

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!

Table of Contents

Welcome to Elite Academic Academy.....	8
About Elite Academic Academy.....	8
Mission Statement.....	8
Vision.....	8
Charter Authorizers.....	8
Family Communication and Engagement.....	9
Communication.....	9
Contact Information.....	9
Parent Involvement.....	9
School Calendar.....	9
About Independent Study.....	10
Independent Study Overview.....	10
Independent Study Written Agreement.....	13
Elementary Parent Opt-Out Rights.....	13
Academic Program Overview.....	14
Teacher of Record and Content Teacher Roles.....	14
Satisfactory Academic Progress.....	14
Late Work Submission Policy.....	15
Academic and/or Attendance Concerns.....	15
Active Participation in Live Sessions.....	16
Academic Integrity.....	16
Examples of Plagiarism & Violation of Academic Integrity.....	16
Consequences for Violation of Academic Integrity.....	17
Student/Parent Grievance Procedure for Academic Integrity Violations.....	17
Tk-8th Grade Academic Program Overview.....	19
Transitional Kindergarten.....	19
Report Cards.....	19
Middle School Math and Language Credits Toward High School Requirements.....	20
Middle School Concurrent Enrollment.....	20
Additional Course Load Requests.....	21
Promotion Ceremonies for K, 5th, and 8th Grade.....	21
Grade Level Retention & Advancement/Acceleration.....	21
High School Academic Program Overview.....	26

Earning High School Credits.....	26
High School Course Selection & Progress Toward Graduation.....	26
Adding or Changing Courses High School Students.....	27
Course Extensions for High School Students.....	28
Additional Course Load Requests.....	29
Concurrent Enrollment, Dual-Enrollment, and Outside Coursework.....	29
Concurrent Enrollment at Community College.....	30
Community Service Hours for High School Elective Credits.....	33
Class Rank.....	34
Report Cards.....	34
Transcripts.....	36
High School Graduation.....	37
Elite Graduation Requirements.....	37
Alternative Graduation Policy.....	37
High School Graduate "with Honors".....	39
Graduation Ceremony.....	40
Ceremony Participation for Summer Graduates.....	40
Graduation Speakers.....	40
Regalia Adornments.....	40
Graduate Participation in "Senior" Activities.....	41
Academic Awards and Honors.....	42
Elementary Awards (TK-5th).....	42
Middle School Awards (6th - 8th).....	43
High School Awards (9th - 12th Grade).....	43
Portrait of a Learner Awards (6th - 12th Grade).....	43
The National Honor Society.....	44
The National Junior Honor Society.....	45
State and Local Assessments.....	47
State Standardized Testing.....	48
Elite Internal Assessments.....	51
Optional Assessments.....	55
Personalized Learning Opportunities.....	56
Student Clubs.....	56
Career Technical Education (CTE).....	56
Peak Performance Athletics.....	57
Field Trips.....	58

SOAR: Students Obtaining Advanced Resources.....	61
Student Support Services.....	65
School Counselors.....	65
Learning Lab Support Team.....	67
English Language Learners (EL) Support.....	68
Student Support Team (SST) Process.....	69
Special Education Services & 504 Accommodations.....	72
Students With Disabilities And Special Education.....	72
Students With Disabilities Under Section 504 Of The Rehabilitation Act.....	72
Child Find.....	73
Educational Funds.....	74
Educational Funding and Satisfactory Academic Progress.....	75
Educational Funding Allocations.....	79
Community Partners.....	88
Working with Enrichment Centers.....	89
Student Technology Use.....	91
Acceptable Use Policy.....	91
Elite-Issued Accounts.....	92
Student Profile Picture on Elite Applications.....	94
Responsible Use Expectations.....	95
Use of Artificial Intelligence (AI) Technology.....	95
Cyberbullying and Harassment.....	100
Flex Academy.....	105
Parent's Role.....	105
Teacher of Record's Role.....	106
Missed Meeting.....	107
Curriculum.....	107
Academic Areas of Study.....	107
Flex Acceleration Tools/Supports.....	108
Homeschool Academy.....	111
Parent's Role.....	111
Teacher of Record's Role.....	113
Learning Period Meetings.....	114
Work Submission Requirements.....	116
Homeschool Support.....	118
Transitional Kindergarten.....	118

K-8th Grade Academic Areas of Study.....	119
High School Coursework.....	119
Virtual Academy.....	122
Parent's Role.....	122
Teacher of Record's Role.....	123
Content Teacher's Role.....	123
Academic Progress.....	124
Online Courses.....	125
Course Catalog.....	125
Syllabus.....	125
Work Completion.....	125
Synchronous and Live Sessions.....	125
Study Hall.....	126
Course Announcements.....	126
Policies, Procedures, and Regulations.....	127
Camera On Policy.....	127
Residency Policy.....	128
Involuntary Disenrollment Policy.....	133
Title I, Part A Single-School LEA Parent and Family Engagement Policy.....	139
McKinney-Vento Information.....	144
Foster Youth Information.....	146
Suspension and Expulsion Policy.....	147
Student Freedom of Speech/ Expression Policy.....	166
Civility Policy.....	170
Parent Liability for Student Conduct.....	172
Youth Suicide Prevention Policy.....	173
Title IX Sexual Discrimination Policy And Grievance Process.....	190
Elite Academic School Procedures.....	205
Child Abuse Reporting.....	205
Suicide Prevention Procedures.....	205
Uniform Complaint Procedure.....	206
Regulations.....	209
California College Guidance Initiative (CCGI) and Data Sharing Notification.....	209
Title I Federal Funds.....	209
Family Educational Rights and Privacy Act.....	210
California Healthy Youth Act (CHYA) (AB 2601).....	213

**Student/Parent Handbook
Acknowledgement Form.....215**

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

Elementary Parent Opt-Out Rights

We respect the diverse values and beliefs of our families. For elementary grades, parents may request that their child be excused from specific instructional content that conflicts with their sincerely held religious beliefs. Teachers will provide advance notice when topics are planned that

may be of concern to some families. To initiate an opt-out request, please contact your child's Teacher of Record (TOR).

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

Letter Grade	Percent Grade	Grade Point
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	65-66	1.0
F	Below 65	0.0

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 SST meeting will take place within the first two weeks of enrollment as long as that enrollment is before October 31st. Enrollment after October 31st will lead to retention for the following school year.

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 Grades K,1,2,9,10 (or those not participating in CAASPP) are required to take the i-Ready Assessment in both Reading and Mathematics.
- K-2 students will participate in the Early Literacy Screener

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.

Summative ELPAC

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

Beginning in the 2025–2026 school year, all California schools will implement early literacy screenings for students in kindergarten through second grade, in alignment with California Education Code 53008. At Elite, we are committed to providing personalized learning experiences that meet each child where they are in their reading journey.

All K-2 students will be screened by their Teacher of Record (TOR) between September and November using a state-aligned screener designed to help educators better understand foundational reading development. The screener takes approximately 15 minutes to complete and is administered one-on-one by trained school staff. Students entering school after the initial screening window will be screened within 45 calendar days of enrollment.

The purpose of this screener is to identify early indicators that can guide targeted instruction and ensure students receive the support they need to grow as confident readers. Research shows that providing early support for a K-2 learner can make a huge difference in a child's reading success. Our goal is to provide timely and meaningful support so that every student builds a strong foundation in reading and thrives in their educational journey.

Families will receive a summary of results and any next steps, if needed, to further personalize instruction. Results will be shared with parents/guardians in a timely manner, no more than 45 calendar days after the screener is administered.

If a student's results indicate they may benefit from additional support in certain areas, it simply means that instruction can be adjusted to strengthen specific foundational skills. This support may include, among other services:

- Evidence-based literacy instruction focused on the student's specific needs
- Progress monitoring to track student growth over time
- Early intervention within the general education setting
- One-on-one or small group tutoring
- Further evaluation or diagnostic assessment
- Personalized reading activities and strategies provided by your Teacher of Record (TOR)

In addition, we are committed to partnering with families by providing training and resources for parents on how to best support their child's literacy development at home. Together, with guidance from the TOR and support from our instructional team, we can help every child become a confident and capable reader.

Parents/guardians who wish to opt their child out of the early literacy screening may do so by submitting a completed opt-out form no later than 15 calendar days before the administration of the screening instrument. Please contact your TOR to request the opt-out form if you choose this option.

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.

Progress Requirement for Field Trip Participation

Elite Academic Academy is committed to providing meaningful, enriching learning experiences for all students. The following expectations apply to all students enrolled in our programs. Students must be making satisfactory academic progress to attend field trips.

Participation in school-sponsored field trips, events, and enrichment activities is a privilege. To attend, students must:

- Be meeting satisfactory academic progress at the time of the event.
- Coursework submitted for the current learning period.
- Be in good standing with attendance and engagement expectations.

Students who are not meeting academic/engagement progress expectations may be required to remain with their instructional teacher to complete assignments or may be removed from the field trip roster until they are back on track.

Reinstatement of Eligibility

Once a student demonstrates renewed academic progress for the current learning period—as verified by their teacher of record—access to Educational Funds and field trip participation will be reinstated.

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.

Elite Volunteer Application

The safety and supervision of all students is a top priority at Elite Academic Academy. Any adult (18 or older) who wishes to chaperone an overnight or drop-off-only event (such as Prom or Level Up) must complete the Elite Volunteer Application. A current LiveScan and a TB test within the past four years are required for approval. LiveScan results may take 1 to 4 weeks to process and must be completed specifically for Elite; outside LiveScans are not accepted. Volunteers are responsible for all associated costs. To begin the process, contact the Field Trips Team at fieldtrips@eliteacademic.com.

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.

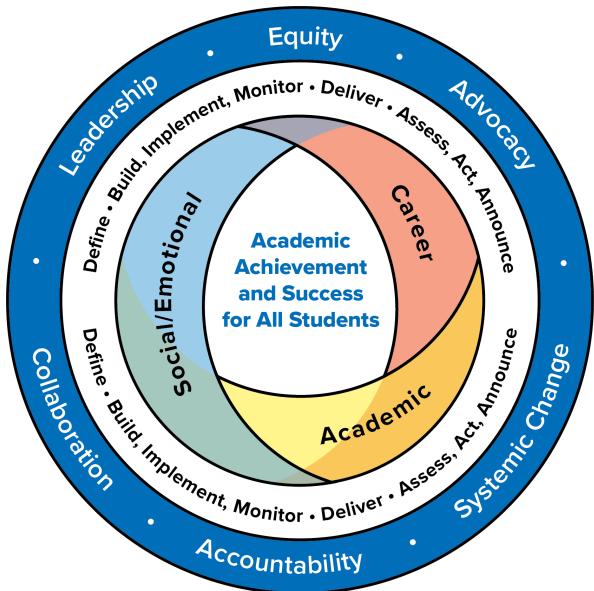
Student Support Services

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 SchoolAI, 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 behavior that creates an unpleasant, hostile, or intimidating environment, including conduct that may be based on a protected class or perceived bias.
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 they are 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. The Teacher of Record will consult with the Program Director as appropriate based on the nature of the incident. 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, proportions 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 in 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.

Involuntary Disenrollment Policy

Instruction – Policy 6115-EAA (Involuntary Disenrollment Only)

Elite Academic Academy (“Elite” or “EAA”) values each student’s success in the independent study environment. While our goal is to provide robust support to help every student thrive, there are limited circumstances in which the school may recommend involuntary disenrollment for non-disciplinary reasons. This policy outlines when involuntary disenrollment may be considered and the procedures that ensure fairness, due process, and compliance with federal and state law.

Independent study is a voluntary contract between the school and a student/parents/guardians. Each student’s written learning agreement sets forth the minimum performance and academic requirements expected of a student, the violation of which can lead to a determination that independent study is not an appropriate educational program for a student.

I. Definition of Involuntary Disenrollment

“Involuntary disenrollment” refers to a student being:

- Disenrolled
- Dismissed
- Transferred
- Withdrawn by school decision

This policy does not include suspensions or expulsions, which are handled separately under applicable disciplinary procedures.

II. Students with Disabilities

Students with IEPs or Section 504 Plans are subject to this policy; however:

- The Special Education Department will be notified immediately.
- Elite will comply with all state and federal laws, including IDEA and Section 504.
- Prior to disenrollment, an IEP or 504 team meeting may be held to determine whether:
 - The concerns prompting disenrollment are related to the student's disability
 - The IEP/504 requires modification
 - Additional assessment or supports are needed

If an assessment or team meeting is required, the disenrollment process may be paused until completion.

III. Grounds for Involuntary Disenrollment

Involuntary disenrollment may be recommended for violations of non-disciplinary policies, including:

- Violation of the participation and attendance requirements set forth in a student's written learning agreement
- Violation of the school's Academic Integrity Policy
- Violation of the school's Acceptable Technology Use Policy
- Violation of the school's Civility Policy
- Unsatisfactory Educational Progress Policy
- Any violation of the minimum academic and performance expectations set forth in a student's written learning agreement

Additionally, disenrollment may be recommended for non-disciplinary, lawful reasons such as:

- Failure to complete state-mandated assessments (e.g., CAASPP, ELPAC)
- Failure to provide necessary documentation for enrollment or attendance
- Failure to attend or respond to school communications within the first 10 school days or at any time in violation of a student's written learning agreement
- Repeated violations outlined in Elite's re-engagement process
- Excessive missed special education services

A student will only reach involuntary disenrollment consideration after the completion of Elite's re-engagement steps.

IV. Notice of Intent to Involuntarily Disenroll

Before any student is involuntarily disenrolled:

1. Written notice must be provided to the parent/guardian or student aged 18+.
2. Notice must be sent via registered mail.
3. Notice must be in the family's home language.
4. Notice must include:
 - The basis for the disenrollment
 - A summary of the review findings
 - The student's right to request a hearing
 - The earliest possible effective date (no sooner than five (5) school days from notice)

The student remains enrolled during this period.

V. Right to a Hearing

Parents/guardians or students aged 18+ have the right to request a hearing on or before the date noted in the disenrollment notice.

If a hearing is requested:

- A neutral hearing officer will be appointed by the CEO/designee.
- The hearing will occur within 30 calendar days of the request.
- The student will remain fully enrolled until a final decision is issued.

Hearing Notice

Families will receive written notification that includes:

- Date, time, and location of the hearing
- Identification of the neutral hearing officer
- A statement that EAA will present evidence and/or witnesses
- A statement that the student may also present evidence and call witnesses
- Right to bring an attorney or advocate
- Requirement to notify EAA if represented
- Requirement that the student (and parent/guardian if applicable) attend

If the family does not attend the hearing, the disenrollment will take effect on the hearing date.

VI. Hearing Procedures

During the hearing:

- EAA presents evidence supporting the recommended disenrollment.
- The student/family may present testimony, documents, or witnesses.
- Both sides may ask questions through the hearing officer.

Decision:

- The hearing officer issues a written decision within five (5) school days.
- The decision is final unless appealed to the Governing Board.

VII. Appeal to the Governing Board

Parents/guardians or students aged 18+ may file a written petition to the Governing Board within:

- Ten (10) calendar days of receiving the hearing officer's decision.

The Governing Board may, in closed session:

1. Deny the petition, upholding disenrollment; OR
2. Reverse the decision, resulting in re-enrollment.

The Governing Board's decision is final.

VIII. Final Disenrollment Actions

If the final decision is to disenroll:

- The effective disenrollment date will be stated in writing.
- The student's district of residence will be notified.
- Elite will maintain the decision and supporting documentation as a mandatory interim pupil record for three (3) years and transfer it to the next California public school upon request.

IX. Protection and Fairness

Elite is committed to ensuring that:

- No student is disenrolled for disciplinary reasons under this policy.
- No student is involuntarily disenrolled without full due process.

- Families receive clear communication, translation, and support throughout the process.
- Every opportunity for re-engagement and intervention is provided before disenrollment is considered.

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 may 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 Chief 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 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

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.

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

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 of 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 Academy 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”	“Committed suicide”
Or	Note: Use of the word “commit” can imply crime/sin.
“Took their own life”	
“Attempted suicide”	“Successful” or “Unsuccessful”

	<p>Note: There is no success, or lack of success, when dealing with suicide.</p>
--	---

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-partnership/s/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
School Counselor

Nicole Lively
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%20attempt%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

California College Guidance Initiative (CCGI) and Data Sharing Notification

In accordance with California Education Code Section 60900(f)(3)(A) and the Family Educational Rights and Privacy Act (FERPA) of 1974 (20 U.S.C. Sec. 1232g), Elite Academic Academy participates in the California College Guidance Initiative (CCGI) to support students' college and career readiness. Through this initiative, data from the California Longitudinal Pupil Achievement Data System (CALPADS) may be shared with the CCGI to provide students and families with enhanced access to college and career planning tools.

This data sharing allows:

1. Student Access and Planning

Pupils and their families receive direct access to online tools and resources via CaliforniaColleges.edu for college and career exploration, admissions planning, and financial aid guidance.

2. Information Transmission

Students can authorize information shared with CCGI to be transmitted to:

- Institutions of higher education for the purpose of admissions and academic placement.
- The California Student Aid Commission is to support the determination of eligibility for, and increased uptake of, student financial aid.

Elite Academic Academy's annual parent and student notifications are updated in compliance with these state and federal requirements. Parents or guardians seeking additional information about data privacy or wishing to review their student's educational records may contact the Academy's administration in accordance with FERPA guidelines.

References:

- [California Department of Education CCGI Notice \(April 2024\)](#)
- [California Education Code Section 60900\(f\)\(3\)\(A\)](#)
- [California Education Code Section 51229](#)

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