[certification page follows]

CERTIFICATE OF ADOPTION

I hereby certify that the foregoing resolutions were passed on May 27, 2025 by the following vote:

Roll Call	**Aye**	**Nay**	**Abstained**	**Absent**
Susan McDougal	___	___	___	___
Nicole Aguirre	___	___	___	___

The undersigned certifies further that the foregoing Resolution has not been modified, amended or rescinded and is in full force and effect as of the date hereof.

By: _____

Name: _____

Title: _____
Elite Academic Academy- Board President

The Secretary of the Board, certifies that the above is a true and correct copy of the resolution that was duly adopted at a meeting on May 27th, 2025 of the Board of Directors.

By:

_____

Name: Ms. Ashlea-Kirkland - Haynes

Title: _____

Chief Student Development Officer/Secretary to the Board

DocuSign Envelope ID: AE82D31A-6E57-40DA-8871-8EEF8D1F7639

State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2025-26

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Elite Academic Academy - Lucerne District CDS Code: 75051

Name of County: San Bernardino County CDS Code: 36

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 5 / 27 / 2025 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2026.

Submitted by (Superintendent, Board Secretary, or Designee):

Meghan Freeman		CEO
Name	*Signature*	*Title*
	866-354-8302	05/27/2025
Fax Number	*Telephone Number*	*Date*

43414 Business Park Drive, Temecula CA 92590
Mailing Address

mfreeman@eliteacademic.com
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

DocuSign Envelope ID: AE82D31A-6E57-40DA-8871-8EEF8D1F7639

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/ NPA specified above adopted a declaration on 05 / 27 / 2025, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, 2026.

▶ ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

Meghan Freeman		CEO
Name	*Signature*	*Title*
	866-354-8302	05/27/2025
Fax Number	*Telephone Number*	*Date*

43414 Business Park Drive, Temecula CA 92590

Mailing Address

mfreeman@eliteacademic.com

EMail Address

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	**Estimated Number Needed**
CLAD/English Learner Authorization (applicant already holds teaching credential)	10
Bilingual Authorization (applicant already holds teaching credential)	5
List target language(s) for bilingual authorization: Spanish, French, Chinese	
Resource Specialist	5
Teacher Librarian Services	1
Emergency Transitional Kindergarten (ETK)	10

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	10
Single Subject	24
Special Education	7
TOTAL	41

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture	1	Mathematics	3
Art	3	Music	1
Business	3	Physical Education	2
Dance	1	Science: Biological Sciences	3
English	3	Science: Chemistry	3
Foundational-Level Math	3	Science: Geoscience	3
Foundational-Level Science	3	Science: Physics	3
Health	3	Social Science	3
Home Economics	2	Theater	1
Industrial & Technology Education	3	World Languages (specify)	3-Spanish, French, Farsi, Arabic, Chinese, Korean, Mandarin

DocuSign Envelope ID: AE82D31A-6E57-40DA-8871-8EEF8D1F7639

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to **www.cde.ca.gov** for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? ○ Yes ◉ No

If no, explain. We participate in the SDCOE intern program

Does your agency participate in a Commission-approved college or university internship program? ◉ Yes ○ No

If yes, how many interns do you expect to have this year? 3-10

If yes, list each college or university with which you participate in an internship program.

San Diego Office of Education

If no, explain why you do not participate in an internship program.

STUDENT PARENT HANDBOOK

In a world where you
can be anything,
Be Elite.

25/26

Elite Families,

We are thrilled to partner with you on your student's educational journey. This handbook provides an overview of what it means to #BeElite and offers valuable insight into Elite Academic Academy's mission, vision, and innovative approach to education. Please review the handbook carefully, sign and return the acknowledgment page to your student's Elite Educator, and keep the handbook accessible for future reference.

Our Programs

Elite Academic Academy offers a wide range of courses and programs to meet diverse student needs and aspirations:

- Career Technical Education (CTE) Pathways that provide real-world skills and career readiness.
- Advanced Academic Courses for students seeking greater academic challenge and acceleration.
- Credit Recovery Options to support students in achieving their graduation goals.
- Enrichment Programs such as Peak Performance Athletics, Music, field trips, and a variety of clubs and special interest groups.

Portrait of a Learner: The Six C's

Our California credentialed educators are dedicated to fostering the lifelong skills reflected in our Portrait of a Learner, built around the Six C's: Collaboration, Critical Thinking, Communication, Creativity, Curiosity, and Compassion. These skills prepare our students to excel academically, socially, and professionally in the future.

Our Commitment

At Elite Academic Academy, every student's individuality is celebrated. Our flexible learning model empower students to set meaningful goals, explore their interests, and connect learning to real-world opportunities. Through personalized support, innovative curriculum, and hands-on experiences, students build the foundation for a lifetime of success.

Our faculty and staff are excited to work alongside your family to ensure each student reaches their full potential. We look forward to an inspiring year of discovery, growth, and excellence as we continue to #BeElite together!

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Welcome to Elite Academic Academy

About Elite Academic Academy

Elite Academic Academy is a tuition-free public charter school dedicated to personalized, adaptive, and technology-driven learning. Our mission is to equip students with the knowledge, skills, and mindset needed to thrive in an ever-evolving world. We provide a flexible, forward-thinking educational experience that prepares students to become lifelong learners and leaders.

Mission Statement

Elite Academic Academy 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.

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.

Family Communication and Engagement

Communication

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

Contact Information

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

Parent Involvement

Parent support is vital in ensuring student success. The parent role 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/SST 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.

School Calendar

Please see the Elite Academic Academy Parent Portal on our website for our up-to-date calendars and important resources to support your child.

About Independent Study

Independent Study Overview

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 Elite Academic Academy:

1. For pupils in all grade levels, 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 Teacher of Record.
    - The pupil is progressing toward successful completion of the course of study or individual course, as determined by the Teacher of Record.

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. Elite Academic 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 Elite Academic for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria.

4. Elite Academic will implement procedures for tiered re-engagement strategies for the following pupils:

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

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

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

pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.

5. Based on each pupil's grade level, Elite Academic 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:

    - Transitional kindergarten through grade 3: The school will offer pupils opportunities for daily synchronous instruction for all pupils throughout the school year.
    - Grades 4 through 8: The school will provide opportunities for both daily live interaction and at least weekly synchronous instruction for all pupils throughout the school year.
    - Grades 9 through 12: 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 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.

    Elite Academic 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. A requirement that a current written agreement for each independent study pupil shall be maintained on file including all legal requirements.

Independent Study Written Agreement

A fully executed legally compliant written independent study agreement (Written Agreement) is required for each student prior to the student's attendance start date with Elite Academic Academy. This agreement shall be signed by the student, the parent/guardian/caregiver, the Teacher of Record, 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 Teacher of Record 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 written agreement. We recommend the use of the electronic signature by all individuals.

Attendance Expectations

Students must be engaging in and completing school work every day. Below are the required minutes per year for the various grade levels, based on a school year of at least 175 instructional days.

Grades TK-K: 3600	**Grades 4-8**: 54,000
Grades 1-3: 50,400	**Grades 9-12**: 64,800

Academic Program Overview

At Elite Academic Academy, we are committed to providing a rigorous, supportive, and flexible academic experience that empowers students to achieve their full potential. The following sections outline the expectations, policies, and supports in place to help students stay on track, demonstrate satisfactory academic progress, and successfully reach their educational goals.

Teacher of Record and Content Teacher Roles

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 a Teacher of Record (who is a credentialed teacher). The Teacher of Record 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 Teacher of Record will be the teacher responsible for maintaining all student records.

At Elite Academic Academy, Content Teachers provide subject-specific instruction, guidance, and actionable support and feedback to help students master academic skills and stay engaged in learning. They lead weekly Live Sessions and partner with the Teacher of Record to monitor progress and ensure student success. Content Teachers help connect learning in their subject area to real-world skills while promoting communication, critical thinking, and creativity.

Satisfactory 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.

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

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 Teacher of Record 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 support programs

Late Work Submission Policy

- Students will be allowed to submit late assignments until the last day of the Learning Period (LP) in which they are due.
- Students will lose the ability to submit late work after the Learning Period ends.
- Students will retain access to course content at all times to review material, reinforce learning, and prepare for future success.

This policy supports students in mastering course material while maintaining accountability within each LP. Questions about this policy should be directed to each Academy Director.

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.

Satisfactory educational progress of each pupil is determined by:

- 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.

Active Participation in Live Sessions

- Students will participate in live sessions in order to fully understand the concepts being presented, 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 available chat features only when instructed by the teacher to promote active learning.

Academic Integrity

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

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

Examples of Plagiarism & Violation of Academic Integrity

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

1. Copying answers from another student's test or using unfair methods during exams or assignments.
2. Reusing an assignment from a different class without any modifications or enhancements.

3. Falsifying information in a document or assignment.
4. Sharing old assignments with other students.
5. Using websites for ready answers instead of doing the work independently.
6. Submitting work generated by artificial intelligence (e.g., ChatGPT) and presenting it as original, student-created work. For more information, please review the AI Policy located in the policy section of the Student Handbook.

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 required to meet with their Teacher of Record and associated Content Teacher to discuss the academic integrity violation. Student will be provided an additional opportunity to demonstrate assignment mastery as outlined by the content teacher.
Second Offense	Student and Parent will be required to have a Parent Teacher Conference to discuss ongoing academic integrity concerns. Student will receive a zero on the assignment.
Third Offense	The Academy Director will determine appropriate next actions, possibly involving the SST process.

A student that holds a valid IEP or 504 plan will be referred to the Special Education Department Director to ensure any actions taken comply with all provisions of applicable law in addressing any student violations.

Student/Parent Grievance Procedure for 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.

Tk-8th Grade Academic Program Overview

Transitional Kindergarten

Beginning in the 25/26 school year, students who turn 4 by September 1st will be eligible for TK.

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. Grades are based on progress towards standards skill mastery. Teachers analyze a variety of data points to ensure mastery of content and adequate progress, including but not limited to student work samples, observations, test scores, and progress towards the #BeElite Goals.

4	Above Grade Level	**2**	Approaching Grade Level
3	At 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

Letter Grade	Percent Grade	Grade Point
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

Middle School Math and Language Credits Toward High School Requirements

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 high school subject requirements. No subject areas outside of math and language other than English, may be met with coursework completed prior to ninth grade.

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, 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.

In order for middle school students to be eligible to enroll in a community college course, a school counselor must meet with the student's Teacher of Record and Academy Director to assess the student's readiness for college-level coursework. Final approval will be based on this collaborative assessment.

Additional Course Load Requests

Students are traditionally enrolled in 5–6 courses each semester. If a student wishes to take additional courses, the following criteria must be met:

- Students in grades 6–8 may be enrolled in no more than eight courses per semester without special permission.
- To enroll in more than eight courses or to advance/accelerate beyond the traditional course load, students must first obtain permission from the Director, then from the school's academic counselor, and finally receive approval from the Chief Academic Team.

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;
    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

Students in grades K-8 are limited to one retention. At Elite, parents can choose to retain their child once during grades K-6, provided they complete a board-approved waiver using DocuSign. This waiver can only be submitted after a meeting with parents. Additionally, students must be enrolled in their current grade level upon enrollment; mid-year retention is not allowed under any circumstances. Retention/Promotion meetings take place in May (Year Round) and August (Traditional) each school year for the next year placement.

1. Currently enrolled students in grades 7-8 can **only** be retained for academic purposes as deemed throughout the SST process.
2. Parents must attend an SST and be given research and literature on the benefits and risks both academically and socially for retention.
3. Students must have an academic plan in place to support continued growth.
4. 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
5. 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.
6. Parents may appeal retention to the CEO or designee with their decision being final.
7. Students who have been retained once and are still experiencing academic difficulty will be referred to a Student Study Team, to ensure appropriate supports and services are in place for student success.
8. If a student has an IEP, retention would be an IEP team decision.
9. If a student is newly enrolled, and parents bring up a concern, an SSTmeeting 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.

Grade Level Acceleration/Advancement

This procedure is used when a request is made for a child to be placed in one or more grade levels above the next sequential grade, otherwise known as "double promoted." Identification of children for advancement is through parent referral, Teacher of Record, and/or Academy Director.

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

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

1. Academy Director arranges for an initial SST meeting to determine if a more intense response to the current curriculum and enrichment activities is necessary. Participants share observations and review test data on reading, writing, and mathematics, as well as the current curriculum to understand the child's intellectual, achievement, and social/emotional development level and needs. Participants include the Academy Director, parent, Teacher of Record, School Counselor (if middle or high school student), and Special Education representative. Other team members may include the content teacher, school psychologist, speech/language pathologist, 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 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 team member 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 Academy Director verifies the decision in a letter to the parents and places a copy in the child's school records.

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.

High School Academic Program Overview

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.

Students who successfully complete at least half of a course with passing work and earn a passing grade of D (65%) on those assignments may be granted 2.5 credits toward progression to graduation. This option provides an opportunity for students who have made significant progress but did not complete the entire course to still earn partial credit. Final determination of partial credit is at the discretion of the academy director and must meet minimum academic expectations.

Justification for Issuing a Failing Grade Instead of an Incomplete

At Elite Academic Academy, an “Incomplete” is a temporary designation used for students who are actively working to complete their coursework but have experienced a documented extenuating circumstance that prevents them from finishing within the semester time frame. It is not intended for students who have disengaged or elected not to complete their assignments without valid reason or communication.

High School Course Selection & Progress Toward Graduation

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 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 written agreement must be executed prior to or on the first day the student starts the new course.

Course Drop Procedures

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

Course Withdrawal Procedures

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

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

Course Extensions for High School Students

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

Acceptable progress is defined as

- The student has actively participated in course activities up to the point of the extenuating circumstance.
- The student is current with all assignment submissions.

- The student has earned a grade of at least 65% (D) for work up to that point.

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

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

Additional Course Load Requests

Traditionally, students are enrolled in six courses each semester. However, if a student would like to take additional courses, the following criteria must be met prior to approval. Students in grades 9–12 may be enrolled in no more than eight courses per semester, and only with special permission from both the school counselor and the Academy Director. Approval is based on a review of the student's academic performance, workload capacity, and overall readiness for an increased course load.

Early Graduation Pathway

If a student and parent request for the student to enroll in more than 30 credits in a semester, this may place the student on an early graduation pathway. Please note that if a student completes all graduation requirements ahead of schedule, they will be expected to graduate early. Students are not able to remain enrolled with Elite Academic Academy once all graduation requirements have been fulfilled.

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 books or materials and/or fees associated with coursework completed outside of a California Community College. Grades earned in community college 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.

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). Please note that if a student begins completing 7 or more college credits per semester starting in 9th grade, they may find themselves on an accelerated path toward early graduation.

If early graduation is not something the student wishes to pursue, we recommend connecting with a school counselor to discuss alternative planning options and ensure their academic path aligns with their long-term goals. Community college course grades will be included on a student's official college transcript and will follow them throughout their college career. It is essential that students take these courses seriously and understand the long-term impact of their performance. Please be sure to review all drop deadlines set by the college carefully. Missing these deadlines can result in a permanent grade on the transcript.

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 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.
    - 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 48800d)

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 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 Teacher of Record. Once the set amount of hours have been completed for credit, your Teacher of Record 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 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.

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 2026 and below 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.

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 in alignment with UC and CSU admission requirements. 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
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

This policy outlines the guidelines for calculating a student's Grade Point Average (GPA) at Elite Academic Academy, taking into account the rigor and difficulty of coursework, particularly honors, Advanced Placement (AP) and community college (dual enrollment) courses. EAA GPA calculation is in alignment with the CSU and UC GPA calculation policies.

GPA Calculation:

1. Core Grade Point Values:
    - A = 4 points
    - B = 3 points
    - C = 2 points
    - D = 1 point

    - F = 0 points

2. Honors, AP, and Community College Course Weighting:
    - Courses with a grade of D+ or below will not be weighted.
    - Each weighted semester of an honors, AP or community college course adds 1 point to the core grade point value.

Important Notes:

- Grade Point Average: The GPA will be calculated using the above guidelines and will be used for various academic purposes, such as class rank, honors recognition, and college applications.
- Weighted Grade Point Average: Weighted GPAs will begin for honors, AP and community college courses taken after the completion of 9th grade.
- Course Approval: Courses must be approved by the school administration to be considered for weighted GPA calculation.
- Grade Changes: Any changes to grades that impact the GPA calculation will be reflected in the student's academic record.
- Transfer Credits: Transfer credits from other institutions may be included in the GPA calculation, subject to specific guidelines and approvals.

For further information or questions, please contact your assigned School Counselor.

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.

High School Graduation

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.

Alternative Graduation Policy

Eligibility for the alternative graduation pathway is determined on a case-by-case basis by a team consisting of school counselors and school directors. This pathway is intended for students facing exceptional circumstances that significantly impact their ability to complete the traditional 230-credit graduation track.

The standard and encouraged goal for all students remains completion of the traditional graduation requirements. The alternative graduation pathway should be considered only when it is clearly in the student's best interest and after all reasonable interventions—such as enrollment in year-round school, credit recovery, or additional coursework—have been attempted and proven insufficient.

Students must demonstrate adequate academic progress in their current courses before the alternative graduation pathway is considered. Additionally, students must have completed a minimum of three full years of high school enrollment before becoming eligible for this alternative pathway.

This option may not be used to facilitate early graduation. The intention of this pathway is to support students in reaching graduation and postsecondary readiness as defined by California's College and Career Indicator (CCI), including but not limited to completion of CTE pathways, dual enrollment, work-based learning, or other aligned postsecondary preparation opportunities. Eligibility for the alternative graduation pathway is determined on a case-by-case basis by a team consisting of school counselors and school directors.

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
- 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 the year-round track 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

High School Graduate "with Honors"

Class of 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 10th grade through the first semester of students' graduating year. The weighted GPA will also be used to determine high honors, National Honor Society determination, and used for college applications. Any grades that have been replaced by a higher grade from retaking a course will remain on the transcript but will not be calculated into the weighted total for honors distinctions and determinations.

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

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.

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.

Ceremony Participation for Summer Graduates

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

Graduation Speakers

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

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.

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.

Academic Awards and Honors

At Elite Academic Academy, we believe in recognizing and celebrating the achievements of our students across academic, social-emotional, and leadership domains. Throughout the school year, students have the opportunity to earn a variety of awards based on academic excellence, character development, and embodiment of our Portrait of a Graduate traits. From elementary through high school, students are honored for their hard work, growth, and contributions to our school community. In addition, qualifying students may be invited to join our prestigious National Honor Society and National Junior Honor Society chapters.

Elementary Awards (TK-5th)

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

Social and Emotional Learning Awards

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

Academic Awards

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

Middle School Awards (6th - 8th)

Awards are based on semester grades and presented after each Fall and Spring semester.

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

High School Awards (9th - 12th Grade)

Awards are based on semester grades and presented after each Fall and Spring semester.

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

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

Teachers will select two students each semester (one Middle School and one High School) to honor with the named award.

Critical Thinker Award	Uses critical and creative thinking skills to analyze and take responsible action on complex problems.
Compassionate Award	Shows empathy, compassion and respect with a commitment to service, and acts to make a positive difference in the lives of others.
Communicator Award	Expresses themself confidently and creatively and actively listens carefully to the perspectives of other individuals and the group.

Curious Award	Demonstrates skills for inquiry and research, learns independently and with others with enthusiasm and a love of learning.
Creative Award	Demonstrates the ability to create new ideas through the use of imagination, innovation, and experiences.
Collaborator Award	A natural team player who is understanding, people-oriented, and contributes to a culture of teamwork.

The National Honor Society

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

Membership is open to those students who meet the required standards in four areas of evaluation: scholarship, leadership, service, and character. Students are selected for membership by a majority vote of a 5-member Faculty Council, appointed annually by the principal, which bestows this honor upon qualified students on behalf of the faculty of our school each November. The chapter adviser, Jessica Yazdani, is also appointed by the principal and facilitates all selection procedures and chapter activities during the year.

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

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

the principal, candidates are notified regarding selection or non-selection according to a predetermined schedule.

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

The National Junior Honor Society

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

Membership is open to those students who meet the required standards in five areas of evaluation: scholarship, leadership, service, character, and citizenship.

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 February. The chapter adviser, Citlalli Lora, is also appointed by the principal and facilitates all selection procedures and chapter activities during the year.

Students in grades 6-9 are eligible for membership. For the scholarship criterion, a student must have a cumulative GPA of 3.0 or better on a 4.0 scale. Those students who meet this criterion are invited to complete a Candidate Form that provides the Faculty Council with information regarding the candidate's leadership and service. A history of leadership experiences and participation in school or community service is also required.

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

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

Once the notification process is completed, a formal induction ceremony is held virtually 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 bi-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, Mrs. Citlalli Lora.

State and Local Assessments

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

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

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

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

As part of enrollment with Elite Academic Academy, all students are required to participate in end-of-year assessments to ensure the collection of verified academic data. These assessments are essential for tracking student progress and meeting state and school accountability requirements.

- Students in Grades 3–8 and Grade 11 will participate in the CAASPP (California Assessment of Student Performance and Progress), which serves as the state’s standardized testing program.

- Students in all other grades (or those not participating in CAASPP) are required to take the i-Ready Assessment in both Reading and Mathematics.

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. All CAASPP testing is administered in the month of May each year.

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 Alternate Assessments (CAAs) for ELA, Math or Science

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.

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.

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.

Initial ELPAC

> Upon initial enrollment in a California public school, K-12th (TK students are excluded) 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.

The Summative ELPAC has two purposes:

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

The Summative ELPAC must be administered annually to students identified as EL students in K–12 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)

Reclassification Process for EL Students

Elite Academic Academy's designated reclassification team (including Individual Education Program teams for dually identified students) will utilize the state reclassification criteria and apply the criteria according to state guidelines.

All students including dually identified EL students or EL students with disabilities, must meet all the state-mandated reclassification criteria to exit EL status. These criteria are as follows:

1. Assessment of English language proficiency using the Summative English Language Proficiency Assessments for California (ELPAC) and the Summative Alternate ELPAC.
    a. To meet Criterion #1 for reclassification, an EL student must achieve a Summative ELPAC Overall PL 4 or Summative Alternate ELPAC Overall PL 3.
        i. Any educators making reclassification decisions (including Individual Education Program teams) must utilize these thresholds.
        ii. Criterion #1 will not be modified for any student. This allows all students to be held to a consistent and rigorous standard in demonstrating English language proficiency to be exited from EL services.

2. Teacher evaluation(using the OPTEL observation form. Includes, but not limited to, a review of the student's curriculum mastery and performance on internally diagnostic assessments. Also includes comparison of student performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age demonstrates whether the pupil is sufficiently proficient in English to participate in a curriculum designed for pupils of the same age whose native language is English.
3. Parent opinion and consultation.

Physical Fitness Test

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

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

Elite Internal Assessments

Our goal at Elite Academic is to personalize each student's academic journey and ensure consistent academic growth. The beginning of that journey begins with using a diagnostic to help us to determine a student's baseline. The results are instrumental in identifying learning gaps and providing appropriate support or acceleration measures, as well as in tracking progress. Therefore, it is required that all Elite Academic Academy students grades K-12 take an internal diagnostic 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. 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 Reading and Math 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. 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. Those questions are likely above their current performance level.

- 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.

2025-2026 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
- Mid-year Diagnostics window: December
- End of Year Diagnostics window: April-May (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.

Kindergarten-2nd Reading Screener

The State now requires all K–2 students to be screened for risk of reading difficulties using an approved tool, as outlined in Education Code (EC) Section 53008. Between September and November, all K–2 students must take a Reading Screener. Elite has selected Multitudes as the approved screening tool, which will be administered virtually by a qualified Elite proctor. Results will help identify and address early learning gaps, alongside other internal assessments.

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 depending upon eligibility. Many colleges accept the SAT or ACT test results as part of their admissions process, however many universities like the UC and CSU systems no longer require either test. It is recommended that students research the admissions requirements of any university they are interested in to determine if they need to take the ACT or SAT. Although students may take these assessments at any time starting freshman year, most students take them for the first time in the spring of their junior year and possibly retake them in the summer or fall of their senior year. To register for the ACT, head to www.act.org or for the SAT, head to https://satsuite.collegeboard.org/sat/registration

PSAT/NMSQT

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

Personalized Learning Opportunities

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.

Career Technical Education (CTE)

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

Students in grades 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 is the first step to becoming an NCAA student-athlete.

Peak Performance Athletics offers students:

- Mental Performance Training
- Athletic Benchmark Training
- Academic Cohorts with Peak Performance Teachers of Record
- NCAA Support
- Academic Progress Tracking with Honest Game
- Scholarship Support
- Community Outreach for Club Sports
- Expert Guidance on Club Sport and Community Partners for Your Student Athlete's Interests
- Virtual Workouts
- In-Person Event Sampling

Field Trips

Elite Academic Academy students will be provided with the opportunity to attend field trips (local and overnight). Elite Academic Academy offers approximately 7 field trips per month throughout the school year, totaling around 70 annually, 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 & Permissions

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

For student-only events, a parent will either:

- Pay out of pocket, or
- Fill out a permissions form and use Educational Funds to RSVP for the field trip.

After you have paid for any Parent/Guardian or Elite student sibling tickets, you will be sent a permissions form to complete for each of your Elite students.

All Elite students attending any in-person meet-up or field trip must complete a permissions form. We do not accept responsibility for any student siblings—they remain under the parent's or guardian's supervision at all times. The permissions form helps us keep accurate attendance records as well as have emergency contact info readily available in the event of an incident

Ticket Limits for Families

Unless otherwise specified, families may purchase up to two adult tickets per event. This helps ensure that as many Elite students as possible can participate. If an event allows for additional adult tickets, it will be clearly stated in the event description on ParentSquare.

Educational Funds

- May be used for in-person field trips if the student is making academic progress.
- If funds are insufficient, parents/guardians must pay the remaining balance out of pocket.

LiveScan Requirement

The safety and learning of all students is of utmost importance at Elite Academic Academy. Therefore, any Adult (18+) attending an overnight or drop-off only field trip must have an Elite-certified LiveScan on file. To become certified, reach out to our Field Trips Team.

Transportation

Elite does not provide transportation for field trips. Parents/guardians are responsible for all transportation to and from the event.

Cancellations

Cancellation requests must be made at least 10 business days (2 weeks) prior to the event, as we pre-pay for tickets and many venues do not issue refunds for no-shows. Late cancellations and no-shows are generally non-refundable.

Student Cell Phone Use

In accordance with California Assembly Bill 3216, effective July 1, 2026, EAA may limit or prohibit student smartphone use during school-sponsored in-person events.
Exceptions will be made for:

- Emergencies
- Staff-permitted use
- Health-related or IEP-mandated needs

SOAR: Students Obtaining Advanced Resources

SOAR is an innovative program designed to provide students with access to high-level academic opportunities, enrichment experiences, and real-world learning. Grounded in Elite's 6 C's—Curiosity, Communication, Collaboration, Critical Thinking, Creativity, and Compassion—SOAR adds a seventh value: Contribution. Students are empowered to grow academically and personally while making a meaningful impact on their communities.

Students engage in advanced honors courses, academic competitions, leadership development, and hands-on projects that extend beyond traditional learning environments. With a focus on innovation and purpose, SOAR prepares students to become agile thinkers, effective problem-solvers, and compassionate leaders in an evolving, tech-driven world.

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.

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.

SOAR Academic Leagues

SOAR Academic Leagues provide students with competitive academic experiences that develop critical thinking, collaboration, communication, and leadership skills. Participation reinforces SOAR's 7 C's and requires an application process to ensure academic readiness and commitment.

Students must submit an application demonstrating academic readiness, interest, and commitment. Teacher recommendations and a strong academic record are considered. Selected students are expected to attend all live sessions, complete preparation tasks, and actively contribute to discussions.

Model United Nations (Model UN)

Students simulate the work of the United Nations and invite students to take on the roles of international diplomats. Participants research global issues, represent assigned countries, write position papers, and engage in structured debate to develop innovative solutions to real-world challenges. Through this experience, students strengthen their public speaking, negotiation, research, and leadership skills, while gaining a deeper understanding of international relations and global citizenship.

Mathematical Olympiads for Elementary and Middle School (MOEMS)

Students engage in high-level problem-solving and critical thinking through a series of challenging math contests. Students apply logic and creativity to solve non-routine problems, working both independently and collaboratively to stretch their mathematical reasoning. MOEMS helps build perseverance, strategic thinking, and a love for mathematics in a supportive and intellectually stimulating environment.

SOAR Intensives

SOAR Intensives offer immersive, short-term learning experiences focused on real-world challenges and career exploration. Each intensive centers around a specialized theme—such as space exploration, sustainability, technology, innovation, health sciences, or

entrepreneurship—and integrates project-based learning, collaboration, and leadership development.

Students work with educators and industry professionals to tackle meaningful challenges, collaborate with peers, and present final projects that reflect their growth. The 7 C's values guide every SOAR Intensive, fostering initiative, critical thinking, and social impact.

Participation in SOAR Intensives requires an application to ensure that students are prepared, motivated, and ready to meet the expectations of a fast-paced, collaborative learning environment. Selected students are expected to attend all live sessions, actively contribute to team-based projects, complete assigned work, and demonstrate respect, curiosity, and a growth mindset throughout the experience. These intensives are ideal for students who are eager to explore beyond the classroom and take their learning to the next level.

SOAR Expectations & Grading Policies

Attendance & Participation

Live sessions are where the magic happens in SOAR! These interactive classes offer valuable opportunities for collaboration, real-time feedback, and engaging discussions. To ensure students get the full benefit of these experiences, we have a camera-on policy, helping to build strong connections with instructors and peers.

Active engagement is key to success in SOAR. Every student's voice matters, and we encourage them to confidently share their thoughts, ask questions, and participate in group projects. Their contributions not only help them grow academically and personally, but also foster a vibrant and dynamic learning environment that benefits everyone.

Attendance/Participation in Live Sessions will account for 10% of the overall grade in the SOAR Program. If your child needs to miss a session, simply let us know. We will provide the necessary tools and resources to help them stay connected and continue progressing in their learning journey.

Assignment Completion

Completing assignments on time supports organization, reduces stress, and develops essential time-management skills. SOAR assignments foster a balance of independence and teamwork, allowing students to explore their creativity, think critically, and collaborate with peers.

If unexpected challenges arise, students or families should communicate with instructors to discuss possible solutions.

Communication & Support

Students are expected to maintain regular communication with their Teacher of Record and online instructors, as outlined in this handbook. Support is always available for academic, organizational, or collaboration challenges.

General Conduct

Students must uphold a respectful, professional learning environment, following the Code of Conduct and Academic Integrity Policy outlined in this handbook. Students are encouraged to approach every task with curiosity, respect, and integrity.

Partnering to Address Challenges

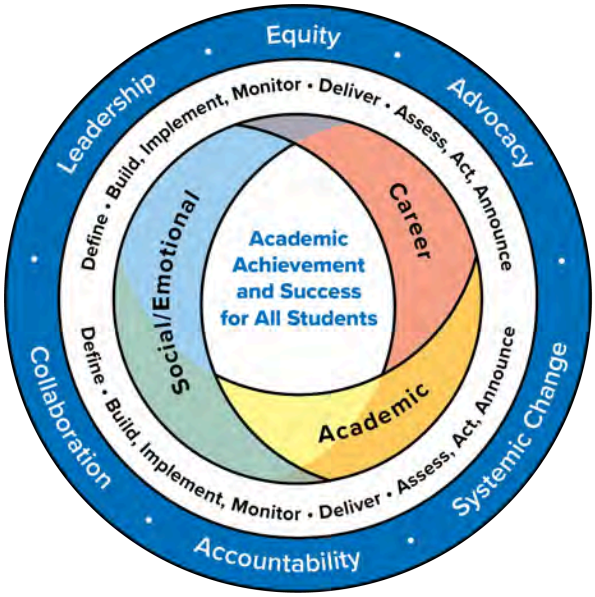
SOAR is committed to partnering with families to support student success. Should an issue arise, staff will contact families to discuss concerns and offer support. Together, staff and families will explore strategies to help the student succeed. And if necessary, alternative learning options will be considered to maintain a positive and productive experience.

Our goal is to help each student thrive while honoring their individual strengths and needs.

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, Teachers of Record, 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 Liasions, and McKinney-Vento Liasions.

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.

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.

School Counselor Resources and Referrals

School counselors are dedicated to the holistic well-being of our students, and a crucial aspect of this commitment involves providing access to a wide range of resources for both students and parents. This includes information and referrals related to academic support, social-emotional development, mental health services, and various community programs. Offering these resources is an essential duty and aligns with counselors' ethical guidelines as outlined by the American School Counselor Association (ASCA), which emphasizes the importance of supporting student development and well-being through appropriate collaboration and referrals. While we diligently strive to vet the resources we share, it is important to understand that providing these links and contacts does not constitute an endorsement of any specific organization or service. We aim to

equip you with options and information to make informed decisions for your child(ren) that best suit your individual needs.

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 one 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 students who did not perform at grade level on End-of-Year diagnostic or CAASPP assessment in either math or ELA and new students who perform 2 or more grade levels below in math or ELA on their diagnostic assessment.

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.

Parent Involvement

Parent involvement is a key part of the program’s success. A required parent orientation and signed agreement are necessary for a student to be eligible for free tutoring. Families also receive

a Parent Support Guide that outlines roles, expectations, and strategies for reinforcing learning at home. Regular communication between parents, teachers, and coaches is encouraged to ensure a strong partnership and support each student's growth.

English Language Learners (EL) Support

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

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

The process for English Learners is as follows:

1. Newly identified (TBD) English Learners are tested at the beginning of each school year or within 30 days of enrollment using the Initial English Language Proficiency Assessment for California (ELPAC).
2. Previously identified EL students take the Summative English Language Proficiency Assessment for California in Spring
3. After the State ELPAC scores are released, parents are notified of the results within 30 days.
4. EL students who do not accelerate one level per year on the ELPAC, or a similar benchmark, will be monitored and offered extra targeted support services.
5. All EL students are supported by Highly-Qualified Credentialed teachers who provide students with multiple opportunities to demonstrate mastery on assessments and writing assignments
6. EL supports systems are embedded within the curriculum
7. 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

At Elite Academic Academy, student success is a top priority. When a student is not making adequate academic progress, the Student Support Team (SST) will develop a structured plan to provide targeted support. This process is overseen by the Student Support Services team, ensuring that each student's individual needs are met. Support may include additional meetings, tutoring, or other academic interventions.

Eligibility for SST Support

A student may be identified for SST support if they meet one or more of the following criteria:

- Currently failing two (2) or more courses
- Has received more than two (2) failing grades within an academic year
- Is not in compliance with Elite Academic Academy's attendance policies

Multi-Tiered System of Support (MTSS)

Elite Academic's MTSS (Multi-Tiered System of Supports) is a proactive, data-driven framework designed to provide varying levels of academic, behavioral, and social-emotional support to meet the diverse needs of all students. The system incorporates tiered interventions, regular progress monitoring, and collaboration among educators, families, and support staff to ensure every student's success. MTSS aims to identify and address learning barriers early, fostering equity and positive outcomes for all students.

Tier 1 Support

Tier 1 support refers to Elite Academic Academy's universal, high-quality instruction and support provided to all students. It is designed to proactively meet the academic, behavioral, and

social-emotional needs of at least 80% of the student population. This support is delivered through consistent, inclusive, and evidence-based practices implemented across all academies, ensuring all students have access to a solid foundation of learning.

Tier 2 Support

Tier 2 support provides additional assistance for Elite students who require more than the core instruction offered in Tier 1. This support may include small group instruction, specialized online platforms, or targeted interventions aimed at addressing specific academic, behavioral, or social-emotional challenges. Typically, 10–15% of students receive Tier 2 support, which offers targeted help to keep them on track and promote success.

Tier 3 Support

Tier 3 support delivers intensive, individualized assistance for Elite students who face significant academic, behavioral, or social-emotional challenges. These students often require one-on-one interventions or highly specialized programs to meet their needs. Typically, 5–10% of students receive Tier 3 support, designed to provide the most comprehensive and tailored support to help these students make meaningful progress.

SST Process and Expectations

The initial SST meeting is an opportunity for the team to connect with the student and their family, gaining a deeper understanding of the student's skills, challenges, and academic goals. During this meeting, the team will create an implementation plan with clear, agreed-upon goals. These goals will be followed by the student, their family, and their teachers.

Key Expectations:

- Parents are required to attend SST meetings and adhere to the agreed-upon action plans.
- The team will determine the frequency of mandatory follow-up meetings.
- Follow-up SST meetings will assess progress, adjust strategies as needed, and ensure accountability for students, teachers, and families.

If a student continues to show insufficient progress despite interventions, the team will explore additional support measures, which may include changes in instructional strategies, teacher assignments, or academy placement. The SST process is designed to be a collaborative effort, ensuring that every student has the resources and support they need to succeed.

Special Education Services & 504 Accommodations

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 through a battery of formal and informal assessments in the student's area(s) of suspected disability. 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. The need for these specific supports and/or services are based on assessments and are determined by the Individualized Education Program (IEP) team, which includes the student's parent(s)/legal guardian(s). 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.

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 your student's Academy Director for further steps.

Educational Funds

Teachers of Record 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 Teacher of Record/Program Director/Community Relations/Business offices to make sure state funds are spent wisely. It's important to understand that these funds are specifically intended to support academic progress and your student's personalized learning plan; we are committed to responsible stewardship and will not approve expenditures solely to exhaust the allocated funds.

Teachers of Record, 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. Teachers of Record 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 are 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 Teacher of Record 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-sectarian 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.

Educational Funding and Satisfactory Academic Progress

If a child's Teacher of Record has determined that satisfactory academic progress is not being made, Educational Funds will be used first for intervention/tutoring and curriculum to help your child achieve academic success. A minimum of $200 per semester of Educational Funds will be set aside 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 core academic support will be denied if adequate academic progress is not being made and/or if a child is still being monitored for improvement. Academic progress is monitored and determined at every Learning Period Meeting.

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 Teacher of Record 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 Teacher of Record/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 Teacher of Record.
5. **Non-Consumable Materials:** All materials ordered with educational funds are the property of Elite Academic Academy. All non-consumable materials ordered or borrowed from Elite Academic Academy that are no longer being used by the student must be returned to your Teacher of Record 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 Teacher of Record and they have the discretion to deny this request.

9. 3D Printer Rental Policy: This policy allows students to rent a 3D printer for educational use through available educational (Ed) funds at a rate of $30 per month during the school year. If students wish to keep their 3D printer over the summer months, students will be charged $60 of Educational funds for the months of June and September to cover the rental fee for July & August. Eligibility: Students who are enrolled and in good standing and a member of the 3D printing club or enrolled in a 3D printing course, may apply for a 3D printer rental, provided Ed funds are available to cover the monthly rental cost. Rental Fees and Terms: The rental fee is $30 per month, charged to Ed funds, which will cover operational costs.

For students who wish to keep their 3D printer over the summer months, students will be charged $60 of Educational funds for the months of June and September to cover the rental fee for July & August.Rental terms are valid only for the current school year. Students must renew rental agreements each academic year if needed. Return Policy: The 3D printer must be returned in good working condition upon dis-enrollment, graduation, or if the rental agreement is not renewed. Failure to return the 3D printer will result in the student being responsible for the remaining cost of the device out-of-pocket. Condition Upon Return: Printers should be free from intentional damage beyond normal wear and tear. Students may be charged for repairs if the printer is returned in unsatisfactory condition.

Unacceptable Use of Educational Funds

The following items are NOT allowed when using Educational Funds:

1. Tutors that are not Elite Community Partners.
2. Enrichment services should not exceed $400 per month per vendor. Any amount beyond this limit is not considered an acceptable use of educational funds and must be reviewed for reasonableness by the Academy Director.
3. Courses that could be taken for free at a local Community College.
4. Excessive Quantities of any Educational Materials – No more than a reasonable per student quantity of items is permitted.
5. Generic library books intended for free reading and not a part of the student's academic plan. Please use your local public library.
    a. Books may be ordered in reasonable quantities; requests for excessive amounts or large box sets will not be approved.
6. Sophisticated Office Supplies: Filing or shelving units, paper shredders, paper cutters, laminate machines, electric staplers, tape dispensers, etc.
7. Funds may not be used to purchase technology or equipment for student use such as laptops or tablets that are not provided through Elite Academic Academy’s Tech Department. Elite Academic Academy offers a comprehensive selection of Chromebooks and other technology specifically suited for student learning from TK through 12th grade.

8. Home and Office Equipment: DVD and CD players, tablets, faxes, phones, dictation equipment, TV's, any printer/copier/scanners, etc. It helps if a student's home is equipped with the basic home and office supplies.
9. Sectarian / Religious Service Community Partners or Materials: While some of our approved Community Partners may carry items that are religious in nature, such items cannot be ordered. (However, educational materials that survey a variety of world religions or viewpoints may be acceptable based on the academic plan at the discretion of the director.)
10. Food
11. Clothing, shoes, and backpacks
12. Personal Hygiene Items
13. Kitchen Equipment
14. Yard Equipment
15. Special Education Services
16. Community Partners fees related to anything other than instruction: No fees unrelated to direct instruction will be allowed including registration fees.
17. Materials or services that may expose the student or Teacher of Record to potential danger or serious injury are not permitted.
18. Dissection Tools and Science Kits (such as Chemistry) must be age appropriate.
19. Large or Heavy Items: Limited to those items which the staff can reasonably transport and house.
20. Inappropriate materials and/or services: Subject to review by the Elite Academic Academy Director.
21. Amusement Park Memberships are not appropriate for the use of Educational Funds.
22. Annual subscriptions will not be purchased after January
23. 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 Teacher of Record 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 depending upon the state budget.

TK-8th Funding Allocation

TK-8th grade students enrolled **prior to September 5, 2025**, receive the full funding amount of $3300* (TK-8th) in two distributions for the academic year.

- 1st Distribution Date: 8/1/2025, Amount $1650* (TK-8th)
- 2nd Distribution Date: 12/1/2025, Amount $1650* (TK-8th)

Students enrolled **after September 5, 2025**, 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	$1650							
September	(after the 5th)	$1485						
October			$1320					
November				$1155				
December					$990			
January	*$1650*	*$1650*	*$1650*	*$1650*	*$1650*	$1650		
February							$1485	
March								$1320
Total	$3300	$3135	$2970	$2805	$2640	$1650	$1485	$1320

9th-12th Funding Allocation

Students enrolled **prior to September 5, 2025**, will receive the full funding amount of $3650* (9th-12th) in two distributions for the academic year.

- 1st Distribution Date: 8/1/2025, Amount $1825* (9th-12th)
- 2nd Distribution Date: 12/1/2025, Amount $1825* (9th-12th)

Students enrolled **after September 5, 2025**, will receive the funding amounts for the academic year in the following allocation(s) based on their enrollment month.

9th -12th Grade Funding Schedule

	August enrollment	Sept	Oct	Nov	Dec	Jan	Feb	Mar
August	$1825							
September	(after the 5th)	$1643						
October			$1461					
November				$1279				
December					$1097			
January	*$1825*	*$1825*	*$1825*	*$1825*	*$1825*	$1825		
February							$1643	
March								$1461
Total	$3650	$3468	$3286	$3104	$2922	$1825	$1643	$1461

Educational Funds Ordering Deadline

The deadline to place orders for the 2025-26 academic school year is April 1, 2026. Teachers of Record 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 Teacher of

Record. 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 $350 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.
6. Supplies: Two printer cartridges and 6 reams of paper are allowed per family per year.
7. Technology: Students may request a loaner 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 UC Scout,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 by students only for any Elite Academic Academy-sponsored events (educational activities).
10. Gym Memberships for 12 years old and up - Elite 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

Pre-Approved Services

Elite Academic Academy has modified the reimbursement process for student enrichment activities and educational experiences. Vendors that wish to provide enrichment activities and educational experiences will be required to complete our application process to become Community Partners with Elite.

All Enrichment Activity and Educational Experience Reimbursements require prior approval and may be denied if not approved in advance.

Parent/Guardian Pre-Approved Services Guidelines & Eligibility

Pre-approval requests must be reviewed and approved by the Teacher of Record and Academy Director prior to enrolling and/or paying for enrichment activities or educational experiences.

Pre-Approval requests will be denied if enrichment activities or educational experiences are requested from an approved Elite Community Partner. Please contact your TOR in order to use an approved Elite Community Partner.

List of acceptable services:

Students in rural areas, YMCA, City and local enrichment activities, and Gyms with Elite waiver, Educational experience passes that cannot be purchased using an approved community partner, can be considered when tied directly to grade level standards. No season passes are permitted.

List of unacceptable services:

Recordings/Subscriptions, and all enrichment activities and educational experiences must be provided by an approved community partner. Please see the school website for the list of approved community partners. If you do not see the partner that you are looking for, please complete an inquiry form to get the process started.

If a student resides in a rural area or meets one of the other acceptable services where no reasonable access to approved Community Partners exists, the family may request reimbursement following the pre-approval process for student enrichment activities and educational experiences. This exception must be approved in advance by the Teacher of Record and Academy Director and must include documentation of the student's rural status and lack of access to alternatives. All other reimbursement guidelines and timelines still apply. 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, must be physically present, and have notified the provider that they must sign off that they were present for any in-person enrichment activities. These are requirements for any 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!

If a student is approved through the modified pre-approved services process to attend an enrichment activity with a provider that *is not currently* a Community Partner, the following applies:

1. Once approved, the parent/guardian may only be reimbursed for up to two consecutive months of services while the provider must be actively working with the community partner team to become an approved Community Partner.

2. After two months of enrichment activities, no further reimbursement will be processed, if the vendor has not completed their application.
3. Once the enrichment provider is onboarded and becomes an approved Community Partner, they will be paid directly through OPS Purchase Order (PO) system for services rendered from that point forward.

There are many organizations and items that are not eligible for reimbursement, so it is very important that pre-approval is given BEFORE attending an activity or purchasing educational experiences. Please refer to the appropriate pages of this handbook or contact the reimbursement team at reimbursements@eliteacademic.com for more information.

Reimbursement requests must be submitted within 30 days after services have been completed or educational experiences have been purchased.

NOTE:

1. Elite Academic Academy will not reimburse for outside tutoring services or educational support classes. Please utilize the Elite Approved Community Partners for these services. If your service 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 experiences or enrichment activities that can be obtained through an Elite Approved Community Partner.

Parent/Guardian Pre-Approved Services Procedures

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

STEP 1: Pre-Approval Process for Enrichment Activities and Educational Experiences

1. At least 10 business days prior to enrollment of any enrichment activities or purchase of educational experiences, parents/guardians must complete and submit the “PowerForm Signer Information and the Pre-Approval DocuSign Form” which is located on the

Student/Parent Portal page of the Elite Academic Academy website (https://www.eliteacademic.com/student-parent-portal/). Click on the Parent Resources link and the options to the Pre-Approved Services forms will be listed.

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 will verify the following:
    a. Sufficient educational funds are available
    b. The enrichment activities or the educational experiences align with CA State Standards. Once verified, the Teacher of Record will generate a purchase order in OPS to deduct the amount from the student's educational funds, and complete the DocuSign form.
    c. The Academy Director, or designee, will then review and approve or deny the request.
    d. Afterwards, all signers and the Reimbursement Team will receive a final PDF copy of the Pre-approval DocuSign.

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 experiences until you have received an *APPROVED* Pre-Approval DocuSign form. ***

Step 2: Reimbursement Process for Enrichment Activities and Educational Experiences

1. Within 30 calendar days after the student completes the pre-approved enrichment activities or purchase of educational experiences, the parents/guardians will complete and submit the "PowerForm Signer Information and the Reimbursement DocuSign Form" which is located on the Student/Parent Portal page of the Elite Academic Academy website (https://www.eliteacademic.com/student-parent-portal/). Click on the Parent Resources link and the options to the Pre-Approved Services forms will be listed. 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 that were received by the enrichment provider to the DocuSign for processing for either educational experiences or enrichment activities. Unacceptable proof of payments: Zelle, Venmo, Bank Statements, Credit Cards, Cash App, etc. Additionally, for enrichment activities, parent/guardian must certify that the student was not dropped off or left alone with an unapproved enrichment provider or their staff at any time during the enrichment activity.
3. Upon receipt of the Reimbursement DocuSign Form, a Community Relations Clerk (CR clerk) will review and add a Reimbursement request number.
4. When the Reimbursement Team receives the completed DocuSign Form with copies of the original receipts, 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 Teacher of Record 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. Teachers of Record 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 apply only to pre-approved, non-partner providers and are capped at two months while the provider completes onboarding.
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.

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. You may also send an email to reimbursements@eliteacademic.com or call (866) 354-8302 ext. 7.

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.

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 complete a New Community Partner Inquiry Form for 2025-2026. 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 for enrichment centers. EAA will not endorse a Community Partner that presents itself as, acts like, or claims to be a school. Community Partners, as private entities, complement a comprehensive independent study journey by providing enrichment opportunities, while EAA delivers the core curriculum.

Assurance of Separation of Church and State in Contracted Services - Elite Academic Academy, as a public charter school in the state of California and, therefore, received public funding. Accordingly, Elite is subject to constitutional and statutory requirements ensuring the separation of church and state in the provision of educational services. As a publicly funded entity, Elite Academic Academy must ensure that all contracted services are not including or promoting faith-based activities and are complying with the legal mandates governing the separation of religious activities from public education.

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) and Federal Bureau of Investigation (FBI) Live Scan clearance before interacting directly with students.

Community Partners are required to supply Elite with an updated 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

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.

- 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 Teachers of Record and return emails and/or phone messages within a 24-hour period.
- Parents/Students submit work from each core subject each week to their Teacher of Record 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.

Student Technology Use

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.

Acceptable Use Policy

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.); communication devices/services (email systems, chat, 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.

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.
4. Students and parents are not authorized to record any part of a virtual session unless prior written permission has been granted by school administration. All individuals have the right to privacy and confidentiality within the learning environment, and unauthorized recordings violate this right and are not permissible.

By law, parents may request to opt out of the implied parental consent for student online accounts by contacting the Academy Director to discuss the reasons for and consequences of opting out. However, because Elite Academic Academy is a virtual school, access to digital tools and platforms is essential for instruction. Choosing not to agree to the Technology Acceptable Use Policy (AUP) will result in the student being unable to access the EAA curriculum and participate in school activities.

Elite-Issued Accounts

Students will use Elite-issued Google Suite accounts to complete assignments, communicate with their teachers, sign in to Chromebooks (when issued), and learn digital citizenship skills. Students will also be provided a Zoom account to be used for all online sessions. Students 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 Student Email Accounts are intended solely for student use. Parents should not use their child's Elite Student Email Account to communicate with Elite Staff or for any other purpose. All parent communication must be conducted through the parent's own email account.

Elite-Issued Technology Devices

Students needing access to technology may be issued a device from Elite Academic Academy (EAA). This device may include, but is not limited to, a Chromebook, laptop, iPad, VR device, or other equipment deemed appropriate for the educational experience. Use of this equipment/property is intended solely for the student's educational benefit; any other use is not authorized.

Loaned equipment/property must be reasonably safeguarded and secured at all times. All devices remain the property of Elite Academic Academy and must be returned upon the student's withdrawal from the school or at the request of Elite staff.

Any loss or damage to equipment/property must be immediately reported to Elite Academic Academy. The borrower is fully liable for any damage or loss due to negligence during the period of use. Costs for repairs or replacement will be deducted from educational funds. However, students will not be responsible for damage caused by normal wear and tear or internal hardware/software failures.

Students issued a Chromebook must use only their Elite-issued Google account when accessing the device.

Devices are filtered and monitored for inappropriate internet usage. Repeated violations may result in the forfeiture of device use and/or disciplinary action.

Devices are also monitored for student safety concerns (such as searches related to self-harm, violence, or mental health emergencies). Students are encouraged to use personal devices or a personal journal for private writing or activities.

When a student withdraws from Elite Academic Academy, the family is responsible for packaging the device securely to prevent damage and returning it within 14 days of withdrawal. Failure to return the device will result in a bill for the replacement cost being sent to the family.

Elite-Provided Internet Access

Elite Academic Academy (EAA) provides limited internet access through certain Elite-issued devices, such as LTE-enabled Chromebooks. However, the majority of students access the internet using personal or public networks. EAA cannot be responsible for the quality, availability, or content accessed through non-Elite internet connections.

Elite-issued devices and student accounts are equipped with a web filtering and monitoring system (Securly) that helps limit exposure to inappropriate content. This filtering applies when students are logged into their Elite Chrome browser, regardless of the network being used. Despite these protections, families should be aware that the global internet contains material that may be inaccurate, offensive, or potentially illegal.

While EAA makes every effort to provide a safe online environment, it is impossible to completely control all internet content. Therefore, EAA disclaims responsibility for any damages—direct, incidental, consequential, indirect, or punitive—that may arise from internet use. EAA believes the educational benefits of internet access outweigh the risks associated with potentially encountering inappropriate material.

Internet access is a privilege, not a right. Students, families, and staff must adhere to the school's guidelines for internet use. Violations may result in disciplinary action. Examples of misuse include, but are not limited to:

- Using obscene, profane, lewd, vulgar, threatening, or disrespectful language (in violation of California law and EAA policies)
- Copying or plagiarizing content from the internet
- Creating or distributing viruses, malware, or harmful programs
- Hacking into or accessing unauthorized systems
- Sending spam or other unsolicited communications

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, gang-related symbols, or offensive content

Responsible Use Expectations

To maintain a respectful and safe digital learning environment, the following activities are strictly prohibited:

1. The following activities or uses of technology are prohibited to ensure a respectful digital learning environment:

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

Use of Artificial Intelligence (AI) Technology

AI is a powerful tool that can support learning, careers, and everyday life. Students must understand how to use AI responsibly.

Definitions:

- Artificial Intelligence (AI): Computer programs that can learn, make decisions, and understand language.

- Large Language Models (LLMs): AI that processes and generates human-like text (like ChatGPT).
- Machine Learning: When computers learn from data to improve their performance.
- Natural Language Processing (NLP): AI's ability to understand and use human language.
- Generative AI: AI that can create new content like text, images, or video.

Our Expectations:

- Students may use AI tools in ways that enhance their critical thinking, creativity, collaboration, and understanding. AI must be used to support, not replace, their original thinking, academic skills, and expression.
- Using AI to complete coursework and submit it as your own is considered plagiarism and will result in disciplinary action in accordance with the school's academic integrity policy.
- Students must verify any information provided by AI, recognizing that it may be inaccurate, incomplete, or biased. Critical evaluation of AI output is an expected part of responsible use.
- Students must protect their personal information and must not input private or sensitive information into AI tools unless explicitly directed by school staff.

The goal of student work is to demonstrate each student's authentic understanding, skills, and growth, enabling teachers to provide meaningful feedback and support. When that goal is impeded—whether through overuse of AI, plagiarism, or other academic integrity concerns—teachers may require students to complete additional or alternative assignments to accurately assess and guide learning.

Important to Know:

- Most AI tools require users to be at least 13 years old. Parent/guardian consent will be requested as needed for the use of age-appropriate AI tools.

- Students and staff may only use AI tools that have been approved by Elite Academic Academy. To request approval of a new AI tool, students must submit a request to the

Chief Academic Innovation Officer. Tools are not approved until official notification is received.

- Approved AI tools must meet safety, privacy, developmental appropriateness, and educational value standards.

Use of SchoolAI

This school year, Elite Academic Academy will be using SchoolA**I**, a district-approved educational platform that uses artificial intelligence to enhance learning, tutoring, and student support. SchoolAI enables real-time feedback, learning assistance, and interactive academic support aligned with educational goals.

What Families Should Know:

- SchoolAI is an AI-powered platform designed for classroom and instructional use. It includes tools such as AI tutors, writing support, and formative feedback.
- Student use of SchoolAI will always be monitored by teachers or school staff and will occur in the context of instructional activities.
- Student data privacy is a priority. SchoolAI complies with all relevant federal and state privacy laws, including COPPA and FERPA, and has been vetted for safety and developmental appropriateness by school leadership.
- Students will be instructed not to input private, sensitive, or personal information into SchoolAI. Only anonymized or academic content should be entered.
- Use of SchoolAI is optional for students, and families may contact the school if they have questions or wish to opt out of specific uses.

Parental Consent:

- By signing the Elite Academic Academy Student/Parent Handbook, parents/guardians acknowledge and consent to the use of approved AI tools, including SchoolAI, for instructional purposes.

- If a parent/guardian wishes to opt their student out of using SchoolAI or has questions about its use, they should contact the student's Teacher of Record (TOR) to discuss alternative arrangements.
- Students under 13 will receive developmentally appropriate guidance, and staff will ensure AI use aligns with age-appropriate expectations.

Responsible Use:

- All general guidelines regarding AI use (see above section: "Use of Artificial Intelligence (AI) Technology") apply to SchoolAI.
- Teachers may provide clear expectations for when and how SchoolAI may be used in the classroom.
- Use of SchoolAI for plagiarism or to circumvent learning will result in disciplinary action under the academic integrity policy.

Developmentally Appropriate AI Use

- AI use will be tailored to be developmentally appropriate. Younger students will receive additional guidance and protections, with higher expectations of independence and critical thinking for older students.

Privacy and Digital Rights:

- Students' digital rights, including privacy and agency over their information, are a priority. All AI tools used must comply with federal and state privacy laws (such as COPPA and FERPA).

Bias Awareness:

- AI systems may contain biases based on how they were trained. Critical evaluation of AI-generated content is an expected part of responsible use.

Transparency and Reporting Issues:

- If students or families believe that an AI tool has provided inaccurate, unsafe, biased, or harmful information, they are encouraged to report it to school leadership.
- While the school may not have the ability to modify or correct information produced by third-party AI tools, reported concerns will help inform decisions about the continued approval and use of such tools.
- Students and families have the right to request information on how AI tools are used in instruction and how student data is protected.

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.).
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.

In the EAA online environment, students must follow these communication guidelines:

- Instant messages (IMs) must be used appropriately for school purposes, with respectful communication free from cyberbullying or harassment.
- Emails and Live Session communications must be school-appropriate and free from cyberbullying or harassment.
- Cyberbullying or harassment by staff, parents/guardians, or students will not be tolerated online or in person.

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

Student Reporting for Cyberbullying/Harassment

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

- Do NOT respond to the person accused of harassment or cyberbullying.
- Keep evidence of cyber-bullying and record the times, dates, and descriptions or screenshots of the bullying.
- If the cyberbullying from another student occurs during a live session or group assignment, notify the Teacher of Record and send the Teacher of Record 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 Teacher of Record, the Teacher of Record will follow the protocol below:

1. Review documentation of abusive communication from the student.
2. The Teacher of Record 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 Teacher of Record will schedule a phone conference with the accused student's parent(s)/guardian to discuss the matter.
4. If, in the sole discretion of EAA the incident warrants consideration of expulsion, EAA may initiate the expulsion process.

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

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

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

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

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

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

a “stay away” order or other directive that the target must be aware of in order to report violations.

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 Teacher of Record and support staff as well as 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. Our dedicated staff know and understand student needs and may virtually meet 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 lessons daily.
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.
7. Update the Teacher of Record on current phone numbers, emails, and addresses.
8. Communicate regularly with their Teacher of Record 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, Written Agreement.
10. Ensure students are touching base with their Teacher of Record 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.

Teacher of Record's Role

The Teacher of Record is the student's primary contact for educational needs. The Teacher of Record 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 weekly.
5. Monitor and communicate student progress weekly. This includes, but is not limited to course grades, sessions attendance, and participation/progress in acceleration programs.
6. Proctor all state and internal diagnostics/assessments.
7. Order curriculum or other instructional resources in a timely manner.
8. Provide information to parent/legal guardian concerning Elite Flex Academy, Community Partner options, educational fund balance, testing, field trips, and other special events throughout the school year.
9. Provide information related to Elite Flex Academy policies and procedures.
10. Communicate with the student weekly, meet weekly to ensure academic success, and provide weekly tutoring if needed.
11. 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.
12. Provide report cards at the end of every semester.

Missed Meeting

It is the responsibility of the parent/legal guardian to ensure the student attends required weekly meetings as scheduled with the Teacher of Record and/or Flex support/instructional teacher.

- If the student misses a meeting with their Teacher of Record, the student may be required to attend a makeup meeting as designated by the Teacher of Record.
- 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 Teacher of Record.

Curriculum

EFA offers online curricula that correspond to virtual support sessions. The Teacher of Record and student work together to determine the most appropriate curriculum choice to ensure school success. Offline curriculum options may be available depending on the student's grade, as outlined in the Flex Curriculum Package. Many options are available to make the school experience fun and engaging. Students can enhance their learning experience by participating in hand-on enrichment provided by Elite offered clubs, Community Partners and/or Flex support staff.

Academic Areas of Study

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

The five (5) academic areas are:

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

Per Teacher of Record approval, electives can be added for middle school students.

Students 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 Teacher of Record. TK-3rd grade students are required to interact with their Teacher of Record at least once a week and attend instructional sessions at least twice a week. Instructional sessions can be with their Teacher of Record, or another Flex Teacher of Record. 4th-8th grade students are required to interact with their Teacher of Record at least once a week and attend instructional sessions at least four times a week. Instructional sessions can be with their Teacher of Record, or another Flex Teacher of Record. 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, IXL and/or iReady online supplemental support programs. Offline resources are available upon request.

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

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

Easy Breezy Math

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

Literacy Cohorts

Literacy Cohort sessions are held 2 to 4 times a week. . These sessions are designed to support students in foundational literacy skills such as phonics, vocabulary, sight words, and writing. If invited to a Literacy Cohort, students are required to attend unless their Teacher of Record 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 Teacher of Record 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 addition to attending these sessions, students must meet at least once a week with their Teacher of Record.

Middle School Content Support Sessions

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

Study Hall

Study Hall sessions provide students with the opportunity to complete school work with other students. A Flex Educator or support staff 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 Teacher of Record excuses them from these sessions.

FLEXperience

FLEXperience is about students experiencing what they are learning through hands on activities.. 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 challenges are embedded into Science and/or Social studies courses. Students receive credit for participation in these challenges. Students also have the opportunity to participate in in-person FLEXperience challenges.

Homeschool Academy

At Elite Homeschool Academy (EHA), we offer a personalized educational pathway where parents play an active and vital role in their child's homeschooling experience. Through a close partnership with an Elite Educator, you will collaborate on curriculum and guide your student towards Elite support to shape their learning. While we provide comprehensive support, your consistent engagement is key to your student's success and ensures a positive and compliant educational experience that allows us to effectively support your family and maintain your student's enrollment in our academy.

As a valued member of the Elite Homeschool Academy community, you are expected to:

- Provide consistent daily instruction according to the Personalized Learning Plan. (See "Parent's Role" and “Personalized Learning Plan”)
- Actively collaborate in the development and implementation of your student's Personalized Learning Plan (PLP), including any prescribed supports. (See "Personalized Learning Plan (PLP)" and "Homeschool Support")
- Maintain timely and regular communication with your Teacher of Record and Elite Staff. (See "Parent's Role")
- Submit weekly work in all core subjects. (See "Parent's Role" and "Work Submission")
- Attend all mandatory Meetings as scheduled. (See "Parent's Role" and "Learning Period Meetings")
- Actively engage in all required Assessments. (See "Parent's Role")

Failure to consistently meet these core enrollment expectations may necessitate a Homeschool Administration Meeting to review your student's placement in the academy. We are committed to partnering with you to ensure your child's success.

Parent’s Role

Parents have an active role in the student’s education. The role of a parent, as a partner in the primary instruction to the student at Elite Homeschool Academy, is as follows:

1. Provide all required documentation for enrollment.

2. Plan and implement daily lessons with the support and guidance of a Teacher of Record. The Teacher of Record will assist in curriculum selection, and/or creating lesson plans, and daily schedules.
3. Provide academic instruction daily in at least two or more subjects, in accordance with Independent Study Policy. Below are the daily minimum requirements:
    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
4. Be available for required meetings and communication during school hours (8:00am-4:00pm)
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 Teachers of Record and return emails and/or phone messages within a 24-hour period. Touch base with their Teacher of Record minimum once per week and meet in person if required by the Teacher of Record or academy policy.
7. Sign all necessary documentation in a timely manner (Written Agreements, Learning Logs, etc.)
8. Attend all required meetings as per expectations of Parents, such as IEP Meetings, 504 Meetings, Student Support Team Meetings, Learning Period Meetings, College Planning Meetings, and other required meetings for student and family support.
9. Submit proof of learning through student work weekly to their Teacher of Record.
10. Be prepared and meet with their Teacher of Record at least once approximately every 20-35 school days for a Learning Period Meeting. Meetings are approximately 45 minutes – 60 minutes per student.

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 Pre-Approval Services and Reimbursement Requests for Non-Approved Elite vendors in a timely manner.

Teacher of Record's Role

The Teacher of Record is the parent's/legal guardian's primary contact for the student's educational needs. The Homeschool Teacher of Record will:

1. Assist parent/legal guardian in creating a comprehensive academic plan and oversee progress towards that plan.
2. Guide and collaborate with family on choosing from board-approved curricula and resources to 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 as outlined in the Personalized Learning Plan: English/Language Arts, Math, Science, History/Social Studies, and Physical Education.
4. Keep students engaged with regular meetings/check-ins, and provide academic support/tutoring as needed to ensure success.
5. Proctor all state and local assessments.
6. Order curriculum or other instructional resources in a timely manner.
7. Work with parents to ensure students have proper tools to engage in curriculum daily (wifi, computer, supplemental materials).
8. Connect students with clubs and resources in EAA per student's interests (VAPA, CTE, Peak Performance clubs, etc)
9. Identify student's areas of need , and provide and oversee progress in tutoring or other necessary resources (Lexia, Fast Forward, ALEKS, i-Ready, etc).
10. Provide assistance or training as needed for families regarding educational online resources offered by the school.
11. Teachers of Record must have access to all curriculum and resources indicated in the Personalized Learning Plan. This includes online login information.

12. Provide information to parent/legal guardians concerning Elite Academic Academy Community Partner options, testing, field trips, and other special events throughout the school year.
13. Provide information related to Elite Academic Academy policies and procedures.
14. Meet with the parent/legal guardian and student at least once every 25-35 school days for Learning Period Meetings to verify attendance, collect work submissions and ensure that progress is aligned with the established PLP."
15. Keep a running record of available educational funds.
16. Teacher of Record will approve and process reimbursements for approved materials as well as outside services. All reimbursements must be approved by the Teacher of Record as well as the Director and will only be approved if academic progress is being made.
17. The Teacher of Record and prescribed Elite Staff will provide synchronous Instruction for students. Based on each student's grade level, Teachers of Record and Elite Staff will offer opportunities for synchronous instruction and/or daily live interaction.
    a. Grades TK-3: Daily Synchronous Instruction
    b. Grades 4-8: Weekly Synchronous Instruction, Daily Live Interaction
    c. Grades 9-12: Weekly Synchronous Instruction

Learning Period Meetings

The purpose of the Learning Period Meeting is to meet with the student and parent/legal guardian to document the learning that has taken place during the prior attendance period and to determine whether or not progress has been made based on the educational plan that was established for the learning period. Meetings are approximately 45 minutes – 60 minutes per student. There will be seven Learning Periods during the school year. Below is an outline of expectations for these meetings:

1. Students, parents/guardians, and teachers are all in attendance and able to give their full attention with all materials readily available.
2. Meetings must be conducted either via Zoom with all participants using their cameras or in person with the student and a parent/guardian, as phone calls do not provide the necessary level of engagement for these important consultations.

For Zoom meetings, all participants are expected to join from an appropriate setting conducive to an academic conversation.

   a. If meetings are joined from an inappropriate setting (eg. while driving in a car) or without all necessary materials, the meeting will be rescheduled.
   b. All Learning Period meetings and student work must be completed and submitted by the final day of the Learning Period.

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. The Teacher of Record will assess the student's academic progress in each learning area by reviewing their body of work and engaging in a discussion about the learning process and how it was assessed.
5. Determine if sufficient work has been completed for the learning period. Insufficient work may result in docked attendance.
   a. If a student's work is found to be insufficient, the Teacher of Record may recommend additional academic support, tutoring, and intervention as part of the student's PLP to help the student succeed. Educational funds for enrichment may not be approved until sufficient academic progress is made.
   b. More than 10% of absences in a 4-week period may require a Student Study Team (SST) meeting through our MTSS process to collaboratively help the student meet learning goals.
6. Collect work submissions 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.
7. Take notes to complete the student's assignment and work record, which officially documents the student's educational progress in each academic area.
8. The Teacher of Record may also request the parent/legal guardian to 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:

- Parents/legal guardians to seek support in areas such as curriculum selection, teaching strategies, pacing, and educational methodology.
- Students will have time to discuss their assignments, and the Teacher of Record will discuss and evaluate their learning and progress through games, discussions, and student presentations.
- The Teacher of Record will continue to monitor progress toward the PLP and may initiate informal assessments or mandate more frequent meetings as needed.
- Teachers of Record are available to answer any general questions about the school. If he/she is unable to answer a specific question, the Teacher of Record will research the answer and respond.

Parents should encourage their student to be prepared to share their learning, including pictures, books, and summaries of experiments.

Learning Period Meetings are required. Students/Parents who missed their meeting with their Teacher of Record will have an opportunity to attend a makeup meeting as designated by the Teacher of Record. Failure to attend scheduled or rescheduled meetings may result ina a Student Study Team (SST) meeting through our MTSS process to collaboratively support the student's learning plan.

Work Submission Requirements

Homeschool families must submit weekly examples of work for all core subjects. Weekly work submissions are essential for demonstrating attendance, tracking progress, and informing

instruction. Upon showing proficiency in regular communication with Teacher of Record and Elite Staff, attendance, work submissions, progress in curriculum, and learning, further determination of submission expectations can be discussed with director approval.

Parents/Students submit work from each core subject each week to their Teacher of Record 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 Student Study Team (SST) meeting through our MTSS process may be scheduled to collaboratively revisit the plan and identify additional strategies to better support the student..

Guidelines for Work Submissions:

- Student's legal name (no nicknames) must be on each sample.
- All samples should be clean and presentable. Work submissions should represent a student's best work.
- Submissions need to be indicative of each student's level of academic ability.
- For photograph samples, the portfolio sample photo must include a student written (or dictated by for TK-2) description of what was learned.
- Work submissions must be reviewed by the parent/legal guardian.

Personalized Learning Plan (PLP)

At Elite Homeschool Academy (EHA), we believe that every student learns in their own unique way and at their own pace. To best support this individuality, each student develops a Personalized Learning Plan (PLP) in close collaboration with their parent(s) and their Teacher of Record. The PLP serves as a dynamic roadmap for your child's educational journey, outlining the specific resources, supports, and opportunities tailored to their interests, learning style, and goals, while ensuring alignment with our Board-Approved curriculum.

Your child's Personalized Learning Plan (PLP) consists of the following key components:

- **Curriculum**: A carefully selected curriculum chosen for all core subjects in partnership with your Elite Educator from our comprehensive list of Board-Approved curriculum options, ensuring a strong academic foundation.
- **Supplements**: Additional materials, resources, or strategies tailored to your child's specific learning needs and preferences, enhancing their understanding and engagement with the core curriculum.

- **Enrichment**: Any activities, experiences, and resources designed to broaden your child's horizons, spark curiosity, and provide real-world application of their learning. Approval for these opportunities requires the student to be in good academic standing with consistent communication and satisfactory progress.
- **Support:** For students performing below grade level, the PLP will include targeted interventions developed in partnership with the Teacher of Record. Parents must select appropriate supports from the Intervention Menu. Consistent implementation of this personalized plan is essential for addressing learning gaps, and choosing not to implement recommended interventions may affect the student's academic progress and overall success and educational experience.
    - If challenges arise, a Student Study Team (SST) meeting through our MTSS process may be scheduled to collaboratively revisit the plan and identify additional strategies to better support the student's growth.

Homeschool Support

Students performing below grade level on state or internal assessments must receive support from Elite to ensure effective interventions are in place to address learning gaps. Parents of students who are one or more grade levels behind will work with their Teacher of Record to create an individualized plan by selecting appropriate supports from the Intervention Menu. While we value flexibility and offer a range of support options, it is essential that a formal action plan is created and consistently followed. If a parent declines recommended academic support services, it may impact the student's eligibility for enrichment opportunities. Our goal is to work in partnership with families to support each student's progress. If consistent academic progress is not demonstrated, a Student Study Team (SST) meeting through our MTSS process may be scheduled to collaboratively revisit the plan and identify additional strategies to better support the student's growth.

To support ongoing communication about academic progress, progress reports will also be sent to all families of students in grades 6–12.

Transitional Kindergarten

Transitional Kindergarten (TK): Beginning in the 25/26 school year, students who turn 4 by September 1st will be eligible for TK.

Children who are enrolled in TK do not need a signed Kindergarten Continuance Form to continue into Kindergarten. However, if a child is age-eligible to attend kindergarten and chooses to enroll in TK, then they will need a signed 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.

It is important when planning your child's learning to include activities or assignments that cover all required academic areas for TK:

The three (3) academic areas are:

- English/Language Arts (Reading / Grammar / Writing / Vocabulary)
- Mathematics
- Physical Education

K-8th 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 is distinct from independent study programs (such as Elite Virtual Academy) because it relies heavily on active and consistent parent or guardian involvement. In this model, parents are not only partners in education—they are essential facilitators of daily instruction, accountability, and student support.

To participate effectively in this program, families are required to ensure that students have access to appropriate resources in the home and a dedicated adult is available to guide learning, monitor progress, and foster academic growth each day. Parent engagement is not optional—it is a foundational element of student success in a homeschool environment. If this expectation is not able to be met, Directors will request an Academy Change to Elite Virtual Academy to ensure adequate access to curriculum and support for independent learners.

Students enrolled in Elite Academic Academy Home High School must meet with their Elite Educator weekly in addition to the Learning Period meetings. This is to ensure that adequate progress is being made and to help the student develop good learning habits. Students/Parents who missed their weekly High School Meeting with their Teacher of Record will have an opportunity to attend a makeup meeting as designated by the Teacher of Record. Failure to attend scheduled or rescheduled meetings will result in a required Homeschool Administration Meeting to outline interventions for student success and program appropriateness.

The Teacher of Record will help set daily and weekly goals. The nature of Elite Homeschool Academy's High School program is to provide students with flexible learning opportunities within their communities. While the Teacher of Record works with the parent/guardian to create an academic learning plan, it is the responsibility of the parent/guardian to ensure that the student is receiving adequate instruction and meeting his/her learning objectives.

The school counselor will work with families and their Teacher of Record 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 approved Elite Coursework, which may include Homeschool Hybrid Courses, Approved A-G Adopted courses, approved custom courses that meet state standards, 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 approval from the Elite Academic Academy School Counselor and Director. Official

transcripts must be submitted to Elite Academic Academy in order to receive credit. Please see '*Concurrent Enrollment*' above for additional information.

High School Curriculum and Course Options

At Elite Homeschool Academy, offering curriculum choices is a core part of our culture. In high school, however, curriculum options come from approved publishers to ensure that all High School state standards and necessary supports are met across every subject area. All incoming 9th grade students are placed in approved A-G courses to set them up for success and keep all post-secondary pathways open.

Online Courses

Online courses through Approved and Accredited Curriculum Publishers are available for Homeschool students. High School Courses through Homeschool Hybrid Courses, Elite Virtual Academy, BrightThinker, BYU, UC Scout, Edmentum, Mr. D. Math, and Williamsburg are a few of the approved curriculum 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 Teacher of Record as well as the online instructor to ensure completing coursework in a timely manner. Online courses must all be paid for from Educational Funds.

Students enrolled in Elite Homeschool Academy may enroll in upwards of two classes through Elite Virtual Academy to ensure that a majority of their coursework is completed through requirements of Homeschool.

Custom Courses

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

Virtual Academy

Elite Virtual Academy is a 100% online program for students in grades 6-12 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 have weekly virtual meetings with their Teacher of Record, as well as live and support sessions with Content Teachers.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 Teachers of Record 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, attend Live Sessions with their Content Teacher.
7. Sign all necessary documentation for Elite Virtual Learning in a timely manner (Written Agreements, Learning Logs, etc.)
8. Ensure student logs in and submits See Academic Progress section for more information about coursework submissions.

Teacher of Record's Role

The Teacher of Record is the parent's/legal guardian's primary contact for their student's educational needs. The Teacher of Record 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 guardians 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 and academic requirements are fulfilled
10. Work together with Elite Virtual Academy's school counselor to ensure academic, emotional, and social progress is being made by each student.
11. Work together with Elite Virtual Academy's school counselor to provide college and career opportunities for each student.

Content Teacher's Role

Content Teachers provide expert instruction, guidance, and encouragement in specific subject areas to help students master essential skills, build confidence, and stay engaged in their learning. They work in partnership with the Teacher of Record to support each student's academic progress and long-term success. The Content Teacher will:

1. Deliver standards-aligned instruction that builds essential knowledge and real-world skills in their subject area(s).

2. Provide timely, actionable feedback on assignments and assessments to help students reflect, revise, and grow in their understanding.
3. Facilitate weekly Live Sessions that promote active participation, deepen content knowledge, and develop critical thinking.
4. Monitor student progress and collaborate with the Teacher of Record to ensure students receive the support, extension, or intervention needed to stay on track for success and course completion.
5. Help students prepare for assessments and projects by offering clarity, strategies, and encouragement.
6. Connect course content to college, career, and life readiness, showing students how their learning applies to real-world opportunities.
7. Promote core learning skills such as communication, creativity, collaboration, and reflection through purposeful assignments and discussions.

Academic Progress

"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 Teacher of Record.

If adequate academic progress is not being made, the Teacher of Record will offer suggestions including but not limited to the following:

1. Weekly virtual academic support with their Elite Teacher of Record, Elite Content Teacher, or provided tutoring support.
2. Change of course or change of program placement.

If after the changes are implemented and there is still no adequate progress, the Teacher of Record, 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 all parties 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 Teacher of Record, as well as the Elite Content Teachers, 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 Teacher of Record. Courses are continuously updated, so be sure to visit the website for the most current courses and updates. For the latest information on the high school A-G approved courses, please visit Elite Academic Academy UC/CSU A-G Website.

Syllabus

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

Work Completion

Students are required to make adequate progress weekly in all of their courses. This includes logging in daily to their online courses and completing assigned work by the due date. Students who are failing a course or are not making satisfactory progress must attend support sessions in addition to the weekly live sessions until the student is passing all courses.

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 Elite Content Teacher on concepts and competencies to be learned that week and get support with completing schoolwork. Students are to attend a lesson synchronously with their content 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 and/or support sessions. 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 to promote active learning.

Study Hall

Study Hall sessions provide students with the opportunity to complete school work with other students. An Elite Educator or support staff 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 Teacher of Record excuses them from these sessions.

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.

Policies, Procedures, and Regulations

Camera On Policy

To foster a dynamic and productive learning environment, all students are required to have their webcams on during live sessions, club meetings, and teacher meetings. This policy ensures active participation, fosters connection, and allows for a richer learning experience for all.

Mandatory Camera Usage

1. Students must keep their webcams on for the entire duration of live Zoom sessions, club meetings, and teacher meetings.
2. The camera angle should clearly show the student's face to facilitate interaction and participation.

Requesting Exceptions

We understand there may be situations where keeping the camera on is not ideal. Parents who wish to request an exception to this policy must submit a written explanation to the school administration.

For the following situations, camera usage is mandatory and cannot be opted out of:

- Ensuring student safety: The school reserves the right to require cameras on at any time to ensure student well-being.
- Attendance verification: Cameras may be used for attendance purposes to confirm student presence.
- Proctored Assessments: During assessments requiring proctoring, cameras must be on to guarantee the validity of the evaluation.

Review Process for Requesting an Opt-Out

- The administration will review each request on a case-by-case basis.
- Parents and students will be informed of the decision (approval or denial) within five business days of the request submission.
- Temporary accommodations may be provided while the request is under review. These may include alternative participation methods to ensure continued engagement.

Accountability and Support

- Teachers will remind students to turn on their cameras at the beginning of each session.
- The school will offer technical support to assist students in overcoming any issues with camera functionality.

Final Decision

The Director holds the initial decision-making authority on exception requests. The Chief Administrator may be consulted for final determinations.

Privacy Considerations

- Students are encouraged to utilize the background blur feature to minimize the visibility of their home environment.
- Families are recommended to designate a dedicated learning space that optimizes privacy for all household members.

Parental Opt-Out and Engagement

While exceptions require justification, parents who are hesitant about the camera-on policy are still encouraged to participate in their child's online learning journey. Parents opting out due to approved exceptions should discuss alternative methods to ensure their child:

- Maintains active engagement in class discussions.
- Participates fully in class activities.
- Demonstrates understanding of the course material.

By adhering to this policy, we aim to create a vibrant and inclusive online learning environment for all students, fostering a sense of community and maximizing educational outcomes. We appreciate your understanding and cooperation in achieving this goal.

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 Academy Academic (the Charter School).

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

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

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

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

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

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

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

- Property tax payment receipts
- Rental property contract, lease, or payment receipts
- Utility service contract, statement, or payment receipts
- Pay stubs

- Voter registration
- Correspondence from a government agency
- Declaration of residency executed by the parent or legal guardian of a pupil

1. Residency for a Student on an Extended Traveling* Vacation: A student on an extended vacation lasting longer than four weeks will not be deemed to have lost California residency by the Charter. Prior approval will be needed by the CEO, or designee, for any travel longer than four weeks.

   *Families that are residing in a family-owned home, out of attendance areas, for more than four weeks in a school year are not considered to be traveling and will have lost eligibility to attend our school. The school does not allow for out-of-state education for extended periods of time (more than 4 weeks in a school year) even if the family continues to own a home in our attendance area, it will be deemed they are not residing in our attendance area.

2. Location Material Will Be Mailed To: All materials will ONLY be mailed to the address identified in the student's records in their proof of residence documentation.

3. In Person Services; Elite Academic Academy is not obligated to provide any in person services or schedule in person meetings while students are traveling. Zoom meetings may continue , as applicable, and in alignment with all credentialing/licensing laws while a student temporarily travels.

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

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

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

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

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

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

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

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

6. Homeless Youth: Elite Academic Academy will be considered to be a pupil's school of origin for a homeless youth when the child attended Elite Academic Academy when permanently housed or was last enrolled in Elite Academic Academy before becoming homeless. Elite Academic Academy will serve homeless youth, as defined below, whose residency has changed as follows:

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

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

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

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

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

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

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

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

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

For purposes of this section, the following definitions apply:

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

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

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

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

Title I, Part A Single-School LEA Parent and Family Engagement Policy

Elite Academic Academy (EAA) with parents and family have jointly developed, mutually agreed upon, and distributed to the parents of children a written parent and family engagement district-level policy requirements (ESSA Section 1116[a][2]) and school-level policy requirements (ESSA sections 1116[b] and [c]).

Describe how parents and family members are involved in the development of the Title I, Part A parent and family engagement policy (ESSA Section 1116[a][2]):

Input is gathered through family surveys, discussion forums and parent advisory committees.

Describe how parents and family members will be involved in the development of the LEA Plan and support and improvement plans under ESSA Section 1111(d)(1-2) (ESSA Section 1116[a][2][A]):

The policy is distributed to families through the annual notification, student-parent handbooks, and posted on the school's website.

Describe how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, and how this may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education (ESSA Section 1116[a][2][B]):

EAA works collaboratively with academy administrators to plan and implement parent and family engagement activities. A Marketing Coordinator provides support to plan and coordinate activities and best practices. Activities include Literacy/Math nights, onboarding meetings, parent information nights and workshops, and family events.

Describe how the LEA coordinates or integrates parent and family engagement strategies with other relevant federal, state, local laws, and programs (ESSA Section 1116[a[[2][C]):

EAA includes a goal about improving family engagement in the Local Control and Accountability Plan (LCAP). This goal includes actions, services, and expenditures addressing family engagement, including meaningful participation and opportunities to provide input on decisions. Actions and strategies are also included in the LCAP Federal Addendum.

Describe how the LEA will conduct, with meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this Policy on improving academic quality of all schools served under Title I, Part A (ESSA Section 1116[a][2][D]):

EAA annually surveys parents and family members to gather feedback about what is working and areas of improvement around the LCAP, the LCAP Federal Addendum, as well as school goals and actions. Feedback is also gathered at school meetings, brief surveys shared at every parent learning period meeting with their teacher, school parent advisory committee meetings, and through other means. The information gathered is used to revise the district's LCAP and the LCAP Federal Addendum

Describe how the LEA includes the following in the annual evaluation of the Title I, Part A parent and family engagement policy: identify barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); identify the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and identify strategies to support successful school and family interactions (ESSA Section 1116[a][2][D][i-iii]):

EAA annually gathers input and feedback from vested parties through the LCAP survey, discussion forums, as well as parent advisory committees to evaluate the effectiveness of the parent and family engagement policy. Barriers are identified through this process and actions put into address the needs of families, such as holding meetings at different times and ensuring information is provided in a language and format easily understood by families.

Describe how the LEA will use the findings of such evaluation ESSA Section 1116(a)(2)(D)(i-iii) to designed evidence based strategies for more effective parental involvement and to revise, if necessary, the parent and family engagement policy (ESSA Section 1116[a][2][E]):

The results of the evaluation are used to design evidence-based strategies to improve family engagement, and revise the parent and family engagement policy, as needed.

Describe how the LEA involves parents in the activities of the schools served under Title I, Part A, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the LEA to adequately represent the needs of the population served by the LEA for the purposes of developing, revising, and reviewing the parent and family engagement policy (ESSA Section 1116[a][2][F]):

EAA asks Title 1 family members to serve on the Parent Advisory Committee (PAC). The PAC reviews the results of the annual evaluation and input from stakeholders and using this information to develop, revise, and review the parent and family engagement policy.

Describe how parents and family members of participating children in Title I, Part A programs are involved in jointly developing, distributing to, a written school parent and family engagement policy, agreed upon by such parents for carrying out the requirements in ESSA Section 1116(c) through (f) (ESSA Section 1116[b][1]):

EAA asks Title 1 family members to serve on the Parent Advisory Committee (PAC). The PAC reviews the results of the annual evaluation and input from stakeholders and using this information to develop, revise, and review the parent and family engagement policy..

Describe how parents and family members of participating children in Title I, Part A programs, may amend a parent and family engagement school policy that applies to all parents and family members, if necessary, to meet the requirements (ESSA Section 1116[b][2]):

EAA asks Title 1 family members to serve on the Parent Advisory Committee (PAC). The PAC reviews the results of the annual evaluation and input from stakeholders and using this information to develop, revise, and review the parent and family engagement policy.

Describe how parents and family members of children participating in Title I, Part A programs can, if they find that the plan under ESSA Section 1112 is not satisfactory to the parents and family members, and the LEA shall submit the parent comments with the plan when the LEA submits the plan to the State (ESSA Section 1116[b][4]):

The plan we have in place is satisfactory. EAA parents know that they can reach out to our team at any time. All our department information is housed on our website. In addition teachers and students meet with their TORs weekly regarding their progress. Any additional questions or concerns can also be addressed during those meetings.

Describe how the school served by Title I, Part A funds holds an annual meeting, at a convenient time, to which all parents and family members of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A and to explain the requirements and the rights of the parents to be involved (ESSA Section 1116[c][1]):

As a non-classroom based, school our meetings are held virtually via Zoom or Google meet, they are recorded and posted on our website for viewing at any time.

Describe the steps that the school takes to offer a flexible number of meetings, such as meetings in the morning, afternoon, evening or other ways and may provide, with funds provided under Title I, Part A, for transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116[c][2]):

As a non-classroom based, school our meetings are held virtually via Zoom or Google meet, they are recorded and posted on our website for viewing at any time.

Describe how parents and family members of participating children are involved, and in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent

and family engagement policy and the joint development of schoolwide program plan under ESSA Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116[c][3]):

EAA conducts annually surveys parents and family members to gather feedback about what is working and areas of improvement around the LCAP, the LCAP Federal Addendum, as well as school goals and actions. Stakeholder feedback is also gathered at school meetings, district and school parent advisory committee meetings, School Site Council meetings, and through other means. The information gathered is used to revise the district's LCAP, the LCAP Federal Addendum, and the sites' School Plan for Student Achievement (SPSA).

Describe how the school is providing parents and family members of participating children of Title I, Part A programs: timely information about programs under Title I, Part A; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116[c][4][A-C])

The Student Support Service Department will provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. This, in addition to the annual surveys, school meetings, district and school parent advisory committee meetings, and School Site Council meetings, will serve to inform the needs of the population served for the purposes of developing, revising, and reviewing the parent and family engagement policy.

Describe how the schoolwide program plan, ESSA Section 1114(b) is not satisfactory to the parents of participating children in Title I, Part A programs, submitting any parent comments on the plan when the school makes the plan available to the LEA (ESSA Section 1116[c][5]):

The plan we have in place is satisfactory. EAA parents know that they can reach out to our team at any time. All our department information is housed on our website. In addition teachers and students meet with their TORs weekly regarding their progress. Any additional questions or concerns can also be addressed during those meetings.

Elite Academic Academy Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs. The School will distribute the policy to all families annually.

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, Mrs. Citlalli Lora.

The McKinney-Vento Homeless Assistance Act defines homeless as:

> (A) individuals who lack a fixed, regular, and adequate nighttime residence. A fixed residence is one that is stationary, permanent, and not subject to change. A regular residence is one that is used on a regular/nightly basis. An adequate residence is one that is sufficient for meeting both the physical and psychological needs typically met in home environments.; 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:

(i) the right to remain in their school of origin

(ii) the right to immediate enrollment in school

(iii) the right to partial credits for high school students

(iv) graduation rights - If you are behind on your credits, and you transferred schools after your 2nd year of high school, you ay be eligible to graduate by completing only the state graduation requirements instead of EAA's graduation requirements. You also have the right to stay in high school for a fifth year to complete EAA's graduation requirements.

(V) school discipline rights

(Vi) college rights - You have the right to have your application fee waived when you apply to a California community college. You also have the right to receive the maximum amount of federal student aid.

(vii) the right to your school records

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

Suspension and Expulsion Policy

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

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

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

A student has the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff. This right includes, but is not limited to, the right to be free from the use of a drug administered to the student in order to control the student's behavior or to restrict the student's freedom of movement if that drug is not a standard treatment for the student's medical or psychiatric condition. School staff may use seclusion or a behavior restraint only to control behavior that poses a clear and present danger of serious physical harm to the pupil or others that cannot be immediately prevented by a response that is less restrictive. School staff shall avoid, whenever possible, the use of seclusion or behavioral restraint techniques.

School staff shall not do any of the following:

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

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

Suspension

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

- Reassignment to another education program or class at the School where the pupil will receive continuing instruction for the length of day prescribed by the Board or Cheif Student Development Officer or designee for pupils of the same grade level;
- Referral to a certificated employee designated by the Chief 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 Officer or designee.

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

Authority

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

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

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

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

The Chief Officer or designee 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.
- 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

- 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.

- 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.

        - 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
- 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 Officer or designee shall investigate the incident and determine whether or not it merits a suspension.

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

Step Two

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

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 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 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 Officer or designee fills out a Notice of Suspension Form, a copy of which will be sent to the student's parent/guardian and to the student. A copy of this form is also placed in the student's cumulative file at the School. The Notice of Suspension Form shall state the fact of suspension, its duration and the specific offense committed by the student. In addition, the notice may state the date and time when the student may return to school. The notice shall also state that if desired by the parent/guardian, a prompt meeting or hearing will be held at which the suspension may be discussed and at which the student may be present and afforded an opportunity to present informal proof of his/her side of the case. Additionally, if the School

officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request the parent/guardian to respond to such requests without delay.

Step Five

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

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

Step Seven

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

Special Education and Section 504 Student Suspensions

When suspensions involve special education students or students with a 504 plan, a manifestation determination meeting shall be held no later than the 10th suspension day (whether consecutive or cumulative for the school year). The Chief 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 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 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 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

A student may be expelled either by the Board following a hearing before it or by the Board upon a recommendation of an Administrative Panel to be assigned by the Board as needed. The Panel may recommend expulsion of any student found to have committed an expellable offense.

The Board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil [or other conditions such as good behavior, attendance, etc.]. The

rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the pupil has satisfactorily completed the rehabilitation program.

Grounds for Expulsion

Category I Expulsions – Mandatory Recommendation for Expulsion

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

- Causing physical injury to another person, except in self-defense
- Possession of any knife, explosive, or another dangerous object of no reasonable use to the student

- Unlawful possession of any controlled substance, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis or for possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician
- Robbery or extortion
- Assault or battery on a school employee

Category III Expulsions – Discretionary Expulsion Recommendation

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

Step Two

At the discretion of the Chief Officer or designee, a student's suspension may be extended pending expulsion. If such extended suspension exceeds 10 days, and for any suspension exceeding 10 days, the following procedures must be followed: 1) The Executive Director shall provide timely, written notice of the charges against the student and an explanation of the student's basic rights; 2) The School will provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the

pupil has the right to bring legal counsel. At this hearing, it will be determined whether the presence of the student at the School would cause a danger to persons or property or a threat of disrupting the instructional process pending the results of an expulsion hearing.

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

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

- Notice of the specific offense committed by the student;
- Notice of the right to appeal the expulsion to the County Board of Education. If that Board does not hear such appeals, the student may submit a written objection and request for reconsideration to the school's Board of Directors within 10 days. Decisions of the Board of Directors shall be final.
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status within the charter school

Within 30 days of the decision to expel, the school board shall send written notice of the decision to expel to the student's district of residence, the County Office of Education and the charter

granting district (if different than the student's district of residence). This notice shall include the student's name and the specific expellable offense committed by the student.

Step Eight

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

Step Nine

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

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

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors or its designee following a meeting with the Chief 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 Officer or designee shall make a recommendation to the Board of Directors following the meeting regarding his/her determination. The pupil's readmission is also contingent upon the school's capacity and any other admission requirements in effect at the time the student seeks admission or readmission.

Student Freedom of Speech/ Expression Policy

Students attending the School 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.

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

Buttons, Badges, and Other Insignia of Symbolic Expression

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

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

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

Unofficial School Publications

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

The following points apply to unofficial student publications:

1. The School and its employees may disassociate themselves from the material printed inasmuch as it is not an official publication of the School.
2. School officials may reasonably regulate the time, place, and manner of distribution. This distribution will be limited to
    a. One-half hour before school begins, during the lunch period, or the half-hour after dismissal.
    b. In locations that do not obstruct the normal flow of traffic within the School or at entrances.

i. Without undue noise.

3. No student shall use coercion to induce students or any other persons to accept printed matter or to sign petitions.
4. "Distribution" means dissemination of a publication to students at a time and place of normal School activity, or immediately prior to or subsequent thereto, by means of handing out free copies, selling or offering copies for sale, accepting donations for copies of the publication, or displaying the student publication in areas of the School which is generally frequented by students.

School officials cannot:

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

Official School Publications

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

Other Forms of Student Expression

Forms of student expression may include but are not limited to speech, debate, assemblies, posters, bulletin board announcements, and the wearing of buttons, badges, and armbands. In general, the laws pertaining to all forms of student expression are the same. The rights of students to express their opinions are recognized by law and are not limited to verbal expression. The basic guidelines listed above for publications apply to all forms of student expression. No

teacher or administrator shall interfere with such expression on the grounds that the message may be unpopular with students or faculty.

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

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

Distribution of Procedures Governing Student Rights

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

Appeals

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

Civility Policy

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

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

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

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

1. Communicate - The party experiencing the uncivil behavior will communicate that the behavior is not civil and that the uncivil behavior must cease immediately.
2. End Activity/Meeting - If the uncivil party fails to correct the uncivil behavior as directed, the affected party shall end the activity/meeting.

3. Referral - The reporting party shall refer the situation to the school administration with a written summary of the uncivil behavior and how he/she responded.
4. Determination - If it is determined that uncivil behavior occurred, proper disciplinary action will be taken, which may include suspension or expulsion.

Parent Liability for Student Conduct

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

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

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

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

Youth Suicide Prevention Policy

The Governing Board of Elite Academic Acaemy recognizes that suicide is a leading cause of death among youth and that an even greater amount of California's high school students report having considered and attempted suicide. During 2019, 15 percent of California seventh graders and 16 percent of ninth and eleventh graders reported they seriously considered attempting suicide. (California Healthy Kids Survey 2019). The Governing Board is encouraged to review California School Climate, Health, and Learning Surveys (CalSCHLS) data specific to their students. See the CalSCHLS website at https://calschls.org/.

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." Therefore, it is critical to address all behaviors directly and in a timely manner. Of significant importance is the education of students to recognize their own mental health, equip them with information and knowledge to solicit help, and learn to recognize symptoms within themselves and their peers.

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.

Recognizing that early prevention and intervention can drastically reduce the risk of suicide, the CEO or Designated School Counselor has developed and implemented preventive strategies and intervention procedures that include the following:

Overall Strategic Plan for Suicide Prevention

The CEO or Designated School Counselor shall involve school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating the school's strategies for suicide prevention and intervention.

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

In alignment with California Senate Bill 1318, EAA is committed to the mental health and well-being of our students. This law, effective July 1, 2026, mandates that our school's suicide prevention policy include comprehensive crisis intervention protocols for students experiencing a mental health crisis. These protocols will prioritize the involvement of school mental health professionals and outline procedures for staff and external agency deployment. Law enforcement involvement will be limited to situations where a student's life is in imminent danger and their needs cannot be addressed by a mental health professional. Furthermore, our policy will detail the

process for informing parents or guardians, while also considering the student's safety and well-being during such notifications. We are dedicated to fostering a safe and supportive environment where students in crisis receive appropriate care and support.

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

Elite Academic Academy, along with its partners, have thoroughly and regularly reviewed all materials and resources used in awareness efforts to ensure they align with best practices for safe and effective messaging about suicide.

This policy and all related communication, documents, materials, etc. include clear, respectful, people-first language that encourages an environment free of stigma. As part of safe messaging for suicide, we use specific terminology when referring to actions related to suicide or suicidal behavior:

Use	Do Not Use
"Died by suicide" **Or** **"Took their own life"**	**"Committed suicide"** **Note:** Use of the word "commit" can imply crime/sin.
"Attempted suicide"	**"Successful" or "Unsuccessful"** **Note:** There is no success, or lack of success, when dealing with suicide.

Examples of people-first language, include:

- People with (...mental illness, personality disorder, depression, etc.)
- Person who has died by suicide
- Person thinking about suicide
- People who have experienced a suicide attempt

Resources:

- National Suicide Prevention Lifeline: 988
- Crisis Text Line: Text "help" to 741-741
- Teen Line: Text "TEEN" to 839863
- Trevor Project 1-866-488-7386 or text "START" to 678678
- Trans Lifeline 1-877-565-8860

Additional crisis line numbers can be found on the CDE's Help for Students in Crisis web page at: https://www.cde.ca.gov/ls/mh/studentcrisishelp.asp.

B. Suicide Awareness and Prevention Training For School Staff

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

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

Training:

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

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

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

- How to identify youth who may be at risk for suicide including suicide warning signs, risk, and protective factors.
- Appropriate ways to approach, interact, and respond to a youth who is demonstrating emotional distress or having thoughts of suicide including skill building to ask directly about suicide thoughts.
- District-approved procedures for responding to suicide risk (including programs and services in a Multi-tiered System of Support (MTSS) and referral protocols). Such procedures will emphasize the student should be under constant supervision and immediately referred 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 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 with an emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide
- Common misconceptions about suicide;
- School and community mental health and suicide prevention resources;
- Appropriate messaging about suicide (correct terminology, safe messaging guidelines);

- Ways to identify youth who may be at risk for suicide including suicide warning signs, risk, and protective factors
- Appropriate ways to approach, interact, and respond to a youth who is demonstrating emotional distress or having thoughts of suicide including skill building to ask directly about suicidal thoughts and warm handoffs
- 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);
- School-approved procedures identifying the role educators play in supporting youth and staff after a suicide or suicide death or attempt (postvention);

The professional development includes additional information regarding groups of students who may be at elevated risk for suicide or groups disproportionately affected by suicide thoughts and behaviors. These groups include, but are not limited to, the following:

- Youth impacted by suicide and youth with a history of suicidal thoughts or behavior.
- Youth with disabilities, mental illness, or substance use disorders.
- Youth experiencing homelessness or in out-of-home settings, such as foster care.
- Youth identifying as LGBTQ.

Resources:

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

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

Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save

thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR Web site at http://www.qprinstitute.com/

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

C. Employee Qualifications and Scope of Services

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

D. Specialized Staff Training (Assessment)

Additional professional development in suicide risk assessment (SRA) and crisis intervention is provided to designated student mental health professionals, including but not limited to school counselors, psychologists, social workers, administrators, and nurses employed by the school. Training for these LEA staff is specific to conducting SRAs, intervening during a crisis, de-escalating situations, interventions specific to preventing suicide, making referrals, safety planning, and re-entry.

Specialized Professional Training for targeted LEA-based mental health staff includes the following components:

- Best practices and skill building on how to conduct an effective suicide risk screening/SRA using an evidence-based, LEA-approved tool such as the Columbia Suicide Severity Rating Scale (C-SSRS) (can be accessed here; Patient Health Questionnaire 9 (PHQ-9) Depression Scale (can be accessed here; National Institute of Mental Health (NIMH)'s Ask Suicide-Screening Questions (ASQ) Toolkit (can be accessed here and the Adolescent Suicide Assessment Protocol – 20 can be accessed here.
- Best practices on approaching and talking with a student about their thoughts of suicide and how to respond to such thinking, based on district guidelines and protocols.
- Best practices on how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines and protocols.
- Best practices on follow up with parents/caregivers.
- Best practices on re-entry.

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. Parents/guardians/caregivers are provided crisis resources including the National Suicide Prevention Lifeline, Crisis text line, and local crisis hotlines and includes information that hotlines/resources are not just for crisis but also for friends/family and referral.

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:

Teens & Suicide: What Parents Should Know: Provided by the American Foundation for Suicide Prevention, this resource contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available at https://afsp.org/teens-and-suicide-what-parents-should-know/

F. Student Participation and Education

Effective suicide prevention efforts must also include student education and engagement. Elite Academic Academy and its partners has and will continue to carefully review potential student curricula to ensure it includes information on recognizing and responding to signs and symptoms (within themselves and friends), learning coping skills, encourage help-seeking behavior and being knowledgeable of supports and resources.

Elite Academic Academy provides instruction to middle and high school students on general mental health and suicide prevention. The instruction is provided under the supervision of school-employed mental health professionals, with input from county and community mental health agencies, and middle and high school students. The instruction is developmentally appropriate, student-centered, and includes:

- Recognizing behaviors (signs and symptoms) of mental health challenges and emotional distress.
- Recognizing life issues (risk factors) associated with suicide and mental health issues in oneself and others.
- Learning coping strategies for dealing with stress and trauma.
- Learning about protective factors.
- Learning 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.
- Guidance regarding the district's suicide prevention, intervention, and referral procedures.

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

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

Resources:

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

Break Free from Depression (BFFD) is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children's Hospital Web page at https://www.childrenshospital.org/programs/boston-childrens-hospital-neighborhood-partnerships/tap-online-trainings/break-free-depression-program

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/

The Green Bandana Project The Green Bandana Project is a school-based program for youth and young adults that increases students' awareness of available mental health and suicide prevention resources and their ability to seek support before or during a mental health crisis. Student participants take a suicide prevention gatekeeper training, carry resource cards, and tie a green bandana to their backpack or another visible location to serve as a visual cue that they are members of The Green Bandana Project and equipped with knowledge about resources on

campus that support student mental health. A program offered by SAVE and can be accessed here: https://www.thegreenbandanaproject.org/

Intervention, Screening/Assessment, Referral

A. Staff

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

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

Imminent Danger

Elite Academic Academy recognizes that student safety is a priority. If the student is in imminent danger (e.g., has access to a gun, is on a rooftop, or in other unsafe conditions, etc.) staff members are required to request assistance from other LEA staff and call 911. The call shall ***NOT*** be made in the presence of the student and the student shall not be left unsupervised. Staff shall ***NOT*** physically restrain or block an exit.

B. Parents, Guardians, and Caregivers

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

C. Students

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

D. Parental Notification and Involvement

Elite Academic Academy School Counselors have identified a process for ensuring parent/guardian/caregiver/family notification when a student has been screened or screened/assessed for suicide risk regardless of outcome (no present risk to high-risk).. 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 or During School-Sponsored Activity 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:

- 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, even if they need to go to the bathroom;
- 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. Re-entry and Supporting Students after a Mental Health Crisis

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

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

H. Re-Entry to School After a Suicide Attempt

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

The following steps shall be implemented upon re-entry:

- Obtain a written release of information signed by parents/guardians/caregivers and providers;
- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;
- Inform the student's teachers about possible days of absences;
- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);
- Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood;
- Work with parents/guardians/caregivers to involve the student in an aftercare plan.

Resource:

The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the guide at https://www.mhrbwcc.org/media/prevention-and-resources/Re-entry%20after%20atempt%20ot%20threats.pdf

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

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

- Review of protocols for referring students for support/assessment;
- Talking points for staff to notify students;
- Resources available to students
- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;
- Consider funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
- Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at

www.reportingonsuicide.org). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.

- Utilize and respond to social media outlets:
- Identify what platforms students are using to respond to suicide death
- Identify/train staff and students to monitor social media outlets
- Include long-term suicide postvention responses:
    - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
    - Support siblings, close friends, teachers, and/or students of deceased
    - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Resources:

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

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 https://sprc.org/wp-content/uploads/2022/12/Help-and-Hope-For-Survivors-of-Suicide-Loss.pdf

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 https://www.cde.ca.gov/ls/mh/smhpwpolicyrec2.asp

Title IX Sexual Discrimination Policy And Grievance Process

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

Definitions

Complaint: A complaint means an oral or written request that objectively can be understood as a request to investigate and make a determination about alleged discrimination under Title IX.
Complainant: A Title IX complainant is an individual who is alleged to be the victim of conduct that could constitute sexual harassment. - The Final Rule expressly recognizes the legal rights of parents and guardians to act on behalf of parties (including by filing formal complaints) in Title IX matters.
Confidential Employee: Confidential employees are employees who are not required to make a report to the Title IX office and will typically not share information without permission. However, they may be required or allowed to share information in certain circumstances.
Disciplinary Sanctions: Title IX disciplinary sanctions are consequences imposed on a person who is found to have violated Title IX, a federal law that prohibits sexual discrimination at institutions that receive federal funding.
Hostile Environment Harassment: A situation of discriminatory or sexual nature that has occurred and created an adverse setting, an intimidating or offensive environment that causes a person to be fearful or a setting that denies, limits, or interferes with a person's ability to participate in or benefit from a program, activity, or job
Parental Status: includes adoptive parents, stepparents, or legal guardians.
Pregnancy or Related Conditions: Title IX protects students and employees from discrimination based on pregnancy or related conditions (such as Pregnancy, childbirth, termination of pregnancy, lactation, medical conditions related to any of the above or recovery from any of the above).
Remedies: Title IX remedies are informal and case-specific actions that ensure students have equal access to educational opportunities. These remedies can include supportive measures,

preventions and bystander intervention programs, new security procedures, campus climate surveys and policy revisions.

Respondent: A Title IX respondent is a person who has been alleged to have violated our policy on sexual harassment, sexual assault, domestic violence, dating violence, or stalking. The respondent is the target of a formal complaint filed by another person, known as the complainant.

Retaliation and Peer Retaliation: Under Title IX, retaliation is defined as any action that interferes with a person's rights or privileges under the law, including intimidation, threats, coercion, and discrimination

Sexual Harassment: Unwelcome conduct based on sex that is so severe, pervasive, and objectively offensive that it denies a person equal access to an educational program or activity. This includes quid pro quo harassment (an employee conditioning benefits on unwelcome sexual conduct) and hostile environment harassment (creating an intimidating or offensive educational environment). Sexual violence, dating violence, domestic violence, and stalking are also considered forms of sexual harassment under Title IX.

Supportive Measures: Title IX supportive measures are non-punitive services that help students and employees impacted by sexual misconduct, discrimination, or harassment: Restore equal access to education, protect safety, and deter sexual misconduct.

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 sexual discrimination, harassment, and/or violence prohibited by Title IX and as outlined in this policy. For all other complaints, please consult the relevant policies in the Organization's Parent/Student Handbook, or Employee Handbook, as applicable.

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

Discrimination Based on Sex Prohibited

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

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

As used in this policy, sexual harassment is defined as harassment based on sex or conduct of a sexual nature, and includes harassment based on pregnancy, childbirth, breastfeeding, or related medical conditions, gender, gender identity or gender expression. It may include unwelcome sexual 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.

Discrimination Based on Pregnancy

The Organization will protect students, employees, and applicants from discrimination based on pregnancy, childbirth, termination of pregnancy, lactation, related medical conditions, or recovery, including by providing reasonable modifications for students, reasonable break time for employees for lactation, and a clean, private lactation space for both students and employees. Likewise, the Organization will not treat parents differently on the basis of sex.

The Organization will ensure that when a student (or a student's parent or other legal representative) informs the Organization of the student's pregnancy or related conditions, the Organization will provide that person with the Title IX Coordinator's contact information and inform that person that the Title IX Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to the education program or activity.

Once a student or the student's representative notifies the Title IX Coordinator, the Organization will:

- Inform the student of the Organization's obligations to students who are pregnant or experiencing pregnancy- related conditions and restrictions on Organization disclosure of personal information, as well as provide the Organization's notice of nondiscrimination.
- Provide the student with the option of individualized, reasonable modifications as needed to prevent discrimination and ensure equal access to the Organization's education program or activity.
- Allow the student a voluntary leave of absence for, at minimum, the medically necessary time period and reinstatement upon return.
- Ensure the student's access to a clean, private space for lactation.

The Organization will not require supporting documentation from a student unless doing so is necessary and reasonable. For example, the Organization will not require documentation when it has already been provided or relates to lactation needs; the need is obvious or one of various routine and simple modifications; or when modifications, leave, or other steps are available to students for non-pregnancy related reasons without submitting supporting documentation.

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.

Upon being notified of conduct that reasonably may constitute sex discrimination, the Compliance Coordinator will:

- Treat the complainant and respondent equitably.
- Offer and coordinate supportive measures, as appropriate, for the complainant or respondent.
- Notify the complainant, or if the complainant is unknown, the individual who reported the conduct, and the respondent of the grievance procedures and the informal resolution process, if available and appropriate.
- In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, make a fact-specific determination by considering, at a minimum, required factors, and determining whether the conduct as alleged presents an imminent and serious threat to the health or safety of a complainant or other person or prevents the Organization from ensuring equal access based on sex to its education program or activity such that the Title IX Coordinator may initiate a complaint.
- Take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the Organization's education program or activity, in addition to providing remedies to an individual complainant.

The Compliance Coordinator is also responsible for working with law enforcement regarding such complaints when necessary; and ensuring that complaints are resolved promptly and

appropriately to the extent possible. The Compliance Coordinator may delegate these duties to other Organization employees or external investigators, as necessary and in his or her sole discretion, to ensure the prompt and appropriate resolution of any complaint.

The Title IX Coordinator will also monitor for barriers to reporting information about conduct that reasonably may constitute sex discrimination and take steps reasonably calculated to address such barriers.

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 sexual discrimination or harassment should be directed to the School's Compliance Coordinator:

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

Reporting Complaint

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.

Any non-confidential employee is obligated to notify the Title IX Coordinator. (§ 106.44(c)(1)). (Please note that elementary Organization and secondary Organization employees may have additional obligations under Federal, State, or local law to report sexual misconduct.)

Any non-confidential employee who either has authority to take corrective action or has responsibility for administrative leadership, teaching, or advising is obligated to notify the Title IX Coordinator of any conduct that may constitute sex discrimination and provide or the contact information of the Title IX Coordinator to the appropriate individual.

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 sexual discrimination, harassment, and/or violence and identifies the complainant, respondent(s), and any witnesses to the alleged conduct.

Responding to A Complaint

The Organization will address all sex discrimination occurring under its education program or activity which includes conduct that is subject to the Organization's disciplinary authority.

When the Organization has knowledge of a complaint, the Organization will respond promptly and effectively, and the Coordinator will promptly contact the complainant and explain the process to file a formal complaint.

In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Title IX Coordinator may initiate a complaint only if the conduct presents an imminent and serious threat to someone's health or safety or prevents the Organization from ensuring equal access based on sex to its education program or activity.

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

General Guidelines

Throughout the process of reporting, the Organization will:

- Ensure fair treatment of all parties and unbiased Title IX personnel.
- Presume the respondent is not responsible until proven otherwise.
- Adhere to prompt timelines and privacy protections for parties and witnesses.
- Objectively evaluate relevant evidence, excluding impermissible items.
- Provide clear criteria for selecting applicable procedures and notify parties of allegations.
- Allow dismissal or consolidation of complaints under certain conditions, with appeals and supportive measures as needed.
- Ensure equal opportunities for parties to present and access relevant evidence.

- Assess credibility when disputed and apply the preponderance of evidence standard, unless another standard is consistently used.
- If discrimination is found, provide remedies for complainants, sanctions for responsible parties, and steps to prevent recurrence.

Step 1: Notice of Allegations

When the Organization receives a 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 prohibits 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 a reasonable amount of time 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 sexual discrimination, harassment, or violence within the scope of this policy, the Compliance Coordinator will forward the matter to the appropriate administrator to handle a review in accordance with applicable Organization policies and procedures.

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

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

If the complaint falls within the scope of this policy, the Compliance Coordinator will promptly after receipt of the complaint initiate an investigation within a reasonable amount of time.

The Compliance Coordinator may designate other Organization 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 Organization does not intend to rely in reaching a determination so that each party can meaningfully respond to the evidence prior to conclusion of the investigation.

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

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

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

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

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

At least 10 days prior to the time of determination regarding responsibility, the Investigator will send to each party and the party's advisor, if any, the investigative report in an electronic format

or a hard copy, for their review and written response. The Decision Maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.

Step 4: Making a Finding - Determination regarding Responsibility.

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

Step 5: Dismissal or Remedies.

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

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

Step 6: 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; (be) new evidence that was not reasonably available at the time the determination was made that could affect the outcome of the matter; or (c) the Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents that affected the outcome of the matter may submit a written appeal to the Compliance Coordinator within 10 days of receiving the final finding. Appeals shall be decided by the Appeal Decision Maker.

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

As to all appeals, the Organization will:

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

5. Issue a written decision describing the result of the appeal and the rationale for the result; and
6. Provide the written decision simultaneously to both parties.

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

Confidentiality

The Organization shall keep confidential the identity of any complainant or individual who has made a report or complaint of sex discrimination or harassment, any respondent or individual who has been reported to be the perpetrator of sex discrimination or harassment, and any witness, except as may be permitted by law. The Organization will not disclose personally identifiable information obtained in complying with Title IX, with limited exceptions.

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 the policy.

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

Retaliation is defined as intimidation, threats, coercion, or discrimination against any person by the Organization, a student, or an employee or other person authorized by the Organization to provide aid, benefit, or service under the Organization's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX or the regulations, or because the person has reported possible sex discrimination, made a sex-discrimination complaint, or

participated or refused to participate in any way in a Organization's Title IX process. Peer retaliation, which is defined as retaliation by one student against another student, is also 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.

Elite Academic School 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 student assembly 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 assembly, 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.

4. Students will have access to national resources which they can contact for additional support, such as:
    a. Suicide and Crisis Lifeline - dial 988
    b. The Trevor Lifeline – dial 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 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.

- 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.

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.

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

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

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

    Family Policy Compliance Office

    U.S. Department of Education

    400 Maryland Avenue, SW

    Washington, DC 20202

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

may disclose PII from the education records of a student without obtaining the prior written consent of the parents or the eligible student:

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

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

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

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

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

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

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

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

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

California Healthy Youth Act (CHYA) (AB 2601)

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

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

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.

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 Teacher of Record.

_____

Parent/Guardian Name (Please print)

_____ _____

Parent/Guardian Signature Date

_____

Student Name (Please print)

_____ _____

Student Signature Date