Elite Academic Academy - Lucerne

Please join my meeting from your computer, tablet or smartphone. Join Zoom Meeting https://eliteacademic.zoom.us/j/97566202696?pwd=R2daZzJSNnZPNUV3Nk83K0diZXJtUT09 Meeting ID: 975 6620 2696 Passcode: 920373

December 3rd, 2025 at 10:00 am

43414 Business Park Drive, Temecula, CA 92590

109 Don Carlos Way, Ojai, CA 93023

82955 Wheatley Ct Indio, CA 92201

43495 Palm Royale Dr., La Quinta, CA 92253

Elite Academic Academy - Board Meeting -Lucerne - December 3rd, 2025

Board Of Directors - Elite Academic Academy - Lucerne

Meeting Location

Any public vote will be done by roll call to ensure the public knows who is speaking and voting. Members of the public may easily observe the meeting and offer public comment using the following dial-in numbers and/or internet link:
Join Zoom Meeting https://eliteacademic.zoom.us/j/97566202696?pwd=R2daZzJSNnZPNUV3Nk83K0diZXJtUT09
Meeting ID: 975 6620 2696 Passcode: 920373

Time:

1.0 Call To Order

Roll Call:
Susan McDougal, Nicole Aguirre, Cecelia Cruz

2.0 Approve/Adopt the Agenda

Motion: Second:
Vote:

It is recommended the Board of Directors adopt as presented the agenda for the Board Meeting of December 3rd, 2025.

3.0 Public Comment -Closed Session

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

4.0 Adjourn to Closed Session

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

5.0 Closed Session

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

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

A. CEO Goals and Objectives

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

Time:

6.0 Pledge Of Allegiance

Led By: Chelsie Wright

Pledge of Allegiance

Pledge allegiance- United States of America (1).pdf

7.0 Open Session

8.0 Public Comment

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

9.0 General Functions

9.1 Informational Items

A. CEO Report

CEO Report Dec. 20252026.pdf

9.2 Consent Agenda

Motion: Second:
Vote:

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

A. Meeting Minutes from November 5th, 2025

EAA-LU 11.05.25.pdf

B. Warrant Register

WarrantRegisterLU_Dec_2526.pdf

C. New Instructional Materials Community Partners

Elite Academic Instructional Service Community Partner_November_2025 - VCI Community Partners.pdf

D. New Educational Materials Community Partners

Elite Academic Educational Materials Partner_November_2025.xlsx - EM Partners.pdf

E. Job Descriptions

JD - IT Support Technician (pending board approval).pdf

10.0 Personnel Services

10.1 Employee Contract Addendums

Motion: Second:
Vote:

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

25260003

11.0 Business Services

11.1 First Interim Report

Motion: Second:
Vote:

It is recommended that the board approve the following First Interim Report for Elite Academic Academy - Lucerne.

FY26_EAA_LU_First Interim_Board Report.pdf

FY26_EAA_LU_First Interim_Cash Graph.pdf

FY26_EAA_LU_First Interim_County Form.pdf

FY26_EAA_LU_First Interim_LCFF Calculator.pdf

11.2 Final Audit Report

Motion: Second: Vote:

It is recommended that the board approve the following Final Audit Report for Elite Academic Academy - Lucerne.

Elite Academic Academy - Lucerne 2025 audit governance letter draft 11.20.25.pdf

Elite Academic Academy - Lucerne Rpt 25 draft 11.20.25.pdf

Working Trial Balance - Published.xlsx

11.3 CA Services Grant Application

Motion: Second: Vote:

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

California Serves Grant Application 2025-26.pdf

CalServesProposedBudget_EliteAcademicAcademyLucerne.xlsx

CalServesTimeline_EliteAcademicAcademyLucerne.pdf

11.4 March 2026 Staff Professional Development Proposals

Motion: Second: Vote:

It is recommended that the board approve the following March 2026 Staff Professional Development Proposals for Elite Academic Academy - Lucerne.

March 2026 PD Proposal.pdf

11.5 Staff Report- Lucerne Valley- Charter Renewal

Motion: Second: Vote:

It is recommended that the board approve the following Staff Report- Lucerne Valley- Charter Renewal for Elite Academic Academy - Lucerne.

Renewal Staff Report-2025-11-24-fin.pdf

12.0 Educational Services/Policy Development

12.1 CA Legislative Update and SB 98 SAFE Act Plan

Motion: Second: Vote:

It is recommended that the board approve the following CA Legislative Update and SB 98 SAFE Act Plan for Elite Academic Academy - Lucerne.

EAA-LU 2025-New-Laws-Impacting-Schools with Acknowledgement.pdf

12.2 Special Education Handbook Update

Motion: Second: Vote:

It is recommended that the board approve the following Special Education Handbook Update for Elite Academic Academy - Lucerne.

25_26 SPED Handbook.pdf

12.3 Parent Student Handbook Policy Updates

Motion: Second: Vote:

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

Parent Student Handbook Update_ Progress Requirement for Field Trip Participation.pdf

Involuntary Disenrollment Policy.pdf

13.0 Report of Action Taken in Closed Session

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

14.0 Calendar

The next regularly scheduled board meeting is February 4th, 2026 , at 10:00 am.

15.0 Board Comments and Future Planning

Time:

16.0 Adjournment

Motion: Second:
Vote:

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

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


I pledge allegiance to the Flag
of the United States of America
and to the Republic for which it stands
one Nation
under God
indivisible
with liberty and justice for all.

ELITE ACADEMIC ACADEMY



CEO REPORT

DECEMBER 2025



California School DASHBOARD

I'm incredibly proud of our Cabinet Team for presenting our **Verified Data** to both Mountain Empire Unified and Lucerne Valley Unified last month as part of our **charter renewal process**—they represented Elite with excellence. Our **2025 CA School Dashboard** results further affirm the strength of our work: **EAA Lucerne increased 27.7 points in Math, 20.1 points in ELA, and 13% in College & Career, while EAA Mountain Empire maintained in ELA, increased 8.8 points in Math, and grew 22.9% in English Learner Progress.** These gains reflect intentional leadership, empowered teachers, and students who continue to thrive. I'm deeply impressed and grateful—Elite Academic Academy is rising, and we are just getting started. **#BeElite**

[redacted] THOMPSON



e shout-out to [redacted] for the incredible work she's led this year. She has kept major priorities moving—**from AP testing, Marzano Level 3 submission, and an SSCE grant, to building our Ethnic Studies curriculum and designing our Writing Initiative.** She's also supported SOAR and Homeschool with Canvas curriculum development and organized in-person, teacher trainings that unify our academies.

Thank you, [redacted] for raising the bar for all of us.

ESSENTIAL HIGHLIGHTS

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

HOME SCHOOL ACADEMY





Shout out to Elite Senior, **Sophia R.** for presenting Homeschool Updates!

ENROLLMENT: **961 STUDENTS**
ME: 544 | LU: 417

HOMESCHOOL CLASS HIGHLIGHT: CRAFTING WITH CAUSE



This engaging, weekly, hands-on **Eagle Explorers class,** taught by Ms. [redacted] **Marcon** and Ms. [redacted] **Chatton,** focuses on kindness, empathy, giving, and showing gratitude. The students get so excited about the crafts and can't wait to share who they plan to gift them to. Every session includes a hands-on craft along with a meaningful read-aloud that ties into our theme.

Our most recent session was titled **"You Rock – Positivity."** The students decorated their own positivity rocks and chose a word of hope or encouragement to paint on them. It was such a sweet and heartfelt activity, and their **creativity** really shone.

These students have been growing a **service mindset**, learning empathy, and creating meaningful change around them!

LEARNING PERIOD 2 MEETINGS!

Learning Period 2 meetings took place in November, where our teachers created personalized agendas for each family to celebrate progress, engage students with informal assessment games, and offer parents personalized support and partnership. In one meeting, **Mr. Neu explored the advanced needs of his 2nd-grade student as they worked to identify a math curriculum that would better challenge him.** In another Zoom room, [redacted] Shannon designed **personalized Jeopardy games** for each of her families, allowing them to review content and connect on a personal level playfully. The engagement between teachers and families was palpable, and the connection and support were built on the foundation of our Homeschool Academy's collaborative, relationship-driven approach.



HOMESCHOOL STAFF HIGHLIGHT: [redacted] NEU



Mr. Neu joined Elite in 2023 and brings an incredible depth [redacted]edge, teaching high school history and communication at the college level. He is a Swiss Army knife of expertise and passion, crafting uber-personalized learning plans that meet each homeschool student where they are, honoring their strengths, needs, interests, and future goals.

Mr. Neu is also writing and teaching SOAR Classes, **Virtual Enterprise,** and Middle School **Advanced Humanities**. He also designed and teaches his custom high school **Hybrid World History** course for homeschool students. On top of that, he serves as a **Model UN** moderator, guiding students in global thinking and real-world problem-solving.

[redacted] inspires students every day with his passion, curiosity, and commitment to high-quality learning. He is raising the bar of rigor and community across Elite, helping strengthen programs and build meaningful experiences for students.

Thank you, [redacted] for all you do!

FLEX ACADEMY





CRIME MYSTERY PARK DAY

We were thrilled to welcome over **50 families to our Crime Mystery Park Day**! It was incredible watching students use problem-solving, critical thinking, and detective skills to crack the case together. Families brought so much **enthusiasm and teamwork, making the day both fun and memorable.** A special shout-out to all of our teachers who participated and helped create such a positive experience. **We truly loved connecting as a community**, and we can't wait to see you at our next park day!



FLEX HOUSES: LIVESCHOOL REWARDS

Our Flex Middle School students have already earned an **impressive 6,515 points in the Flex House System!** Top point-earning behaviors include unmuting to participate, engaging in the chat, and joining polls or Nearpods—**students are truly active and involved.** Students can now redeem their points, and Ms. Radford even used a reward to enjoy a special lunch with a student's family. We appreciate teachers like her who go above and beyond to build strong connections. We're excited to see this momentum continue!



MIDDLE SCHOOL MEET-UPS: MOVIE MADNESS



Flex hosted a cozy movie matinee, bringing students together for *Elio*, popcorn, pizza, and connection. The atmosphere was warm and filled with laughter as students built community in relaxed setting. **Events like these strengthen relationships and support our middle school students.** We look forward to more gatherings and creating spaces where students can enjoy themselves and feel **a sense of belonging!** Special thanks to Ms. Radford, Mrs. Davis, and Ms. Zamora for making this event a success!



Shout outs to Sophia C. and Ashi S. for presenting our Flex Academy Update!

VIRTUAL ACADEMY



ENROLLMENT: 606 STUDENTS
ME: 230 | LU: 376

LP2 FAMILY CONFERENCES: STRONG PARTICIPATION & MEANINGFUL IMPACT

This year's LP2 Family Conferences generated **overwhelmingly positive feedback**. As teachers met with students and parents to review Beginning-of-Year iReady data and discuss upcoming Middle-of-Year diagnostics, families consistently shared **high praise for our program**, **strong appreciation for the teacher communication**, and **gratitude for the personalized support for their children receive.**

"Earth and Beyond live session is my child's favorite class because it is always engaging and enjoyable."

"Just want to say that the Elite staff is amazing and goes above and beyond. We are happy to be a part of this wonderful school!"

"I just want you to know that your program truly has impacted our fami in such wonderful and positive ways that we will be forever grateful."

Through the Virtual Parent Feedback Survey, we received **numerous shoutouts**, detailed compliments, and affirmations of the **relationships, responsivene** and **academic guidance** provided by **ALL of our TEACHERS**. Families emphasized feeling informed, supported, and confident in their child's progress.

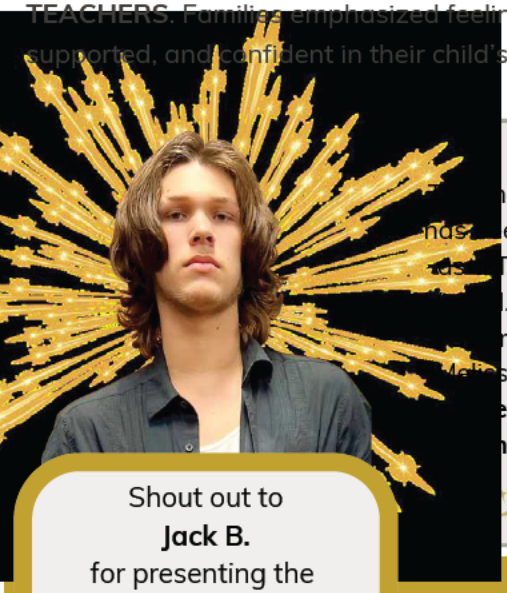
STUDENT SPOTLIGHT: EMMA & ELLA G.



We are thrilled to celebrate Ella and Emma G., who recently represented Elite with excellence at the **London Legacy Open 2025**. Competing against athletes from around the world, they earned a **silver medal in synchronized diving**, and **Ella also secured a bronze medal** in platform diving. Alongside their athletic success, both students remain committed, hardworking, and highly engaged in their virtual coursework.

With their sights set on the 2028 LA Olympics, Ella and Emma continue to demonstrate otional dedication and what t truly means to be Elite.

"Ella and Emma are exceptional students and athletes whose dedication shines in everything they do." - Mr. Walleen



Shout out to **Jack B.** for presenting the Virtual Academy

GREAT WORK, MS. FIGUEROA!

onth, it is our honor to recognize **Ms. Figueroa**. Melissa en with Elite for **five fantastic years,** previously serving TOR for Flex before making the successful transition to . She currently carries a full-time roster of students and manages to **provide multiple study halls each week.** sa consistently does a phenomenal job **supporting our nts who are struggling while also challenging those o need an extra push.** Thank you, Melissa, for your dedication and all that you do.

We appreciate you!

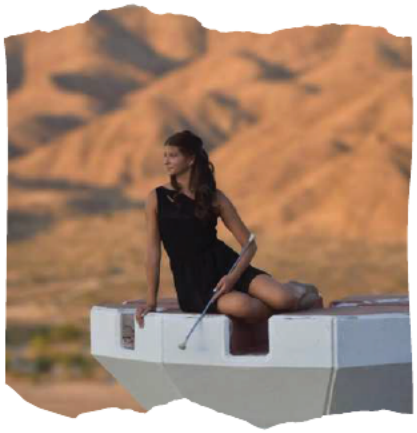


ACADEMIC INNOVATION & ATHLETICS



FACILITATING INNOVATIVE LEARNING EXPERIENCES & ENCOURAGING EXCELLENCE

ATHLETE OF EXCELLENCE

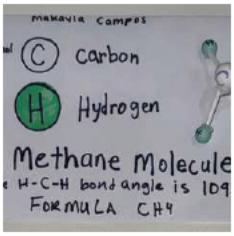


Virtual Academy's **Presley I.** is a **dedicated baton twirler and standout student.** Presley exemplifies **balance, resilience, and diligence** in all that she does. She sets a standard of excellence in the classroom and in her athletic discipline--we are proud she has chosen to **#BeElite!**

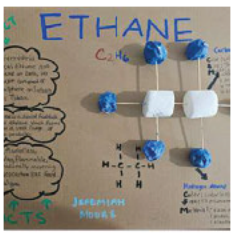
MOLECULAR MADNESS

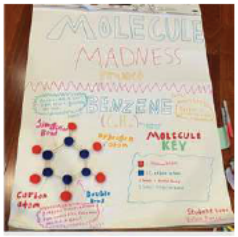
In this project, **Ms. Sawelenko's 7th-grade students** created a **3D model of a real molecule using materials from home**. Each model included a key showing the molecule's name, chemical formula, and what each atom represented. After building their models, students **researched the molecule** and wrote interesting facts about its **real-world importance**, where it is found, how it is used, or how it affects living things.

Student Projects: Victoria P., Makayla C., Milani A., Jeremiah M., and Alan K.











EXPERIENCING CELLULAR RESPIRATION

This past month, students in **Ms. Kinzy's Biology A** course completed a **hands-on cellular respiration lab** where they modeled anaerobic respiration using yeast and sugar. Throughout the process, they identified independent and dependent variables and **applied real-world scientific thinking, analyzing patterns, making predictions, and understanding how organisms produce energy**.

Student Projects: Paula B. and Vanessa E.



CAREER TECHNICAL EDUCATION



COLLEGE AND CAREER READINESS THROUGH DIGITAL MEDIA

STUDENT SKILL BUILDING



and communication skills, reviewing gameplay videos, breaking down tactics as a team, and applying that analysis to improve performance in competitive settings. Students are also working on leadership tasks within their teams, including role assignment, match preparation checklists, and reflection on the teamwork rubric that supports their growth in communication and collaboration.

CAREER READY LEARNING

Students are engaging with the career side of esports by exploring shoutcasting, game design theory, live event logistics, and digital content creation. This month, we highlight how students are learning industry-aligned soft skills such as **problem solving, sportsmanship, and project ownership,** which directly transfer to careers in **technology, media, and competitive gaming.**



INDUSTRY ENGAGEMENT SPOTLIGHT



This month we highlight Mr. Keeley, who recently presented at the Georgia Games Festival Esports Summit in Atlanta, Georgia—an event hosted by NASEF. His session, titled “Building an Elite Esports Culture,” showcased how our virtual model expands access for students who may not otherwise participate in traditional school-based programs.

His presentation focused on building inclusive teams, creating opportunities for students with diverse interests, and leveraging esports as a pathway into technology careers. Students have been discussing his key takeaways during class meetings and applying the themes of teamwork, resilience, and strategy to their current competitive season.

CURRICULUM
TK-12



MOTIVATED LEARNING . COMPLIANT & CLEAR . PURPOSEFUL COURSES

REACHING THE FINISH LINE

As LP2 wraps up, **teachers are using reflection projects and skill-based assessments to highlight student growth and deepen learning.** These projects ask students to reflect on progress, apply key skills, and demonstrate understanding in meaningful ways. Teams are also sharing strategies to support students who need an extra push to build momentum heading into the last LP of the semester.

MEETING EXPECTATIONS

Instructional minutes are now clearly included in weekly course schedules to meet new California state requirements. This update helps students and families understand time expectations for learning activities while maintaining the clarity and intentional structure that define Elite's course design. It also supports strategic pacing, planning, and accessibility across all subject areas.

DESIGNING WHAT'S NEXT



Elite's newest course writers are wrapping up their first semester of development, **with several courses launching this spring and others planned for Fall 2026–27.** Using our new Course Planning Template, they are designing learning experiences that reflect Elite's instructional priorities: the 6Cs, MADCS, SEL, transferable skills, and real-world application.

This year's new secondary courses span English, Math, Science, History–Social Science, PE, and Humanities, all created to support deeper learning and future-ready skills for students.

We're **already seeing increased collaboration across teams as a result of this work**, and we're excited to continue the momentum with even more teams joining the course development process in the months ahead.

SPECIAL EDUCATION & COUNSELING



School Counseling

Supporting the Whole Child: Academics, Career, & Social Emotional Learning

SPOTLIGHT ON COLLEGE & CAREER EXPLORATION

Over the past several weeks, we delivered six sessions focused on college and **career readiness** for our students. Upcoming graduates received guidance on **navigating college applications** and learned how to present their strongest, most authentic selves.



Middle school and high school students explored **career pathways**, practiced career-research skills, and learned about a wide range of industries and **future opportunities**.
We're so proud of our students for engaging, asking thoughtful questions, and taking meaningful steps toward their futures!

SPECIAL EDUCATION

Honoring the past. Impacting the present. Shaping the future.



131 IEP Meetings Held

22 Assessments Completed

3 Students Exited from SPED

The Special Education department has been actively **collaborating** on **effective instructional strategies** and exploring ways to **engage parents** in supporting consistent **skill practice** at home. In addition, we spent this past month **celebrating and honoring** one another, taking time to express **appreciation and gratitude as a team**.

ASSESSMENT DATA & MTSS



DRIVING STUDENT SUCCESS THROUGH INTENTIONAL, DATA INFORMED ACTION



Focus Topic: Approach Every Situation With Curiosity Rather Than Judgment

Quick Tip:
When a student seems disengaged, confused, or off track, pause and get curious. Ask questions like, *"What is going on for them?"* or *"What support could help them succeed today?"* Curiosity opens the door to understanding, connection, and more effective support.

Why It Matters:
It is easy to consider behaviors at face value, but judgment often closes conversations before they start. Curiosity helps us recognize patterns, uncover root causes, and build trust with students. This mindset supports all Elite learners by creating a culture grounded in empathy, openness, and proactive problem solving.

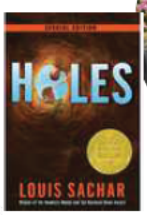
Action Step for the Week:
Choose one everyday situation; a late assignment, a quiet student, a student who missed their session and practice responding with curiosity. Ask a gentle, open ended question, gather information, and use what you learn to adjust support or expectations. Notice how this shift strengthens relationships and increases engagement.



Teacher Highlight: Kim Kriedeman
Kim exemplifies curiosity in action. As an English and Art Content Teacher, she takes time to learn what sparks each student's interest and uses that insight to personalize their learning journey. By asking thoughtful questions, exploring students' passions, and identifying key skills to prioritize, she creates meaningful, engaging experiences that help every learner grow. Kim's approach reminds us that when we lead with curiosity, we unlock new pathways for connection, creativity, and success. If you have not had a chance to collaborate with Kim I encourage you to do so.

Each week, our MTSS Monday Tip shares fresh ideas, actionable strategies, and spotlights a teacher who supports student success. Here is a recent example featuring Elite's English and Art Content Teacher, [redacted] Kriedeman.





HARD WORK PAYS OFF: ZACCAI'S READING SUCCESS STORY



Zaccai's growth as a reader is a powerful example of what can happen when student determination meets dedicated instructional support. When he first began working with Mrs. Burhans last year, he was multiple grade levels below in reading; however, through consistent coaching, targeted skill development, and his own incredible work ethic, **Zaccai made remarkable gains—rising two full grade levels and achieving an extraordinary 289% annual stretch growth, far exceeding expectations.** This year, his enthusiasm for reading continues to shine; he even brought Holes on vacation so he wouldn't miss a session with Mrs. Burhans, engaging in thoughtful predictions and rich discussions that show just how far he's come. With his perseverance and Mrs. Burhans ongoing guidance, we are excited to see how much more progress he will make as his love for reading continues to grow.

ASSESSMENT DEPARTMENT



[redacted] Manes
ELA Coach
EL Lab Facilitator
Coordinated and tested and communicated with our Initial ELPAC families. She personalizes the experience for each student and takes time to know what works best for them.

UCSF | Multitudes

K-2 Reading Screener
424 students screened

The K-2 Reading Leads, [redacted] Fleming and [redacted] Madero have assisted teachers in learning to administer the screener as well as how to interpret and use the results to support students.

With their leadership programs have been put in place to support students who were identified as "Needing Support".



November Newsletter
Focused on making sure the beginning-of-the-year data is used to set goals, identify support and/or gaps.

This is year were are going to be more intentional about celebrating growth (progress toward proficiency) and not just achievement levels.

CAC
California Assessment Conference

The Academy Assessment leads ([redacted] Zamora, [redacted] Curtis, [redacted] Mortensen, [redacted] Osmond) and [redacted] Mason were given the opportunity to attend the conference hosted in Riverside.

We were able to gain valuble insight into how to set goals based on data and strategies to continue our positive momentum of student growth.

Thank you Admin team for your support.

COMMUNITY RELATIONS & MARKETING/ COMMUNICATIONS



COMMUNITY RELATIONS



CURRENT ELITE COMMUNITY PARTNERS:
314 VCI / 211 EMR
PROCESSED PRE-APPROVED SERVICES:
350+
INVENTORY/CURRICULUM ITEMS SHIPPED:
2,800+



The CP team has been working hard to review and process both new and returning community partners for the upcoming school year. **With over 314 community partners already activated/reactivated, the CP team will continue to work with vendors to complete all of their paperwork.** We are working to get new and existing partners to join us for our upcoming school events. Looking forward to our partners, families, and staff coming together to build long-lasting relationships! **The shipping/inventory team has packed and shipped over 2,800 boxes and envelopes - Student Enrichment Boxes, All School Musical Prizes, CTE ID Requests, Library Requests and much more!** A special shout out to the **academy directors** for their support in sorting curriculum our department received. We couldn't have done it without you!!

MARKETING AND COMMUNICATIONS UPDATE



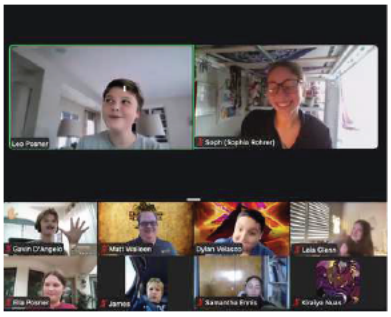
In November, our **Marketing and Communications** team launched the first **Community Partners Newsletter** to strengthen engagement and encourage partners to submit spotlight requests. These spotlights allow Elite to feature our amazing partners through newsletters, social media, and other platforms. The debut issue was a huge success—**over 30 Community Partners** responded and shared spotlight submissions! Our next edition is scheduled to go out during the **first week of December**.

Our **social media presence** continues to thrive thanks to outstanding student spotlights, field trip highlights, and engaging content. Over the past month alone, our Instagram posts and reels reached **80K** views and our follower count grew to **4.3K**, with **58 new followers** discovering Elite through our inspiring content.

ELITE CLUBS



DUNGEONS & DRAGONS

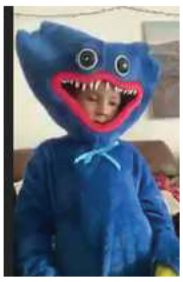




At D and D Club, students are having a lot of fun interacting with each other every week and developing those relationships and friendships along the way. This month, we have been learning different types of characters within the Dungeons and Dragons world. We are hoping to have everyone create their own personalized character and begin our long-awaited main campaign led by our wonderful dungeon master, Leo P.

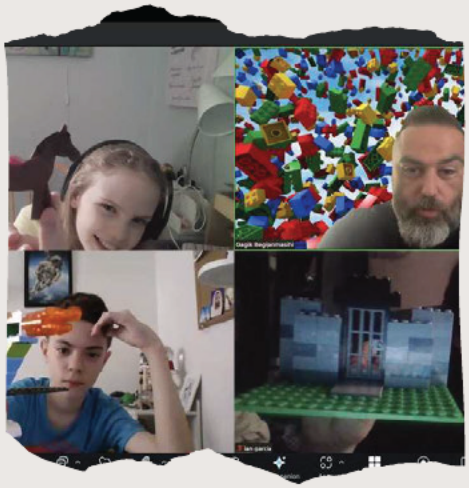
Fall Festival Fun!

Our **Fall Festival** was such a fun and memorable event. Students came together to celebrate the season and enjoy a variety of activities that brought everyone's creativity and excitement to life. They played a themed game, learned how to draw an adorable fox-mallow, and showed off their personality and imagination in our amazing costume contest. The energy was high, the smiles were big, and the school spirit was stronger than ever. Congratulations to all of our winners—you really stood out!





LEGO CLUB



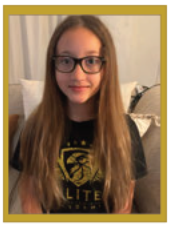
In **Lego Club,** students focus on a different theme each month, and this month's theme is Medieval Fantasy! Think magic, dragons, and epic quests. Each student creates a custom build based on the theme, and then they meet to share and talk about their creations. Mr. Begijanmasihi the club advisor, then asks follow-up questions so they can explain what inspired their design! It is amazing to see their imagination and storytelling come to life.

ELITE SOAR



SOAR EXCELLENCE IN ACTION: ADVANCED LEARNING, STEM DISCOVERY, AND CREATIVE ARTS

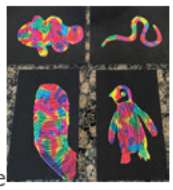
ADELE RAISES THE BAR FOR MIDDLE SCHOOL EXCELLENCE



Adele has continued to redefine what **academic excellence** looks like in middle school, completing **every IXL ELA skill through 12th grade** and now producing writing that demonstrates true **college-level depth, precision, and craftsmanship.** Her strong performance on the **AP-style Writing Survey**, combined with **mastery in both IXL and Quill**, reflects not only her advanced skill set but also her creativity, discipline, and relentless drive to grow. Already the author of one book, Adele is now drafting her **second as her official Passion Project**, blending imaginative storytelling with sophisticated analysis that consistently impresses teachers and inspires her peers. Her mastery of advanced skills and her dedication to meaningful, self-directed learning showcase exactly what the heart of the **SOAR Advanced Honors program represents: curiosity, creativity, and a commitment to lifelong learning**. We cannot wait to see where her talent takes her next.



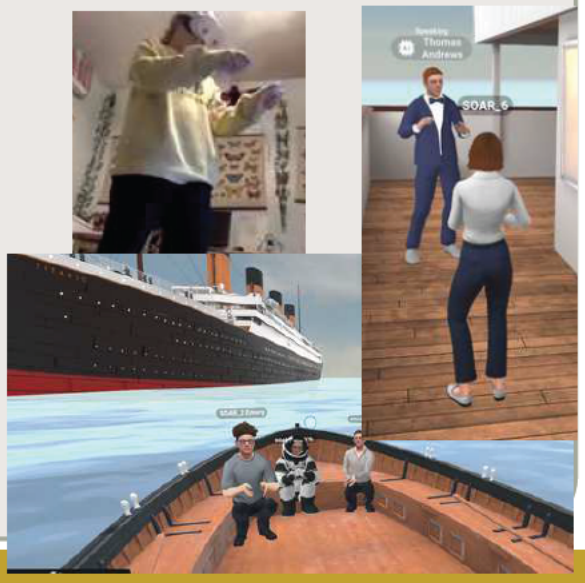
SOAR STUDIO 2D EXPLORING THE PAST, CREATING THE FUTURE



During our **SOAR Studio 2D Intensive**, students in grades 4–8 immersed themselves in a **hands-on, future-focused art journey** inspired by our Back to the Future theme. Over five weeks, students explored **how historical art techniques influence modern creative expression**, moving through three major mediums: **Zentangle pattern design, scratchboard illustration**, and **charcoal drawing.** Each session invited students to **study artistic foundations, share their progress,** and **apply new techniques** to self-directed final projects. From **mindful line work to dramatic charcoal landscapes,** students developed **confidence, creativity, and technical skill** while producing ginal 2D artworks that reflected both personal style and rical influence. This intensive celebration **explores,** **sses,** and the power of seeing how **art from the past ontinues to shape the artists of the future.**

STUDENTS ANALYZE THE TITANIC: DESIGN FLAWS, MISSED WARNINGS, AND NEW SOLUTIONS

Students participating in the Titanic VR Immersive Experience engaged in a powerful blend of history, **STEM analysis, and real-world problem solving**, emerging with thoughtful conclusions about what went wrong and how the disaster could have been prevented. Through virtual exploration of the ship's design and interviews with AI-powered historical figures, students identified key engineering failures, **including rivets that were too weak to withstand freezing temperatures, a double-bottom hull that offered no protection against a side impact, and communication systems that prioritized first-class passengers**, causing iceberg warnings to be delayed or missed altogether. They also recognized human-factor pressures, such as the push to be the fastest ship, which may have influenced the captain's decision to continue full speed ahead despite known hazards. Students then applied STEM thinking to propose modernized redesigns, offering ideas like **improved drainage systems, mechanisms to level water across lower compartments to prevent early tilting, insulated protective hull layers, and stabilizing side structures that could help balance a damaged vessel.** They also reflected on policy decisions, such as reducing lifeboats to preserve first-class views, as avoidable mistakes, noting that **equitable safety planning must override aesthetics.** Overall, students walked away not only with a deep understanding of history but with clear examples of how **engineering, communication, and decision-making intersect to shape real-world outcomes.**



OPERATIONS
HUMAN RESOURCES
& BUSINESS DEPT



CONDUCTING INTERNAL AUDITS THROUGHOUT THE YEAR NOT ONLY HELPS US PREVENT COSTLY AUDIT FINDINGS, BUT ALSO ALLOWS US TO REFINE OUR TRAINING METHODS AND ENSURE OUR TEACHERS HAVE THE TOOLS AND SUPPORT NECESSARY TO MAINTAIN FULL COMPLIANCE.

OPERATIONS

Our Admissions team continues to actively support families interested in joining the Elite Academic Academy community and is working to fill available enrollment slots across all three academies.

The **Operations team remains focused on completing all required beginning-of-year state reporting. Our annual Immunization Report has been finalized and submitted, and GPA data for all 12th-grade students has been successfully uploaded into the Cal Grant system. Next on the reporting timeline are CALPADS Fall 1 and Attendance P1 submissions.**

The Compliance team has completed the first internal audit cycle of the year and is now analyzing the collected data to identify potential retraining needs. Conducting internal audits throughout the year not only helps us prevent costly audit findings but also allows us to refine our training methods and ensure our teachers have the tools and support necessary to maintain full compliance.

HUMAN RESOURCES

Human Resources has successfully concluded the **employee portion of open enrollment for all Elite staff and will now update our systems with the new elections.** As we approach year-end, our department remains focused on finalizing operational wrap-up tasks within the HR system and implementing key processes and procedures to support a seamless transition into 2026.



BUSINESS DEPARTMENT

The Finance department is deep into the First Interim Reporting process, collating and analyzing financial performance data from Q1, FY 25.26, and revising the operational budget to align with enrollment actuals from P1. This process has thus far been exceptionally successful, **suggesting an 8% net growth for Elite Academic Academy, positive net incomes, a steady increase to fund balances and a projection for positive fiscal certifications for the coming year.**



Elite Academic Academy - Lucerne

Please join my meeting from your computer, tablet or smartphone. Join Zoom Meeting https://eliteacademic.zoom.us/j/97566202696?pwd=R2daZzJSNnZPNUV3Nk83K0diZXJtUT09 Meeting ID: 975 6620 2696 Passcode: 920373

November 5th, 2025 at 10:00 am

43414 Business Park Drive, Temecula, CA 92590

109 Don Carlos Way, Ojai, CA 93023

82955 Wheatley Ct Indio, CA 92201

43495 Palm Royale Dr., La Quinta, CA 92253

Elite Academic Academy - Board Meeting -Lucerne - November 5th, 2025

Board Of Directors - Elite Academic Academy - Lucerne

Meeting Location

Any public vote will be done by roll call to ensure the public knows who is speaking and voting. Members of the public may easily observe the meeting and offer public comment using the following dial-in numbers and/or internet link:
Join Zoom Meeting https://eliteacademic.zoom.us/j/97566202696?pwd=R2daZzJSNnZPNUV3Nk83K0diZXJtUT09
Meeting ID: 975 6620 2696 Passcode: 920373

Time: 10:01 am

1.0 Call To Order

Roll Call:
Susan McDougal, Nicole Aguirre, Cecelia Cruz

Present	Not Present	Present

2.0 Approve/Adopt the Agenda

It is recommended the Board of Directors adopt as presented the agenda for the Board Meeting of November 5th, 2025.

Susan	Cece

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

3.0 Public Comment -Closed Session

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

4.0 Adjourn to Closed Session

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

5.0 Closed Session

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

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

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

Time: 10:02 am

6.0 Pledge Of Allegiance

Led By: Lupe Rodriguez

7.0 Open Session

8.0 Public Comment

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

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

9.0 General Functions

9.1 Informational Items

A. CEO Report

CEO Report Nov. 20252026.pdf

B. CAASPP Overview

EAA-LucerneCAASPPOfficialResults24-25.pdf

9.2 Consent Agenda

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

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

A. Meeting Minutes from October 1st, 2025 and October 3rd, 2025

EAA-LU 10.01.25.pdf

EAA-LU 10.03.25 Special Meeting.pdf

B. Warrant Register

WarrantRegisterLU_Nov_2526.pdf

C. New Instructional Materials Community Partners

Elite Academic Instructional Service Community Partner_October_2025 - VCI Community Partners.pdf

D. New Educational Materials Community Partners

Elite Academic Educational Materials Partner_October_2025.xlsx - EM Partners.pdf

10.0 Personnel Services

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

10.1 Employee Contract Addendums

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

Employee Addendums.pdf

11.0 Business Services

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

11.1 Curriculum Associates Proposal

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

Curriculum Associates Quote.pdf

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

11.2 CA Services Grant Application

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

California Serves Grant Intent to Apply - Lucerne 2025.pdf

12.0 Educational Services/Policy Development

Cece Susan

12.1 Administrative Credential Program MOU's

It is recommended that the board approve the following Administrative Credential Program MOU's for Elite Academic Academy - Lucerne.

0058 MOU.pdf

0352 BTLMOU.pdf

0009 PASC MOU.pdf

0130 MOU.pdf

0361 MOU.pdf

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

Cece Susan

12.2 EAA Parent Student Handbook Policy Update

It is recommended that the board approve the following EAA Parent Student Handbook Policy Update for Elite Academic Academy - Lucerne.

PS Handbook Update California College Guidance Initiative (CCGI) and Data Sharing Notification (October 2025)_.pdf

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

Cece Susan

12.3 National University MOU

It is recommended that the board approve the following National University MOU for Elite Academic Academy - Lucerne.

Elite Academic Academy-Lucerne Unpaid Student Teaching_Practicum 36675 Oct 28 2025.docx

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

13.0 Report of Action Taken in Closed Session

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

14.0 Calendar

The next regularly scheduled board meeting is December 3rd, 2025, at 10:00 am.

15.0 Board Comments and Future Planning

Cece Susan

Time: 10:49 am

16.0 Adjournment

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

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

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

Staff Present:
Ashlea Kirkland-Haynes
Gena A
Lupe R
Laura S
Mia B
Preston S
Tracy H
Jen E
Karen M
Crystal C
Kris M
Catherine H
Chelsie W

Stef C.
Cooper M (student)
Jessica Y
Jeannelle R
Jaclyn T
Evan J
Adam W
Ashly S
Sarah S
Alli W
Teresa S
Misty C
Monique W
Chris W

Regina R
EAA Offices
Antonette S

Elite Academic Academy - Lucerne

Date	Vendor Name	Account Name	Ref Number	Amount
10/2/2025	eFax	Phone / Internet / Website Fees	'7879	$10.00
10/3/2025	Your Wild Books	Approved Core Curriculum, Teacher M	'7879	$157.76
10/3/2025	Crush Publishing	Approved Core Curriculum, Teacher M	'7879	$15.42
10/3/2025	Night Zookeeper	Approved Core Curriculum, Teacher M	'7879	$121.19
10/4/2025	Adobe	Technology Services & Software - Educ	'7879	$594.74
10/4/2025	Fullerton Coll	Approved Core Curriculum, Teacher M	'7879	$40.93
10/6/2025	Adobe	Technology Services & Software - Educ	'7879	$30.76
10/7/2025	Adobe	Technology Services & Software - Educ	'7879	$15.38
10/8/2025	Instacart	Parent & Staff meeting food & supplie	'7879	$373.63
10/15/2025	Glass Doctor of Murrietta	Repairs & Minor Site Improvements	'7879	$337.00
10/16/2025	Circle K	Travel, Lodging & Meals	'7879	$100.70
10/17/2025	Carl's Jr.	Travel, Lodging & Meals	'7879	$66.86
10/18/2025	Mailchimp	Marketing	'2905	$119.00
10/20/2025	Mailchimp	Marketing	'2905	$19.00
10/23/2025	eFax	Phone / Internet / Website Fees	'7879	$18.99
10/24/2025	Colincooper	Educational Services	'2905	$8,080.00
10/28/2025	Enterprise Holdings	Travel, Lodging & Meals	'7879	$493.73
10/30/2025	Sarah Shannon	Educational Services	042	$2,737.80
10/30/2025	Sensesll.com	Approved Core Curriculum, Teacher M	'7879	$7.95
10/31/2025	3P Learning Inc	Approved Core Curriculum, Teacher M	INV-US-26054	$121.05
10/31/2025	3P Learning Inc	Approved Core Curriculum, Teacher M	INV-US-26084	$117.30
10/31/2025	All About Learning Press, Inc.	Approved Core Curriculum, Teacher M	939271	$182.30
10/31/2025	All About Learning Press, Inc.	Approved Core Curriculum, Teacher M	939531	$232.60
10/31/2025	All About Learning Press, Inc.	Approved Core Curriculum, Teacher M	939270	$236.68
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1GXY-4KHW-D3F6	$6.84
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1NDR-3T9N-9XW1	$9.87
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1YK1-17H4-FFG7	$17.28
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1T6G-GDYJ-HKG3	$78.19
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1NRM-RDWC-CMJG	$57.95
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1JQC-G33D-39JJ	$22.20
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1GKG-X9VN-C6CP	$24.97
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1KC9-WLN9-J7H3	$6.84
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1JQL-QXD4-GTY1	$12.94

Warrant Register: October 30, 2025 - November 18, 2025, October Credit Card Charges

Elite Academic Academy - Lucerne

10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	13FY-VCQT-17G9	$18.30
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1JWC-QLPC-Q4M6	$79.24
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1C1H-CJK4-DQPM	$7.96
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1J6C-LN4M-DWRL	$53.83
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1FWF-RMKN-N671	$15.16
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1KPH-7KP4-3TDY	$17.34
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1F7Q-M4T9-DGQ4	$65.62
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1XVL-3GN9-7CTP	$17.05
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	17HG-3DDF-7MLD	$24.02
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	14X9-C4WK-C3P3	$16.37
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	14RH-DJ77-CLP1	$69.45
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1PKQ-CL3J-CLFD	$12.06
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1WFF-7W6L-YC3V	$16.74
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1MJW-KXKV-FKWV	$123.59
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1JDC-NDMX-CJFG	$184.41
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1P61-N7GG-DLCW	$10.76
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1Q1W-QLXX-CVJG	$15.75
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1MN6-PYHY-JD3M	$31.95
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	13PC-VLNY-LMWF	$26.38
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1YK1-17H4-MQDH	$14.09
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1VDY-M9VT-WN46	$14.09
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1Q6K-NTNT-NYK4	$6.16
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1LDD-36DQ-4DYP	$18.26
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	16MP-H1TW-HJXK	$34.38
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1P61-N7GG-1KQL	$13.59
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1LKX-LPJH-NVK9	$52.07
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	13WD-CHF9-7YHY	$19.10
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1FXM-3PJ3-9N3G	$33.50
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1FHF-T9QK-MDJD	$7.36
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1XJ4-RYV4-HLP3	$10.86
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1TLH-FGYP-14NN	$31.65
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1FQT-JNFC-4XLR	$24.97
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1C7N-Q1X6-6WTM	$17.05
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1QPV-76G7-DKYP	$15.37

Elite Academic Academy - Lucerne

10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1PTK-VNLD-YRV3	$20.00
10/31/2025	Ambassador Media Group, LLC	Approved Core Curriculum, Teacher M	11536	$49,000.00
10/31/2025	Ambassador Media Group, LLC	Approved Core Curriculum, Teacher M	11536	$49,000.00
10/31/2025	Ambassador Media Group, LLC	Approved Core Curriculum, Teacher M	11536	$21,166.67
10/31/2025	Art of Problem Solving	Approved Core Curriculum, Teacher M	INV2378524	$180.96
10/31/2025	BookShark, LLC	Approved Core Curriculum, Teacher M	BI0066869	$281.12
10/31/2025	BookShark, LLC	Approved Core Curriculum, Teacher M	BI0066693	$5.80
10/31/2025	BookShark, LLC	Approved Core Curriculum, Teacher M	BI0067103	$286.32
10/31/2025	Bright Thinker, Inc.	Approved Core Curriculum, Teacher M	SINV16843	$295.00
10/31/2025	Dash Into Learning	Approved Core Curriculum, Teacher M	59240	$35.21
10/31/2025	Dash Into Learning	Approved Core Curriculum, Teacher M	59371	$35.21
10/31/2025	Demme Learning LLC	Approved Core Curriculum, Teacher M	S016087	$90.43
10/31/2025	EREFLECT INC	Approved Core Curriculum, Teacher M	221007-1539	$67.00
10/31/2025	Essentials in Writing	Approved Core Curriculum, Teacher M	077500	$137.05
10/31/2025	Harbor and Sprout	Approved Core Curriculum, Teacher M	254762	$294.57
10/31/2025	History Unboxed LLC	Approved Core Curriculum, Teacher M	WC-301668HU	$177.47
10/31/2025	History Unboxed LLC	Approved Core Curriculum, Teacher M	WC-301670HU	$203.94
10/31/2025	History Unboxed LLC	Approved Core Curriculum, Teacher M	WC-301669HU	$244.55
10/31/2025	Lit League LLC	Approved Core Curriculum, Teacher M	12142	$108.90
10/31/2025	Logic of English	Approved Core Curriculum, Teacher M	SI-265458	$60.07
10/31/2025	Logic of English	Approved Core Curriculum, Teacher M	SI-265739	$352.90
10/31/2025	McGraw-Hill School Education Holdings,	Approved Core Curriculum, Teacher M	1.38692E+11	$201.40
10/31/2025	Miaplaza, Inc.	Approved Core Curriculum, Teacher M	7966	$126.00
10/31/2025	Mimeo.com Inc	Approved Core Curriculum, Teacher M	2116913	$389.51
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher M	5348535	$84.09
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher M	5340712	$118.62
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher M	5348528	$20.82
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher M	5348532	$36.04
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher M	5287171	$239.62
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher M	5348527	$115.71
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher M	5359581	$123.11
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher M	5348531	$215.71
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher M	5354281	$41.50
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher M	5340704	$24.58

Elite Academic Academy - Lucerne

10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher M	5322431	$571.72
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher M	5350849	$55.30
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher M	5348529	$43.60
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher M	5354329	$14.23
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher M	5351044	$22.18
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher M	5340733	$114.08
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher M	5351047	$244.71
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher M	5322434	$188.81
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher M	5348533	$24.19
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher M	5325840	$190.73
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher M	5348530	$43.60
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher M	5329019	$20.44
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher M	5340695	$24.02
10/31/2025	Singapore Math Inc.	Approved Core Curriculum, Teacher M	S403005	$37.06
10/31/2025	Studies Weekly	Approved Core Curriculum, Teacher M	552075	$49.33
10/31/2025	Studies Weekly	Approved Core Curriculum, Teacher M	551987	$96.87
10/31/2025	Studies Weekly	Approved Core Curriculum, Teacher M	551988	$97.77
10/31/2025	TalkBox Mom	Approved Core Curriculum, Teacher M	1639211	$96.98
10/31/2025	Teacher Synergy LLC	Approved Core Curriculum, Teacher M	315712835	$5.75
10/31/2025	Teacher Synergy LLC	Approved Core Curriculum, Teacher M	315139014	$4.75
10/31/2025	Teacher Synergy LLC	Approved Core Curriculum, Teacher M	315614631	$50.00
10/31/2025	Teaching Textbooks, LLC	Approved Core Curriculum, Teacher M	67269	$102.23
10/31/2025	Teaching Textbooks, LLC	Approved Core Curriculum, Teacher M	67119	$77.58
10/31/2025	The Regents of the University of Californ	Approved Core Curriculum, Teacher M	361461	$399.00
10/31/2025	The Regents of the University of Californ	Approved Core Curriculum, Teacher M	358186	$399.00
10/31/2025	The Regents of the University of Californ	Approved Core Curriculum, Teacher M	366852	$399.00
10/31/2025	Thinkwell Corporation	Approved Core Curriculum, Teacher M	209048	$299.92
10/31/2025	Well Trained Mind Press	Approved Core Curriculum, Teacher M	INV2303231	$64.21
10/31/2025	De Lage Landen Financial Services, Inc.	Copier Lease, Service, Toner & Repair	592666323	$3.50
10/31/2025	De Lage Landen Financial Services, Inc.	Copier Lease, Service, Toner & Repair	592666342	$4.05
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MWJ-QVXH-7MKN	$46.53
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JQC-G33D-7MT6	$21.46
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JFL-QQRL-JRRW	$17.39
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FDP-TJTH-C6HV	$6.24

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10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19HH-WTQJ-NHPY	$4.02
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1QCC-4YR6-9VN9	$122.84
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1YYG-1KRT-WL3J	$24.56
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11NT-N41T-96RP	$47.66
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11W7-CMQC-CKWJ	$16.28
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JY3-WY7Q-HYTF	$23.85
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GM3-9MTG-CCC6	$33.29
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GH6-W7CN-QHPF	$70.62
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LDG-FVTF-HMJQ	$75.88
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MWJ-QVXH-FL66	$87.93
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13K3-7D9V-6J9W	$89.60
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13FR-V96J-4J1D	$36.80
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FDP-TJTH-6VNX	$8.31
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11W7-CMQC-1HW3	$12.98
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13CJ-3616-GR9R	$33.76
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1X6T-LN9D-TFC6	$56.35
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1Q1K-4KF6-DDVR	$21.75
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DGN-FJDX-DMTX	$295.44
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GH6-W7CN-WJKD	$46.05
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LWJ-19LV-99DV	$21.46
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1P3X-XCWT-FWX9	$18.48
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GVF-KHFR-JFVR	$21.88
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	177X-CFPJ-H1Y6	$10.95
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WFF-7W6L-CTCF	$113.73
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1Y7L-LJDK-HJ36	$32.39
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	139V-FTX6-WHPP	$72.83
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GM3-9MTG-TN33	$13.83
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RQC-HDDM-3PHP	$37.78
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GH6-W7CN-X93H	$140.65
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DNC-74V6-C7L6	$20.65
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RDL-MPXX-D1KV	$24.99
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13CJ-3616-F3FD	$8.83
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11W7-CMQC-7VHC	$45.56
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1Y4C-1RFR-HRCG	$21.66

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10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KQN-MHF3-7ML3	$14.35
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LRD-1TKP-MM71	$17.39
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LDD-36DQ-XFPK	$59.39
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JWC-QLPC-73KJ	$31.29
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WWT-GJKG-F36Y	$79.14
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1J3L-3HF6-JLFK	$30.30
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DGN-FJDX-HNWJ	$81.32
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11YJ-V9F6-D3QT	$7.56
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19V9-NLPF-TFWM	$52.26
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1C6T-LVQG-7LFG	$124.70
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1N9F-XQFH-HTRT	$1.49
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1P61-N7GG-DWK1	$22.08
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11PQ-HKVN-9PWG	$16.88
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	193X-PXLK-W97L	$6.45
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	141P-MMFJ-G34G	$1.50
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13F1-TLY7-4TJ6	$20.47
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1D9G-FYYP-9MMJ	$528.81
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RHM-VGRL-L4KH	$7.42
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19HH-WTQJ-N9HQ	$24.90
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1QCX-9X16-CVJ7	$27.94
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WQT-NY1D-JJ1Y	$20.65
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GKV-JKPX-HD7M	$36.71
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MVF-VXPY-6KXT	$205.54
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JQT-93G6-J3PN	$122.60
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1XX1-TD46-96GQ	$13.58
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LKX-LPJH-GW6K	$9.78
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MYG-DH4Q-Q1F4	$146.91
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11NT-N41T-FNCY	$10.51
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WMM-HXLJ-RFNV	$9.77
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1Q1W-QLXX-WIRD	$51.46
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1CP4-THFK-3NP1	$36.84
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1TGJ-NNWP-QYL4	$95.13
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1J9F-WLWF-CXYY	$7.60
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LDD-36DQ-9CGP	$34.12

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10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NV4-9HGP-44WD	$17.04
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LD6-Y4MD-FMPM	$82.64
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1C4W-4QKL-CG73	$32.10
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FWF-RMKN-N671	$15.75
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1G1P-NHD9-GHRR	$86.91
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PKT-J11P-CGQM	$21.75
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16CJ-M4NY-DPWF	$51.47
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1CGH-FXKC-7HRH	$31.29
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KQN-MHF3-FJRH	$6.14
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	193X-PXLK-GKFY	$21.75
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11W7-CMQC-4KP9	$21.46
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1N64-4GGY-GYK3	$89.56
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1114-R44T-VR6N	$73.35
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1QCC-4YR6-66DT	$31.29
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HTK-7FNV-J4NG	$21.46
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1XLK-T7RL-YLFH	$92.99
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RHM-VGRL-7KPJ	$9.59
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JQC-G33D-96J9	$18.79
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JR7-J3HN-7P3F	$17.60
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1114-R44T-KCK1	$89.62
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PKT-J11P-DHX3	$7.56
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1C7N-Q1X6-DD93	$43.33
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MD9-CHRQ-7RQX	$100.14
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HYN-KXV9-7QCM	$32.68
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1YFG-CF4D-FLP6	$7.57
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	136D-1LMW-CW67	$21.75
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	167Q-NM3G-1PPJ	$30.72
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	144T-WW9J-D17K	$35.97
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HJJ-R6F7-HWRJ	$81.59
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LKX-LPJH-Q9HW	$41.33
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	17CF-3DNL-XK67	$17.91
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WV4-YVGY-FCTD	$83.90
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1P3X-XCWT-XK61	$66.65
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WMM-HXLJ-63XV	$6.83

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10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PTK-VNLD-6DKW	$21.66
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WQT-NY1D-G7RW	$21.46
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1YK1-17H4-HVM3	$54.61
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1V7M-7GF1-HJ97	$36.80
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1J9F-WLWF-1YTR	$83.13
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14FC-JW7P-1CY1	$189.44
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1W9H-M4WH-CDW9	$12.22
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VDY-M9VT-YDFT	$32.19
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1TGJ-NNWP-6N9F	$15.61
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	167Q-NM3G-3HX6	$30.44
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1V3G-G6JG-HM16	$48.41
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1N3X-WTFC-DFX4	$111.18
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LR4-3NJJ-HJXM	$8.08
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FWF-RMKN-77M3	$29.25
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JWC-QLPC-3QFH	$15.64
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RYT-X6DM-VFM4	$19.14
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JHY-Y4CT-DXKW	$17.23
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1J3L-3HF6-HJRT	$44.29
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1N64-4GGY-HF6G	$39.74
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PQG-JQDJ-JPGK	$22.63
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13GQ-TP31-4CR7	$32.12
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1G14-X4LL-NN3X	$22.28
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1114-R44T-7CYT	$32.49
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GG9-P3C6-VJTV	$17.21
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PKQ-CL3J-CCL6	$7.53
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WYK-H3RQ-GW4R	$7.53
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1R7W-QKK6-G4QN	$45.86
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1QJX-HTW1-9DDR	$30.72
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1XJ4-RYV4-H9WY	$80.93
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	136Y-9WLH-CGDJ	$93.73
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MJW-KXKV-CYN3	$39.45
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KLC-C1GY-74N9	$70.03
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WFK-TYWL-HN6F	$96.63
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1Q1W-QLXX-CVJG	$17.07

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10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1YYL-C1M9-F1LV	$8.15
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11PQ-HKVN-FGK7	$21.75
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11MR-J9D6-9YW3	$30.99
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WWT-GJKG-QGVG	$6.51
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RY3-GRWK-6QLG	$31.00
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1CK9-XYDK-G4D7	$74.06
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WMM-HXLJ-9LJ6	$18.08
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GYW-HLY1-3XLF	$41.06
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1R41-RDMC-9XMC	$6.51
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11YG-MQLX-LL3Y	$7.32
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DNC-74V6-9THW	$8.16
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NKY-NL3G-6KHK	$31.29
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1TK3-YT1C-1MLH	$46.32
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JWC-QLPC-1RXC	$31.00
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VDY-M9VT-DTFP	$82.58
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	191P-P3HQ-FNH3	$184.86
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1J6C-LN4M-CTYD	$24.99
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MDH-K6TK-1PDW	$17.91
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1R7N-DMGC-K6MR	$4.67
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1XLM-39CC-7T19	$69.32
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13P4-39M3-KC3M	$30.95
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1H7X-TGM9-KPGJ	$97.84
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	193X-PXLK-D69R	$21.75
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1V3P-LX4Y-6PDR	$46.16
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VNN-GN4R-371Q	$20.46
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PC6-CD64-JWQF	$33.72
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1YHH-PTK7-CVNT	$37.35
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RX6-RQLW-R7DQ	$31.00
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LDD-36DQ-1D6L	$73.84
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FWF-RMKN-H39J	$16.30
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1P61-N7GG-1KQL	$5.94
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WGY-FFDG-YL3W	$193.61
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1V9H-9NPN-FPRH	$4.47
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MVF-VXPY-7QN4	$119.05

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10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13CJ-3616-CVL9	$21.75
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VNN-GN4R-F7QP	$17.67
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1QWK-XLHC-6RQ3	$36.22
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1V64-1DWR-46NH	$45.48
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FXM-3PJ3-9N3G	$49.89
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1CG9-TPDM-CGKH	$21.75
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	139V-FTX6-VDXG	$72.71
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MVF-VXPY-V6VW	$74.67
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11M3-PC31-C7N4	$11.84
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WFF-7W6L-3KKK	$21.66
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1N64-4GGY-HJXN	$23.28
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JR7-J3HN-3FQL	$94.61
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1F19-MW4G-39FW	$40.28
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PYH-R4V1-FHP7	$1.50
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LJT-3NCT-CXHK	$24.99
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1TLH-FGYP-14NN	$93.48
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1XKW-6QXT-Y7DV	$122.99
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16CJ-M4NY-J6QW	$16.22
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MT9-LVH6-DL3J	$21.75
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1QCX-9X16-FX3R	$26.09
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FN4-MJPL-G4NM	$49.34
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1Y4C-1RFR-63CP	$189.53
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1Q1W-QLXX-KPDF	$43.92
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13F1-TLY7-MQDK	$87.16
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RX6-RQLW-QXR4	$8.69
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1V64-1DWR-CWC6	$19.56
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1K6D-3J6D-F19T	$200.84
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JYX-W7PH-DDY4	$19.38
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MPN-VCW7-NF9J	$18.08
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VJT-99VH-D3HC	$32.39
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1R7N-DMGC-NKKD	$6.49
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KKV-PVMD-74MD	$23.22
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1N64-4GGY-FVRR	$71.05
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KKV-PVMD-FPD1	$210.44

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10/31/2025	CrunchLabs LLC	Core Teaching/Student Supplies	SHOP22652837911	$361.51
10/31/2025	KiwiCo, Inc.	Core Teaching/Student Supplies	KE-B269EF4710022556	$305.47
10/31/2025	KiwiCo, Inc.	Core Teaching/Student Supplies	KE-3CAAFCFA10062541	$88.90
10/31/2025	Lakeshore Learning Materials	Core Teaching/Student Supplies	92162832	$34.17
10/31/2025	Lego Education	Core Teaching/Student Supplies	1190687391	$355.52
10/31/2025	ASTEME Learning Center	Educational Services	7012259022	$1,600.00
10/31/2025	Access Athle-Demics LLC	Educational Services	058	$2,500.00
10/31/2025	Access Athle-Demics LLC	Educational Services	053	$49,000.00
10/31/2025	Access Athle-Demics LLC	Educational Services	053	$42,800.40
10/31/2025	Adventure With Wildflowers	Educational Services	7012257731	$102.00
10/31/2025	Alyssa Allison	Educational Services	ALL100725	$152.00
10/31/2025	Amazing Athletes of Inland Empire	Educational Services	7012259008	$101.50
10/31/2025	Ambassador Media Group, LLC	Educational Services	11534	$48,294.93
10/31/2025	And All That Jazz! Performing Arts Cente	Educational Services	7012259015	$360.00
10/31/2025	Bernice Trujillo	Educational Services	TRU100225	$205.00
10/31/2025	British Swim School of Fontana-Eastvale	Educational Services	7012259027	$239.00
10/31/2025	Buzzy Mae Music Academy	Educational Services	7012264964	$620.00
10/31/2025	Cheryl McCormick	Educational Services	047	$2,016.00
10/31/2025	Create with Erika	Educational Services	7012261582	$1,800.00
10/31/2025	D.D. & S Learning Systems Inc.	Educational Services	7012264982	$620.00
10/31/2025	D.D. & S Learning Systems Inc.	Educational Services	7012264981	$310.00
10/31/2025	DECA Inc.	Educational Services	199232M	$250.00
10/31/2025	David Barnes	Educational Services	7012251763	$120.00
10/31/2025	Elite Spirit Cheer	Educational Services	106	$49,000.00
10/31/2025	Elite Spirit Cheer	Educational Services	106	$3,143.49
10/31/2025	Fashion Camp-Create.Design.Sew.	Educational Services	7012259032	$115.00
10/31/2025	Fusion Performing Dance Academy	Educational Services	7012254499	$156.00
10/31/2025	Home School Coaches	Educational Services	7012254507	$477.25
10/31/2025	Kristen Lansdale	Educational Services	7012254516	$640.00
10/31/2025	Lovely Ignacio	Educational Services	IGN100725	$170.00
10/31/2025	Melissa J. Diwa Enterprises	Educational Services	7012264949	$364.00
10/31/2025	Melissa J. Diwa Enterprises	Educational Services	7012259026	$499.00
10/31/2025	Moonridge School of Dance	Educational Services	7012264968	$60.00
10/31/2025	My Learning Studio	Educational Services	7012251809	$292.52

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10/31/2025	Nate & Alice Music Studio	Educational Services	7012264972	$200.00
10/31/2025	Renee Garcia	Educational Services	GAR100225	$24.99
10/31/2025	Resilient Boxing & Fitness	Educational Services	7012254528	$100.00
10/31/2025	STEM Center USA	Educational Services	7012264980	$220.00
10/31/2025	SoCal Game Changers	Educational Services	7012259057	$600.00
10/31/2025	Sports Saints	Educational Services	7012259058	$450.00
10/31/2025	Temecula Music Academy	Educational Services	7012254532	$90.00
10/31/2025	Temecula Music Teacher, LLC	Educational Services	7012254534	$742.00
10/31/2025	Travis Jourdain	Educational Services	JOU100725	$125.00
10/31/2025	Universal Martial Arts Centers, Inc.	Educational Services	7012261635	$300.00
10/31/2025	West Coast Krav Maga (Murrieta)	Educational Services	7012261637	$388.00
10/31/2025	Wild Wind Ranch	Educational Services	7012259064	$480.00
10/31/2025	YouSchool, Inc.	Educational Services	999-999-2203	$3,750.00
10/31/2025	Certifix Live Scan	Fingerprinting	109555	$57.50
10/31/2025	Baseline Print, LLC	Marketing	12604	$5,690.00
10/31/2025	Strongmind, Inc	Marketing	INVSM3488	$7,994.38
10/31/2025	Amazon Capital Services, Inc.	Materials & Supplies - Office	14CQ-4WGR-7HTT	$128.67
10/31/2025	Monique Waithe	Postage & Delivery - Business	WAI101625	$430.43
10/31/2025	Uline	Postage & Delivery - Educational	198801367	$330.67
10/31/2025	CubeSmart	Rent - Facilities Lease	715741	$237.00
10/31/2025	Specialized Therapy Services, Inc.	Special Education Services	ELAA01-0925	$1,159.30
10/31/2025	National Center for Competency Testing	Student Assessments	158311	$174.82
10/31/2025	Amazon Capital Services, Inc.	Technology Equipment - Staff	1XLM-39CC-FJYC	$325.70
10/31/2025	Bluum USA, Inc	Technology Services & Software - Educ	1066639	$3,100.00
10/31/2025	TeamViewer	Technology Services & Software - Educ	R04134880	$2,007.60
10/31/2025	AdriAnna House	Travel, Lodging & Meals	HOU101625	$27.00
10/31/2025	Amrit Kaur	Travel, Lodging & Meals	KAU101725	$54.00
10/31/2025	Ariana Olmos	Travel, Lodging & Meals	OLM101625	$27.00
10/31/2025	Caryn Magin	Travel, Lodging & Meals	MAG101625	$54.00
10/31/2025	Chloe Frisby	Travel, Lodging & Meals	FRI101725	$27.00
10/31/2025	Christina Kinzy	Travel, Lodging & Meals	KIN101625	$48.85
10/31/2025	Derik Nelson	Travel, Lodging & Meals	NEL101725	$54.00
10/31/2025	Diana Basaldu	Travel, Lodging & Meals	BAS101625	$54.00
10/31/2025	Diana Mieux	Travel, Lodging & Meals	MEI101625	$47.42

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10/31/2025	Elisabeth Thompson	Travel, Lodging & Meals	THO101625	$54.00
10/31/2025	Erik Gifford	Travel, Lodging & Meals	GIF101625	$54.00
10/31/2025	Jeffrey Neu	Travel, Lodging & Meals	NEU101625	$53.50
10/31/2025	Maria Mack	Travel, Lodging & Meals	MAC101725	$54.00
10/31/2025	Monique Waithe	Travel, Lodging & Meals	WAI101625	$27.00
10/31/2025	Noelle Escalera	Travel, Lodging & Meals	ESC102025	$50.42
10/31/2025	RACHEL CAMARILLO	Travel, Lodging & Meals	CAM101725	$54.00
10/31/2025	Regina Rivero	Travel, Lodging & Meals	RIV101625	$40.99
10/31/2025	Sara Zitney	Travel, Lodging & Meals	ZIT101625	$23.60
10/31/2025	Sarah Barkan	Travel, Lodging & Meals	BAR101725	$54.00
10/31/2025	Shannon Nguyen	Travel, Lodging & Meals	NGU101725	$27.00
10/31/2025	Tami Viveros	Travel, Lodging & Meals	VIV101625	$54.00
10/31/2025	Teresa Fleming	Travel, Lodging & Meals	FLE102025	$54.00
10/31/2025	Southern California Edison	Utilities - Gas/Electric/Water	011NovSCE2025LU	$148.74
10/31/2025	Tasty Tales Cooking	Approved Core Curriculum, Teacher M	'7879	$35.00
10/31/2025	Tasty Tales Cooking	Approved Core Curriculum, Teacher M	'7879	$35.00
10/31/2025	Wordsmith Eu	Approved Core Curriculum, Teacher M	'7879	$34.68
10/31/2025	FedEx	Postage & Delivery - Educational	'7879	$53.15
11/3/2025	Anthem Blue Cross	Health Insurance	0202510918445	$54,807.67
11/3/2025	Guardian	Health Insurance	011Nov2025	$8,405.08
11/3/2025	Kaiser Foundation Health Plan	Health Insurance	4.83938E+11	$32,445.08
11/3/2025	Nexelm LLC	Rent - Facilities Lease	ELM203_110125	$2,558.60
11/3/2025	Monday.com Ltd	Technology Services & Software - Busi	INV01250025478	$41,625.50
11/5/2025	Bagger Sports	Marketing	6931	$2,691.26
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1YV9-NY4J-3YVK	$10.86
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1FP6-1RY3-C3NM	$24.49
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1NN9-1J93-4T11	$13.93
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	14NC-YT1C-679L	$11.04
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	17FN-9VD4-WNM1	$39.10
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	13F3-YYRT-FNQC	$7.79
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1VM7-74NN-3CRM	$65.43
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1DHQ-XKWG-6WKJ	$67.30
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1J3D-XVY1-4Q1N	$8.70
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	19QF-WKDX-J6HF	$34.94

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11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	191P-P3HQ-XQ1M	$21.48
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1NNJ-MTVG-KTNH	$94.83
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1DRN-XPMC-3L4R	$28.70
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1HHF-MMGN-GF6X	$6.00
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1LVR-D3KF-DJTF	$16.30
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1VRK-VHDP-6HGF	$175.03
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1JKM-3XW1-3JXQ	$26.65
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	13VV-XXWW-GR76	$16.85
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1X1M-TG1W-7L6K	$17.92
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1RCF-NJY3-3C3C	$7.79
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1HWD-J6NN-61GL	$7.60
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1C6D-R9MH-6HQQ	$7.39
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1K39-K1T1-DDT3	$16.74
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	13Y9-VLRJ-W1T6	$26.29
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1M9M-HDKV-K7PV	$5.70
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	13D4-G1DV-HMNH	$6.00
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1FFP-PDX7-CTDR	$14.25
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1PDQ-M9LV-LPQH	$15.45
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1M76-JJJT-KPFK	$27.01
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1V9M-Y97M-FCHF	$6.73
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1XVP-TWCD-NRHL	$16.26
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1MTT-4CTL-KX3G	$33.11
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	191P-P3HQ-P3NJ	$7.60
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	11YJ -V9F6-XJR1	$42.30
11/6/2025	Art of Problem Solving	Approved Core Curriculum, Teacher M	INV2388870	$44.29
11/6/2025	Blackbird & Company	Approved Core Curriculum, Teacher M	24031	$691.61
11/6/2025	BookShark, LLC	Approved Core Curriculum, Teacher M	BI0067421	$288.28
11/6/2025	BookShark, LLC	Approved Core Curriculum, Teacher M	BI0067396	$289.31
11/6/2025	Bright Thinker, Inc.	Approved Core Curriculum, Teacher M	SINV16992	$287.67
11/6/2025	Bright Thinker, Inc.	Approved Core Curriculum, Teacher M	SINV16993	$143.83
11/6/2025	Bright Thinker, Inc.	Approved Core Curriculum, Teacher M	SINV17004	$287.67
11/6/2025	Crush Publishing, Inc.	Approved Core Curriculum, Teacher M	1424	$36.12
11/6/2025	Dash Into Learning	Approved Core Curriculum, Teacher M	59445	$242.95
11/6/2025	Essentials in Writing	Approved Core Curriculum, Teacher M	466958	$137.05

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11/6/2025	Home Science Tools	Approved Core Curriculum, Teacher M	000709798	$342.65
11/6/2025	Miaplaza, Inc.	Approved Core Curriculum, Teacher M	8052	$144.00
11/6/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher M	5359720	$192.74
11/6/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher M	5361478	$44.52
11/6/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher M	5371357	$72.17
11/6/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher M	5366774	$22.31
11/6/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher M	5286740	$216.25
11/6/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher M	5354303	$35.52
11/6/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher M	5367805	$41.65
11/6/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher M	5363908	$40.58
11/6/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher M	5371356	$45.24
11/6/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher M	5361477	$26.01
11/6/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher M	5354311	$81.74
11/6/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher M	5366776	$24.50
11/6/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher M	5366775	$62.09
11/6/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher M	5367806	$24.58
11/6/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher M	5350848	$29.20
11/6/2025	Silicon Valley High School, Inc	Approved Core Curriculum, Teacher M	51-4808	$125.00
11/6/2025	Silicon Valley High School, Inc	Approved Core Curriculum, Teacher M	51-4812	$125.00
11/6/2025	Singapore Math Inc.	Approved Core Curriculum, Teacher M	S404042	$193.40
11/6/2025	Singapore Math Inc.	Approved Core Curriculum, Teacher M	S404885	$588.88
11/6/2025	Singapore Math Inc.	Approved Core Curriculum, Teacher M	S404304	$73.74
11/6/2025	Singapore Math Inc.	Approved Core Curriculum, Teacher M	S405562	$127.76
11/6/2025	Studies Weekly	Approved Core Curriculum, Teacher M	552529	$97.77
11/6/2025	Studies Weekly	Approved Core Curriculum, Teacher M	552414	$48.43
11/6/2025	Studies Weekly	Approved Core Curriculum, Teacher M	552155	$48.43
11/6/2025	Studies Weekly	Approved Core Curriculum, Teacher M	552509	$49.67
11/6/2025	Studies Weekly	Approved Core Curriculum, Teacher M	552416	$48.43
11/6/2025	Studies Weekly	Approved Core Curriculum, Teacher M	552370	$49.33
11/6/2025	Teacher Synergy LLC	Approved Core Curriculum, Teacher M	315910980	$20.00
11/6/2025	Teacher Synergy LLC	Approved Core Curriculum, Teacher M	316225634	$98.25
11/6/2025	Teacher Synergy LLC	Approved Core Curriculum, Teacher M	316364834	$6.75
11/6/2025	Teacher Synergy LLC	Approved Core Curriculum, Teacher M	316224298	$9.45
11/6/2025	Teacher Synergy LLC	Approved Core Curriculum, Teacher M	315853801	$3.75

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11/6/2025	Teacher Synergy LLC	Approved Core Curriculum, Teacher M	316501758	$18.20
11/6/2025	Teacher Synergy LLC	Approved Core Curriculum, Teacher M	316375630	$3.00
11/6/2025	The Great Courses	Approved Core Curriculum, Teacher M	SINV00777261	$244.95
11/6/2025	The Great Courses	Approved Core Curriculum, Teacher M	SINV00777249	$204.96
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16J3-9GCJ-Y19T	$62.74
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1CV7-LVNM-MWY1	$20.65
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	164X-L3W7-Y16J	$9.23
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1TPX-J6WY-7T3X	$13.39
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1G3Y-7Y93-XXY4	$9.15
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VDX-PV9C-CP3L	$173.44
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	17F9-NKPX-LYKR	$121.77
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11K4-XJG3-F6G9	$1.82
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WXD-X17N-Y73X	$9.15
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1C1K-769C-LMYJ	$42.67
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	191P-P3HQ-YGCF	$116.18
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1T37-4Y6Q-1QWG	$15.57
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13D4-G1DV-GV6D	$9.23
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FP6-1RY3-C3NM	$272.89
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LNY-L4MJ-1Q4J	$194.66
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LHJ-NHTN-HNJV	$9.32
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MNP-9VND-QJV1	$16.30
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KM1-Y6JN-XDKJ	$9.23
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LVR-D3KF-Q79Y	$69.04
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1XTL-G71H-YDTQ	$141.65
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VDX-PV9C-4DTQ	$107.65
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LY4-PDN6-1GQK	$17.78
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14KR-W9C1-CLTY	$17.41
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1F63-4HND-XRC4	$13.01
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1L1N-73JX-6HMR	$16.03
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NN9-1J93-4T11	$88.59
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JRR-PRVC-GD16	$9.23
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	117Q-J7L9-4KJY	$30.98
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NC3-Q7N6-YRLY	$71.38
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NC3-Q7N6-R4MY	$39.32

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11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1C1K-769C-CQ7M	$25.85
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LD6-Y4MD-MKGR	$10.87
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1YHL-C144-146M	$10.77
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1K1J-LGCK-647W	$61.72
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14WC-PF7D-77DJ	$27.18
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VKQ-HDR9-9FF6	$10.42
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PYH-R4V1-XDQ1	$9.38
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PG6-4WFK-RT4R	$31.96
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HFL-VYLL-DMLR	$9.15
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VDX-PV9C-3WPJ	$92.52
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1V61-374K-77N9	$42.75
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1R6K-NFH1-NCVT	$46.67
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HLQ-9JNJ-Y77P	$86.83
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RJD-P1HY-VFNL	$265.45
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LHJ-NHTN-3H4L	$120.03
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16JP-XVG9-GJHM	$32.27
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1YGJ-NFXF-DRVY	$81.31
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1K1R-34TT-6HHP	$41.24
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14MF-MXYH-JJFV	$79.46
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JDG-LWN7-XY63	$46.29
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14K4-9C6H-L9Y7	$98.44
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JQY-J4JC-Y9T7	$9.15
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1M76-JJJT-7P1W	$10.67
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JQK-PKDH-NQGY	$67.20
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14RD-PQCX-QRYH	$54.13
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DHQ-XKWG-6WKJ	$147.22
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13CH-9GKQ-KQG1	$79.88
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1K3L-KCWN-NF96	$103.85
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11MF-WRGC-VYYD	$9.23
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KWH-HN1R-6C6F	$106.82
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19QF-WKDX-J6HF	$19.99
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NY9-NGP7-KNGM	$141.36
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NJ1-T4DJ-HCMH	$10.32
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1XHP-TDCL-LP7K	$14.00

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11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1ML6-MGT6-JJKH	$16.07
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1CRW-6G3T-PH6T	$33.70
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HTF-DR74-W73V	$20.65
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16F3-RC7P-7LYL	$90.27
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NNJ-MTVG-KTNH	$83.09
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1C3Q-LYGF-YLL7	$194.38
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1YCR-GLFG-PRKD	$132.73
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NNR-PTPL-YLV3	$10.60
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1G3G-YNRN-3NR7	$76.57
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LDK-RJTF-CYTF	$98.15
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LDK-RJTF-1NJW	$15.98
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NX9-HPML-R6TR	$21.55
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1CNQ-C6QN-L63Q	$37.78
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1V9M-Y97M-VX93	$11.92
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19G9-LN3X-66D6	$65.24
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LHV-HWFN-6P9J	$62.92
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GYP-QH67-39LD	$6.35
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KQY-TR7P-6GFH	$9.32
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PYC-1T1Y-7RXH	$20.64
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GYR-CMWV-HGJ4	$200.38
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MD4-6PY1-T4XD	$16.07
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1YCR-GLFG-XXHV	$49.14
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1CMW-D6NM-6YMP	$19.56
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1TP3-1QFQ-C6RL	$10.53
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1TXG-YHYL-FVHR	$26.78
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	113J-639T-LCND	$182.34
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VRK-VHDP-6HGF	$172.41
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HCM-44VM-HRVP	$83.38
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1949-91FG-3HJL	$16.15
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FKN-NXHV-XWDT	$27.89
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FFF-HKDX-4TPK	$84.36
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FJ1-GX3F-7DX7	$16.07
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1TJM-D7X3-6YRD	$10.28
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	167F-1QGR-NF73	$48.55

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11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13FT-YGWC-TL9L	$12.37
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HLR-4QD4-T1DY	$110.62
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FPV-DJ1C-9FCX	$5.92
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	164V-QQ47-M7VD	$21.72
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1YYX-CVVN-V9JP	$17.23
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LDK-VDND-P33D	$86.22
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MML-WLP4-JJLG	$60.35
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14L6-19NK-1LXC	$33.40
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FJD-T1VL-QPKH	$9.15
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1W9C-VDJV-WHN9	$20.90
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14G3-MG1H-6J1H	$86.99
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16NR-D3H4-JF9N	$33.15
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1QRV-J7D3-6XTH	$128.20
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DLJ-4QTD-71W9	$135.02
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MYX-WKKX-4VPX	$80.81
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1L9V-CMLP-NXXC	$88.69
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13CH-9GKQ-XVYV	$9.15
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JQY-J4JC-P7GP	$9.83
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14VQ-TDLV-3WR6	$33.20
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HFL-VYLL-HHXX	$9.38
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1J6P-HLRT-FF9K	$9.15
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19HD-49CL-CLXF	$17.67
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1H79-9NGJ-JFJN	$85.00
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LDX-K1JW-PPHC	$30.02
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11PQ-HKVN-NV4Y	$17.23
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NC3-Q7N6-YNJD	$4.30
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PKT-J11P-XP49	$50.80
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1XTL-G71H-CFT6	$21.53
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1ML6-MGT6-QV79	$53.61
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14TR-RFVV-646L	$39.29
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FPV-DJ1C-6D99	$90.50
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16NR-D3H4-FL9P	$12.61
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	144T-WW9J-XG6X	$9.23
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1F63-4HND-CXHY	$6.93

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11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1QN6-91LW-6W9X	$25.82
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KQF-R3RX-N7NX	$17.03
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	136D-1LMW-QDK1	$9.87
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VV1-3FW3-3VM4	$87.66
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13CH-9GKQ-JTCD	$9.15
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1P6C-VKYD-4NGV	$92.95
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16J3-9GCJ -X47W	$30.87
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	146L-1V6R-4VL7	$168.65
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16JP-XVG9-FK76	$9.23
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	17XG-T9Y3-1R3X	$9.15
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1CRW-6G3T-N63F	$63.52
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14MF-MXYH-L9YM	$9.23
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1QG7-RCTK-YRNJ	$9.32
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NNJ-MTVG-M7GH	$79.46
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1TL7-9KMK-4LMG	$61.84
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GRR-V34C-M4YX	$31.81
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LDX-K1JW-VNF6	$9.15
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16J3-9GCJ-VQLN	$11.36
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GWG-KJRX-PN3H	$20.84
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13Y9-VLRJ-W1T6	$26.99
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1YCR-GLFG-XXWW	$9.23
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1X9M-H6XY-K6MX	$57.84
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DVW-R64C-YF7H	$7.21
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19QF-WKDX-XQ1N	$23.70
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	131L-MRGD-L7PR	$27.89
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KWH-L7QJ-DN3T	$75.65
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DF6-11FP-PQDX	$9.28
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FKN-NXHV-YG7J	$9.32
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1X3V-9X3P-YXVK	$9.38
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13CJ-3616-YCMC	$184.57
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KPH-VPN3-DMNL	$18.27
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LKL-4GKR-79CK	$108.74
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1Y4H-YYJ9-RL71	$24.24
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1R6G-YQCT-XPGG	$8.74

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11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1C1K-769C-K1GF	$16.75
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JRR-PRVC-1TFQ	$28.37
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DHQ-XKWG-1CHL	$9.45
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FFP-PDX7-CTDR	$129.63
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DVG-LKRH-77HQ	$113.49
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PKT-J11P-NVCD	$48.95
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	17K3-T3XJ-CV1H	$43.09
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14VQ-TDLV-16C1	$141.34
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1V9M-Y97M-FCHF	$28.81
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16MH-NKNK-9ND3	$245.79
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1YYX-CVVN-M9RL	$21.73
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	193X-PXLK-XFWW	$24.20
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FXQ-3NVP-LKYH	$207.62
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1QPX-41XY-1NRV	$42.25
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1V61-374K-DNNK	$57.48
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LHV-HWFN-9736	$132.09
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	143P-FT4T-XHLF	$131.21
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WXN-MCT9-VTW3	$26.09
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1THP-6X7V-Y7YD	$10.74
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VPC-HHGF-9FRX	$89.87
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MTT-4CTL-KX3G	$48.54
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13MD-6Q3M-413M	$13.40
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WTV-R7LF-XV7J	$192.59
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19P3-RYYR-14PQ	$115.68
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MML-WLP4-J7RC	$10.86
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	164R-HJV1-79GP	$37.70
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1QP3-GX1Q-CP3C	$121.06
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KPH-VPN3-YCCD	$14.76
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KN3-6PRQ-L9LL	$21.72
11/6/2025	I'm The Chef Too, LLC	Core Teaching/Student Supplies	1255	$211.02
11/6/2025	KiwiCo, Inc.	Core Teaching/Student Supplies	KE-E2A4BE8410152544	$164.86
11/6/2025	Rainbow Resource Center	Core Teaching/Student Supplies	5368624	$110.59
11/6/2025	Staples Business Credit	Core Teaching/Student Supplies	6046116251	$93.95
11/6/2025	Staples Business Credit	Core Teaching/Student Supplies	6046116239	$67.09

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11/6/2025	Staples Business Credit	Core Teaching/Student Supplies	6046116234	$100.58
11/6/2025	Staples Business Credit	Core Teaching/Student Supplies	6046116232	$9.15
11/6/2025	Staples Business Credit	Core Teaching/Student Supplies	6046116231	$42.65
11/6/2025	Staples Business Credit	Core Teaching/Student Supplies	6046116240	$80.27
11/6/2025	Staples Business Credit	Core Teaching/Student Supplies	6046116252	$82.02
11/6/2025	Staples Business Credit	Core Teaching/Student Supplies	6046116241	$110.62
11/6/2025	Staples Business Credit	Core Teaching/Student Supplies	6046116235	$90.55
11/6/2025	Staples Business Credit	Core Teaching/Student Supplies	6046116243	$5.27
11/6/2025	Staples Business Credit	Core Teaching/Student Supplies	6046116230	$109.29
11/6/2025	Ursula Marin	Core Teaching/Student Supplies	MAR101425	$269.00
11/6/2025	AR Elite Ranch Inc.	Educational Services	2545	$269.00
11/6/2025	Alex Cortez	Educational Services	COR101425	$27.00
11/6/2025	Elena Smith	Educational Services	SMI101525a	$75.00
11/6/2025	Elena Smith	Educational Services	SMI101525	$300.00
11/6/2025	Flowstone Climbing LLC	Educational Services	7010610744	$220.00
11/6/2025	Jackeline Orellana	Educational Services	ORE101025	$196.00
11/6/2025	Jessica Rice	Educational Services	7012268388	$1,091.00
11/6/2025	Kimberly Keeth	Educational Services	7012291797	$950.00
11/6/2025	Megan Gilmour	Educational Services	GIL101325	$70.00
11/6/2025	Melissa J. Diwa Enterprises	Educational Services	7012268389	$98.00
11/6/2025	Mountain City Music Company	Educational Services	7012270856	$480.00
11/6/2025	Ofelya Hakobyan	Educational Services	HAK110325	$730.82
11/6/2025	Outschool, Inc.	Educational Services	INV45862726	$5,000.00
11/6/2025	Sampa Fontana BJJ	Educational Services	7012270863	$185.00
11/6/2025	Stacey Chen	Educational Services	CHE101425	$140.00
11/6/2025	Stacey Chen	Educational Services	CHE101425b	$140.00
11/6/2025	Stacey Chen	Educational Services	CHE101425a	$140.00
11/6/2025	Steve Mata	Educational Services	MAT062325	$56.25
11/6/2025	Wendy Pineda	Educational Services	PIN101325	$160.00
11/6/2025	ZT Prospects Academy	Educational Services	7012270865	$200.00
11/6/2025	Baseline Print, LLC	Marketing	12661	$360.00
11/6/2025	Cision US Inc.	Marketing	INVUS6011982285	$117.50
11/6/2025	Amazon Capital Services, Inc.	Materials & Supplies - Office	13VP-LLKV-GNC7	$11.50
11/6/2025	Amazon Capital Services, Inc.	Materials & Supplies - Office	1TVM-WPVD-JWVY	$7.07

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11/6/2025	Amazon Capital Services, Inc.	Materials & Supplies - Office	1Q1K-4KF6-XXNC	$128.73
11/6/2025	Amazon Capital Services, Inc.	Materials & Supplies - Office	1TP3-1QFQ-JT11	$111.11
11/6/2025	Amazon Capital Services, Inc.	Materials & Supplies - Office	11MF-WRGC-Q6GM	$15.75
11/6/2025	Downey Unified School District - Food &	Parent & Staff meeting food & supplie	EliteOct2025	$973.00
11/6/2025	Amazon Capital Services, Inc.	Technology Equipment - Staff	13VP-LLKV-GNC7	$750.25
11/6/2025	JANELLE SAWELENKO	Travel, Lodging & Meals	SAW101625	$30.18
11/6/2025	Justin Diaz	Travel, Lodging & Meals	DIA101625	$76.16
11/6/2025	Sarah Reece	Travel, Lodging & Meals	REE101325	$54.00
11/6/2025	Stephanie Beckton	Travel, Lodging & Meals	BEC101525	$27.00
11/12/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	19WY-FTJY-CCLV	$15.23
11/12/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1PLM-HLXL-CXP3	$30.74
11/12/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	199N-LQN4-DWQN	$25.99
11/12/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1PLM-HLXL-6VCC	$14.96
11/12/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1KLT-HYFL-CPCX	$6.00
11/12/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	117L-H6P9-CPCX	$15.37
11/12/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1Q6F-YPTW-C6X4	$31.02
11/12/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1WVH-XKRC-DCNQ	$15.09
11/12/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1L4F-TGXK-DCNJ	$40.89
11/12/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1DWJ-TMRQ-G67T	$30.74
11/12/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1DXD-RFDD-CYGM	$13.60
11/12/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1NCM-K3LF-FGR7	$43.07
11/12/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1RMN-KMNN-H1DJ	$31.31
11/12/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher M	1K63-THTX-D1MV	$30.47
11/12/2025	Bright Thinker, Inc.	Approved Core Curriculum, Teacher M	SINV17065	$295.00
11/12/2025	Harbor and Sprout	Approved Core Curriculum, Teacher M	257187	$174.63
11/12/2025	Hewitt Learning	Approved Core Curriculum, Teacher M	108935	$200.83
11/12/2025	Hewitt Learning	Approved Core Curriculum, Teacher M	108933	$184.64
11/12/2025	Ivy Kids LLC	Approved Core Curriculum, Teacher M	6613	$239.70
11/12/2025	Mimeo.com Inc	Approved Core Curriculum, Teacher M	2119778	$60.08
11/12/2025	Monica Cavazos	Approved Core Curriculum, Teacher M	CAV101725	$129.26
11/12/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher M	5372794	$199.68
11/12/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher M	5373353	$41.65
11/12/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher M	5372795	$122.37
11/12/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher M	5374705	$114.08

Elite Academic Academy - Lucerne

11/12/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher M	5374706	$165.36
11/12/2025	Schoolhouse Discoveries LLC	Approved Core Curriculum, Teacher M	3964	$271.80
11/12/2025	Science Mom	Approved Core Curriculum, Teacher M	2025119	$420.00
11/12/2025	Studies Weekly	Approved Core Curriculum, Teacher M	553091	$48.88
11/12/2025	Studies Weekly	Approved Core Curriculum, Teacher M	552668	$98.67
11/12/2025	Studies Weekly	Approved Core Curriculum, Teacher M	552764	$48.43
11/12/2025	Studies Weekly	Approved Core Curriculum, Teacher M	553004	$96.87
11/12/2025	Teacher Synergy LLC	Approved Core Curriculum, Teacher M	317275010	$17.99
11/12/2025	Team Yurich LLC	Approved Core Curriculum, Teacher M	591EFC56-0008	$105.00
11/12/2025	Cecelia Cruz	Board Stipends - Attendance	11Nov2025LU	$300.00
11/12/2025	Susan Ann McDougal	Board Stipends - Attendance	11Nov2025LU	$300.00
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1D9Q-3CTP-DGNQ	$123.26
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1TNP-17GK-7QNK	$15.09
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GNH-RT6F-6H71	$76.45
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KLT-HYFL-CDMM	$63.86
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11ML-FNQP-9CWG	$63.34
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LNV-J9WN-7L1X	$92.22
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KLT-HYFL-C1NT	$77.85
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GJ6-VVCK-9YD4	$10.86
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1L63-FCJG-6DGP	$32.70
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1YJY-946M-6RG4	$37.70
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FR9-X1GR-93FH	$43.09
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DWJ-TMRQ-GQR1	$71.98
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1XNH-WJXD-F3YD	$7.15
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HQC-M61Y-F3MP	$7.15
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HQC-M61Y-DX6V	$63.86
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1M9X-4N4X-CRX4	$43.11
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19PD-TRNJ-DN1T	$61.65
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	17LC-1NKK-DTMQ	$21.54
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WYK-PJVW-DG39	$64.46
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HCT-KXV9-H4HP	$116.35
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11PC-YFY3-GCRL	$22.90
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WFC-3WN6-F7QL	$22.82
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1P7F-VPXY-DVGD	$35.37

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11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1CQG-KLNK-6FRH	$203.59
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MC7-FCWW-DFM3	$17.02
11/12/2025	A+ Tutoring	Educational Services	7012276737	$150.00
11/12/2025	AREDA AI	Educational Services	INV-250411	$2,500.00
11/12/2025	Akxe Jiu Jitsu Academy	Educational Services	7012276739	$120.00
11/12/2025	Aubrey Madrigal	Educational Services	MAD102325	$196.68
11/12/2025	Earthroots Field School	Educational Services	7012279310	$400.00
11/12/2025	Jordan McNeff	Educational Services	020	$1,750.00
11/12/2025	Lighthouse Sports Center	Educational Services	7012276741	$258.00
11/12/2025	Lindsay Nicoson	Educational Services	NIC102025	$15.00
11/12/2025	Marie Jacklin	Educational Services	JAC102025a	$79.00
11/12/2025	Marie Jacklin	Educational Services	JAC102025	$118.00
11/12/2025	Melissa J. Diwa Enterprises	Educational Services	7012279308	$180.00
11/12/2025	Melissa J. Diwa Enterprises	Educational Services	7012281571	$540.00
11/12/2025	Mr. D Math, LLC	Educational Services	7012272964	$3,548.00
11/12/2025	Nicole Long	Educational Services	LON102025	$240.00
11/12/2025	Riana Herring	Educational Services	251101	$2,760.00
11/12/2025	Rinad Sanchez	Educational Services	SAN102225	$289.80
11/12/2025	The Talk Institute	Educational Services	1004	$500.00
11/12/2025	Knight Security & Fire Systems	Fire, Alarm & Pest control	229120	$20.00
11/12/2025	Hansberger & Klein	Legal Fees	3931	$8,846.00
11/12/2025	Zoom Video Communications Inc.	Phone / Internet / Website Fees	INV327009742	$1,543.66
11/12/2025	Zoom Video Communications Inc.	Phone / Internet / Website Fees	INV326890845	$27,897.98
11/18/2025	Cardmember Services	Banking Fees	111725	$138.07

Elite Academic Academy - Instructional Service Community Partner - November 2025

Partner Name	Description of Services	Link to EAA VCI 2025-2026 Applications
Christine Pellitteri	Music Lessons	Christine Pellitteri_EAA VCI 25-26 Application
Balance Mixed Martial Arts	Martial arts classes	Balance Mixed Martial Arts_EAA VCI 25-26 Application
Nuestra Escuelita Spanish Academy	Spanish immersion classes for children up to 14 years old	Nuestra Escuelita Spanish Academy_EAA VCI 25-26 Application
Enkindle Academy LLC	Live academic and extracurricular classes	Enkindle Academy LLC_EAA VCI 25-26 Application
Katie Gustafson	Music lessons	Katie Gustafson_EAA VCI 25-26 Application
The Art of Dance & Ballet Academy	Ballet, Tap, Jazz, Conditioning, Musical Theatre, Lyrical lessons	The Art of Dance & Ballet Academy_EAA VCI 25-26 Application
Common Thread Claremont	Sewing and craft lessons	Common Thread Claremont_EAA VCI 25-26 Application
Golden Dream LLC	Gymnastics	Golden Dream LLC_EAA VCI 25-26 Application
FitFamHD	Physical fitness training	FitFamHD_EAA VCI 25-26 Application
Guitar Lessons by Chris Inc	Mobile music lessons	Guitar Lessons by Chris Inc_EAA VCI 25-26 Application

Elite Academic Academy - Eduational Material Partners - November 2025

Partner Name	Product Description	Link to EAA EMR 2025-2026 Applications
ExploreLearning, LLC (Gizmos)	Educational Technology in Math and Science	ExploreLearning, LLC (Gizmos)_EAA EMR 25-26 Application
E-Singapore Math	A full and personalized math curriculum for K-5	E-Singapore Math_EAA EMR 25-26 Application
Enkindle Academy LLC	Prerecorded academic and extracurricular classes for grades 5-9	Enkindle Academy LLC_EAA EMR 25-26 Application
Learn Libre	Online Science curriculum including lesson videos and hands-on experiments (asynchronous)	Learn Libre_EAA EMR 25-26 Application

IT Support Technician

Job Description

Position Title:	IT Support Technician
Reports To:	Associate Director of IT or designee
FLSA Status:	Hourly Non-Exempt
Pay Range:	Starting at $20.00 per hour
Work Schedule:	Year-Round
Location:	Onsite Office

Position Summary: *The IT Support position is responsible for the management and support of technology related matters outlined in this job description ranging from resolving issues with company Mac and PC computers, operating systems and platforms, critically evaluating and addressing company tech issues, and troubleshooting and supporting the company users.*

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

- Any combination equivalent to: graduation from high school and one-year hands-on IT technical support experience.
- Solid understanding of Google Suite tools and how to troubleshoot issues with the suite.
- Attention to detail and good problem-solving skills.
- Excellent interpersonal skills.
- Good written and verbal communication.
- Bilingual skills preferred.
- State and federal fingerprint clearance (LiveScan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and the Human Resources Manager notifying the immediate supervisor of this clearance.

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

ESSENTIAL DUTIES and RESPONSIBILITIES

Under the direction of the Associate Director of IT, and in tandem with our Technology Support Coordinator:

- Manage and support company issued Mac, PC, and Chromebook devices.
- Conduct hardware installation, maintenance and repair on student-issued Chromebooks.
- Load software installation and updates.
- Offer technical support on-site, via remote access software, phone and email to both students and staff.
- Educate users how to utilize technology equipment correctly.
- Create job aids for technology-related platforms and issues.
- Manage multiple tech support cases at one time.

Use of Computer Technology:
To perform this job successfully, an individual should have knowledge of how to use the internet to find information and complete tasks, email usage, order processing systems, spreadsheet software, and word processing software.

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

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

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

- Office environment.
- Noise level is generally moderate.
- Work conducted in a public setting.
- Indoor in varying temperature.
- Employee must have available transportation and be able to drive up to 100 miles in a day.

Hazards:
- Contact with dissatisfied individuals

Employee Acknowledgement:

_____	_____	_____
Employee Signature	Printed Name	Date

December 3, 2025

[redacted]

Re: 25/26 Contract Addendum

Retro-active to July 1, 2025, your 2025-2026 contract (attached) with Elite Academic Academy - Lucerne will be amended (by virtue of this contract addendum) to instead include a minimum annual salary of $140,000.

All other elements of your contract, including your job description, travel/mileage stipend, and any health and welfare benefits, remain in full effect and are not changed based on this addendum. If there is any inconsistency between this Addendum and your contract, the terms of this Addendum shall apply.

_____ _____

Elite Academic Academy - Lucerne Date

_____ _____

Ashlea Kirkland Date
CEO

EAA - Lucerne
FY 25.26 First Interim Report
December 2025

		2024-25 Audited Actuals	2025-26 Projected Budget	2026-27 Projected Budget	2027-28 Projected Budget
	ADA	*1,405.61*	*1,533.59*	*1,625.61*	*1,723.14*
REVENUE					
LCFF		17,905,836	20,299,490	22,131,133	24,225,175
Special Education - state		1,195,294	1,333,788	1,413,815	1,498,644
Special Education - federal		156,254	222,371	235,713	249,856
Title I & II		225,465	267,844	283,915	300,950
Lottery		423,853	417,136	442,165	468,695
Mandate Block Grant		40,613	51,728	54,832	58,122
Educator Effectiveness		100,000			
MTSS		15,500			
CTEIG		66,645	87,173	92,403	97,948
Learning Recovery Emergency Block Grant		179,165.00	537,494		
Arts, Music, and Instructional Materials		95,998	287,992		
Assessment Apportionments		6,373			
Golden State Pathways Program: Planning Grant		200,000			
Student Support and Professional Development Discretionary Block Grant				220,037	220,037
SPED Mental Health		117,108	119,293	126,451	134,038
Proposition 28: Arts and Music in Schools		141,788	182,711	193,674	205,294
Other miscellaneous		35,579	38,819	41,148	43,617
Total Revenue		20,905,471	23,845,839	25,235,285	27,502,374
EXPENSES					
Salary Expense - certificated		8,394,286	9,430,189	10,095,961	11,022,770
Salary Expense - classified		1,045,240	1,141,642	1,222,242	1,334,444
Total Salary Expense		9,439,526	10,571,831	11,318,203	12,357,214
Benefits & Taxes		2,425,147	2,844,009	3,044,796	3,324,308
Materials & Supplies		1,577,876	2,079,233	2,203,987	2,336,226
Services & Operating Expenses		6,642,194	7,389,439	7,911,134	8,637,376
Interest Expense		260,502	331,029	367,442	389,489
Total Expenses		20,345,245	23,215,541	24,845,561	27,044,612
Net Surplus (Deficit)		560,226	630,298	389,723	457,761
Beginning Fund Balance		1,648,300	2,208,526	2,838,824	3,228,547
Ending Funding Balance		2,208,526	2,838,824	3,228,547	3,686,309

ASSUMPTIONS:

1) The average daily attendance (ADA) for the 2025-26 year is projected to be: 1,533.59
2) Statutory COLA has been set by the state at 2.3%
3) 2025-26 Non-recurring revenue is projected (in green) to be: $912,659.00
4) Outyear budgets assume usage of new Student Support/PD Grant, split between FY 27 and 28.
5) Student focused, core expenditures have been balanced between schools as a proportion of ADA.
6) All other 2025-26 revenue is a function of ADA.
7) FY 2025-26 beginning fund balance at July 1, 2025 $2,208,526.25
   FY 25.26 projected surplus $630,297.57
   Projected FY 25.26 Ending Fund Balance $2,838,823.82

Projected 25.26

LU	Trk B	Trk A	TOTAL
TK-3	365.39		365.39
4-6	254.64		254.64
7-8	217.29		217.29
9-12	193.05	503.22	696.27
TOTAL			1,533.59

TOTAL ADA

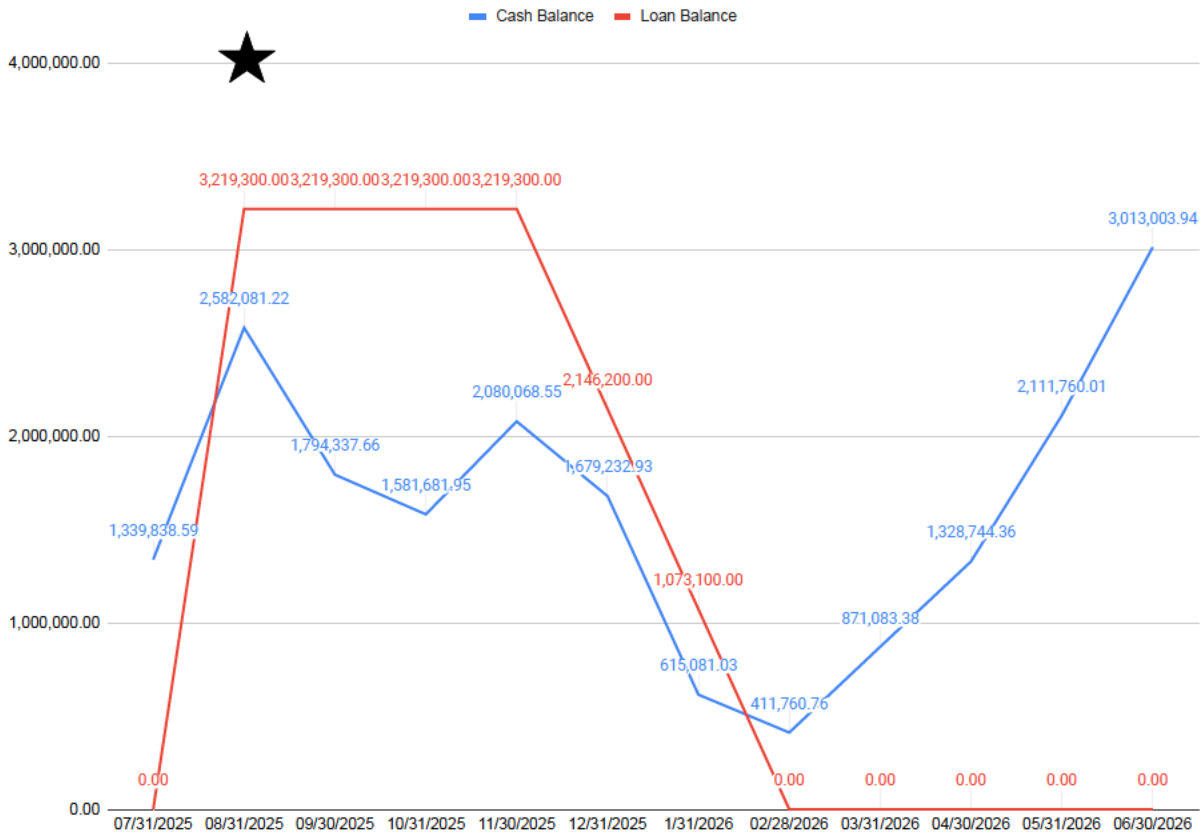
FY 24.25	FY 25.26	GROWTH
1,405.61	1,533.59	9.10%

LU Cash Graph

	07/31/2025	08/31/2025	09/30/2025	10/31/2025	11/30/2025	12/31/2025	1/31/2026	02/28/2026	03/31/2026	04/30/2026	05/31/2026	06/30/2026
Cash Balance	1,339,838.59	2,582,081.22	1,794,337.66	1,581,681.95	2,080,068.55	1,679,232.93	615,081.03	411,760.76	871,083.38	1,328,744.36	2,111,760.01	3,013,003.94
Loan Balance	0.00	3,219,300.00	3,219,300.00	3,219,300.00	3,219,300.00	2,146,200.00	1,073,100.00	0.00	0.00	0.00	0.00	0.00

ROUNDS OF BORROWING

8/21/2025 $3,219,300



Charter School Attendance

CHARTER NAME: Elite Academic Academy - Lucerne
CHARTER #: 1923

Fiscal Year 2025-26 First Interim Report
Projected ADA as of October 31, 2025

Form Revised 7/31/2025

Charter Authorizer: Lucerne Valley USD		2024-25		2025-26 Adopted Budget			2025-26 First Interim			2026-27 First Interim			2027-28 First Interim		
	Line	Actual ADA P-2	Funded ADA *	Projected ADA P-2	Funded ADA *	% Change over Prior Year	Projected ADA P-2	Funded ADA *	% Change over Prior Period	Projected ADA P-2	Funded ADA *	% Change over Prior Year	Projected ADA P-2	Funded ADA *	% Change over Prior Year
Non Classroom Funding Determination Rate* **100%**															
TK/K-3:															
Regular ADA	A-1	327.60		357.88		9.24%	365.39		2.10%	387.31		6.00%	410.55		6.00%
Classroom-based ADA included in A-1	A-2	-		-											
Extended Year Special Ed	A-3	-		-											
Classroom-based ADA included in A-3	A-4	-		-											
Special Ed - NPS	A-5	-		-											
Classroom-based ADA included in A-5	A-6	-		-											
Extended Year Special Ed - NPS	A-7	-		-											
Classroom-based ADA included in A-7	A-8	-		-											
ADA Totals (A-1, A3, A5, A7)	A-9	327.60	-	357.88	-	9.24%	365.39		2.10%	387.31		6.00%	410.55		6.00%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	-	-	-	-		-	-		-	-		-	-	
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	327.60	327.60	357.88	357.88	9.24%	365.39	365.39	2.10%	387.31	387.31	6.00%	410.55	410.55	6.00%
ADA for Students in Transitional Kindergarten (Lines A-1, A-3, A-5, and A-7, TK/K-3 Column, First Year ADA Only)	B-1	36.09		39.43		9.25%	60.81		54.22%	64.46		6.00%	68.33		6.00%
Grades 4-6															
Regular ADA	A-1	246.24		269.01		9.25%	254.64		-5.34%	269.92		6.00%	286.11		6.00%
Classroom-based ADA included in A-1	A-2	-		-											
Extended Year Special Ed	A-3	-		-											
Classroom-based ADA included in A-3	A-4	-		-											
Special Ed - NPS	A-5	-		-											
Classroom-based ADA included in A-5	A-6	-		-											
Extended Year Special Ed - NPS	A-7	-		-											
Classroom-based ADA included in A-7	A-8	-		-											
ADA Totals (A-1, A3, A5, A7)	A-9	246.24	-	269.01	-	9.25%	254.64		-5.34%	269.92		6.00%	286.11		6.00%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	-	-	-	-		-	-		-	-		-	-	
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	246.24	246.24	269.01	269.01	9.25%	254.64	254.64	-5.34%	269.92	269.92	6.00%	286.11	286.11	6.00%
Grades 7-8															
Regular ADA	A-1	224.61		245.38		9.25%	217.29		-11.45%	230.33		6.00%	244.15		6.00%
Classroom-based ADA included in A-1	A-2	-		-											
Extended Year Special Ed	A-3	-		-											
Classroom-based ADA included in A-3	A-4	-		-											
Special Ed - NPS	A-5	-		-											
Classroom-based ADA included in A-5	A-6	-		-											
Extended Year Special Ed - NPS	A-7	-		-											
Classroom-based ADA included in A-7	A-8	-		-											
ADA Totals (A-1, A3, A5, A7)	A-9	224.61	-	245.38	-	9.25%	217.29		-11.45%	230.33		6.00%	244.15		6.00%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	-	-	-	-		-	-		-	-		-	-	
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	224.61	224.61	245.38	245.38	9.25%	217.29	217.29	-11.45%	230.33	230.33	6.00%	244.15	244.15	6.00%

Charter School Attendance

CHARTER NAME: Elite Academic Academy - Lucerne
CHARTER #: 1923

Fiscal Year 2025-26 First Interim Report
Projected ADA as of October 31, 2025

Form Revised 7/31/2025

Charter Authorizer: Lucerne Valley USD		2024-25		2025-26 Adopted Budget			2025-26 First Interim			2026-27 First Interim			2027-28 First Interim		
	Line	Actual ADA P-2	Funded ADA *	Projected ADA P-2	Funded ADA *	% Change over Prior Year	Projected ADA P-2	Funded ADA *	% Change over Prior Period	Projected ADA P-2	Funded ADA *	% Change over Prior Year	Projected ADA P-2	Funded ADA *	% Change over Prior Year
Grades 9-12															
Regular ADA	A-1	607.17		663.31		9.25%	696.27		4.97%	738.05		6.00%	782.33		6.00%
Classroom-based ADA included in A-1	A-2	-		-											
Extended Year Special Ed	A-3	-		-											
Classroom-based ADA included in A-3	A-4	-		-											
Special Ed - NPS	A-5	-		-											
Classroom-based ADA included in A-5	A-6	-		-											
Extended Year Special Ed - NPS	A-7	-		-											
Classroom-based ADA included in A-7	A-8	-		-											
ADA Totals (A-1, A3, A5, A7)	A-9	607.17	-	663.31	-	9.25%	696.27		4.97%	738.05		6.00%	782.33		6.00%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	-	-	-	-		-	-		-	-		-	-	
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	607.17	607.17	663.31	663.31	9.25%	696.27	696.27	4.97%	738.05	738.05	6.00%	782.33	782.33	6.00%
Totals															
Regular ADA	A-1	1,405.62		1,535.58		9.25%	1,533.59		-0.13%	1,625.61		6.00%	1,723.14		6.00%
Classroom-based ADA included in A-1	A-2	-		-			-			-			-		
Extended Year Special Ed	A-3	-		-			-			-			-		
Classroom-based ADA included in A-3	A-4	-		-			-			-			-		
Special Ed - NPS	A-5	-		-			-			-			-		
Classroom-based ADA included in A-5	A-6	-		-			-			-			-		
Extended Year Special Ed - NPS	A-7	-		-			-			-			-		
Classroom-based ADA included in A-7	A-8	-		-			-			-			-		
ADA Totals (A-1, A3, A5, A7)	A-9	1,405.62	-	1,535.58	-	9.25%	1,533.59		-0.13%	1,625.61		6.00%	1,723.14		6.00%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	-	-	-	-		-	-		-	-		-	-	
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	1,405.62	1,405.62	1,535.58	1,535.58	9.25%	1,533.59	1,533.59	-0.13%	1,625.61	1,625.61	6.00%	1,723.14	1,723.14	6.00%
Total Funded ADA		-	1,405.62	-	1,535.58			**1,533.59**			**1,625.61**			**1,723.14**	

*** For non-classroom, P-2 ADA multiplied by Funding Determination %. Use this amount in the LCFF calculator and any other ADA based revenue calculations.**

Fiscal Year 2025-26 First Interim Report

Form Revised 7/31/2025

ASSUMPTIONS:			2025-26	2026-27	Change	2027-28	Change
Local Control Funding (LCFF) - BAS/FCMAT Calculator:							
COLA (on Base)			2.30%	3.02%	0.72%	3.42%	0.40%
Total Phase-In Entitlement **(FCMAT calculator, Summary Tab)**			$ 20,299,490	$ 22,131,133	9.02%	$ 24,225,175	9.46%
Lottery Allocation Amount Per ADA:							
Unrestricted			$ 182	$ 182	$ -	$ 182	$ -
Restricted			$ 79	$ 79	$ -	$ 79	$ -
ADA/Enrollment:							
Total Non-Classroom Based (Independent Study) ADA			1,533.59	1,625.61	92.02	1,723.14	97.54
Total Funded Non-Classroom Based (Independent Study) ADA			1,533.59	1,625.61	92.02	1,723.14	97.54
Total Classroom Based ADA			-	-	0.00	-	0.00
Total Funded P-2 Attendance			1,533.59	1,625.61	92.02	1,723.14	97.54
Estimated Enrollment	PY CBEDS Certified Enrollment	1,070	1,167	1,237	70.04	1,312	74.25
Enrollment Growth Over Prior Year			9.10%	6.00%		6.00%	
ADA to Enrollment Ratio	2024-25	131.37%	131.37%	131.37%		131.37%	
Unduplicated Count	PY CBEDS Certified Unduplicated Count	596	619	656	37.12	695	39.35
Unduplicated Pupil % **(FCMAT LCFF Calc, Summary Tab, Rolling %)**	2024-25	54.76%	54.75%	53.83%		53.00%	
Certificated Salaries and Benefits:							
Number of Teachers (FTE)			66.00	69.00	3.00	73.00	4.00
Number of Certificated Management FTEs			10.00	11.00	1.00	11.00	0.00
Number of Other Certificated FTEs			7.00	8.00	1.00	9.00	1.00
Classroom Staffing Ratio - Students per FTE			17.69	17.93	0.25	17.97	0.03
Teachers Increased/(Decreased) for projected Enrollment change over PY			5.00	3.00	-2.00	4.00	1.00
Average Teacher FTE **Salary**			$ 88,287	$ 90,953	3.02%	$ 94,063	3.42%
Average Certificated Management FTE **Salary**			$ 147,947	$ 152,415	3.02%	$ 157,628	3.42%
Average Other Certificated FTE **Salary**			$ 55,596	$ 57,275	3.02%	$ 59,234	3.42%
Cert Step and Column Increase (Total Annual Cost)							
Other Pay, Stipends, Extra Pay			$ 247,370	$ 254,841	3.02%	$ 263,556	3.42%
Health and Welfare Cost per Employee			$ 8,632	$ 8,892	3.02%	$ 9,197	3.42%
Retirement Cost per Cert Employee			$ 20,107	$ 20,107	0.00%	$ 20,107	0.00%
STRS Rate			19.10%	19.10%	0.00%	19.10%	0.00%

Optional - Additional information/explanation of Certificated S&B Assumptions above (calculation methodology, inclusions/exclusions, etc...):

Explain any year over year changes (+/- positions, budgeted salary increases (ongoing or one-time), health and welfare contribution changes, etc...):

Classified Salaries and Benefits:							
Number of Classified (Non-Mgmt) FTEs			13.00	14.00	1.00	15.00	1.00
Number of Classified Mangement FTEs			2.00	2.00	0.00	2.00	0.00
Average **Salary** per Classified Non-Mgmt FTE			$ 57,767	$ 59,512	3.02%	$ 61,547	3.42%
Average **Salary** per Classified Mgmt FTE			$ 130,440	$ 134,379	3.02%	$ 138,975	3.42%
Class Step and Column Increase (Total Annual Cost)							
Other Pay, Stipends, Extra Pay			$ 44,705	$ 46,056	3.02%	$ 47,631	3.42%
Health and Welfare Cost per Class Employee			$ 6,444	$ 6,638	3.02%	$ 6,865	3.42%
Retirement Cost per Class Employee			$ 925	$ 925	0.03%	$ 925	0.00%
PERS Rate					0.00%		0.00%

Fiscal Year 2025-26 First Interim Report

Form Revised 7/31/2025

ASSUMPTIONS:	2025-26	2026-27	Change	2027-28	Change

Optional - Additional information/explanation of Certificated S&B Assumptions above (calculation methodology, inclusions/exclusions, etc...):

Explain any year over year changes (+/- positions, budgeted salary increases (ongoing or one-time), health and welfare contribution changes, etc...):

Statutory Benefits

FICA (Social Security)	6.20%	6.20%	0.00%	6.20%	0.00%
Medicare Tax	1.45%	1.45%	0.00%	1.45%	0.00%
Unemployment	0.03%	0.03%	0.00%	0.03%	0.00%
Workers Comp	0.67000%	0.67000%	0.00%	0.67000%	0.00%

Facilities:

Rent	$ 88,598	$ 89,927	1.50%	$ 91,276	1.50%
Electricity	$ 3,769	$ 3,882	3.00%	$ 3,999	3.00%
Heating (gas)					
Other					

Explain "Other" facility costs:

Administrative Service Agreements:

3.00%	Oversight Fees to Sponsor	$ 608,985	$ 663,934	9.02%	$ 726,755	9.46%
	Administive Service Contract					
	Other Contracted Costs	$ 175,000	$ 175,000	0.00%	$ 175,000	0.00%

List Noteworthy Assumptions for other 1st Interim line items: (Books, Supplies, Services, Capital Outlay, Debt, etc.)

Fiscal Year 2025-26 First Interim Report
Unrestricted MYP

Form Revised 7/31/2025

DESCRIPTION		Adopted Budget 2025-26	First Interim **Actual** thru October 31, 2025	First Interim Projected Budget 2025-26	Percent Change	First Interim Projected Budget 2026-27	Percent Change	First Interim Projected Budget 2027-28	Percent Change
REVENUES									
LCFF Sources									
LCFF	8011	19,387,817	3,372,782	19,572,031	0.95%	21,360,026	9.14%	23,407,802	9.59%
EPA	8012	307,116	70,281	306,718	-0.13%	325,121	6.00%	344,628	6.00%
State Aid - Prior Year	8019	-	-	-					
In Lieu Property Taxes	8096	452,884	-	420,741	-7.10%	445,985	6.00%	472,744.59	6.00%
Federal	8100-8299	-	-	-		-		-	
State									
Lottery - Unrestricted	8560	293,296	-	291,382	-0.65%	308,865	6.00%	327,397	6.00%
Lottery - Prop 20 - Restricted	8560								
Other State Revenue	8300-8599	44,368	-	51,728	16.59%	54,832	6.00%	58,122	6.00%
Local									
Interest	8660	-	-	-		-		-	
AB602 Local Special Education Transfer	8792								
Other Local Revenues	8600-8799	37,528	8,742	38,819	3.44%	41,148	6.00%	43,617	6.00%
Total Revenues		$ 20,523,009	$ 3,451,805	$ 20,681,419	0.77%	$ 22,535,978	8.97%	$ 24,654,310	9.40%
EXPENDITURES									
Certificated Salaries	1000-1999	7,970,255	2,614,677	7,623,781	-4.35%	8,568,561	12.39%	9,413,423	9.86%
Classified Salaries	2000-2999	1,134,326	376,505	1,141,642	0.64%	1,222,242	7.06%	1,334,444	9.18%
Benefits	3000-3999	2,400,654	812,474	2,466,600	2.75%	2,719,108	10.24%	2,980,053	9.60%
Books & Supplies	4000-4999	1,740,054	1,290,934	2,079,233	19.49%	2,203,987	6.00%	2,336,226	6.00%
Contracts & Services	5000-5999	6,535,734	1,726,948	6,408,837	-1.94%	7,064,915	10.24%	7,742,915	9.60%
Capital Outlay (Modified Accrual Basis Only)	6000-6599	-	-	-		-		-	
Depreciation Expense (Accrual Basis Only)	6900	-	-	-		-		-	
Other Outgo	7100-7299	-	-	-		-		-	
Debt Service (see Debt Form)	7400-7499	300,935	216,044	331,029	10.00%	367,442	11.00%	389,489	6.00%
Total Expenditures		$ 20,081,959	$ 7,037,582	$ 20,051,121	-0.15%	$ 22,146,255	10.45%	$ 24,196,549	9.26%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		$ 441,050	$ (3,585,777)	$ 630,298	42.91%	$ 389,723	-38.17%	$ 457,761	17.46%
OTHER SOURCES & USES									
Other Sources/Contributions to Restricted Programs	8900	-							
Other Uses	7600	-							
Net Sources & Uses		$ -	$ -	$ -		$ -		$ -	
NET INCREASE (DECREASE) IN FUND BALANCE		$ 441,050	$ (3,585,777)	$ 630,298	42.91%	$ 389,723	-38.17%	$ 457,761	17.46%
FUND BALANCE, RESERVES									
Beginning Balance at Adopted Budget	9791	2,085,727	2,085,727	2,085,727					
Adjustments for Unaudited Actuals	9792		122,799	122,799					
Beg Fund Balance at Unaudited Actuals			2,208,526	2,208,526					
Adjustments for Audit	9793								
Adjustments for Restatements	9795								
Beginning Fund Balance as per Audit Report +/- Restatements			2,208,526	2,208,526		2,838,824		3,228,547	
Ending Balance	9790	$ 2,526,777	$ (1,377,251)	$ 2,838,824	12.35%	$ 3,228,547	13.73%	$ 3,686,308	14.18%

Fiscal Year 2025-26 First Interim Report
Unrestricted MYP

Form Revised 7/31/2025

DESCRIPTION		Adopted Budget 2025-26	First Interim **Actual** thru October 31, 2025	First Interim Projected Budget 2025-26	Percent Change	First Interim Projected Budget 2026-27	Percent Change	First Interim Projected Budget 2027-28	Percent Change
Components of Ending Fund Balance (Budget):									
a. **Nonspendable**									
Revolving Cash	9711	-							
Stores	9712	-							
Prepaid Expenditures	9713	-							
All Others	9719	-							
b. **Restricted**	9740								
c. **Committed**									
Committed - Stabilization Arrangements	9750	-							
Committed - Other	9760	-							
d. **Assignments**	9780	-							
e. **Unassigned**									
Reserve for Ecomonic Uncertainties	9789	1,004,098	351,879	1,002,556	-0.15%	1,107,313	10.45%	1,209,827	9.26%
Undesignated / Unappropriated Amount / Unrestricted Net Position	9790	1,522,679	(1,729,130)	1,836,268	20.59%	2,121,234	15.52%	2,476,480	16.75%
ASSUMPTIONS FOR UNRESTRICTED PROGRAMS:									
LIST FEDERAL UNRESTRICTED REVENUES (MOST FEDERAL PROGRAM REVENUES ARE RESTRICTED AND SHOULD BE ON RESTRICTED SHEET)									
1 Ex. Erate		-							
2		-							
3		-							
4		-							
5		-							
6		-							
7		-							
8		-							
9		-							
Total Federal Awards Budgeted:		$ -	$ -	$ -		$ -		$ -	
Lottery Unrestricted Allocation per ADA				$ 181.91		$ 181.91		$ 181.91	
Lottery Unrestricted Estimated Award				$ 291,382		$ 308,865	6.00%	$ 327,397	6.00%
LIST UNRESTRICTED STATE FUNDS BUDGETED IN OTHER STATE									
1 Ex. Mandate Block Grant		-	-						
2 8550 - K-12 Mandate Block Grant		44,368	-	51,728	16.59%	54,832	6.00%	58,122	6.00%
3		-							
4		-							
5		-							
6		-							
7		-							
8		-							
9		-							
10		-							
11		-							
12		-							
13		-							
14		-							
15		-							
16		-							
17		-							
18		-							
Total Other State Revenue Funds Budgeted:		$ 44,368	$ -	$ 51,728	16.59%	$ 54,832	6.00%	$ 58,122	6.00%
LIST OTHER UNRESTRICTED LOCAL REVENUES BUDGETED in "Other Local Revenues"									
1 Ex. Services Reimbursed by District		-							
2 8699 - Misc. Revenue		37,528	8,742	38,819	3.44%	41,148	6.00%	43,617	6.00%
3		-							
4		-							
5		-							
6		-							
Total Other Local Revenue Funds Budgeted:		$ 37,528	$ 8,742	$ 38,819	3.44%	$ 41,148	6.00%	$ 43,617	6.00%

Fiscal Year 2025-26 First Interim Report
Restricted MYP

Form Revised 7/31/2025

DESCRIPTION		Adopted Budget 2025-26	First Interim **Actual** thru October 31 2025	First Interim Projected Budget 2025-26	Percent Change	First Interim Projected Budget 2026-27	Percent Change	First Interim Projected Budget 2027-28	Percent Change
REVENUES									
LCFF Sources									
LCFF	8011								
EPA	8012								
State Aid - Prior Year	8019								
In Lieu Property Taxes	8096								
Federal	8100-8299	468,972	-	490,215	4.53%	519,627	6.00%	550,805	6.00%
State									
Lottery - Unrestricted	8560								
Lottery - Prop 20 - Restricted	8560	125,918	-	125,754	-0.13%	133,300	6.00%	141,298	6.00%
Other State Revenue	8300-8599	1,180,067	882,867	1,214,663	2.93%	632,565	-47.92%	657,317	3.91%
Local									
Interest	8660	-	-	-					
AB602 Local Special Education Transfer	8792	1,351,835	364,482	1,333,788	-1.34%	1,413,815	6.00%	1,498,644	6.00%
Other Local Revenues	8600-8799	-	-	-		-		-	
Total Revenues		$ 3,126,791	$ 1,247,349	$ 3,164,420	1.20%	$ 2,699,307	-14.70%	$ 2,848,064	5.51%
EXPENDITURES									
Certificated Salaries	1000-1999	1,520,567	602,136	1,806,408	18.80%	1,527,400	-15.45%	1,609,347	5.37%
Classified Salaries	2000-2999	-							
Benefits	3000-3999	431,493	125,803	377,409	-12.53%	325,688	-13.70%	344,255	5.70%
Books & Supplies	4000-4999	-							
Contracts & Services	5000-5999	1,174,731	326,867	980,602	-16.53%	846,219	-13.70%	894,461	5.70%
Capital Outlay (Modified Accrual Basis Only)	6000-6599	-							
Depreciation Expense (Accrual Basis Only)	6900	-							
Other Outgo	7100-7299	-							
Debt Service (see Debt Form)	7400-7499	-							
Total Expenditures		$ 3,126,791	$ 1,054,807	$ 3,164,420	1.20%	$ 2,699,307	-14.70%	$ 2,848,064	5.51%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		$ 0	$ 192,542	$ -		$ -		$ (0)	
OTHER SOURCES & USES									
Other Sources/Contributions to Restricted Programs	8900	-							
Other Uses	7600	-							
Net Sources & Uses		$ -	$ -	$ -		$ -		$ -	
NET INCREASE (DECREASE) IN FUND BALANCE		$ 0	$ 192,542	$ -		$ -		$ (0)	
FUND BALANCE, RESERVES									
Beginning Balance at Adopted Budget	9791	-	-	-					
Adjustments for Unaudited Actuals	9792		-	-					
Beg Fund Balance at Unaudited Actuals			-	-					
Adjustments for Audit	9793								
Adjustments for Restatements	9795	-							
Beginning Fund Balance as per Audit Report +/- Restatements			-	-		-		-	
Ending Balance		$ -	$ 192,542	$ -		$ -		$ -	

Fiscal Year 2025-26 First Interim Report
Restricted MYP

Form Revised 7/31/2025

DESCRIPTION		Adopted Budget 2025-26	First Interim **Actual** thru October 31 2025	First Interim Projected Budget 2025-26	Percent Change	First Interim Projected Budget 2026-27	Percent Change	First Interim Projected Budget 2027-28	Percent Change
Components of Ending Fund Balance (Budget):									
a. **Nonspendable**									
Revolving Cash	9711								
Stores	9712								
Prepaid Expenditures	9713								
All Others	9719								
b. **Restricted**	9740	-	192,542	-		-		-	
c. **Committed**									
Committed - Stabilization Arrangements	9750								
Committed - Other	9760								
d. **Assignments**	9780								
e. **Unassigned**									
Reserve for Ecomonic Uncertainties	9789								
Undesignated / Unappropriated Amount / Unrestricted Net Position	9790								

If Restricted Fund Balances Exist, Identify Balance by Program:

1	EX. AB602 - Special Education	-						
2		-						
3		-						
4		-						
5		-						
6		-						
7		-						
8		-						
9		-						
10		-						
11		-						
12		-						
13		-						
14		-						
15		-						
	Ending Resticted Fund Balance	-	Total must equal amount in Cell F64 above	-		-		-	

Fiscal Year 2025-26 First Interim Report
Restricted MYP

Form Revised 7/31/2025

	DESCRIPTION	Adopted Budget 2025-26	First Interim **Actual** thru October 31 2025	First Interim Projected Budget 2025-26	Percent Change	First Interim Projected Budget 2026-27	Percent Change	First Interim Projected Budget 2027-28	Percent Change
ASSUMPTIONS RESTRICTED PROGRAMS:									
	LIST FEDERAL RESTRICTED REVENUES								
1	EX. Title I	-							
2	8181 - Federal:Special Ed	222,659	-	222,371	-0.13%	235,713	6.00%	249,856	6.00%
3	8291 - Title I Revenue	215,305	-	234,456		248,523		263,435	
4	8292 - Title II Revenue	31,007	-	33,388		35,391		37,515	
5		-							
6		-							
7		-							
8		-							
9		-							
10		-							
11		-							
12		-							
13		-							
14		-							
15		-							
16		-							
17		-							
18		-							
19		-							
20		-							
	Total Federal Awards Budgeted:	$ 468,972	$ -	$ 490,215	$0.05	$ 519,627	6.00%	$ 550,805	$0
	Lottery Prop 20 Restricted Allocation per ADA	$ 78.51		$ 78.51		$ 78.51		$ 78.51	
	Lottery Estimated Prop 20 Restricted Award	$ 125,918		$ 125,754	-0.13%	$ 133,300	6.00%	$ 141,298	6.00%
	LIST RESTRICTED STATE FUNDS BUDGETED IN "Other State Revenue"								
1	8590 Educator Effectiveness Block Grant	-		-					
2	8590 CTEIG	72,807	-	87,173	19.73%	92,403	6.00%	97,948	6.00%
3	8590 Learning Recovery Emergency Block Grant	537,494	537,493	537,494	0.00%	-		-	
4	8590 Arts, Music, and Instructional Materials	287,992	287,992	287,992	0.00%	-		-	
5	8590 MTSS	-	-	-		-		-	
6	8590 Assessment Apportionment	-	-	-		-		-	
7	8590 Proposition 28: Arts and Music in Schools	154,899	34,716	182,711	17.96%	193,674	6.00%	205,294	6.00%
8	8590 SPED Mental Health Services	126,875	22,666	119,293	-5.98%	126,451	6.00%	134,038	6.00%
9	8590 Golden State Pathways Program: Planning Grant - Res. 6383	-	-	-		-		-	
10	8590 Student Support and Professional Development Discretionary Block Grant - 6019	-	-	-		220,037		220,037	0.00%
11		-							
12		-							
13		-							
14		-							
15		-							
16		-							
17		-							
18		-							
	Total Other State Revenue Funds Budgeted:	$ 1,180,067	$ 882,867	$ 1,214,663	2.93%	$ 632,565	-47.92%	$ 657,317	$0

Fiscal Year 2025-26 First Interim Report
Restricted MYP

Form Revised 7/31/2025

DESCRIPTION	Adopted Budget 2025-26	First Interim **Actual** thru October 31 2025	First Interim Projected Budget 2025-26	Percent Change	First Interim Projected Budget 2026-27	Percent Change	First Interim Projected Budget 2027-28	Percent Change
LIST OTHER RESTRICTED LOCAL REVENUES BUDGETED in "Other Local Revenues"								
1	-							
2	-							
3	-							
4	-							
5	-							
6	-							
Total Other Local Revenue Funds Budgeted:	$ -	$ -	$ -		$ -		$ -	
SPECIAL EDUCATION DETAILS:								
What % of student population is Special Ed	7.51%	7.50%	7.72%	2.87%	8.03%	4.00%	8.35%	4.00%
For SELPA services, is the Charter under School District, or a member LEA?	Charter is a member of El Dorado SELPA							
AB602 Revenue	1,211,085	364,482	1,333,788	10.13%	1,413,815	6.00%	1,498,644	6.00%
Other Special Ed Revenue	116,136	22,666	119,293	2.72%	126,451	6.00%	134,038	6.00%
Unrestricted Contribution to Special Ed	58,712	15,082	55,189	-6.00%	52,982	-4.00%	50,863	-4.00%
Total Special Ed Funding	1,385,933	402,230	1,508,270	8.83%	1,593,248	5.63%	1,683,545	5.67%
Special Ed Expenditures	1,385,933	402,230	1,508,270	8.83%	1,593,248	5.63%	1,683,545	5.67%

CHARTER NAME: Elite Academic Academy - Lucerne
CDS #: 36-75051-0136960
CHARTER #: 1923

Fiscal Year 2025-26 First Interim Report
Summary MYP

Form Revised 7/31/2025

DESCRIPTION		Adopted Budget 2025-26	First Interim **Actual** thru October 31, 2025	First Interim Projected Budget 2025-26	Percent Change	First Interim Projected Budget 2026-27	Percent Change	First Interim Projected Budget 2027-28	Percent Change
REVENUES									
LCFF Sources									
LCFF	8011	19,387,817	3,372,782	19,572,031	0.95%	21,360,026	9.14%	23,407,802	9.59%
EPA	8012	307,116	70,281	306,718	-0.13%	325,121	6.00%	344,628	6.00%
State Aid - Prior Year	8019	-	-	-		-		-	
In Lieu Property Taxes	8096	452,884	-	420,741	-7.10%	445,985	6.00%	472,745	6.00%
Federal	8100-8299	468,972	-	490,215	4.53%	519,627	6.00%	550,805	6.00%
State									
Lottery - Unrestricted	8560	293,296	-	291,382	-0.65%	308,865	6.00%	327,397	6.00%
Lottery - Prop 20 - Restricted	8560	125,918	-	125,754	-0.13%	133,300	6.00%	141,298	6.00%
Other State Revenue	8300-8599	1,224,435	882,867	1,266,391	3.43%	687,397	-45.72%	715,439	4.08%
Local									
Interest	8660	-	-	-		-		-	
AB602 Local Special Education Transfer	8792	1,351,835	364,482	1,333,788	-1.34%	1,413,815	6.00%	1,498,644	6.00%
Other Local Revenues	8600-8799	37,528	8,742	38,819	3.44%	41,148	6.00%	43,617	6.00%
Total Revenues		$ 23,649,801	$ 4,699,154	$ 23,845,839	0.83%	$ 25,235,285	5.83%	$ 27,502,374	8.98%
EXPENDITURES									
Certificated Salaries	1000-1999	9,490,823	3,216,813	9,430,189	-0.64%	10,095,961	7.06%	11,022,770	9.18%
Classified Salaries	2000-2999	1,134,326	376,505	1,141,642	0.64%	1,222,242	7.06%	1,334,444	9.18%
Benefits	3000-3999	2,832,147	938,277	2,844,009	0.42%	3,044,796	7.06%	3,324,308	9.18%
Books & Supplies	4000-4999	1,740,054	1,290,934	2,079,233	19.49%	2,203,987	6.00%	2,336,226	6.00%
Contracts & Services	5000-5999	7,710,465	2,053,816	7,389,439	-4.16%	7,911,134	7.06%	8,637,376	9.18%
Capital Outlay (Modified Accrual Basis Only)	6000-6599	-	-	-		-		-	
Depreciation Expense (Accrual Basis Only)	6900	-	-	-		-		-	
Other Outgo	7100-7299	-	-	-		-		-	
Debt Service (see Debt Form)	7400-7499	300,935	216,044	331,029	10.00%	367,442	11.00%	389,489	6.00%
Total Expenditures		$ 23,208,750	$ 8,092,388	$ 23,215,541	0.03%	$ 24,845,562	7.02%	$ 27,044,613	8.85%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		$ 441,051	$ (3,393,234)	$ 630,298	42.91%	$ 389,723	-38.17%	$ 457,761	17.46%
OTHER SOURCES & USES									
Other Sources/Contributions to Restricted Programs	8900	-	-	-		-		-	
Other Uses	7600	-	-	-		-		-	
Net Sources & Uses		$ -	$ -	$ -		$ -		$ -	
NET INCREASE (DECREASE) IN FUND BALANCE		$ 441,051	$ (3,393,234)	$ 630,298	42.91%	$ 389,723	-38.17%	$ 457,761	17.46%

CHARTER NAME: Elite Academic Academy - Lucerne
CDS #: 36-75051-0136960
CHARTER #: 1923

Fiscal Year 2025-26 First Interim Report
Summary MYP

Form Revised 7/31/2025

DESCRIPTION		Adopted Budget 2025-26	First Interim **Actual** thru October 31, 2025	First Interim Projected Budget 2025-26	Percent Change	First Interim Projected Budget 2026-27	Percent Change	First Interim Projected Budget 2027-28	Percent Change
FUND BALANCE, RESERVES									
Beginning Balance at Adopted Budget	9791	2,085,727	2,085,727	2,085,727	0.00%				
Adjustments for Unaudited Actuals	9792		122,799	122,799					
Beg Fund Balance at Unaudited Actuals			2,208,526	2,208,526					
Adjustments for Audit	9793		-	-					
Adjustments for Restatements	9795	-	-	-					
Beginning Fund Balance as per Audit Report +/- Restatements		-	2,208,526	2,208,526		2,838,824	28.54%	3,228,547	13.73%
Ending Balance	9790	$ 2,526,777	$ (1,184,709)	$ 2,838,824	12.35%	$ 3,228,547	13.73%	$ 3,686,308	14.18%
Components of Ending Fund Balance (Budget):									
a. **Nonspendable**									
Revolving Cash	9711	-	-	-		-		-	
Stores	9712	-	-	-		-		-	
Prepaid Expenditures	9713	-	-	-		-		-	
All Others	9719	-	-	-		-		-	
b. **Restricted**	9740	-	192,542	-		-		-	
c. **Committed**									
Committed - Stabilization Arrangements	9750	-	-	-		-		-	
Committed - Other	9760	-	-	-		-		-	
d. **Assignments**	9780	-	-	-		-		-	
e. **Unassigned**									
Reserve for Ecomonic Uncertainties	9789	1,004,098	351,879	1,002,556	-0.15%	1,107,313	10.45%	1,209,827	9.26%
Undesignated / Unappropriated Amount / Unrestricted Net Position	9790	1,522,679	(1,729,130)	1,836,268	20.59%	2,121,234	15.52%	2,476,480	16.75%
Economic Uncertainty and Unappropriated Reserve Percentage (9789+9790)/(Total Expenditures + Other Uses)		10.89%	-17.02%	12.23%		12.99%		13.63%	

Reserve Standard (unless different standard identified in MOU)	**3%**	**3%**	**3%**	**3%**	**3%**
If MOU contains a Reserve Standard other than above, enter here						
Reserve Standard Met/Not Met	**Met**	**Not Met**	**Met**	**Met**	**Met**

If not meeting standards, discuss fiscal recovery plan:

Unrestricted Deficit Spending Percentage	0.0%	51.0%	0.0%	0.0%	0.0%
Unrestricted Deficit Spending Standard	**3.6%**	**-5.7%**	**4.1%**	**4.3%**	**4.5%**
Unrestricted Deficit Spending Standard Met/Not Met	**Met**	**Not Met**	**Met**	**Met**	**Met**

If deficit spending, explain cause and if one-time or on-going. If for on-going, what is the Charter's plan to eliminatethe deficit?

DEBT - Multiyear Commitments

Fiscal Year 2025-26 First Interim Report

CHARTER NAME: Elite Academic Academy - Lucerne

Form Revised 7/31/2025

Complete the following table for all significant multiyear commitments for the budget year and the following two years. Clearly identify the number of years remaining and the total remaining principal amount of the commitment, the amount of principal and interest budgeted for the current fiscal year and the following two years.

Under the Comment Section, provide a brief statement identifying the funding source for repayment of each obligation.

☐ **NO DEBT** (if no debt, **X**)

Type of Commitment	# of Years Remaining	July 1, 2025 Principal Balance	2025-26 Payment Principle	2025-26 Payment Interest	2026-27 Payment Principle	2026-27 Payment Interest	2027-28 Payment Principle	2027-28 Payment Interest	Object Code(s)
State School Building Loans									
Charter School Start-up Loans									
Other Post Employment Benefits									
Compensated Absences									
Bank Line of Credit Loans									
Municipal Lease									
Capital Lease	1	24,680	24,117	563	-	-	-	-	5611 - Rent
Capital Lease	6	143,189	27,049	7,943	29,627	6,190	32,395	4,271	5611 - Rent
Capital Lease									
Inter-Agency Borrowing									
Other									
Total		**167,869**	**51,166**	**8,506**	**29,627**	**6,190**	**32,395**	**4,271**	

Other Commitments:

Comments:

We anticipate having intra-year debt during the 2025-26 fiscal year by factoring receivables, and we expect to have a zero balance for this liability by year's end.

CHARTER NAME: Elite Academic Academy - Lucerne

2025-26 First Interim Cash Flow

DATE PREPARED: 11/21/2025

Form Revised 7/31/2025

			July Actual	% Bud	August Actual	% Bud	September Actual	% Bud	October Actual	% Bud	November Estimated	% Bud	December Estimated	% Bud	January Estimated	% Bud
Beginning Cash Balance		July 1 Cash =	2,710,782		1,339,839		2,582,081		1,794,338		1,581,682		2,080,069		1,679,233	
			Actuals -		Actuals -		Actuals -		Actuals -		Actuals -		Actuals -		Actuals -	
REVENUE																
LCFF Sources																
LCFF	8011		887,574	4.53%	-		887,574	4.53%	1,597,634	8.16%	1,597,634	8.16%	1,597,634	8.16%	1,597,634	8.16%
EPA	8012		-		-		-		70,281	22.91%	-		-		61,582	20.08%
State Aid - Prior Year	8019		-		-		-		-		-		-		-	
In Lieu Property Taxes	8096		-		-		-		-		-		-		-	
Federal	8100-8299		-		-		-		-		-		-		-	
State																
Lottery - Unrestricted	8560		-		-		-		-		-		-		136,758	46.93%
Lottery - Prop 20 - Restricted	8560		-		-		-		-		-		-		30,686	24.40%
Other State Revenue	8300-8599		840,586	66.38%	-		15,101	1.19%	27,180	2.15%	-		51,728	4.08%	-	
Local																
Interest	8660		-		-		-		-		-		-		-	
AB602 Local Special Education Transfer	8792		64,951	4.87%	64,951	4.87%	117,290	8.79%	117,290	8.79%	117,290	8.79%	117,290	8.79%	117,290	8.79%
Other Local Revenues	8600-8799		184	0.47%	158	0.41%	6,851	17.65%	1,549	3.99%	-		28,881	74.40%	-	
Total Revenues			$ 1,793,295	7.52%	$ 65,109	0.27%	$ 1,026,816	4.31%	$ 1,813,934	7.61%	$ 1,714,924	7.19%	$ 1,795,533	7.53%	$ 1,943,951	8.15%
EXPENDITURES																
Certificated Salaries	1000-1999		862,350	9.14%	946,040	10.03%	711,330	7.54%	697,093	7.39%	766,534	8.13%	807,448	8.56%	759,237	8.05%
Classified Salaries	2000-2999		81,971	7.18%	122,316	10.71%	84,771	7.43%	87,448	7.66%	88,876	7.78%	92,442	8.10%	92,442	8.10%
Benefits	3000-3999		240,622	8.46%	265,269	9.33%	217,111	7.63%	215,275	7.57%	233,470	8.21%	244,074	8.58%	233,828	8.22%
Books & Supplies	4000-4999		413,815	19.90%	347,372	16.71%	291,849	14.04%	237,898	11.44%	34,625	1.67%	117,155	5.63%	70,212	3.38%
Contracts & Services	5000-5999		932,785	12.62%	500,934	6.78%	161,666	2.19%	458,430	6.20%	377,131	5.10%	463,740	6.28%	460,571	6.23%
Capital Outlay (Modified Accrual Basis Only)	6000-6599		-		-		-		-		-		-		-	
Depreciation Expense (Accrual Basis Only)	6900		-		-		-		-		-		-		-	
Other Outgo	7100-7299		-		-		-		-		-		-		-	
Debt Service (see Debt Form)	7400-7499		-		216,044	65.26%	-		-		-		-		113,368	34.25%
Total Expenditures			$ 2,531,543	10.90%	$ 2,397,975	10.33%	$ 1,466,726	6.32%	$ 1,696,144	7.31%	$ 1,500,636	6.46%	$ 1,724,860	7.43%	$ 1,729,659	7.45%
OTHER SOURCES/USES																
Other Sources/Contributions to Restricted Programs	8900															
Other Uses	7600															
Net Sources & Uses			$ -		$ -		$ -		$ -		$ -		$ -		$ -	
BALANCE SHEET		July 1 - Beginning Balances		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal
Capital Assets - Net of Accum Depr (Accrual Basis Only)	9400-9489	160,942	-		-		-		-		-		-		-	
Accounts Receivable	9210	2,360,776	799,845	33.88%	832,191	35.25%	(41,377)		(14,005)		131,021	5.55%	153,804	6.51%	119,162	5.05%
Prepaid Expenditures	9330	470,697	675,349	143.48%	-		-		-		(237,299)		-		-	
Other Non Current Assets																
Accounts Payable	9510	2,501,879	1,282,404	51.26%	476,382	19.04%	306,457	12.25%	316,441	12.65%	(390,377)		(447,788)		324,506	12.97%
Line of Credit Payments	9640	-	-		(3,219,300)		-		-		-		1,073,100		1,073,100	
Deferred Revenue	9650	825,485	825,485	100.00%	-		-		-		-		-		-	
Other Non Current Liabilities		167,306	-		-		-		-		-		-		-	
TOTAL BALANCE SHEET		$ (502,255)	$ (632,695)		$ 3,575,108		$ (347,833)		$ (330,446)		$ 284,099		$ (471,509)		$ (1,278,444)	
OTHER ADJUSTMENTS (LIST)																
TOTAL OTHER ADJUSTMENTS		$ -	$ -		$ -		$ -		$ -		$ -		$ -		$ -	
NET REVENUES LESS EXPENDITURES			$ (1,370,943)		$ 1,242,243		$ (787,744)		$ (212,656)		$ 498,387		$ (400,836)		$ (1,064,152)	
ENDING CASH BALANCE			$ 1,339,839		$ 2,582,081		$ 1,794,338		$ 1,581,682		$ 2,080,069		$ 1,679,233		$ 615,081	

CHARTER NAME: Elite Academic Academy - Lucerne

2025-26 First Interim Cash Flow

DATE PREPARED: 11/21/2025

Form Revised 7/31/2025

		February Estimated	% Bud	March Estimated	% Bud	April Estimated	% Bud	May Estimated	% Bud	June Estimated	% Bud	Estimated Accrual	Total	Projected Budget	Difference
Beginning Cash Balance		615,081		411,761		871,083		1,328,744		2,111,760		3,013,004			
REVENUE															
LCFF Sources															
LCFF	8011	1,597,634	8.16%	1,961,743	10.02%	1,961,743	10.02%	1,961,743	10.02%	1,961,743	10.02%	1,961,743	19,572,031	19,572,031	-
EPA	8012	-		-		111,568	36.37%	-		-		63,286	306,718	306,718	-
State Aid - Prior Year	8019	-		-		-		-		-		-	-	-	-
In Lieu Property Taxes	8096	-		-		418,720	99.52%	-		-		2,021	420,741	420,741	-
Federal	8100-8299	-		-		226,190	46.14%	-		-		264,024	490,215	490,215	-
State															
Lottery - Unrestricted	8560	-		-		75,822	26.02%	-		78,802	27.04%	-	291,382	291,382	-
Lottery - Prop 20 - Restricted	8560	-		-		16,745	13.32%	-		78,323	62.28%	-	125,754	125,754	-
Other State Revenue	8300-8599	-		-		-		165,898	13.10%	165,898	13.10%	-	1,266,391	1,266,391	-
Local															
Interest	8660	-		-		-		-		-		-	-	-	-
AB602 Local Special Education Transfer	8792	117,290	8.79%	117,290	8.79%	117,290	8.79%	117,290	8.79%	117,290	8.79%	30,986	1,333,788	1,333,788	-
Other Local Revenues	8600-8799	-		456	1.17%	-		-		740	1.91%	0	38,819	38,819	-
Total Revenues		$ 1,714,924	7.19%	$ 2,079,488	8.72%	$ 2,928,079	12.28%	$ 2,244,931	9.41%	$ 2,402,796	10.08%	$ 2,322,060	$ 23,845,839	$ 23,845,839	$ -
EXPENDITURES															
Certificated Salaries	1000-1999	759,237	8.05%	759,237	8.05%	759,237	8.05%	759,237	8.05%	807,448	8.56%	35,760	9,430,189	9,430,189	-
Classified Salaries	2000-2999	92,442	8.10%	92,442	8.10%	92,442	8.10%	92,442	8.10%	92,442	8.10%	29,166	1,141,642	1,141,642	-
Benefits	3000-3999	233,828	8.22%	233,828	8.22%	233,828	8.22%	233,828	8.22%	244,074	8.58%	14,972	2,844,009	2,844,009	-
Books & Supplies	4000-4999	93,213	4.48%	95,676	4.60%	178,950	8.61%	91,509	4.40%	106,959	5.14%	-	2,079,233	2,079,233	-
Contracts & Services	5000-5999	466,381	6.31%	454,378	6.15%	739,855	10.01%	744,499	10.08%	1,629,069	22.05%	0	7,389,439	7,389,439	-
Capital Outlay (Modified Accrual Basis Only)	6000-6599	-		-		-		-		-		-	-	-	-
Depreciation Expense (Accrual Basis Only)	6900	-		-		-		-		-		-	-	-	-
Other Outgo	7100-7299	-		-		-		-		-		-	-	-	-
Debt Service (see Debt Form)	7400-7499	-		1,440	0.44%	177	0.05%	-		-		-	331,029	331,029	-
Total Expenditures		$ 1,645,102	7.09%	$ 1,637,002	7.05%	$ 2,004,490	8.63%	$ 1,921,515	8.28%	$ 2,879,992	12.41%	$ 79,898	$ 23,215,541	$ 23,215,541	$ -
OTHER SOURCES/USES															
Other Sources/Contributions to Restricted Programs	8900											-	-	-	-
Other Uses	7600											-	-	-	-
Net Sources & Uses		$ -		$ -		$ -		$ -		$ -		$ -	$ -	$ -	$ -
BALANCE SHEET			% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal			Remaining Balance	
Capital Assets - Net of Accum Depr (Accrual Basis Only)	9400-9489	-		-		-		-		-			-	160,942	
Accounts Receivable	9210	98,741	4.18%	98,741	4.18%	98,741	4.18%	98,741	4.18%	59,199	2.51%		2,434,804	(74,028)	
Prepaid Expenditures	9330	-		-		-		-		(477,780)			(39,730)	510,428	
Other Non Current Assets													-	-	
Accounts Payable	9510	(701,217)		81,905	3.27%	564,669	22.57%	(360,860)		(1,356,948)			95,575	2,406,304	
Line of Credit Payments	9640	1,073,100		-		-		-		-			-	-	
Deferred Revenue	9650	-		-		-		-		(440,073)			385,412	440,073	
Other Non Current Liabilities		-		-		-		-		-			-	167,306	
TOTAL BALANCE SHEET		$ (273,142)		$ 16,836		$ (465,928)		$ 459,601		$ 1,378,440		$ -	$ 1,914,087	$ (2,416,342)	
OTHER ADJUSTMENTS (LIST)														Remaining Balance	
													-	-	
													-	-	
													-	-	
													-	-	
													-	-	
													-	-	
													-	-	
TOTAL OTHER ADJUSTMENTS		$ -		$ -		$ -		$ -		$ -			$ -	$ -	
NET REVENUES LESS EXPENDITURES		$ (203,320)		$ 459,323		$ 457,661		$ 783,016		$ 901,244		$ 2,242,162	$ 2,544,384		
ENDING CASH BALANCE		$ 411,761		$ 871,083		$ 1,328,744		$ 2,111,760		$ 3,013,004		$ 2,838,823.84			

Ending Fund Balance $ 2,838,824

Ending Cash (AC6) plus Ending Total Balance Sheet (AE52) plus Accruals (AC64) should equal Ending Fund Balance $ (0)

CHARTER NAME: Elite Academic Academy - Lucerne

2026-27 First Interim Cash Flow

DATE PREPARED: 11/21/2025

Form Revised 7/31/2025

			July Estimated	% Bud	August Estimated	% Bud	September Estimated	% Bud	October Estimated	% Bud	November Estimated	% Bud	December Estimated	% Bud	January Estimated	% Bud
Beginning Cash Balance		July 1 Cash =	3,013,004		1,343,846		(754,752)		(1,624,536)		(1,871,305)		(1,286,506)		(524,975)	
REVENUE																
LCFF Sources																
LCFF	8011		968,658	4.53%	-		968,658	4.53%	1,743,585	8.16%	1,743,585	8.16%	1,743,585	8.16%	1,743,585	8.16%
EPA	8012		-		-		-		74,498	22.91%	-		-		65,277	20.08%
State Aid - Prior Year	8019		-		-		-		-		-		-		-	
In Lieu Property Taxes	8096		-		-		-		-		-		-		-	
Federal	8100-8299		-		-		-		-		-		-		-	
State																
Lottery - Unrestricted	8560		-		-		-		-		-		-		144,964	46.93%
Lottery - Prop 20 - Restricted	8560		-		-		-		-		-		-		32,527	24.40%
Other State Revenue	8300-8599		-		-		-		-		-		54,832	7.98%	-	
Local																
Interest	8660		-		-		-		-		-		-		-	
AB602 Local Special Education Transfer	8792		68,848	4.87%	68,848	4.87%	124,327	8.79%	124,327	8.79%	124,327	8.79%	124,327	8.79%	124,327	8.79%
Other Local Revenues	8600-8799		-		-		-		-		-		-		-	
Total Revenues			$ 1,037,506	4.11%	$ 68,848	0.27%	$ 1,092,985	4.33%	$ 1,942,411	7.70%	$ 1,867,913	7.40%	$ 1,922,744	7.62%	$ 2,110,681	8.36%
EXPENDITURES																
Certificated Salaries	1000-1999		923,232	9.14%	1,012,831	10.03%	761,550	7.54%	746,308	7.39%	820,651	8.13%	864,453	8.56%	812,840	8.05%
Classified Salaries	2000-2999		87,758	7.18%	130,951	10.71%	90,756	7.43%	93,622	7.66%	95,151	7.78%	98,968	8.10%	98,968	8.10%
Benefits	3000-3999		257,610	8.46%	283,997	9.33%	232,439	7.63%	230,473	7.57%	249,953	8.21%	261,306	8.58%	250,337	8.22%
Books & Supplies	4000-4999		438,644	19.90%	368,214	16.71%	309,360	14.04%	252,172	11.44%	36,702	1.67%	124,185	5.63%	74,425	3.38%
Contracts & Services	5000-5999		998,640	12.62%	536,300	6.78%	173,079	2.19%	490,795	6.20%	403,756	5.10%	496,481	6.28%	493,087	6.23%
Capital Outlay (Modified Accrual Basis Only)	6000-6599		-		-		-		-		-		-		-	
Depreciation Expense (Accrual Basis Only)	6900		-		-		-		-		-		-		-	
Other Outgo	7100-7299		-		-		-		-		-		-		-	
Debt Service (see Debt Form)	7400-7499		-		239,809	65.26%	-		-		-		-		125,838	34.25%
Total Expenditures			$ 2,705,884	10.89%	$ 2,572,102	10.35%	$ 1,567,184	6.31%	$ 1,813,370	7.30%	$ 1,606,214	6.46%	$ 1,845,393	7.43%	$ 1,855,495	7.47%
OTHER SOURCES/USES																
Other Sources/Contributions to Restricted Programs	8900															
Other Uses	7600															
Net Sources & Uses			$ -		$ -		$ -		$ -		$ -		$ -		$ -	
BALANCE SHEET		July 1 - Beginning Balances		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal
Capital Assets - Net of Accum Depr (Accrual Basis Only)	9400-9489	160,942	-		-		-		-		-		-		-	
Accounts Receivable	9210	2,248,032	909,651	40.46%	946,437	42.10%	(47,057)		(15,928)		149,008	6.63%	174,918	7.78%	135,521	6.03%
Prepaid Expenditures	9330	510,428	768,063	150.47%	-		-		-		(269,876)		-		-	
Other Non Current Assets		-														
Accounts Payable	9510	2,486,202	1,458,457	58.66%	541,782	21.79%	348,528	14.02%	359,883	14.48%	(443,969)		(509,262)		369,056	14.84%
Line of Credit Payments	9640	-	-		-		-		-		-		-		-	
Deferred Revenue	9650	440,073	220,037	50.00%	-		-		-		-		-		-	
Other Non Current Liabilities		167,306	-		-		-		-		-		-		-	
TOTAL BALANCE SHEET		$ (174,180)	$ (780)		$ 404,655		$ (395,585)		$ (375,810)		$ 323,101		$ 684,180		$ (233,535)	
OTHER ADJUSTMENTS (LIST)																
TOTAL OTHER ADJUSTMENTS		$ -	$ -		$ -		$ -		$ -		$ -		$ -		$ -	
NET REVENUES LESS EXPENDITURES			$ (1,669,158)		$ (2,098,598)		$ (869,783)		$ (246,770)		$ 584,799		$ 761,531		$ 21,652	
ENDING CASH BALANCE			$ 1,343,846		$ (754,752)		$ (1,624,536)		$ (1,871,305)		$ (1,286,506)		$ (524,975)		$ (503,323)	

CHARTER NAME: Elite Academic Academy - Lucerne

2026-27 First Interim Cash Flow

DATE PREPARED: 11/21/2025

Form Revised 7/31/2025

		February Estimated	% Bud	March Estimated	% Bud	April Estimated	% Bud	May Estimated	% Bud	June Estimated	% Bud	Estimated Accrual	Total	Projected Budget	Difference
Beginning Cash Balance		(503,323)		514,110		1,092,603		1,389,783		2,167,236		3,130,242			
REVENUE															
LCFF Sources															
LCFF	8011	1,743,585	8.16%	2,140,957	10.02%	2,140,957	10.02%	2,140,957	10.02%	2,140,957	10.02%	2,140,956	21,360,026	21,360,026	-
EPA	8012	-		-		118,263	36.37%	-		-		67,083	325,121	325,121	-
State Aid - Prior Year	8019	-		-		-		-		-		-	-	-	-
In Lieu Property Taxes	8096	-		-		443,843	99.52%	-		-		2,143	445,985	445,985	-
Federal	8100-8299	-		-		-		-		-		519,627	519,627	519,627	-
State															
Lottery - Unrestricted	8560	-		-		80,372	26.02%	-		83,530	27.04%	0	308,865	308,865	-
Lottery - Prop 20 - Restricted	8560	-		-		17,750	13.32%	-		83,022	62.28%	0	133,300	133,300	-
Other State Revenue	8300-8599	-		45,678	6.65%	45,678	6.65%	45,678	6.65%	45,678	6.65%	449,854	687,397	687,397	-
Local															
Interest	8660	-		-		-		-		-		-	-	-	-
AB602 Local Special Education Transfer	8792	124,327	8.79%	124,327	8.79%	124,327	8.79%	124,327	8.79%	124,327	8.79%	32,845	1,413,815	1,413,815	-
Other Local Revenues	8600-8799	-		-		-		-		-		41,148	41,148	41,148	-
Total Revenues		$ 1,867,913	7.40%	$ 2,310,962	9.16%	$ 2,971,189	11.77%	$ 2,310,962	9.16%	$ 2,477,514	9.82%	$ 3,253,657	$ 25,235,285	$ 25,235,285	$ -
EXPENDITURES															
Certificated Salaries	1000-1999	812,840	8.05%	812,840	8.05%	812,840	8.05%	812,840	8.05%	864,453	8.56%	38,285	10,095,961	10,095,961	-
Classified Salaries	2000-2999	98,968	8.10%	98,968	8.10%	98,968	8.10%	98,968	8.10%	98,968	8.10%	31,225	1,222,242	1,222,242	-
Benefits	3000-3999	250,337	8.22%	250,337	8.22%	250,337	8.22%	250,337	8.22%	261,306	8.58%	16,029	3,044,796	3,044,796	-
Books & Supplies	4000-4999	98,806	4.48%	101,417	4.60%	189,687	8.61%	96,999	4.40%	113,376	5.14%	0	2,203,987	2,203,987	-
Contracts & Services	5000-5999	499,308	6.31%	486,457	6.15%	792,089	10.01%	797,061	10.08%	1,744,081	22.05%	0	7,911,134	7,911,134	-
Capital Outlay (Modified Accrual Basis Only)	6000-6599	-		-		-		-		-		-	-	-	-
Depreciation Expense (Accrual Basis Only)	6900	-		-		-		-		-		-	-	-	-
Other Outgo	7100-7299	-		-		-		-		-		-	-	-	-
Debt Service (see Debt Form)	7400-7499	-		1,599	0.44%	196	0.05%	-		-		(0)	367,442	367,442	-
Total Expenditures		$ 1,760,258	7.08%	$ 1,751,616	7.05%	$ 2,144,117	8.63%	$ 2,056,204	8.28%	$ 3,082,185	12.41%	$ 85,539	$ 24,845,562	$ 24,845,562	$ -
OTHER SOURCES/USES															
Other Sources/Contributions to Restricted Programs	8900											-	-	-	-
Other Uses	7600											-	-	-	-
Net Sources & Uses		$ -		$ -		$ -		$ -		$ -		$ -	$ -	$ -	$ -
BALANCE SHEET			% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal			Remaining Balance	
Capital Assets - Net of Accum Depr (Accrual Basis Only)	9400-9489	-		-		-		-		-			-	160,942	
Accounts Receivable	9210	112,296	5.00%	112,296	5.00%	112,296	5.00%	112,296	5.00%	67,327	2.99%		2,769,062	(521,030)	
Prepaid Expenditures	9330	-		-		-		-		(543,371)			(45,185)	555,612	
Other Non Current Assets													-	-	
Accounts Payable	9510	(797,483)		93,149	3.75%	642,188	25.83%	(410,400)		(1,543,234)			108,695	2,377,506	
Line of Credit Payments	9640	-		-		-		-		-			-	-	
Deferred Revenue	9650	-		-		-		-		(500,488)			(280,451)	720,524	
Other Non Current Liabilities		-		-		-		-		-			-	167,306	
TOTAL BALANCE SHEET		$ 909,779		$ 19,147		$ (529,892)		$ 522,696		$ 1,567,677		$ -	$ 2,895,633	$ (3,069,813)	
OTHER ADJUSTMENTS (LIST)														Remaining Balance	
													-	-	
													-	-	
													-	-	
													-	-	
													-	-	
													-	-	
													-	-	
TOTAL OTHER ADJUSTMENTS		$ -		$ -		$ -		$ -		$ -			$ -	$ -	
NET REVENUES LESS EXPENDITURES		$ 1,017,433		$ 578,493		$ 297,180		$ 777,454		$ 963,006		$ 3,168,117	$ 3,285,356		
ENDING CASH BALANCE		$ 514,110		$ 1,092,603		$ 1,389,783		$ 2,167,236		$ 3,130,242		$ 3,228,546.68			

Ending Fund Balance $ 3,228,547

Ending Cash (AC6) plus Ending Total Balance Sheet (AE52) plus Accruals (AC64) should equal Ending Fund Balance $ (0)

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LCFF Calculator Navigation

v.26.2 8/1/2025

Structure:

1 The LCFF Calculator structure has been built to maintain a standard eight-year structure that includes two historical years, one current year and five projection years.

2 The Data Entry tab was designed to cluster data entry sections by projection type (charter school or school district). Charter school data entry sections are intentionally placed at the top of the page due to the limited amount of data required to complete a projection.

3 The workbook contains conditional formatting to guide users through data entry. Once a projection type is identified and all basic questions are answered, only the highlighted sections require data entry; all remaining sections not applicable to the projection will remain grayed out. **No data should be entered in sections that are not highlighted**.

Projection Type Not Identified	Charter School Projection	School District Projection
	Data Entry Sections	Data Entry Sections

4 A separate calculation must be prepared for each LEA, either district or charter school.

5 Version Names will reflect the last two digits of the current projection year, followed by ".1" or ".2". If additional updates are needed, letter suffixes such as ".1a" or ".2b" will be used.
- version.1 includes prepopulated PY1-PY3 data from the CDE's P-1 Certification.
- version.2 includes prepopulated PY1-PY3 data from the CDE'sP-2 Certification.

For example, for the 2025-26 projection year, version **v26.1** includes P-1 certification data and version **26.2** includes P-2 certification data.

Data entry cells: prepopulated with the most current certified data; all data entry cells are unlocked for user edit. Prepopulated data cannot be restored after user override.

Tab Navigation Key:

Information tabs: provide important projection information and should be reviewed with each update.

Data Entry tab: single data entry tab for ALL LCFF calculations. Sections to be completed are identified through highlighting upon entry of CDS code and responses to required questions.

Primary calculation results tabs: provide calculations and results summaries only. **No data is entered on these tabs**.

Secondary support calculation tabs: provide details of supporting calculations for components that do not apply to all LEA calculations. **No data is entered on these tabs**.

User editable tabs: preformatted graphs and blank worksheet tabs.

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LCFF Calculator Navigation

v.26.2 8/1/2025

Instructions:

1 **Review Caveats**: Important details that may affect LEA calculations are noted in this tab. **This tab should be reviewed with each update**.

2 **Data Entry tab:** Data for all calculation types is entered into the Data Entry tab.
- Start a calculation by entering the five-digit code for a school district calculation or seven-digit school code for a charter school calculation. Once the LEA code is entered, the LEA type (district or charter) will be identified and the applicable data entry sections will be highlighted for completion.
- New charter schools that do not yet have a CDS code should select "Yes" from the drop-down list following the question below the CDS code box.

Section (1) Universal Assumptions: Prepopulated assumptions are based on the most current data released by the Department of Finance and the California Department of Education. COLA and EPA assumptions should be reviewed and updated to match percentage updates published after the version release.

- **EPA Miscellaneous Adjustments (P-2 Certification only) - cell L23:** For LEAs that need to update the version.1 (spring release) of the LCFF calculator with P-2 certification data before FCMAT publishes its version.2 (summer release), the row titled "EPA Miscellaneous Adjustments (P-2 Certification only)" has been added in the PY1 column, cell L23. LEAs should enter data in this field **only in late June, after the California Department of Education publishes the P-2 certification data and before FCMAT releases the version.2 LCFF calculator.** This field is only open in the version.1 of the calculator. An EPA miscellaneous adjustment is calculated once at P-2 and reported on the CDE's P-2 Education Protection Account exhibit, line D-2. This EPA miscellaneous adjustment offsets LCFF State Aid (object 8011).

Section (2) Charter School Data Elements Required to Calculate the LCFF: Enter charter school data elements in this section of the Data Entry tab ONLY; do not enter data in sections that are grayed out.

Section (3) School District Data Elements Required to Calculate the LCFF: Enter school district data elements in this section of the Data Entry tab ONLY; do not enter data in sections that are grayed out.
- **In Lieu of Taxes:** School districts that are the sponsoring LEA for a charter school or are otherwise required to transfer property taxes to a charter school should answer “YES” to the applicable question in this section, then complete section (5) School District In-Lieu of Property Tax Calculation for Charter Schools.
- **Necessary Small Schools:** School districts that have necessary small schools should answer “YES” to the applicable question in this section, then complete section (4) Necessary Small Schools ADA.
- **TK Add-on Funding:** ADA for TK students must be entered in this section for the add-on to calculate. TK ADA should also be included in the ADA section to properly calculate the Base, Supplemental and Concentration grants.
- **Charter Shift ADA:** Prior year ADA used in the determination of school district funding calculations is based on the greater of current year, prior year and, beginning with 2022-23 fiscal year, three-prior year average. The prior year ADA must be adjusted by the net ADA of students who "shifted" between district schools and district sponsored charter schools. Sponsoring school districts should enter the total prior year ADA by grade span of those students who attended district sponsored charter schools in the prior year and returned to attend district schools in the current year in the first section. Total prior year ADA by grade span for students who attended district schools in the prior year, then left to attend a district sponsored charter school should be entered in the second section.

Section (4) Necessary Small Schools ADA: School districts that have necessary small schools must complete section (4) on the Data Entry tab. Prior year data must be entered for each year including historical years, even when the school is funded under LCFF. If "**Enter SCHL LCFF ADA**" or "**Enter SCHL FTE**" is in any of the cells in the NSS ADA/FTE section, school districts should enter in the ADA/FTE for the school, and select funding method, so the calculator can accurately project funding.
- **NSS Supporting Calculations**: details related to NSS funding determination are located in the NSS Calculation tabs.

Section (5) In-Lieu of Property Tax Calculation for Charter Schools: School districts required to transfer in-lieu taxes to charter schools should select "Yes" from the drop-down list in section (3), then complete either section (a) or (b).
- **Section (a): To be completed only by districts that use an alternative rate for in-lieu tax transfers or calculates the in-lieu transfers outside of this tool. Carefully review and follow the instructions located in the In-lieu tax section.**
- **Section (b): To be completed by districts that follow the traditional allocation of funding for in-lieu tax transfers. The tool has been designed to support basic aid district calculations, which require charter school ADA to be entered by grade span. Non basic aid districts can enter the total charter school ADA for each school in any single grade span, it is not necessary to enter ADA by grade span or separately for each charter school. Consolidating all charter school ADA into a single section will calculate a similar result.**
- **In-Lieu of Property Taxes Results: The supporting calculations and in-lieu of property tax transfer amounts for each charter school are located in the District In-Lieu Taxes tab.**

3 **Review LCFF Calculation and EPA Results:** Detailed calculations and results can be viewed on the Calculator, EPA and Summary tabs. No data entry is required on these tabs.

4 **Supporting Calculations**: details related to NSS funding determination and in-lieu tax transfer amounts for each charter school are located in the NSS Calculation and District In-Lieu Taxes tabs.

Resources:

FCMAT LCFF help desk and calculator updates:	www.fcmat.org/lcff
CDE PASE exhibits:	www.cde.ca.gov/fg/aa/pa/exhibitguides.asp
CDE Exhibit Guide:	www.cde.ca.gov/fg/aa/pa/exhibitguides.asp

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FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

LCFF Calculator Navigation

v.26.2 8/1/2025

CDE Funding Rates and Information: www.cde.ca.gov/fg/aa/pa/lcffcola.asp

LCFF CALCULATOR

136960	5 digit District code or 7 digit School code *(from the CDS code)*	LEA:	Elite Academic Academy - Lucerne
NO	Is this calculation for a new charter school? (select from drop down list)	Projection Title:	FY 26 First Interim Projection
Charter	Projection Type	Created by:	Adam Woodard
		Email:	awoodard@eliteacademic.com
11/10/2025	Projection Date	Phone:	866-354-8302

	DATA ONLY - NO CALCULATIONS			PY3	PY2	PY1	CY	CY1	CY2	CY3	CY4
Elite Academic Academy - Lucerne (136960)	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**
(1) UNIVERSAL ASSUMPTIONS											
Supplemental Grant %				*20.00%*	*20.00%*	*20.00%*	*20.00%*	*20.00%*	*20.00%*	*20.00%*	*20.00%*
Concentration Grant (>55% population)				*65.00%*	*65.00%*	*65.00%*	*65.00%*	*65.00%*	*65.00%*	*65.00%*	*65.00%*
Statutory COLA & Augmentation/Suspension *(prefilled as calculated by the Department of Finance, DOF)*				13.26%	8.22%	1.07%	2.30%	3.02%	3.42%	3.31%	3.24%
Statutory COLA				*6.56%*	*8.22%*	*1.07%*	*2.30%*	*3.02%*	*3.42%*	*3.31%*	*3.24%*
Augmentation/(COLA Suspension)				*6.70%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Base Grant Proration Factor (deficit)				*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Add-on, ERT & MSA Proration Factor				*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Transitional Kindergarten Add-on (*2022-23 forward*)				$ 2,813	$ 3,044	$ 3,077	$ 5,545	$ 5,712	$ 5,907	$ 6,103	$ 6,301
EPA Entitlement as % of statewide adjusted Revenue Limit (P-2)				12.74780911%	21.98880689%	49.68656772%	49.68656772%	49.68656772%	49.68656772%	49.68656772%	49.68656772%
EPA Entitlement as % of statewide adjusted Revenue Limit (Annual)				12.84814107%	22.03836064%	49.68656772%	49.68656772%	49.68656772%	49.68656772%	49.68656772%	49.68656772%
Local EPA Accrual				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
EPA Miscellaneous Adjustments (P-2 Certification only)						$ -					

Elite Academic Academy - Lucerne (136960)		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
(2) CHARTER SCHOOL DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF												
NEW CHARTER SCHOOLS						New Charter School Name:						
						Year that charter starts operation (select from drop down list):						
(a) TRANSFER OF IN-LIEU PROPERTY TAX					Note: Charter schools should contact sponsoring district(s) for In-lieu estimate							
I-4	In-Lieu of Property Tax				248,110	339,742	385,632	420,741	445,985	472,744	501,109	531,175
(b) UNDUPLICATED PUPIL PERCENTAGE (UPP)												
A-1, A-2, A-3	Enrollment		340	598	693	960	1,070	1,167	1,237	1,312	1,390	1,474
B-1, B-2, B-3	Unduplicated Pupil Count		172	286	359	536	596	619	656	695	737	781
	Single Year Unduplicated Pupil Percentage				51.80%	55.83%	55.70%	53.00%	53.00%	53.00%	53.00%	53.00%
C-1	Unduplicated Pupil Percentage (%) - 3 Year Rolling Percentage				50.09%	52.47%	54.76%	54.75%	53.83%	53.00%	53.00%	53.00%
(c) CONCENTRATION GRANT FUNDING LIMITATION: District of Physical Location												
Enter the unduplicated pupil percentage (UPP) of the district where the charter school is physically located. If the charter school has a physical location within the boundaries of more than one district, enter the highest district UPP of all locations.												
D-3	Unduplicated Pupil Percentage (%)				90.23%	90.06%	90.12%	90.12%	90.12%	90.12%	90.12%	90.12%
	Unduplicated Pupil Percentage: Supplemental Grant				50.09%	52.47%	54.76%	54.75%	53.83%	53.00%	53.00%	53.00%
	Unduplicated Pupil Percentage: Concentration Grant				50.09%	52.47%	54.76%	54.75%	53.83%	53.00%	53.00%	53.00%
(d) AVERAGE DAILY ATTENDANCE (ADA)												
ADA used for the Transitional Kindergarten Add-on ONLY:												
G-4	TK (NEW beginning 2022-23)				19.63	20.44	36.09	60.81	64.46	68.33	72.43	76.77
ADA used for Base, Supplemental and Concentration Grant Calculations: Enter P2 Data - Note: Charter School ADA is always funded on current year												
B-1	Grades TK-3				229.04	293.99	327.60	365.39	387.31	410.55	435.19	461.30
B-2	Grades 4-6				156.03	200.49	246.24	254.64	269.92	286.11	303.28	321.48
B-3	Grades 7-8				113.36	182.58	224.61	217.29	230.33	244.15	258.80	274.32
B-4	Grades 9-12				330.26	484.77	607.17	696.27	738.05	782.33	829.27	879.02
	SUBTOTAL ADA				828.69	1,161.83	1,405.62	1,533.59	1,625.61	1,723.14	1,826.53	1,936.12
	RATIO: ADA to Enrollment				1.20	1.21	1.31	1.31	1.31	1.31	1.31	1.31
(e) OTHER LCFF ADJUSTMENTS												
Miscellaneous Adjustments (line H-2), include adjustments for audit penalties and special legislation. Adjustments can be positive or negative. Minimum State Aid Adjustments (Line J-5), captures adjustments for audit penalties and special legislation. Adjustments can be positive or negative.												
H-2	Miscellaneous Adjustments				$ -	$ -	$ -					
J-4	Minimum State Aid Adjustments				$ -	$ -	$ -					

Elite Academic Academy - Lucerne (136960)	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
(3) SCHOOL DISTRICT DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF											
(a) GENERAL QUESTIONS											
Is your district required to transfer in-lieu taxes to a charter school?							NO				
Does your district have a necessary small school?							NO				
(b) K-3 GRADE SPAN ADJUSTMENT FUNDING DETERMINATION											
Did your district meet the requirements of funding?				YES	YES	YES	YES	YES	YES	YES	YES
(c) PROPERTY TAXES											
C-1 Estimated Property Taxes (excluding RDA)				$ -	$ -	$ -					
B-5 Redevelopment Agency Local Revenue				$ -	$ -	$ -					
Less In-Lieu Property Tax Transfer				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Local Revenue				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
(d) OTHER LCFF ADJUSTMENTS											
If applicable, enter adjustments for special legislation, instructional time penalties, and class size penalties populated from the Class Size Penalties exhibit. Adjustments can be positive or negative.											
H-2 Miscellaneous Adjustments				$ -	$ -	$ -					
J-5 Minimum State Aid Adjustments				$ -	$ -	$ -					
(e) UNDUPLICATED PUPIL PERCENTAGE											
A-1 / A-3 District Enrollment		-	-	-	-	-					
A-2 / A-4 COE Enrollment		-	-	-	-	-					
Total Enrollment		-	-	-	-	-	-	-	-	-	-
B-1 / B-3 District Unduplicated Pupil Count		-	-	-	-	-					
B-2 / B-4 COE Unduplicated Pupil Count		-	-	-	-	-					
Total Unduplicated Pupil Count		-	-	-	-	-	-	-	-	-	-
Single Year Unduplicated Pupil Percentage				0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
C-1 Unduplicated Pupil Percentage (%) - 3 Year Rolling Percentage				0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Elite Academic Academy - Lucerne (136960)		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
(f) AVERAGE DAILY ATTENDANCE (ADA)												
ADA used for the Transitional Kindergarten Add-on ONLY:												
G-10	**TK (Commencing in 2022-23)**				-	-	-					
ADA used for Base, Supplemental and Concentration Grant Calculations: Enter ADA by grade span. The calculator will determine the most advantageous funding option for each year's funding calculation.												
	Current Year ADA: (P-2, Necessary Small Schools, Annual for Special Day Class Extended Year)											
B-1, D-5	Grades TK-3	-	-	-	-	-	-					
	Grades 4-6	-	-	-	-	-	-					
	Grades 7-8	-	-	-	-	-	-					
	Grades 9-12	-	-	-	-	-	-					
	TOTAL CURRENT YEAR ADA	-	-	-	-	-	-	-	-	-	-	-
	Nonpublic School, NPS-Licensed Children Institutions, Community Day School: (Annual)											
D-9, E-1	Grades TK-3				-	-	-					
	Grades 4-6				-	-	-					
	Grades 7-8				-	-	-					
	Grades 9-12				-	-	-					
	TOTAL NPS-CDS (Annual)				-	-	-	-	-	-	-	-
	District Basic Aid ADA funded outside of the LCFF (Court Ordered, Voluntary Tfr. & Open Enrollment) (For calculating EPA only; this ADA is not included in the LCFF funding calculation).				-	-	-					
	DISTRICT TOTAL				-	-	-	-	-	-	-	-
	County Operated Programs, e.g. Community School, Special Ed: (P-2 / Annual)											
E-2, E-3	Grades TK-3				-	-	-					
	Grades 4-6				-	-	-					
	Grades 7-8				-	-	-					
	Grades 9-12				-	-	-					
	COUNTY TOTAL				-	-	-	-	-	-	-	-
	RATIO: District ADA-to-Enrollment				0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	RATIO: County ADA-to-Enrollment				0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

(g) PRIOR YEAR GUARANTEE ADJUSTMENT FOR CHARTER SHIFT

If applicable, enter prior year ADA for students transferring into or out of district schools and district-sponsored charter schools. Report the prior year ADA for these students in the current year field, using the grade span the students were enrolled in during the prior year(s). NOTE: *Legislative requiring the charter shift adjustment was suspended in fiscal years 2020-21 and 2021-22, no prior year ADA should be entered for these years.

	Prior year	Source: Principal Apportionment Data Collection, P-2 Attendance School District Form	2019-20 ADA shift (no data reported in 2020-21)*	2020-21 ADA shift (no data reported in 2021-22)*	2021-22 ADA shift reported in 2022-23 PADC ADA report	2022-23 ADA shift reported in 2023-24 PADC ADA report	2023-24 ADA shift reported in 2024-25 PADC ADA report	2024-25 ADA shift reported in 2025-26 PADC ADA report	2025-26 ADA shift reported in 2026-27 PADC ADA report	2026-27 ADA shift reported in 2027-28 PADC ADA report	2027-28 ADA shift reported in 2028-29 PADC ADA report	2028-29 ADA shift reported in 2029-30 PADC ADA report
A-20	Grades TK-3	Prior year Charter School Shift Decrease of ADA for students who attended district schools in the prior year and attended district sponsored charter schools in the current year	-	-	-	-	-					
	Grades 4-6		-	-	-	-	-					
	Grades 7-8		-	-	-	-	-					
	Grades 9-12		-	-	-	-	-					
			-	-	-	-	-	-	-	-	-	-
A-19	Grades TK-3	Prior year Charter School Shift Increase of ADA for students who attended district sponsored charter schools in the prior year and attended district schools in the current year	-	-	-	-	-					
	Grades 4-6		-	-	-	-	-					
	Grades 7-8		-	-	-	-	-					
	Grades 9-12		-	-	-	-	-					
			-	-	-	-	-	-	-	-	-	-
	Net increase/(decrease) to prior year ADA		-	-	-	-	-	-	-	-	-	-

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(4) NECESSARY SMALL SCHOOLS ADA													
For each school that is eligible to be funded as a necessary small school in the year NSS funding is anticipated, enter ADA and FTE for the current and three prior years.													
1 **NSS #1**												**School Code:**	
A-2, A-12	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-	-	-	-	-	-	-	-	
A-3, A-13		**Grades 4-6**	-	-	-	-	-	-	-	-	-	-	
A-4, A-14		**Grades 7-8**	-	-	-	-	-	-	-	-	-	-	
B-2, B-6		**Grades 9-12**	-	-	-	-	-	-	-	-	-	-	
		TOTAL	-	-	-	-	-	-	-	-	-	-	-
A-1, A-11, B-1, B-5	**Number of FTE** (round up to the full FTE)		-	-	-	-	-	-	-	-	-	-	
	Is this school eligible for NSS funding?					Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school					Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
2 **NSS #2**												**School Code:**	
A-2, A-12	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-	-	-	-	-	-	-	-	
A-3, A-13		**Grades 4-6**	-	-	-	-	-	-	-	-	-	-	
A-4, A-14		**Grades 7-8**	-	-	-	-	-	-	-	-	-	-	
B-2, B-6		**Grades 9-12**	-	-	-	-	-	-	-	-	-	-	
		TOTAL	-	-	-	-	-	-	-	-	-	-	-
A-1, A-11, B-1, B-5	**Number of FTE** (round up to the full FTE)		-	-	-	-	-	-	-	-	-	-	-
	Is this school eligible for NSS funding?					Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school					Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
3 **NSS #3**												**School Code:**	
A-2, A-12	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-	-	-	-	-	-	-	-	
A-3, A-13		**Grades 4-6**	-	-	-	-	-	-	-	-	-	-	
A-4, A-14		**Grades 7-8**	-	-	-	-	-	-	-	-	-	-	
B-2, B-6		**Grades 9-12**	-	-	-	-	-	-	-	-	-	-	
		TOTAL	-	-	-	-	-	-	-	-	-	-	-
A-1, A-11, B-1, B-5	**Number of FTE** (round up to the full FTE)		-	-	-	-	-	-	-	-	-	-	
	Is this school eligible for NSS funding?					Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school					Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF

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4 NSS #4												School Code:	
A-2, A-12	Current Year P2 ADA:	Grades TK-3	-	-	-	-	-	-	-	-	-	-	
A-3, A-13		Grades 4-6	-	-	-	-	-	-	-	-	-	-	
A-4, A-14		Grades 7-8	-	-	-	-	-	-	-	-	-	-	
B-2, B-6		Grades 9-12	-	-	-	-	-	-	-	-	-	-	
		TOTAL	-	-	-	-	-	-	-	-	-	-	-
A-1, A-11, B-1, B-5	Number of FTE (round up to the full FTE)		-	-	-	-	-	-	-	-	-	-	
	Is this school eligible for NSS funding?					Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school					Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
5 NSS #5												School Code:	
A-2, A-12	Current Year P2 ADA:	Grades TK-3	-	-	-	-	-	-	-	-	-	-	
A-3, A-13		Grades 4-6	-	-	-	-	-	-	-	-	-	-	
A-4, A-14		Grades 7-8	-	-	-	-	-	-	-	-	-	-	
B-2, B-6		Grades 9-12	-	-	-	-	-	-	-	-	-	-	
		TOTAL	-	-	-	-	-	-	-	-	-	-	-
A-1, A-11, B-1, B-5	Number of FTE (round up to the full FTE)		-	-	-	-	-	-	-	-	-	-	
	Is this school eligible for NSS funding?					Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school					Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF

Elite Academic Academy - Lucerne (136960)	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
(5) IN-LIEU OF PROPERTY TAX CALCULATION FOR CHARTER SCHOOLS											
Complete either section (a) or (b)											
(a) ALTERNATIVE CALCULATION TOOL											
Use this section to override the calculated in-lieu of property tax results.											
1. Clear the prepopulated number '1' from the box located to the right				1							
2. Local calculation of total in-lieu property taxes											
(b) IN-LIEU TAX CALCULATION BY CHARTER SCHOOL (Note: Charters MUST be numbered to bring results into the District In-Lieu Taxes tab)											
Enter the name and ADA for each charter school. Basic Aid districts are required to transfer in-lieu taxes based on grade span funding rates. To reduce data entry, non-basic aid districts can enter the total ADA for each year into a single grade span.											
1 Charter Name											
Charter ADA by grade span											
Grades K-3				-	-	-					
Grades 4-6				-	-	-					
Grades 7-8				-	-	-					
Grades 9-12				-	-	-					
Total ADA				-	-	-	-	-	-	-	-
2 Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
3 Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
4 Charter Name											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-

Elite Academic Academy - Lucerne (136960)	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
5 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
6 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
7 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
8 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
9 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-

Elite Academic Academy - Lucerne (136960)	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
10 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
11 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
12 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
13 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
14 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-

Elite Academic Academy - Lucerne (136960)	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
15 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
16 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
17 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
18 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-		-
19 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-

Elite Academic Academy - Lucerne (136960)	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
20 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
21 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
22 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
23 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
24 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-

Elite Academic Academy - Lucerne (136960)	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
25 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
26 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
27 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
28 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
29 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-

Elite Academic Academy - Lucerne (136960)	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
30 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
31 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
32 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
33 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
34 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-

Elite Academic Academy - Lucerne (136960)	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
35 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
36 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
37 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
38 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
39 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-

Elite Academic Academy - Lucerne (136960)	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
40 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
41 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-		-
42 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
43 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
44 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-

Elite Academic Academy - Lucerne (136960)	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
45 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
46 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
47 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
48 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-
49 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-

Elite Academic Academy - Lucerne (136960)	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
50 **Charter Name**											
Charter ADA by grade span											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ADA				-	-	-	-	-	-	-	-

Elite Academic Academy - Lucerne (136960) - FY 26 First Interim Projection			11/10/2025					
DETAILED ADA CALCULATION	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**
Third Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2019-20 ADA	2020-21 ADA	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Second Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2020-21 ADA	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA	2027-28 ADA
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA	2027-28 ADA	2028-29 ADA
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Net Adjustment to Prior Year ADA for Charter Shift								
Second Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift		-	-	-	-	-	-	-
Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift	-	-	-	-	-	-	-	-
Second prior year charter school shift percentage		-	-	-	-	-	-	-
Prior year charter school shift percentage		0%	0%	0%	0%	0%	0%	0%
Prior 3-Year Average ADA (if charter shift percentage > -50%, adjusted for +/- current year charter shift) - Effective beginning in 2022-23								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Current Year Charter Shift ADA for the Hold Harmless and 3-prior year average	-	-	-	-	-	-	-	-
Current Year ADA								
Grades TK-3	229.04	293.99	327.60	365.39	387.31	410.55	435.19	461.30
Grades 4-6	156.03	200.49	246.24	254.64	269.92	286.11	303.28	321.48
Grades 7-8	113.36	182.58	224.61	217.29	230.33	244.15	258.80	274.32
Grades 9-12	330.26	484.77	607.17	696.27	738.05	782.33	829.27	879.02
LCFF Subtotal	828.69	1,161.83	1,405.62	1,533.59	1,625.61	1,723.14	1,826.53	1,936.12
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	828.69	1,161.83	1,405.62	1,533.59	1,625.61	1,723.14	1,826.53	1,936.12
Change in LCFF ADA (excludes NSS ADA)	828.69	1,161.83	1,405.62	1,533.59	1,625.61	1,723.14	1,826.53	1,936.12
	Increase	Increase	Increase	Increase	Increase	Increase	Increase	Increase

Elite Academic Academy - Lucerne (136960) - FY 26 First Interim Projection				11/10/2025				
DETAILED ADA CALCULATION	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**
Funded LCFF ADA (greater of current year, prior year or 3-prior year average)								
Grades TK-3	229.04	293.99	327.60	365.39	387.31	410.55	435.19	461.30
Grades 4-6	156.03	200.49	246.24	254.64	269.92	286.11	303.28	321.48
Grades 7-8	113.36	182.58	224.61	217.29	230.33	244.15	258.80	274.32
Grades 9-12	330.26	484.77	607.17	696.27	738.05	782.33	829.27	879.02
Subtotal	828.69	1,161.83	1,405.62	1,533.59	1,625.61	1,723.14	1,826.53	1,936.12
	Current Year	*Current Year*	*Current Year*	*Current Year*	*Current Year*	*Current Year*	*Current Year*	*Current Year*
Funded NSS ADA								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-
NPS, CDS, & COE Operated								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-
ACTUAL ADA *(Current Year Only)*								
Grades TK-3	229.04	293.99	327.60	365.39	387.31	410.55	435.19	461.30
Grades 4-6	156.03	200.49	246.24	254.64	269.92	286.11	303.28	321.48
Grades 7-8	113.36	182.58	224.61	217.29	230.33	244.15	258.80	274.32
Grades 9-12	330.26	484.77	607.17	696.27	738.05	782.33	829.27	879.02
Total Actual ADA	828.69	1,161.83	1,405.62	1,533.59	1,625.61	1,723.14	1,826.53	1,936.12
TOTAL FUNDED ADA, LCFF & NSS								
Grades TK-3	229.04	293.99	327.60	365.39	387.31	410.55	435.19	461.30
Grades 4-6	156.03	200.49	246.24	254.64	269.92	286.11	303.28	321.48
Grades 7-8	113.36	182.58	224.61	217.29	230.33	244.15	258.80	274.32
Grades 9-12	330.26	484.77	607.17	696.27	738.05	782.33	829.27	879.02
Total Funded ADA	**828.69**	**1,161.83**	**1,405.62**	**1,533.59**	**1,625.61**	**1,723.14**	**1,826.53**	**1,936.12**
Funded Difference (Funded ADA less Actual ADA)	-	-	-	-	-	-	-	-
FUNDED ADA for the Transitional Kindergarten Add-on								
Current Year TK ADA	19.63	20.44	36.09	60.81	64.46	68.33	72.43	76.77

Elite Academic Academy - Lucerne (136960) - FY 26 First Interim Projection	v.26.2						PY3	v.26.2						11/10/2025	PY2
LOCAL CONTROL FUNDING FORMULA							**2022-23**								**2023-24**
LCFF ENTITLEMENT CALCULATION															
			COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage					COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage			
Calculation Factors			13.26%	0.00%	50.09%	50.09%				8.22%	0.00%	52.47%	52.47%		
	Current Year ADA		Base	Grade Span	Supplemental	Concentration	Total	Current Year ADA		Base	Grade Span	Supplemental	Concentration	Total	
Grades TK-3	229.04	$	9,166	$ 953	$ 1,014	$ -	$ 2,549,839	293.99	$	9,919	$ 1,032	$ 1,149	$ -	$ 3,557,337	
Grades 4-6	156.03		9,304		932	-	1,597,135	200.49		10,069		1,057	-	2,230,580	
Grades 7-8	113.36		9,580		960	-	1,194,783	182.58		10,367		1,088	-	2,091,438	
Grades 9-12	330.26		11,102	289	1,141	-	4,138,868	484.77		12,015	312	1,294	-	6,602,856	
Subtract Necessary Small School ADA and Funding	-		-	-			-	-		-	-			-	
Total Base, Supplemental, and Concentration Grant		$	8,303,620	$ 313,720	$ 863,285	$ -	$ 9,480,625		$	12,652,140	$ 454,645	$ 1,375,426	$ -	$ 14,482,211	
NSS Allowance			-				-			-				-	
TOTAL BASE	828.69	$	8,303,620	$ 313,720	$ 863,285	$ -	$ 9,480,625	1,161.83	$	12,652,140	$ 454,645	$ 1,375,426	$ -	$ 14,482,211	
ADD ONS:															
Targeted Instructional Improvement Block Grant							$ -							$ -	
Home-to-School Transportation (COLA added commencing 2023-24)							-							-	
Small School District Bus Replacement Program (COLA added commencing 2023-24)							-							-	
Transitional Kindergarten (Commencing 2022-23)	TK ADA		19.63	TK Add-on rate	$ 2,813.00		55,219	TK ADA		20.44	TK Add-on rate	$ 3,044.00		62,219	
ECONOMIC RECOVERY TARGET PAYMENT							-							-	
LCFF Entitlement Before Adjustments							$ 9,535,844							$ 14,544,430	
Miscellaneous Adjustments							-							-	
ADJUSTED LCFF ENTITLEMENT							**$ 9,535,844**							**$ 14,544,430**	
Local Revenue (including RDA)							(248,110)							(339,742)	
Gross State Aid							**$ 9,287,734**							**$ 14,204,688**	
Education Protection Account Entitlement							(165,738)							(232,366)	
Net State Aid							**$ 9,121,996**							**$ 13,972,322**	
MINIMUM STATE AID CALCULATION															
				12-13 Rate	2022-23 ADA		N/A				12-13 Rate	2023-24 ADA		N/A	
2012-13 RL/Charter Gen BG adjusted for ADA				$ -	828.69		$ -				$ -	1,161.83		$ -	
2012-13 NSS Allowance (deficited)				$ -			-				$ -			-	
Minimum State Aid Adjustments							-							-	
Less Current Year Property Taxes/In-Lieu							(248,110)							(339,742)	
Less Education Protection Account Entitlement							(165,738)							(232,366)	
Subtotal State Aid for Historical RL/Charter General BG							$ -							$ -	
Categorical Minimum State Aid							-							-	
Charter School Categorical Block Grant adjusted for ADA				-	-		-				-	-		-	
Minimum State Aid Guarantee Before Proration Factor							$ -							$ -	
Proration Factor														0.00%	
Minimum State Aid Guarantee							$ -							$ -	
CHARTER SCHOOL MINIMUM STATE AID OFFSET															
LCFF Entitlement							9,480,625							14,482,211	
Minimum State Aid plus Property Taxes including RDA							248,110							339,742	
Offset							-							-	
Minimum State Aid Prior to Offset							-							-	
Total Minimum State Aid with Offset							-							-	
State Aid Before Additional State Aid							**$ 9,121,996**							**$ 13,972,322**	
ADDITIONAL STATE AID							$ -							$ -	
LCFF State Aid, Adjusted for Minimum State Aid Guarantee							**$ 9,121,996**							**$ 13,972,322**	
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplemental							**$ 9,535,844**							**$ 14,544,430**	
Change Over Prior Year											52.52%	5,008,586			
LCFF Entitlement Per ADA (excluding Categorical MSA)							$ 11,507							12,519	
Per-ADA Change Over Prior Year											8.79%	1,012			
Basic Aid Status (school districts only)							-							-	
LCFF SOURCES INCLUDING EXCESS TAXES															
							2022-23					Increase		2023-24	
State Aid							$ 9,121,996				53.17%	4,850,326		$ 13,972,322	
Education Protection Account							165,738							232,366	
Property Taxes Net of In-Lieu Transfers							-				0.00%	-		-	
Charter In-Lieu Taxes							248,110				36.93%	91,632		339,742	
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)							**$ 9,535,844**				51.83%	4,941,958		**$ 14,544,430**	

Elite Academic Academy - Lucerne (136960) - FY 26 First Interim Projection	v.26.2						PY1	v.26.2						11/10/2025	CY
LOCAL CONTROL FUNDING FORMULA							**2024-25**								**2025-26**
LCFF ENTITLEMENT CALCULATION															
		COLA & Augmentation		Base Grant Proration	Unduplicated Pupil Percentage				COLA & Augmentation		Base Grant Proration	Unduplicated Pupil Percentage			
Calculation Factors		1.07%		0.00%	54.76%	54.76%			2.30%		0.00%	54.75%	54.75%		
	Current Year ADA	Base		Grade Span	Supplemental	Concentration	Total	Current Year ADA	Base		Grade Span	Supplemental	Concentration	Total	
Grades TK-3	327.60	$ 10,025		$ 1,043	$ 1,212	$ -	$ 4,022,983	365.39	$ 10,256		$ 1,067	$ 1,240	$ -	$ 4,590,347	
Grades 4-6	246.24	10,177			1,115	-	2,780,439	254.64	10,411			1,140	-	2,941,348	
Grades 7-8	224.61	10,478			1,148	-	2,611,215	217.29	10,719			1,174	-	2,584,172	
Grades 9-12	607.17	12,144		316	1,365	-	8,393,894	696.27	12,423		323	1,396	-	9,846,432	
Subtract Necessary Small School ADA and Funding	-	-		-			-	-	-		-			-	
Total Base, Supplemental, and Concentration Grant		$ 15,517,110		$ 533,553	$ 1,757,868	$ -	$ 17,808,531		$ 17,377,391		$ 614,766	$ 1,970,142	$ -	$ 19,962,299	
NSS Allowance		-					-		-					-	
TOTAL BASE	1,405.62	$ 15,517,110		$ 533,553	$ 1,757,868	$ -	$ 17,808,531	1,533.59	$ 17,377,391		$ 614,766	$ 1,970,142	$ -	$ 19,962,299	
ADD ONS:															
Targeted Instructional Improvement Block Grant							$ -								$ -
Home-to-School Transportation (COLA added commencing 2023-24)							-								-
Small School District Bus Replacement Program (COLA added commencing 2023-24)							-								-
Transitional Kindergarten (Commencing 2022-23)	TK ADA	36.09	TK Add-on rate		$ 3,077.00		111,049	TK ADA	60.81	TK Add-on rate		$ 5,545.00		337,191	
ECONOMIC RECOVERY TARGET PAYMENT							-								-
LCFF Entitlement Before Adjustments							$ 17,919,580								$ 20,299,490
Miscellaneous Adjustments							-								-
ADJUSTED LCFF ENTITLEMENT							**$ 17,919,580**								**$ 20,299,490**
Local Revenue (including RDA)							(385,632)								(420,741)
Gross State Aid							**$ 17,533,948**								**$ 19,878,749**
Education Protection Account Entitlement							(281,124)								(306,718)
Net State Aid							**$ 17,252,824**								**$ 19,572,031**
MINIMUM STATE AID CALCULATION															
			12-13 Rate		2024-25 ADA		N/A			12-13 Rate		2025-26 ADA			N/A
2012-13 RL/Charter Gen BG adjusted for ADA			$ -		1,405.62		$ -			$ -		1,533.59			$ -
2012-13 NSS Allowance (deficited)			$ -				-			$ -					-
Minimum State Aid Adjustments							-								-
Less Current Year Property Taxes/In-Lieu							(385,632)								(420,741)
Less Education Protection Account Entitlement							(281,124)								(306,718)
Subtotal State Aid for Historical RL/Charter General BG							$ -								$ -
Categorical Minimum State Aid							-								-
Charter School Categorical Block Grant adjusted for ADA			-		-		-			-		-			-
Minimum State Aid Guarantee Before Proration Factor							$ -								$ -
Proration Factor							0.00%								0.00%
Minimum State Aid Guarantee							$ -								$ -
CHARTER SCHOOL MINIMUM STATE AID OFFSET															
LCFF Entitlement							17,808,531								19,962,299
Minimum State Aid plus Property Taxes including RDA							385,632								420,741
Offset							-								-
Minimum State Aid Prior to Offset							-								-
Total Minimum State Aid with Offset							-								-
State Aid Before Additional State Aid							**$ 17,252,824**								**$ 19,572,031**
ADDITIONAL STATE AID							$ -								$ -
LCFF State Aid, Adjusted for Minimum State Aid Guarantee							**$ 17,252,824**								**$ 19,572,031**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supple							**$ 17,919,580**								**$ 20,299,490**
Change Over Prior Year			23.21%		3,375,150					13.28%		2,379,910			
LCFF Entitlement Per ADA (excluding Categorical MSA)							12,749								13,237
Per-ADA Change Over Prior Year			1.84%		230					3.83%		488			
Basic Aid Status (school districts only)							-								-
LCFF SOURCES INCLUDING EXCESS TAXES															
					Increase		2024-25					Increase			2025-26
State Aid			23.48%		3,280,502		$ 17,252,824			13.44%		2,319,207			$ 19,572,031
Education Protection Account							281,124								306,718
Property Taxes Net of In-Lieu Transfers			0.00%		-		-			0.00%		-			-
Charter In-Lieu Taxes			13.51%		45,890		385,632			9.10%		35,109			420,741
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)			22.87%		3,326,392		**$ 17,919,580**			13.14%		2,354,316			**$ 20,299,490**

Elite Academic Academy - Lucerne (136960) - FY 26 First Interim Projection	v.26.2	CY1	v.26.2	CY2
LOCAL CONTROL FUNDING FORMULA		**2026-27**		**2027-28**
LCFF ENTITLEMENT CALCULATION				
	COLA & Augmentation / Base Grant Proration / Unduplicated Pupil Percentage		COLA & Augmentation / Base Grant Proration / Unduplicated Pupil Percentage	
Calculation Factors	3.02% / 0.00% / 53.83% / 53.83%		3.42% / 0.00% / 53.00% / 53.00%	
	Current Year ADA / Base / Grade Span / Supplemental / Concentration / Total		Current Year ADA / Base / Grade Span / Supplemental / Concentration / Total	
Grades TK-3	387.31 / $ 10,566 / $ 1,099 / $ 1,256 / $ -	$ 5,004,420	410.55 / $ 10,927 / $ 1,136 / $ 1,279 / $ -	$ 5,477,455
Grades 4-6	269.92 / 10,725 / / 1,155 / -	3,206,537	286.11 / 11,092 / / 1,176 / -	3,509,970
Grades 7-8	230.33 / 11,043 / / 1,189 / -	2,817,339	244.15 / 11,421 / / 1,211 / -	3,083,974
Grades 9-12	738.05 / 12,798 / 333 / 1,414 / -	10,734,649	782.33 / 13,236 / 344 / 1,439 / -	11,750,174
Subtract Necessary Small School ADA and Funding	- / - / - / - / -	-	- / - / - / - / -	-
Total Base, Supplemental, and Concentration Grant	$ 18,976,248 / $ 671,428 / $ 2,115,269 / $ -	$ 21,762,945	$ 20,802,984 / $ 735,508 / $ 2,283,081 / $ -	$ 23,821,573
NSS Allowance	-	-	-	-
TOTAL BASE	1,625.61 / $ 18,976,248 / $ 671,428 / $ 2,115,269 / $ -	$ 21,762,945	1,723.14 / $ 20,802,984 / $ 735,508 / $ 2,283,081 / $ -	$ 23,821,573
ADD ONS:				
Targeted Instructional Improvement Block Grant		$ -		$ -
Home-to-School Transportation (COLA added commencing 2023-24)		-		-
Small School District Bus Replacement Program (COLA added commencing 2023-24)		-		-
Transitional Kindergarten (Commencing 2022-23)	TK ADA 64.46 / TK Add-on rate $ 5,712.00	368,188	TK ADA 68.33 / TK Add-on rate $ 5,907.00	403,602
ECONOMIC RECOVERY TARGET PAYMENT		-		-
LCFF Entitlement Before Adjustments		$ 22,131,133		$ 24,225,175
Miscellaneous Adjustments		-		-
ADJUSTED LCFF ENTITLEMENT		**$ 22,131,133**		**$ 24,225,175**
Local Revenue (including RDA)		(445,985)		(472,744)
Gross State Aid		**$ 21,685,148**		**$ 23,752,431**
Education Protection Account Entitlement		(325,121)		(344,628)
Net State Aid		**$ 21,360,027**		**$ 23,407,803**
MINIMUM STATE AID CALCULATION				
	12-13 Rate / 2026-27 ADA	N/A	12-13 Rate / 2027-28 ADA	N/A
2012-13 RL/Charter Gen BG adjusted for ADA	$ - / 1,625.61	$ -	$ - / 1,723.14	$ -
2012-13 NSS Allowance (deficited)	$ -	-	$ -	-
Minimum State Aid Adjustments		-		-
Less Current Year Property Taxes/In-Lieu		(445,985)		(472,744)
Less Education Protection Account Entitlement		(325,121)		(344,628)
Subtotal State Aid for Historical RL/Charter General BG		$ -		$ -
Categorical Minimum State Aid		-		-
Charter School Categorical Block Grant adjusted for ADA	- / -	-	- / -	-
Minimum State Aid Guarantee Before Proration Factor		$ -		$ -
Proration Factor		0.00%		0.00%
Minimum State Aid Guarantee		$ -		$ -
CHARTER SCHOOL MINIMUM STATE AID OFFSET				
LCFF Entitlement		21,762,945		23,821,573
Minimum State Aid plus Property Taxes including RDA		445,985		472,744
Offset		-		-
Minimum State Aid Prior to Offset		-		-
Total Minimum State Aid with Offset		-		-
State Aid Before Additional State Aid		**$ 21,360,027**		**$ 23,407,803**
ADDITIONAL STATE AID		$ -		$ -
LCFF State Aid, Adjusted for Minimum State Aid Guarantee		**$ 21,360,027**		**$ 23,407,803**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supple		**$ 22,131,133**		**$ 24,225,175**
Change Over Prior Year	9.02% / 1,831,643		9.46% / 2,094,042	
LCFF Entitlement Per ADA (excluding Categorical MSA)		13,614		14,059
Per-ADA Change Over Prior Year	2.85% / 377		3.27% / 445	
Basic Aid Status (school districts only)		-		-
LCFF SOURCES INCLUDING EXCESS TAXES				
	Increase	2026-27	Increase	2027-28
State Aid	9.14% / 1,787,996	$ 21,360,027	9.59% / 2,047,776	$ 23,407,803
Education Protection Account		325,121		344,628
Property Taxes Net of In-Lieu Transfers	0.00% / -	-	0.00% / -	-
Charter In-Lieu Taxes	6.00% / 25,244	445,985	6.00% / 26,759	472,744
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)	8.93% / 1,813,240	**$ 22,131,133**	9.37% / 2,074,535	**$ 24,225,175**

Elite Academic Academy - Lucerne (136960) - FY 26 First Interim Projection	v.26.2	CY3	v.26.2	CY4
LOCAL CONTROL FUNDING FORMULA		**2028-29**		**2029-30**

LCFF ENTITLEMENT CALCULATION

	COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage			COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage		
Calculation Factors	3.31%	0.00%	53.00%	53.00%		3.24%	0.00%	53.00%	53.00%	
	Current Year ADA	Base	Grade Span	Supplemental	Concentration	Total	Current Year ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	435.19	$ 11,289	$ 1,174	$ 1,321	$ -	$ 5,998,629	461.30	$ 11,655	$ 1,212	$ 1,364	$ -	$ 6,564,665
Grades 4-6	303.28	11,459		1,215	-	3,843,670	321.48	11,830		1,254	-	4,206,200
Grades 7-8	258.80	11,799		1,251	-	3,377,206	274.32	12,181		1,291	-	3,695,739
Grades 9-12	829.27	13,674	356	1,487	-	12,867,912	879.02	14,117	367	1,535	-	14,081,366
Subtract Necessary Small School ADA and Funding	-	-	-			-	-	-	-			-
Total Base, Supplemental, and Concentration Grant		$ 22,781,048	$ 806,128	$ 2,500,241	$ -	$ 26,087,417		$ 24,930,214	$ 881,694	$ 2,736,062	$ -	$ 28,547,970
NSS Allowance		-				-		-				-
TOTAL BASE	1,826.53	$ 22,781,048	$ 806,128	$ 2,500,241	$ -	$ 26,087,417	1,936.12	$ 24,930,214	$ 881,694	$ 2,736,062	$ -	$ 28,547,970
ADD ONS:												
Targeted Instructional Improvement Block Grant						$ -						$ -
Home-to-School Transportation (COLA added commencing 2023-24)						-						-
Small School District Bus Replacement Program (COLA added commencing 2023-24)						-						-
Transitional Kindergarten (Commencing 2022-23)	TK ADA	72.43	TK Add-on rate	$ 6,103.00		442,014	TK ADA	76.77	TK Add-on rate	$ 6,301.00		483,735
ECONOMIC RECOVERY TARGET PAYMENT						-						-
LCFF Entitlement Before Adjustments						$ 26,529,431						$ 29,031,705
Miscellaneous Adjustments						-						-
ADJUSTED LCFF ENTITLEMENT						**$ 26,529,431**						**$ 29,031,705**
Local Revenue (including RDA)						(501,109)						(531,175)
Gross State Aid						**$ 26,028,322**						**$ 28,500,530**
Education Protection Account Entitlement						(365,306)						(387,224)
Net State Aid						**$ 25,663,016**						**$ 28,113,306**

MINIMUM STATE AID CALCULATION

		12-13 Rate	2028-29 ADA			12-13 Rate	2029-30 ADA	
				N/A				N/A
2012-13 RL/Charter Gen BG adjusted for ADA		$ -	1,826.53	$ -		$ -	1,936.12	$ -
2012-13 NSS Allowance (deficited)		$ -		-		$ -		-
Minimum State Aid Adjustments				-				-
Less Current Year Property Taxes/In-Lieu				(501,109)				(531,175)
Less Education Protection Account Entitlement				(365,306)				(387,224)
Subtotal State Aid for Historical RL/Charter General BG				$ -				$ -
Categorical Minimum State Aid				-				-
Charter School Categorical Block Grant adjusted for ADA		-	-	-		-	-	-
Minimum State Aid Guarantee Before Proration Factor				$ -				$ -
Proration Factor				0.00%				0.00%
Minimum State Aid Guarantee				$ -				$ -
CHARTER SCHOOL MINIMUM STATE AID OFFSET								
LCFF Entitlement				26,087,417				28,547,970
Minimum State Aid plus Property Taxes including RDA				501,109				531,175
Offset				-				-
Minimum State Aid Prior to Offset				-				-
Total Minimum State Aid with Offset				-				-
State Aid Before Additional State Aid				**$ 25,663,016**				**$ 28,113,306**
ADDITIONAL STATE AID				$ -				$ -
LCFF State Aid, Adjusted for Minimum State Aid Guarantee				**$ 25,663,016**				**$ 28,113,306**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supple				**$ 26,529,431**				**$ 29,031,705**
Change Over Prior Year		9.51%	2,304,256			9.43%	2,502,274	
LCFF Entitlement Per ADA (excluding Categorical MSA)				14,524				14,995
Per-ADA Change Over Prior Year		3.31%	465			3.24%	471	
Basic Aid Status (school districts only)				-				-

LCFF SOURCES INCLUDING EXCESS TAXES

		Increase	2028-29		Increase	2029-30
State Aid	9.63%	2,255,213	$ 25,663,016	9.55%	2,450,290	$ 28,113,306
Education Protection Account			365,306			387,224
Property Taxes Net of In-Lieu Transfers	0.00%	-	-	0.00%	-	-
Charter In-Lieu Taxes	6.00%	28,365	501,109	6.00%	30,067	531,175
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)	9.43%	2,283,578	**$ 26,529,431**	11.21%	2,480,357	**$ 29,031,706**

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Elite Academic Academy - Lucerne (136960) - FY 26 First Interim Proj

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EDUCATION PROTECTION ACCOUNT

		Calculated* 2022-23	CDE P-2 Certification* 2023-24	Calculated* 2023-24	CDE P-2 Certification* 2024-25	Calculated* 2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
EDUCATION PROTECTION ACCOUNT (EPA) MINIMUM ENTITLEMENT											
A-1	Total ADA for EPA Minimum	828.69	1,161.83	1,161.83	1,405.62	1,405.62	1,533.59	1,625.61	1,723.14	1,826.53	1,936.12
A-2	Minimum Funding per ADA	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200
A-3	EPA Minimum Funding (A-1 * A-2)	*$ 165,738*	$ 232,366	$ 232,366	$ 281,124	$ 281,124	$ 306,718	$ 325,121	$ 344,628	$ 365,306	$ 387,224
EPA PROPORTIONATE SHARE CAP											
B3,B7	2012-13 Deficited Base RL/Charter Rate (adjusted for COLA eff. 21/22)	$ -		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
B4, B8	Current Year Funded ADA, excluding NSS	828.69		1,161.83	-	1,405.62	1,533.59	1,625.61	1,723.14	1,826.53	1,936.12
B-11	2012-13 Deficited Other Revenue Limit per ADA (adjusted for COLA eff. 21/22)	-		-	-	-	-	-	-	-	-
B-12	Current Year Funded ADA, including NSS	828.69		1,161.83	-	1,405.62	1,533.59	1,625.61	1,723.14	1,826.53	1,936.12
B9+B13	*Adjusted Total Revenue Limit*	*$ -*		*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
B10,B14	*Current Year Adjusted NSS Allowance*	*$ -*		*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
B-16	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
B-17	Local Revenue/In-Lieu of Property Taxes	$ 248,110	$ 325,998	$ 339,742	$ 385,632	$ 385,632	$ 420,741	$ 445,985	$ 472,744	$ 501,109	$ 531,175
B-18	EPA Proportionate Share Cap (B-16 - B-17; If less than 0, B-18 = 0)	*$ -*	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
EPA PROPORTIONATE SHARE											
C-1	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	$-	*$ -*	$-	$-	$-	$-	$-	$-	$-	$-
C-2	Statewide EPA Proportionate Share Ratio ***(as of P-2 certification)***		21.98880689%		49.68656772%		49.68656772%	49.68656772%	49.68656772%	49.68656772%	49.68656772%
C-3	EPA Proportionate Share (C-1 * C-2)	*$ -*	$ -	*$ -*	$ -	*$ -*	$ -	$ -	$ -	$ -	$ -
EPA ENTITLEMENT											
D-1	EPA Entitlement (If C-3 < B-18, then C-3; else B-18); (If C-3 and B-18 < A-3, then A-3)	*$ 165,738*	$ 232,366	$ 232,366	$ 281,124	$ 281,124	$ 306,718	$ 325,121	$ 344,628	$ 365,306	$ 387,224
D-2	Miscellaneous Adjustments**	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	$-	$-	$-	$-	$-
D-3	Adjusted EPA Entitlement (D-1 + D-2)	*165,738*	232,366	232,366	281,124	281,124	306,718	325,121	344,628	365,306	387,224
D-4	Prior Year Annual Adjustment	-	*$ -*	-	*$ -*	-	-				
D-5	P2 Entitlement Net of PY Adjustment	*165,738*	*$ 232,366*	*232,366*	$ 281,124	*281,124*	306,718	325,121	344,628	365,306	387,224
C-2	Statewide EPA Proportionate Share Ratio **(as of Annual certification)**	12.84814107%	22.03836064%	22.03836064%	49.68656772%	49.68656772%	49.68656772%	49.68656772%	49.68656772%	49.68656772%	49.68656772%
	Adjusted EPA Allocation (used to calculate LCFF Revenue)		*$ 232,366*		*$ 281,124*		*306,718*	*325,121*	*344,628*	*365,306*	*387,224*

**CDE P-2 Certification and Calculated columns can be compared to determine accruals oents. Enter accrual information on Data Entry tab.*
***A miscellaneous adjustment increases EPA State Aid (object 8012) funding in lieu of iso an LEA when it is overpaid. EPA State Aid offsets LCFF State Aid (object 8011). It is calculated a single time at P2.*

Elite Academic Academy - Lucerne (136960) - FY 26 First Interim Projection	11/10/2025							
	2022-23	**2023-24**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**
General Assumptions								
COLA & Augmentation	13.26%	8.22%	1.07%	2.30%	3.02%	3.42%	3.31%	3.24%
Base Grant Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Student Assumptions:								
Enrollment Count	693	960	1,070	1,167	1,237	1,312	1,390	1,474
Unduplicated Pupil Count (UPC)	359	536	596	619	656	695	737	781
Unduplicated Pupil Percentage (UPP)	50.09%	52.47%	54.76%	54.75%	53.83%	53.00%	53.00%	53.00%
Current Year LCFF Average Daily Attendance (ADA)	828.69	1,161.83	1,405.62	1,533.59	1,625.61	1,723.14	1,826.53	1,936.12
Funded LCFF ADA	828.69	1,161.83	1,405.62	1,533.59	1,625.61	1,723.14	1,826.53	1,936.12
LCFF ADA Funding Method	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year
Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	-	-	-
Funded NSS ADA	-	-	-	-	-	-	-	-
LCFF Entitlement Summary								
Base Grant	$8,303,620	$12,652,140	$15,517,110	$17,377,391	$18,976,248	$20,802,984	$22,781,048	$24,930,214
Grade Span Adjustment	313,720	454,645	533,553	614,766	671,428	735,508	806,128	881,694
Adjusted Base Grant	$8,617,340	$13,106,785	$16,050,663	$17,992,157	$19,647,676	$21,538,492	$23,587,176	$25,811,908
Supplemental Grant	863,285	1,375,426	1,757,868	1,970,142	2,115,269	2,283,081	2,500,241	2,736,062
Concentration Grant	-	-	-	-	-	-	-	-
Total Base, Supplemental and Concentration Grant	$9,480,625	$14,482,211	$17,808,531	$19,962,299	$21,762,945	$23,821,573	$26,087,417	$28,547,970
Allowance: Necessary Small School	-	-	-	-	-	-	-	-
Add-on: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-	-	-
Add-on: Home-to-School Transportation	-	-	-	-	-	-	-	-
Add-on: Small School District Bus Replacement Program	-	-	-	-	-	-	-	-
Add-on: Economic Recovery Target	-	-	-	-	-	-	-	-
Add-on: Transitional Kindergarten	55,219	62,219	111,049	337,191	368,188	403,602	442,014	483,735
Total Allowance and Add-On Amounts	$55,219	$62,219	$111,049	$337,191	$368,188	$403,602	$442,014	$483,735
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	**$9,535,844**	**$14,544,430**	**$17,919,580**	**$20,299,490**	**$22,131,133**	**$24,225,175**	**$26,529,431**	**$29,031,705**
Miscellaneous Adjustments	-	-	-	-	-	-	-	-
Total LCFF Entitlement (excludes Additional State Aid)	**$ 9,535,844**	**$ 14,544,430**	**$ 17,919,580**	**$ 20,299,490**	**$ 22,131,133**	**$ 24,225,175**	**$ 26,529,431**	**$ 29,031,705**
LCFF Entitlement Per ADA (excludes Categorical MSA)	$ 11,507	$ 12,519	$ 12,749	$ 13,237	$ 13,614	$ 14,059	$ 14,524	$ 14,995
Additional State Aid	-	-	-	-	-	-	-	-
Total LCFF Entitlement with Additional State Aid	9,535,844	14,544,430	17,919,580	20,299,490	22,131,133	24,225,175	26,529,431	29,031,705
LCFF Sources Summary								
Funding Source Summary								
Local Revenue and In-Lieu of Property Taxes *(net for school districts)*	*$ 248,110*	*$ 339,742*	*$ 385,632*	*$ 420,741*	*$ 445,985*	*$ 472,744*	*$ 501,109*	*$ 531,175*
Education Protection Account Entitlement *(includes $200/minimum per ADA)*	$ 165,738	$ 232,366	$ 281,124	$ 306,718	$ 325,121	$ 344,628	$ 365,306	$ 387,224
Net State Aid *(excludes Additional State Aid)*	$ 9,121,996	$ 13,972,322	$ 17,252,824	$ 19,572,031	$ 21,360,027	$ 23,407,803	$ 25,663,016	$ 28,113,305
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	**$ 9,535,844**	**$ 14,544,430**	**$ 17,919,580**	**$ 20,299,490**	**$ 22,131,133**	**$ 24,225,175**	**$ 26,529,431**	**$ 29,031,705**

Elite Academic Academy - Lucerne (136960) - FY 26 First Interim Projection				11/10/2025				
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Funding Source by Resource-Object								
State Aid (Resource Code 0000, Object Code 8011)	$ 9,121,996	$ 13,972,322	$ 17,252,824	$ 19,572,031	$ 21,360,027	$ 23,407,803	$ 25,663,016	$ 28,113,306
EPA, Current Year (Resource 1400, Object Code 8012) (P-2 plus Current Year Accrual)	$ 165,738	$ 232,366	$ 281,124	$ 306,718	$ 325,121	$ 344,628	$ 365,306	$ 387,224
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019) (P-A less Prior Year Accrual)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Property Taxes (Object 8021 to 8089)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
% Change		0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%
In-Lieu of Property Taxes (Object Code 8096)	248,110	339,742	385,632	420,741	445,985	472,744	501,109	531,175
Entitlement and Source Reconciliation								
Basic Aid/Excess Tax District Status	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total LCFF Entitlement	$ 9,535,844	$ 14,544,430	$ 17,919,580	$ 20,299,490	$ 22,131,133	$ 24,225,175	$ 26,529,431	$ 29,031,705
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Excess Taxes before Minimum State Aid	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	$ 9,535,844	$ 14,544,430	$ 17,919,580	$ 20,299,490	$ 22,131,133	$ 24,225,175	$ 26,529,431	$ 29,031,705
LCAP Percentage to Increase or Improve Services Calculation								
Base Grant (*Excludes add-ons for TIIG & Transportation)*	$ 8,672,559	$ 13,169,004	$ 16,161,712	$ 18,329,348	$ 20,015,864	$ 21,942,094	$ 24,029,190	$ 26,295,643
Supplemental and Concentration Grant funding in the LCAP year	$ 863,285	$ 1,375,426	$ 1,757,868	$ 1,970,142	$ 2,115,269	$ 2,283,081	$ 2,500,241	$ 2,736,062
Projected Additional 15% Concentration Grant funding in the LCAP year	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Percentage to Increase or Improve Services	9.95%	10.44%	10.88%	10.75%	10.57%	10.41%	10.41%	10.41%

Elite Academic Academy - Lucerne (136960) - FY 26 First Interim Projection	11/10/2025							
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Necessary Small School Allowance by School								
District Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	-	-	-
District Funded NSS ADA	-	-	-	-	-	-	-	-
District NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #1								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #2								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #3								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #4								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #5								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

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Elite Academic Academy - Lucerne (136960) - FY 26 First Interim Projection	11/10/2025							
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
PER-ADA FUNDING LEVELS								
Base, Supplemental and Concentration Rate per ADA								
Grades TK-3	$ 11,132.72	$ 12,100.20	$ 12,280.17	$ 12,562.87	$ 12,920.85	$ 13,341.68	$ 13,784.08	$ 14,230.90
Grades 4-6	$ 10,236.07	$ 11,125.64	$ 11,291.59	$ 11,551.00	$ 11,879.65	$ 12,267.75	$ 12,673.65	$ 13,083.98
Grades 7-8	$ 10,539.72	$ 11,454.91	$ 11,625.55	$ 11,892.73	$ 12,231.89	$ 12,631.63	$ 13,049.69	$ 13,472.19
Grades 9-12	$ 12,532.15	$ 13,620.60	$ 13,824.62	$ 14,141.69	$ 14,544.68	$ 15,019.48	$ 15,517.18	$ 16,019.30
Base Grants								
Grades TK-3	$ 9,166	$ 9,919	$ 10,025	$ 10,256	$ 10,566	$ 10,927	$ 11,289	$ 11,655
Grades 4-6	$ 9,304	$ 10,069	$ 10,177	$ 10,411	$ 10,725	$ 11,092	$ 11,459	$ 11,830
Grades 7-8	$ 9,580	$ 10,367	$ 10,478	$ 10,719	$ 11,043	$ 11,421	$ 11,799	$ 12,181
Grades 9-12	$ 11,102	$ 12,015	$ 12,144	$ 12,423	$ 12,798	$ 13,236	$ 13,674	$ 14,117
Grade Span Adjustment								
Grades TK-3	$ 953	$ 1,032	$ 1,043	$ 1,067	$ 1,099	$ 1,136	$ 1,174	$ 1,212
Grades 9-12	$ 289	$ 312	$ 316	$ 323	$ 333	$ 344	$ 356	$ 367
Prorated Base, Supplemental and Concentration Rate per ADA								
Grades TK-3	$ 10,119	$ 10,951	$ 11,068	$ 11,323	$ 11,665	$ 12,063	$ 12,463	$ 12,867
Grades 4-6	$ 9,304	$ 10,069	$ 10,177	$ 10,411	$ 10,725	$ 11,092	$ 11,459	$ 11,830
Grades 7-8	$ 9,580	$ 10,367	$ 10,478	$ 10,719	$ 11,043	$ 11,421	$ 11,799	$ 12,181
Grades 9-12	$ 11,391	$ 12,327	$ 12,460	$ 12,746	$ 13,131	$ 13,580	$ 14,030	$ 14,484
Prorated Base Grants								
Grades TK-3	$ 9,166	$ 9,919	$ 10,025	$ 10,256	$ 10,566	$ 10,927	$ 11,289	$ 11,655
Grades 4-6	$ 9,304	$ 10,069	$ 10,177	$ 10,411	$ 10,725	$ 11,092	$ 11,459	$ 11,830
Grades 7-8	$ 9,580	$ 10,367	$ 10,478	$ 10,719	$ 11,043	$ 11,421	$ 11,799	$ 12,181
Grades 9-12	$ 11,102	$ 12,015	$ 12,144	$ 12,423	$ 12,798	$ 13,236	$ 13,674	$ 14,117
Prorated Grade Span Adjustment								
Grades TK-3	$ 953	$ 1,032	$ 1,043	$ 1,067	$ 1,099	$ 1,136	$ 1,174	$ 1,212
Grades 9-12	$ 289	$ 312	$ 316	$ 323	$ 333	$ 344	$ 356	$ 367
Supplemental Grant	20%	20%	20%	20%	20%	20%	20%	20%
Maximum - 1.00 ADA, 100% UPP								
Grades TK-3	$ 2,024	$ 2,190	$ 2,214	$ 2,265	$ 2,333	$ 2,413	$ 2,493	$ 2,573
Grades 4-6	$ 1,861	$ 2,014	$ 2,035	$ 2,082	$ 2,145	$ 2,218	$ 2,292	$ 2,366
Grades 7-8	$ 1,916	$ 2,073	$ 2,096	$ 2,144	$ 2,209	$ 2,284	$ 2,360	$ 2,436
Grades 9-12	$ 2,278	$ 2,465	$ 2,492	$ 2,549	$ 2,626	$ 2,716	$ 2,806	$ 2,897
Actual - 1.00 ADA, Local UPP as follows:	*50.09%*	*52.47%*	*54.76%*	*54.75%*	*53.83%*	*53.00%*	*53.00%*	*53.00%*
Grades TK-3	$ 1,014	$ 1,149	$ 1,212	$ 1,240	$ 1,256	$ 1,279	$ 1,321	$ 1,364
Grades 4-6	$ 932	$ 1,057	$ 1,115	$ 1,140	$ 1,155	$ 1,176	$ 1,215	$ 1,254
Grades 7-8	$ 960	$ 1,088	$ 1,148	$ 1,174	$ 1,189	$ 1,211	$ 1,251	$ 1,291
Grades 9-12	$ 1,141	$ 1,294	$ 1,365	$ 1,396	$ 1,414	$ 1,439	$ 1,487	$ 1,535
Concentration Grant (>55% population)	65%	65%	65%	65%	65%	65%	65%	65%
Maximum - 1.00 ADA, 100% UPP								
Grades TK-3	$ 6,577	$ 7,118	$ 7,194	$ 7,360	$ 7,582	$ 7,841	$ 8,101	$ 8,364
Grades 4-6	$ 6,048	$ 6,545	$ 6,615	$ 6,767	$ 6,971	$ 7,210	$ 7,448	$ 7,690
Grades 7-8	$ 6,227	$ 6,739	$ 6,811	$ 6,967	$ 7,178	$ 7,424	$ 7,669	$ 7,918
Grades 9-12	$ 7,404	$ 8,013	$ 8,099	$ 8,285	$ 8,535	$ 8,827	$ 9,120	$ 9,415
Actual - 1.00 ADA, Local UPP >55% as follows:	*0.0000%*	*0.0000%*	*0.0000%*	*0.0000%*	*0.0000%*	*0.0000%*	*0.0000%*	*0.0000%*
Grades TK-3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Grades 4-6	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Grades 7-8	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Grades 9-12	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

IN-LIEU PROPERTY TAX TRANSFER

For an authorizing district, in-lieu of property tax is calculated on the lesser of property taxes per ADA or the LCFF funding per ADA
1. Property Taxes per ADA
2a. Adjusted base revenue per ADA x charter school ADA

For a district with students in county-operated charter, or a basic aid district with students in countywide charter schools, or a district certified as basic aid at prior year annual with students in an SBE-approved charter school, in-lieu of property tax is calculated on the lesser of property taxes per ADA, or adjusted base funding per ADA.
1. Property taxes per ADA x District of Residence ADA
2a. Adjusted base revenue per ADA x District of Residence ADA

To enter your own calculation of In-Lieu use the Alternative Calculation tool on the Data Entry tab

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Local Property Taxes (w/out RDA)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
District LCFF ADA	-	-	-	-	-	-	-	-
Total Charter LCFF ADA	-	-	-	-	-	-	-	-
Total LCFF ADA	-	-	-	-	-	-	-	-
Property Taxes per ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Funding Method:								
Property Taxes per ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
LCFF Funding per ADA	-	-	-	-	-	-	-	-
Alternative Calculation	-	-	-	-	-	-	-	-
Certified In-Lieu Taxes	-	-	-	-	-	-	-	-
In-Lieu of Property Tax Transfer Total	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Prior Year Basic Aid Status		-	-	-	-	-	-	-
1 -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
3 -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
4 -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5 -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	

Elite Academic Academy - Lucerne (136960) - FY 26 First Interim Projection

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

RATES 2022-23

ADA	Level / # FTE	Allowance	12/13 deficited rate
Elementary			
1 - 24	1	247,965	139,913
25 - 48	2	490,709	279,827
49 - 72	3	733,666	419,740
73 - 96	4	976,409	559,653
High School			
1 - 19	1	208,964	113,566
1 - 19	2	297,931	227,133
1 - 19	3	661,802	504,455
20 - 38	4	810,767	618,021
39 - 57	5	959,733	731,588
58 - 71	6	1,108,698	845,154
72 - 86	7	1,257,664	958,720
87 - 100	8	1,406,629	1,072,287
101 - 114	9	1,555,595	1,185,853
115 - 129	10	1,704,560	1,299,419
130 - 143	11	1,853,526	1,412,986
144 - 171	12	2,002,492	1,526,552
172 - 210	13	2,397,701	1,640,118
211 - 248	14	2,830,601	1,753,685
249 - 286	15	3,263,507	1,867,251
NSS Add-on per ADA		-	-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA 2022-23	6.56%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	9,166	953	1,014	-
Grades 4-6	9,304	-	932	-
Grades 7-8	9,580	-	960	-
Grades 9-12	11,102	289	1,141	-

ADA & NSS FTE **2022-23**

		DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2019-20	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE			0.0	0.0	0.0	0.0	0.0	
Second PY ADA (net of charter shift)								
2020-21	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE			0.0	0.0	0.0	0.0	0.0	
PRIOR YEAR ADA (net of charter shift)								
2021-22	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA	-	-	-	-	-	-	
	PRIOR YEAR NUMBER OF FTE		0.0	0.0	0.0	0.0	0.0	
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
CURRENT YEAR ADA (before charter shift)								
2022-23	Grades TK-3	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-	
	CURRENT YEAR NUMBER OF FTE		0.0	0.0	0.0	0.0	0.0	

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NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

NSS FUNDING CALCULATIONS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year						
NSS allowance level		-	-	-	-	-
NSS Allowance using PY		-	-	-	-	-
NSS Add-on using PY		-	-	-	-	-
Total NSS Allowance using PY		-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average						
NSS allowance level		-	-	-	-	-
NSS Allowance using 3 PY average		-	-	-	-	-
NSS Add-on using 3 PY average		-	-	-	-	-
Total NSS Allowance using 3 PY average		-	-	-	-	-
NSS Allowance if funded as NSS & on current year						
NSS allowance level		-	-	-	-	-
NSS Allowance using CY		-	-	-	-	-
NSS Add-on using CY		-	-	-	-	-
Total NSS Allowance using CY		-	-	-	-	-
NSS allowance level >0?		NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
NSS Funding		-	-	-	-	-
NSS ADA	Grades TK-3	-	-	-	-	-
	Grades 4-6	-	-	-	-	-
	Grades 7-8	-	-	-	-	-
	Grades 9-12	-	-	-	-	-
	Total	-	-	-	-	-
NSS allowance Level		-	-	-	-	-

2022-23 2022-23

Funded P2 NSS ADA and NSS Allowances		NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:		LCFF	LCFF	LCFF	LCFF	LCFF	
NSS Allowance							
Third Prior Year	2019-20						
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
Second Prior Year	2020-21						
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
Prior Year	2021-22						
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
NSS Allowances		-	-	-	-	-	-
Current Year	2022-23						
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
NSS Allowances		-	-	-	-	-	-

Elite Academic Academy - Lucerne (136960) - FY 26 First Interim Projection

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

Funded	**NSS allowance Level**	-	-	-	-	-	-
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	**Grade Span**	**Base**	**Grade Span**	
Grades TK-3	-	9,166	953	-	-	-
Grades 4-6	-	9,304	-	-	-	-
Grades 7-8	-	9,580	-	-	-	-
Grades 9-12	-	11,102	289	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

RATES	**2023-24**		**12/13 deficited rate**
ADA	**Level / # FTE**	**Allowance**	
Elementary			
1 - 24	1	268,348	151,414

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the

Elite Academic Academy - Lucerne (136960) - FY 26 First Interim Projection

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

25 - 48	2	531,045	302,829	
49 - 72	3	793,973	454,243	
73 - 96	4	1,056,670	605,656	
High School				
1 - 19	1	226,141	122,901	
1 - 19	2	322,421	245,803	
1 - 19	3	716,202	545,921	
20 - 38	4	877,412	668,822	
39 - 57	5	1,038,623	791,725	
58 - 71	6	1,199,833	914,626	
72 - 86	7	1,361,044	1,037,527	
87 - 100	8	1,522,254	1,160,429	
101 - 114	9	1,683,465	1,283,330	
115 - 129	10	1,844,675	1,406,231	
130 - 143	11	2,005,886	1,529,133	
144 - 171	12	2,167,097	1,652,035	
172 - 210	13	2,594,792	1,774,936	
211 - 248	14	3,063,276	1,897,838	
249 - 286	15	3,531,767	2,020,739	
NSS Add-on per ADA		-	-	

lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA 2023-24	8.22%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	9,919	1,032	1,149	-
Grades 4-6	10,069	-	1,057	-
Grades 7-8	10,367	-	1,088	-
Grades 9-12	12,015	312	1,294	-

ADA & NSS FTE		**2023-24**						
		DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2020-21	Grades TK-3	-	-	-	-	-	-	

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NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

189		Grades 4-6	-	-	-	-	-	-	
190		Grades 7-8	-	-	-	-	-	-	
191		Grades 9-12	-	-	-	-	-	-	
192		Third PRIOR YEAR ADA	-	-	-	-	-	-	
193	Third PY NUMBER OF FTE			-	-	-	-	-	
194	Second PY ADA (net of charter shift)								
195	2021-22	Grades TK-3	-	-	-	-	-	-	
196		Grades 4-6	-	-	-	-	-	-	
197		Grades 7-8	-	-	-	-	-	-	
198		Grades 9-12	-	-	-	-	-	-	
199		Second PRIOR YEAR ADA	-	-	-	-	-	-	
200	Second PY NUMBER OF FTE			-	-	-	-	-	
201	PRIOR YEAR ADA (net of charter shift)								
202	2022-23	Grades TK-3	-	-	-	-	-	-	
203		Grades 4-6	-	-	-	-	-	-	
204		Grades 7-8	-	-	-	-	-	-	
205		Grades 9-12	-	-	-	-	-	-	
206		PRIOR YEAR ADA	-	-	-	-	-	-	
207		PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	
208	THREE PRIOR YEAR AVERAGE (net of charter shift)								
209		Grades TK-3	-	-	-	-	-	-	
210		Grades 4-6	-	-	-	-	-	-	
211		Grades 7-8	-	-	-	-	-	-	
212		Grades 9-12	-	-	-	-	-	-	
213		3 PY AVERAGE ADA	-	-	-	-	-	-	
214	3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
215	CURRENT YEAR ADA (before charter shift)								
216	2023-24	Grades TK-3	-	-	-	-	-	-	-
217		Grades 4-6	-	-	-	-	-	-	-
218		Grades 7-8	-	-	-	-	-	-	-
219		Grades 9-12	-	-	-	-	-	-	-
220		CURRENT YEAR ADA	-	-	-	-	-	-	-
221		CURRENT YEAR NUMBER OF FTE		-	-	-	-	-	

222	**NSS FUNDING CALCULATIONS**		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
223	Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible
224	Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
225	NSS Allowance if funded as NSS & on prior year						
226		NSS allowance level	-	-	-	-	-
227		NSS Allowance using PY	-	-	-	-	-
228		NSS Add-on using PY	-	-	-	-	-
229		Total NSS Allowance using PY	-	-	-	-	-
230	NSS Allowance if funded as NSS & on 3 PY average						
231		NSS allowance level	-	-	-	-	-
232		NSS Allowance using 3 PY average	-	-	-	-	-
233		NSS Add-on using 3 PY average	-	-	-	-	-
234		Total NSS Allowance using 3 PY average	-	-	-	-	-
235	NSS Allowance if funded as NSS & on current year						
236		NSS allowance level	-	-	-	-	-
237		NSS Allowance using CY	-	-	-	-	-
238		NSS Add-on using CY	-	-	-	-	-
239		Total NSS Allowance using CY	-	-	-	-	-
240		NSS allowance level >0?	NO	NO	NO	NO	NO
241	NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
242		NSS Funding	-	-	-	-	-
243		NSS ADA Grades TK-3	-	-	-	-	-
244		Grades 4-6	-	-	-	-	-
245		Grades 7-8	-	-	-	-	-
246		Grades 9-12	-	-	-	-	-
247		Total	-	-	-	-	-
248		NSS allowance Level	-	-	-	-	-
249							
250							
251							

252				2023-24			
253	**Funded P2 NSS ADA and NSS Allowances**	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
254	Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	
255	Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF	

Elite Academic Academy - Lucerne (136960) - FY 26 First Interim Projection

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

256	202	**NSS Allowance**										
257		**Third Prior Year**	2020-21									
258			**NSS ADA**									
259			Grades TK-3			-	-	-	-	-	-	
260			Grades 4-6			-	-	-	-	-	-	
261			Grades 7-8			-	-	-	-	-	-	
262			Grades 9-12			-	-	-	-	-	-	
263			**P2 NSS ADA**			-	-	-	-	-	-	
264		**Second Prior Year**	2021-22									
265			**NSS ADA**									
266			Grades TK-3			-	-	-	-	-	-	
267			Grades 4-6			-	-	-	-	-	-	
268			Grades 7-8			-	-	-	-	-	-	
269			Grades 9-12			-	-	-	-	-	-	
270			**P2 NSS ADA**			-	-	-	-	-	-	
271		**Prior Year**	2022-23									
272			**NSS ADA**									
273			Grades TK-3			-	-	-	-	-	-	
274			Grades 4-6			-	-	-	-	-	-	
275			Grades 7-8			-	-	-	-	-	-	
276			Grades 9-12			-	-	-	-	-	-	
277			**P2 NSS ADA**			-	-	-	-	-	-	
278			**NSS Allowances**			-	-	-	-	-	-	
279		**Current Year**	2023-24									
280			**NSS ADA**									
281			Grades TK-3			-	-	-	-	-	-	
282			Grades 4-6			-	-	-	-	-	-	
283			Grades 7-8			-	-	-	-	-	-	
284			Grades 9-12			-	-	-	-	-	-	
285			**P2 NSS ADA**			-	-	-	-	-	-	
286			**NSS Allowances**			-	-	-	-	-	-	
287		**Funded**	**NSS allowance Level**			-	-	-	-	-		
288			**NSS ADA**									
289			Grades TK-3			-	-	-	-	-	-	
290			Grades 4-6			-	-	-	-	-	-	
291			Grades 7-8			-	-	-	-	-	-	
292			Grades 9-12			-	-	-	-	-	-	
293			**P2 NSS ADA**			-	-	-	-	-	-	
294			**NSS Allowances**			-	-	-	-	-	-	

295		**Exclude: LCFF Adjusted Base Funding for NSS ADA**			NSS ADA	Rates		Amounts		Total		
296						**Base**	**Grade Span**	**Base**	**Grade Span**			
297			Grades TK-3		-	9,919	1,032	-	-	-		
298			Grades 4-6		-	10,069	-	-	-	-		
299			Grades 7-8		-	10,367	-	-	-	-		
300			Grades 9-12		-	12,015	312	-	-	-		
301		**Total Exclusion: LCFF Adjusted Base Funding for NSS ADA**			-			-	-	-		

302		**Adjusted NSS Allowance (Deficited) for EPA**			NSS 1	NSS 2	NSS 3	NSS 4	NSS 5			
303		Funding at 12-13 levels (deficited)										
304		NSS Allowances			-	-	-	-	-	-		
305		NSS Add-on										
306		NSS Add-on per ADA			-	-	-	-	-			
307		Funded ADA			-	-	-	-	-			
308		NSS Add-on			-	-	-	-	-	-		
309		**TOTAL Adjusted NSS Allowance (Deficited) for EPA**								-		
310												
311												
312												

313	**RATES**	**2024-25**		**12/13 deficited rate**		
314	**ADA**	**Level / # FTE**	**Allowance**	**(adj. for COLA)**	*The elementary NSS allowance is based on a combination of ADA and the number of full-time*	
315		**Elementary**			*teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or*	

Elite Academic Academy - Lucerne (136960) - FY 26 First Interim Projection

NECESSARY SMALL SCHOOLS (NSS)

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SECTION 1: DATA NEEDED TO CALCULATE FUNDING

316	1 - 24	1	271,219	153,034
317	25 - 48	2	536,727	306,069
318	49 - 72	3	802,469	459,103
319	73 - 96	4	1,067,976	612,137
320	High School			
321	1 - 19	1	228,561	124,216
322	1 - 19	2	325,871	248,433
323	1 - 19	3	723,865	551,762
324	20 - 38	4	886,800	675,978
325	39 - 57	5	1,049,736	800,196
326	58 - 71	6	1,212,671	924,412
327	72 - 86	7	1,375,607	1,048,629
328	87 - 100	8	1,538,542	1,172,846
329	101 - 114	9	1,701,478	1,297,062
330	115 - 129	10	1,864,413	1,421,278
331	130 - 143	11	2,027,349	1,545,495
332	144 - 171	12	2,190,285	1,669,712
333	172 - 210	13	2,622,556	1,793,928
334	211 - 248	14	3,096,053	1,918,145
335	249 - 286	15	3,569,557	2,042,361
336				
337	NSS Add-on per ADA		-	-

the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA 2024-25	1.07%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,025	1,043	1,212	-
Grades 4-6	10,177	-	1,115	-
Grades 7-8	10,478	-	1,148	-
Grades 9-12	12,144	316	1,365	-

338	**ADA & NSS FTE**		2024-25						NPS, CDS, & COE operated
339			DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	
340	Third PY ADA (net of charter shift)								
341	2021-22	Grades TK-3	-	-	-	-	-	-	

Elite Academic Academy - Lucerne (136960) - FY 26 First Interim Projection

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

342		Grades 4-6	-	-	-	-	-	-			
343		Grades 7-8	-	-	-	-	-	-			
344		Grades 9-12	-	-	-	-	-	-			
345		Third PRIOR YEAR ADA	-	-	-	-	-	-			
346	Third PY NUMBER OF FTE			-	-	-	-	-			
347	Second PY ADA (net of charter shift)										
348	2022-23	Grades TK-3	-	-	-	-	-	-			
349		Grades 4-6	-	-	-	-	-	-			
350		Grades 7-8	-	-	-	-	-	-			
351		Grades 9-12	-	-	-	-	-	-			
352		Second PRIOR YEAR ADA	-	-	-	-	-	-			
353	Second PY NUMBER OF FTE			-	-	-	-	-			
354	PRIOR YEAR ADA (net of charter shift)										
355	2023-24	Grades TK-3	-	-	-	-	-	-			
356		Grades 4-6	-	-	-	-	-	-			
357		Grades 7-8	-	-	-	-	-	-			
358		Grades 9-12	-	-	-	-	-	-			
359		PRIOR YEAR ADA	-	-	-	-	-	-			
360	PRIOR YEAR NUMBER OF FTE			-	-	-	-	-			
361	THREE PRIOR YEAR AVERAGE (net of charter shift)										
362		Grades TK-3	-	-	-	-	-	-			
363		Grades 4-6	-	-	-	-	-	-			
364		Grades 7-8	-	-	-	-	-	-			
365		Grades 9-12	-	-	-	-	-	-			
366		3 PY AVERAGE ADA	-	-	-	-	-	-			
367	3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-			
368	CURRENT YEAR ADA (before charter shift)										
369	2024-25	Grades TK-3	-	-	-	-	-	-	-		
370		Grades 4-6	-	-	-	-	-	-	-		
371		Grades 7-8	-	-	-	-	-	-	-		
372		Grades 9-12	-	-	-	-	-	-	-		
373		CURRENT YEAR ADA	-	-	-	-	-	-	-		
374	CURRENT YEAR NUMBER OF FTE			-	-	-	-	-			

375	**NSS FUNDING CALCULATIONS**	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
376	Eligibility as a NSS	Eligible	Eligible	Eligible	Eligible	Eligible	
377	Type of NSS school	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	
378	NSS Allowance if funded as NSS & on prior year						
379	NSS allowance level	-	-	-	-	-	
380	NSS Allowance using PY	-	-	-	-	-	
381	NSS Add-on using PY	-	-	-	-	-	
382	Total NSS Allowance using PY	-	-	-	-	-	
383	NSS Allowance if funded as NSS & on 3 PY average						
384	NSS allowance level	-	-	-	-	-	
385	NSS Allowance using 3 PY average	-	-	-	-	-	
386	NSS Add-on using 3 PY average	-	-	-	-	-	
387	Total NSS Allowance using 3 PY average	-	-	-	-	-	
388	NSS Allowance if funded as NSS & on current year						
389	NSS allowance level	-	-	-	-	-	
390	NSS Allowance using CY	-	-	-	-	-	
391	NSS Add-on using CY	-	-	-	-	-	
392	Total NSS Allowance using CY	-	-	-	-	-	
393	NSS allowance level >0?	NO	NO	NO	NO	NO	
394	NSS Allowance if funded as NSS is based on	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	
395	NSS Funding	-	-	-	-	-	
396	NSS ADA Grades TK-3	-	-	-	-	-	
397	Grades 4-6	-	-	-	-	-	
398	Grades 7-8	-	-	-	-	-	
399	Grades 9-12	-	-	-	-	-	
400	Total	-	-	-	-	-	
401	NSS allowance Level	-	-	-	-	-	
402							
403							
404							

405		2024-25					
406	**Funded P2 NSS ADA and NSS Allowances**	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
407	Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Elite Academic Academy - Lucerne (136960) - FY 26 First Interim Projection												
2	**NECESSARY SMALL SCHOOLS (NSS)**												
3	*The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.*												
4													
5													
6	**SECTION 1: DATA NEEDED TO CALCULATE FUNDING**												
408	Selected funding method:						LCFF	LCFF	LCFF	LCFF	LCFF		

Elite Academic Academy - Lucerne (136960) - FY 26 First Interim Projection

NECESSARY SMALL SCHOOLS (NSS)

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SECTION 1: DATA NEEDED TO CALCULATE FUNDING

409	202	**NSS Allowance**										
410		**Third Prior Year**	2021-22									
411			**NSS ADA**									
412			Grades TK-3			-	-	-	-	-	-	
413			Grades 4-6			-	-	-	-	-	-	
414			Grades 7-8			-	-	-	-	-	-	
415			Grades 9-12			-	-	-	-	-	-	
416			**P2 NSS ADA**			-	-	-	-	-	-	
417		**Second Prior Year**	2022-23									
418			**NSS ADA**									
419			Grades TK-3			-	-	-	-	-	-	
420			Grades 4-6			-	-	-	-	-	-	
421			Grades 7-8			-	-	-	-	-	-	
422			Grades 9-12			-	-	-	-	-	-	
423			**P2 NSS ADA**			-	-	-	-	-	-	
424		**Prior Year**	2023-24									
425			**NSS ADA**									
426			Grades TK-3			-	-	-	-	-	-	
427			Grades 4-6			-	-	-	-	-	-	
428			Grades 7-8			-	-	-	-	-	-	
429			Grades 9-12			-	-	-	-	-	-	
430			**P2 NSS ADA**			-	-	-	-	-	-	
431			**NSS Allowances**			-	-	-	-	-	-	
432		**Current Year**	2024-25									
433			**NSS ADA**									
434			Grades TK-3			-	-	-	-	-	-	
435			Grades 4-6			-	-	-	-	-	-	
436			Grades 7-8			-	-	-	-	-	-	
437			Grades 9-12			-	-	-	-	-	-	
438			**P2 NSS ADA**			-	-	-	-	-	-	
439			**NSS Allowances**			-	-	-	-	-	-	
440		**Funded**	**NSS allowance Level**			-	-	-	-	-		
441			**NSS ADA**									
442			Grades TK-3			-	-	-	-	-	-	
443			Grades 4-6			-	-	-	-	-	-	
444			Grades 7-8			-	-	-	-	-	-	
445			Grades 9-12			-	-	-	-	-	-	
446			**P2 NSS ADA**			-	-	-	-	-	-	
447			**NSS Allowances**			-	-	-	-	-	-	

448		**Exclude: LCFF Adjusted Base Funding for NSS ADA**			NSS ADA	Rates		Amounts		Total		
449						**Base**	**Grade Span**	**Base**	**Grade Span**			
450			Grades TK-3		-	10,025	1,043	-	-	-		
451			Grades 4-6		-	10,177	-	-	-	-		
452			Grades 7-8		-	10,478	-	-	-	-		
453			Grades 9-12		-	12,144	316	-	-	-		
454		**Total Exclusion: LCFF Adjusted Base Funding for NSS ADA**			-			-	-	-		
455		**Adjusted NSS Allowance (Deficited) for EPA**			NSS 1	NSS 2	NSS 3	NSS 4	NSS 5			
456		Funding at 12-13 levels (deficited)										
457		NSS Allowances			-	-	-	-	-	-		
458		NSS Add-on										
459		NSS Add-on per ADA			-	-	-	-	-			
460		Funded ADA			-	-	-	-	-			
461		NSS Add-on			-	-	-	-	-	-		
462		**TOTAL Adjusted NSS Allowance (Deficited) for EPA**								-		
463												
464												
465												

466	**RATES**	**2025-26**		**12/13 def. rate + COLA for EPA**		
467	**ADA**	**Level / # FTE**	**Allowance**		*The elementary NSS allowance is based on a combination of ADA and the number of full-time*	
468	**Elementary**				*teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or*	

Elite Academic Academy - Lucerne (136960) - FY 26 First Interim Projection

NECESSARY SMALL SCHOOLS (NSS)

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SECTION 1: DATA NEEDED TO CALCULATE FUNDING

469	1 - 24	1	277,457	156,554
470	25 - 48	2	549,072	313,109
471	49 - 72	3	820,926	469,662
472	73 - 96	4	1,092,539	626,216
473	High School			
474	1 - 19	1	233,818	127,073
475	1 - 19	2	333,366	254,147
476	1 - 19	3	740,514	564,453
477	20 - 38	4	907,196	691,525
478	39 - 57	5	1,073,880	818,601
479	58 - 71	6	1,240,562	945,673
480	72 - 86	7	1,407,246	1,072,747
481	87 - 100	8	1,573,928	1,199,821
482	101 - 114	9	1,740,612	1,326,894
483	115 - 129	10	1,907,294	1,453,967
484	130 - 143	11	2,073,978	1,581,041
485	144 - 171	12	2,240,662	1,708,115
486	172 - 210	13	2,682,875	1,835,188
487	211 - 248	14	3,167,262	1,962,262
488	249 - 286	15	3,651,657	2,089,335
489				
490	NSS Add-on per ADA		-	-

the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA 2025-26	2.30%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,256	1,067	1,240	-
Grades 4-6	10,411	-	1,140	-
Grades 7-8	10,719	-	1,174	-
Grades 9-12	12,423	323	1,396	-

491	**ADA & NSS FTE**		2025-26						NPS, CDS, & COE operated
492			DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	
493	Third PY ADA (net of charter shift)								
494	2022-23	Grades TK-3	-	-	-	-	-	-	

Elite Academic Academy - Lucerne (136960) - FY 26 First Interim Projection

NECESSARY SMALL SCHOOLS (NSS)

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SECTION 1: DATA NEEDED TO CALCULATE FUNDING

495		Grades 4-6	-	-	-	-	-	-				
496		Grades 7-8	-	-	-	-	-	-				
497		Grades 9-12	-	-	-	-	-	-				
498		Third PRIOR YEAR ADA	-	-	-	-	-	-				
499	Third PY NUMBER OF FTE			-	-	-	-	-				
500	Second PY ADA (net of charter shift)											
501	2023-24	Grades TK-3	-	-	-	-	-	-				
502		Grades 4-6	-	-	-	-	-	-				
503		Grades 7-8	-	-	-	-	-	-				
504		Grades 9-12	-	-	-	-	-	-				
505		Second PRIOR YEAR ADA	-	-	-	-	-	-				
506	Second PY NUMBER OF FTE			-	-	-	-	-				
507	PRIOR YEAR ADA (net of charter shift)											
508	2024-25	Grades TK-3	-	-	-	-	-	-				
509		Grades 4-6	-	-	-	-	-	-				
510		Grades 7-8	-	-	-	-	-	-				
511		Grades 9-12	-	-	-	-	-	-				
512		PRIOR YEAR ADA	-	-	-	-	-	-				
513	PRIOR YEAR NUMBER OF FTE			-	-	-	-	-				
514	THREE PRIOR YEAR AVERAGE (net of charter shift)											
515		Grades TK-3	-	-	-	-	-	-				
516		Grades 4-6	-	-	-	-	-	-				
517		Grades 7-8	-	-	-	-	-	-				
518		Grades 9-12	-	-	-	-	-	-				
519		3 PY AVERAGE ADA	-	-	-	-	-	-				
520	3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-				
521	CURRENT YEAR ADA (before charter shift)											
522	2025-26	Grades TK-3	-	-	-	-	-	-	-			
523		Grades 4-6	-	-	-	-	-	-	-			
524		Grades 7-8	-	-	-	-	-	-	-			
525		Grades 9-12	-	-	-	-	-	-	-			
526		CURRENT YEAR ADA	-	-	-	-	-	-	-			
527	CURRENT YEAR NUMBER OF FTE			-	-	-	-	-				

528	**NSS FUNDING CALCULATIONS**		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
529	Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible
530	Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
531	NSS Allowance if funded as NSS & on prior year						
532		NSS allowance level	-	-	-	-	-
533		NSS Allowance using PY	-	-	-	-	-
534		NSS Add-on using PY	-	-	-	-	-
535		Total NSS Allowance using PY	-	-	-	-	-
536	NSS Allowance if funded as NSS & on 3 PY average						
537		NSS allowance level	-	-	-	-	-
538		NSS Allowance using 3 PY average	-	-	-	-	-
539		NSS Add-on using 3 PY average	-	-	-	-	-
540		Total NSS Allowance using 3 PY average	-	-	-	-	-
541	NSS Allowance if funded as NSS & on current year						
542		NSS allowance level	-	-	-	-	-
543		NSS Allowance using CY	-	-	-	-	-
544		NSS Add-on using CY	-	-	-	-	-
545		Total NSS Allowance using CY	-	-	-	-	-
546		NSS allowance level >0?	NO	NO	NO	NO	NO
547	NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
548		NSS Funding	-	-	-	-	-
549		NSS ADA Grades TK-3	-	-	-	-	-
550		Grades 4-6	-	-	-	-	-
551		Grades 7-8	-	-	-	-	-
552		Grades 9-12	-	-	-	-	-
553		Total	-	-	-	-	-
554		NSS allowance Level	-	-	-	-	-
555							
556							
557							

558				2025-26			
559	**Funded P2 NSS ADA and NSS Allowances**	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
560	Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	
561	Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF	

Elite Academic Academy - Lucerne (136960) - FY 26 First Interim Projection

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

562	202	**NSS Allowance**										
563		**Third Prior Year**	2022-23									
564			**NSS ADA**									
565			Grades TK-3			-	-	-	-	-	-	
566			Grades 4-6			-	-	-	-	-	-	
567			Grades 7-8			-	-	-	-	-	-	
568			Grades 9-12			-	-	-	-	-	-	
569			**P2 NSS ADA**			-	-	-	-	-	-	
570		**Second Prior Year**	2023-24									
571			**NSS ADA**									
572			Grades TK-3			-	-	-	-	-	-	
573			Grades 4-6			-	-	-	-	-	-	
574			Grades 7-8			-	-	-	-	-	-	
575			Grades 9-12			-	-	-	-	-	-	
576			**P2 NSS ADA**			-	-	-	-	-	-	
577		**Prior Year**	2024-25									
578			**NSS ADA**									
579			Grades TK-3			-	-	-	-	-	-	
580			Grades 4-6			-	-	-	-	-	-	
581			Grades 7-8			-	-	-	-	-	-	
582			Grades 9-12			-	-	-	-	-	-	
583			**P2 NSS ADA**			-	-	-	-	-	-	
584			**NSS Allowances**			-	-	-	-	-	-	
585		**Current Year**	2025-26									
586			**NSS ADA**									
587			Grades TK-3			-	-	-	-	-	-	
588			Grades 4-6			-	-	-	-	-	-	
589			Grades 7-8			-	-	-	-	-	-	
590			Grades 9-12			-	-	-	-	-	-	
591			**P2 NSS ADA**			-	-	-	-	-	-	
592			**NSS Allowances**			-	-	-	-	-	-	
593		**Funded**	**NSS allowance Level**			-	-	-	-	-		
594			**NSS ADA**									
595			Grades TK-3			-	-	-	-	-	-	
596			Grades 4-6			-	-	-	-	-	-	
597			Grades 7-8			-	-	-	-	-	-	
598			Grades 9-12			-	-	-	-	-	-	
599			**P2 NSS ADA**			-	-	-	-	-	-	
600			**NSS Allowances**			-	-	-	-	-	-	

601		**Exclude: LCFF Adjusted Base Funding for NSS ADA**			NSS ADA	Rates		Amounts		Total		
602						**Base**	**Grade Span**	**Base**	**Grade Span**			
603			Grades TK-3		-	10,256	1,067	-	-	-		
604			Grades 4-6		-	10,411	-	-	-	-		
605			Grades 7-8		-	10,719	-	-	-	-		
606			Grades 9-12		-	12,423	323	-	-	-		
607		**Total Exclusion: LCFF Adjusted Base Funding for NSS ADA**			-			-	-	-		
608		**Adjusted NSS Allowance (Deficited) for EPA**			NSS 1	NSS 2	NSS 3	NSS 4	NSS 5			
609		Funding at 12-13 levels (deficited)										
610		NSS Allowances			-	-	-	-	-	-		
611		NSS Add-on										
612		NSS Add-on per ADA			-	-	-	-	-			
613		Funded ADA			-	-	-	-	-			
614		NSS Add-on			-	-	-	-	-	-		
615		**TOTAL Adjusted NSS Allowance (Deficited) for EPA**								-		
616												
617												
618												

619	**RATES**	**2026-27**		**12/13 def. rate + COLA for EPA**		
620	**ADA**	**Level / # FTE**	**Allowance**		*The elementary NSS allowance is based on a combination of ADA and the number of full-time*	
621	**Elementary**				*teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or*	

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NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

622	1 - 24	1	285,836	161,282
623	25 - 48	2	565,654	322,565
624	49 - 72	3	845,718	483,846
625	73 - 96	4	1,125,534	645,128
626	High School			
627	1 - 19	1	240,879	130,911
628	1 - 19	2	343,434	261,822
629	1 - 19	3	762,878	581,499
630	20 - 38	4	934,593	712,409
631	39 - 57	5	1,106,311	843,323
632	58 - 71	6	1,278,027	974,232
633	72 - 86	7	1,449,745	1,105,144
634	87 - 100	8	1,621,461	1,236,056
635	101 - 114	9	1,793,178	1,366,966
636	115 - 129	10	1,964,894	1,497,877
637	130 - 143	11	2,136,612	1,628,788
638	144 - 171	12	2,308,330	1,759,700
639	172 - 210	13	2,763,898	1,890,611
640	211 - 248	14	3,262,913	2,021,522
641	249 - 286	15	3,761,937	2,152,433
642				
643	NSS Add-on per ADA		-	-

the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA 2026-27	3.02%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,566	1,099	1,256	-
Grades 4-6	10,725	-	1,155	-
Grades 7-8	11,043	-	1,189	-
Grades 9-12	12,798	333	1,414	-

644	**ADA & NSS FTE**		**2026-27**						NPS, CDS, & COE operated
645			DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	
646	Third PY ADA (net of charter shift)								
647	2023-24	Grades TK-3	-	-	-	-	-	-	

Elite Academic Academy - Lucerne (136960) - FY 26 First Interim Projection

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

648		Grades 4-6	-	-	-	-	-	-			
649		Grades 7-8	-	-	-	-	-	-			
650		Grades 9-12	-	-	-	-	-	-			
651		Third PRIOR YEAR ADA	-	-	-	-	-	-			
652	Third PY NUMBER OF FTE			-	-	-	-	-			
653	Second PY ADA (net of charter shift)										
654	2024-25	Grades TK-3	-	-	-	-	-	-			
655		Grades 4-6	-	-	-	-	-	-			
656		Grades 7-8	-	-	-	-	-	-			
657		Grades 9-12	-	-	-	-	-	-			
658		Second PRIOR YEAR ADA	-	-	-	-	-	-			
659	Second PY NUMBER OF FTE			-	-	-	-	-			
660	PRIOR YEAR ADA (net of charter shift)										
661	2025-26	Grades TK-3	-	-	-	-	-	-			
662		Grades 4-6	-	-	-	-	-	-			
663		Grades 7-8	-	-	-	-	-	-			
664		Grades 9-12	-	-	-	-	-	-			
665		PRIOR YEAR ADA	-	-	-	-	-	-			
666	PRIOR YEAR NUMBER OF FTE			-	-	-	-	-			
667	THREE PRIOR YEAR AVERAGE (net of charter shift)										
668		Grades TK-3	-	-	-	-	-	-			
669		Grades 4-6	-	-	-	-	-	-			
670		Grades 7-8	-	-	-	-	-	-			
671		Grades 9-12	-	-	-	-	-	-			
672		3 PY AVERAGE ADA	-	-	-	-	-	-			
673	3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-			
674	CURRENT YEAR ADA (before charter shift)										
675	2026-27	Grades TK-3	-	-	-	-	-	-	-		
676		Grades 4-6	-	-	-	-	-	-	-		
677		Grades 7-8	-	-	-	-	-	-	-		
678		Grades 9-12	-	-	-	-	-	-	-		
679		CURRENT YEAR ADA	-	-	-	-	-	-	-		
680	CURRENT YEAR NUMBER OF FTE			-	-	-	-	-			

681	**NSS FUNDING CALCULATIONS**		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
682	Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible
683	Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
684	NSS Allowance if funded as NSS & on prior year						
685		NSS allowance level	-	-	-	-	-
686		NSS Allowance using PY	-	-	-	-	-
687		NSS Add-on using PY	-	-	-	-	-
688		Total NSS Allowance using PY	-	-	-	-	-
689	NSS Allowance if funded as NSS & on 3 PY average						
690		NSS allowance level	-	-	-	-	-
691		NSS Allowance using 3 PY average	-	-	-	-	-
692		NSS Add-on using 3 PY average	-	-	-	-	-
693		Total NSS Allowance using 3 PY average	-	-	-	-	-
694	NSS Allowance if funded as NSS & on current year						
695		NSS allowance level	-	-	-	-	-
696		NSS Allowance using CY	-	-	-	-	-
697		NSS Add-on using CY	-	-	-	-	-
698		Total NSS Allowance using CY	-	-	-	-	-
699		NSS allowance level >0?	NO	NO	NO	NO	NO
700	NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
701		NSS Funding	-	-	-	-	-
702		NSS ADA Grades TK-3	-	-	-	-	-
703		Grades 4-6	-	-	-	-	-
704		Grades 7-8	-	-	-	-	-
705		Grades 9-12	-	-	-	-	-
706		Total	-	-	-	-	-
707		NSS allowance Level	-	-	-	-	-
708							
709							
710							

711				2026-27			
712	**Funded P2 NSS ADA and NSS Allowances**	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
713	Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	
714	Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF	

Elite Academic Academy - Lucerne (136960) - FY 26 First Interim Projection

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

715	202	**NSS Allowance**										
716		**Third Prior Year**	2023-24									
717			**NSS ADA**									
718			Grades TK-3			-	-	-	-	-	-	
719			Grades 4-6			-	-	-	-	-	-	
720			Grades 7-8			-	-	-	-	-	-	
721			Grades 9-12			-	-	-	-	-	-	
722			**P2 NSS ADA**			-	-	-	-	-	-	
723		**Second Prior Year**	2024-25									
724			**NSS ADA**									
725			Grades TK-3			-	-	-	-	-	-	
726			Grades 4-6			-	-	-	-	-	-	
727			Grades 7-8			-	-	-	-	-	-	
728			Grades 9-12			-	-	-	-	-	-	
729			**P2 NSS ADA**			-	-	-	-	-	-	
730		**Prior Year**	2025-26									
731			**NSS ADA**									
732			Grades TK-3			-	-	-	-	-	-	
733			Grades 4-6			-	-	-	-	-	-	
734			Grades 7-8			-	-	-	-	-	-	
735			Grades 9-12			-	-	-	-	-	-	
736			**P2 NSS ADA**			-	-	-	-	-	-	
737			**NSS Allowances**			-	-	-	-	-	-	
738		**Current Year**	2026-27									
739			**NSS ADA**									
740			Grades TK-3			-	-	-	-	-	-	
741			Grades 4-6			-	-	-	-	-	-	
742			Grades 7-8			-	-	-	-	-	-	
743			Grades 9-12			-	-	-	-	-	-	
744			**P2 NSS ADA**			-	-	-	-	-	-	
745			**NSS Allowances**			-	-	-	-	-	-	
746		**Funded**	**NSS allowance Level**			-	-	-	-	-		
747			**NSS ADA**									
748			Grades TK-3			-	-	-	-	-	-	
749			Grades 4-6			-	-	-	-	-	-	
750			Grades 7-8			-	-	-	-	-	-	
751			Grades 9-12			-	-	-	-	-	-	
752			**P2 NSS ADA**			-	-	-	-	-	-	
753			**NSS Allowances**			-	-	-	-	-	-	

754		**Exclude: LCFF Adjusted Base Funding for NSS ADA**			NSS ADA	Rates		Amounts		Total		
755						**Base**	**Grade Span**	**Base**	**Grade Span**			
756			Grades TK-3		-	10,566	1,099	-	-	-		
757			Grades 4-6		-	10,725	-	-	-	-		
758			Grades 7-8		-	11,043	-	-	-	-		
759			Grades 9-12		-	12,798	333	-	-	-		
760		**Total Exclusion: LCFF Adjusted Base Funding for NSS ADA**			-			-	-	-		
761		**Adjusted NSS Allowance (Deficited) for EPA**			NSS 1	NSS 2	NSS 3	NSS 4	NSS 5			
762		Funding at 12-13 levels (deficited)										
763		NSS Allowances			-	-	-	-	-	-		
764		NSS Add-on										
765		NSS Add-on per ADA			-	-	-	-	-			
766		Funded ADA			-	-	-	-	-			
767		NSS Add-on			-	-	-	-	-	-		
768		**TOTAL Adjusted NSS Allowance (Deficited) for EPA**								-		
769												
770												
771												

772	**RATES**	**2027-28**		**12/13 def. rate + COLA for EPA**		
773	**ADA**	**Level / # FTE**	**Allowance**		*The elementary NSS allowance is based on a combination of ADA and the number of full-time*	
774		**Elementary**			*teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or*	

Elite Academic Academy - Lucerne (136960) - FY 26 First Interim Projection

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

1 - 24	1	295,612	166,798	
25 - 48	2	584,999	333,597	
49 - 72	3	874,642	500,394	
73 - 96	4	1,164,027	667,191	
High School				
1 - 19	1	249,117	135,388	
1 - 19	2	355,179	270,776	
1 - 19	3	788,968	601,386	
20 - 38	4	966,556	736,773	
39 - 57	5	1,144,147	872,165	
58 - 71	6	1,321,736	1,007,551	
72 - 86	7	1,499,326	1,142,940	
87 - 100	8	1,676,915	1,278,329	
101 - 114	9	1,854,505	1,413,716	
115 - 129	10	2,032,093	1,549,104	
130 - 143	11	2,209,684	1,684,493	
144 - 171	12	2,387,275	1,819,882	
172 - 210	13	2,858,423	1,955,270	
211 - 248	14	3,374,505	2,090,658	
249 - 286	15	3,890,595	2,226,046	
NSS Add-on per ADA		-	-	

the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA 2027-28	3.42%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,927	1,136	1,279	-
Grades 4-6	11,092	-	1,176	-
Grades 7-8	11,421	-	1,211	-
Grades 9-12	13,236	344	1,439	-

ADA & NSS FTE — **2027-28**

		DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2024-25	Grades TK-3	-	-	-	-	-	-	

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Elite Academic Academy - Lucerne (136960) - FY 26 First Interim Projection												
2	**NECESSARY SMALL SCHOOLS (NSS)**												
3	*The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.*												
6	**SECTION 1: DATA NEEDED TO CALCULATE FUNDING**												
801				Grades 4-6		-	-	-	-	-	-		
802				Grades 7-8		-	-	-	-	-	-		
803				Grades 9-12		-	-	-	-	-	-		
804				Third PRIOR YEAR ADA		-	-	-	-	-	-		
805	Third PY NUMBER OF FTE						-	-	-	-	-		
806	Second PY ADA (net of charter shift)												
807		2025-26		Grades TK-3		-	-	-	-	-	-		
808				Grades 4-6		-	-	-	-	-	-		
809				Grades 7-8		-	-	-	-	-	-		
810				Grades 9-12		-	-	-	-	-	-		
811				Second PRIOR YEAR ADA		-	-	-	-	-	-		
812	Second PY NUMBER OF FTE						-	-	-	-	-		
813	PRIOR YEAR ADA (net of charter shift)												
814		2026-27		Grades TK-3		-	-	-	-	-	-		
815				Grades 4-6		-	-	-	-	-	-		
816				Grades 7-8		-	-	-	-	-	-		
817				Grades 9-12		-	-	-	-	-	-		
818				PRIOR YEAR ADA		-	-	-	-	-	-		
819	PRIOR YEAR NUMBER OF FTE						-	-	-	-	-		
820	THREE PRIOR YEAR AVERAGE (net of charter shift)												
821				Grades TK-3		-	-	-	-	-	-		
822				Grades 4-6		-	-	-	-	-	-		
823				Grades 7-8		-	-	-	-	-	-		
824				Grades 9-12		-	-	-	-	-	-		
825				3 PY AVERAGE ADA		-	-	-	-	-	-		
826	3 PRIOR YEAR NUMBER OF FTE						-	-	-	-	-		
827	CURRENT YEAR ADA (before charter shift)												
828		2027-28		Grades TK-3		-	-	-	-	-	-	-	
829				Grades 4-6		-	-	-	-	-	-	-	
830				Grades 7-8		-	-	-	-	-	-	-	
831				Grades 9-12		-	-	-	-	-	-	-	
832				CURRENT YEAR ADA		-	-	-	-	-	-	-	
833	CURRENT YEAR NUMBER OF FTE						-	-	-	-	-		
834	**NSS FUNDING CALCULATIONS**						NSS 1	NSS 2	NSS 3	NSS 4	NSS 5		
835	Eligibility as a NSS						Eligible	Eligible	Eligible	Eligible	Eligible		
836	Type of NSS school						Not NSS	Not NSS	Not NSS	Not NSS	Not NSS		
837	NSS Allowance if funded as NSS & on prior year												
838				NSS allowance level			-	-	-	-	-		
839				NSS Allowance using PY			-	-	-	-	-		
840				NSS Add-on using PY			-	-	-	-	-		
841				Total NSS Allowance using PY			-	-	-	-	-		
842	NSS Allowance if funded as NSS & on 3 PY average												
843				NSS allowance level			-	-	-	-	-		
844				NSS Allowance using 3 PY average			-	-	-	-	-		
845				NSS Add-on using 3 PY average			-	-	-	-	-		
846				Total NSS Allowance using 3 PY average			-	-	-	-	-		
847	NSS Allowance if funded as NSS & on current year												
848				NSS allowance level			-	-	-	-	-		
849				NSS Allowance using CY			-	-	-	-	-		
850				NSS Add-on using CY			-	-	-	-	-		
851				Total NSS Allowance using CY			-	-	-	-	-		
852				NSS allowance level >0?			NO	NO	NO	NO	NO		
853	NSS Allowance if funded as NSS is based on						Current Yr	Current Yr	Current Yr	Current Yr	Current Yr		
854				NSS Funding			-	-	-	-	-		
855				NSS ADA	Grades TK-3		-	-	-	-	-		
856					Grades 4-6		-	-	-	-	-		
857					Grades 7-8		-	-	-	-	-		
858					Grades 9-12		-	-	-	-	-		
859					Total		-	-	-	-	-		
860				NSS allowance Level			-	-	-	-	-		
861													
862													
863													
864							2027-28						
865	**Funded P2 NSS ADA and NSS Allowances**						NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL	
866	Best funding option calculated is:						LCFF	LCFF	LCFF	LCFF	LCFF		
867	Selected funding method:						LCFF	LCFF	LCFF	LCFF	LCFF		

Elite Academic Academy - Lucerne (136960) - FY 26 First Interim Projection

Charts and Graphs

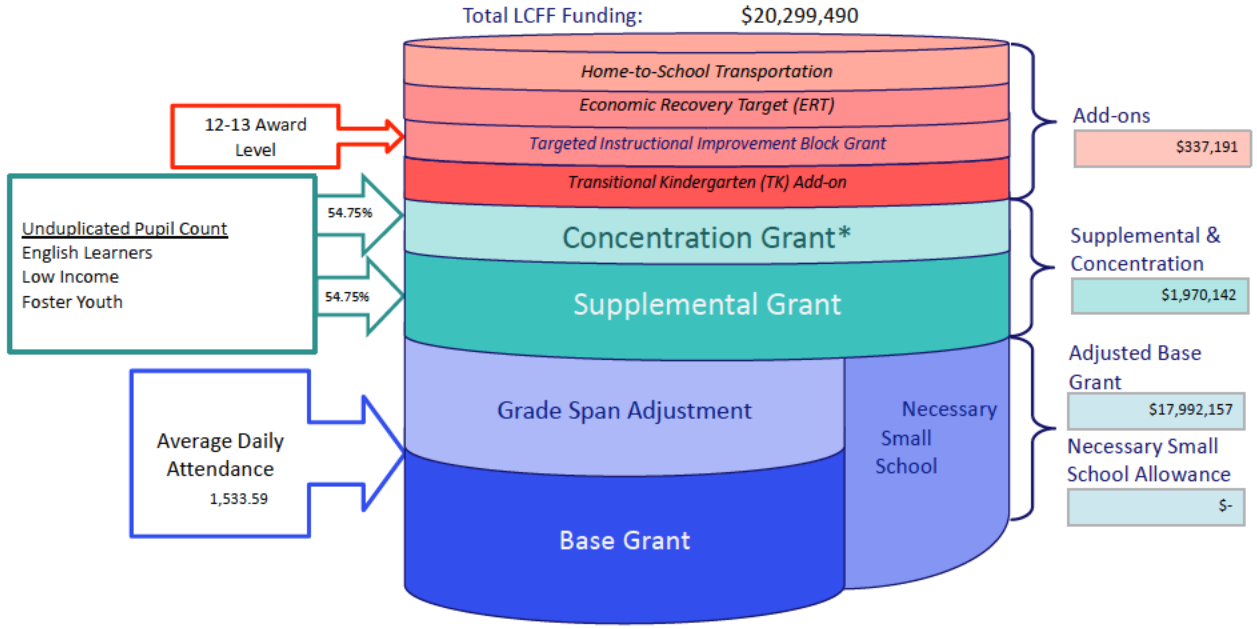
Charts and graphs provided on this tab represent one computational methodology and are not intended to set or communicate any standards of the California Department of Education (CDE) or the Fiscal Crisis and Management Assistance Team (FCMAT). **The Graphs tab remains unprotected to allow editing for local standards.**

2025-26

Change the fiscal year here to update all of the charts and graphics on this page that only display one fiscal year.

Components of LCFF Entitlement

		2025-26				
Base Grant	$	17,377,391			1,533.59	ADA
Grade Span Adjustment	$	614,766		$	17,992,157	Adjusted Base Grant
Supplemental Grant	$	1,970,142	54.75%			
Concentration Grant	$	-	54.75%	$	1,970,142	Supplemental & Concentration
Allowance: Necessary Small School	$	-		$	-	Allowance
Add-on: Targeted Instructional Improvement Block Grant	$	-				
Add-on: Home-to-School Transportation	$	-				
Add-on: Small School District Bus Replacement Program	$	-		$	337,191	Add-ons
Add-on Economic Recovery Target	$	-				
Add-on: Transitional Kindergarten	$	337,191				
Total	$	20,299,490		$	20,299,490	



*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

Supplemental Grant Calculation-EC 42238.02 (e)

Elite Academic Academy - Lucerne (136960) - FY 26 First Interim Projection

Charts and Graphs

2025-26	Base Grant	Grade Span Adjustment	Supplemental Grant Factor	Maximum Supplemental Grant Rate per ADA (100% UPP)	Unduplicated Pupil Percentage	Effective Supplemental Grant Rate	ADA	Supplemental Grant
	a	*b*	*c*	*d = (a+b) x c*	*e*	*f = (a+b) x c x e*	*g*	*h = f x g*
*Grades TK-3	$ 10,256	$ 1,067	20.00%	$ 2,264.60	54.75%	**$ 1,239.87**	365.39	**453,036**
Grades 4-6	$ 10,411	$ -	20.00%	$ 2,082.20	54.75%	**$ 1,140.00**	254.64	**290,291**
Grades 7-8	$ 10,719	$ -	20.00%	$ 2,143.80	54.75%	**$ 1,173.73**	217.29	**255,040**
*Grades 9-12	$ 12,423	$ 323	20.00%	$ 2,549.20	54.75%	**$ 1,395.69**	696.27	**971,775**
*Base Grant + Grade Span								**$ 1,970,142**

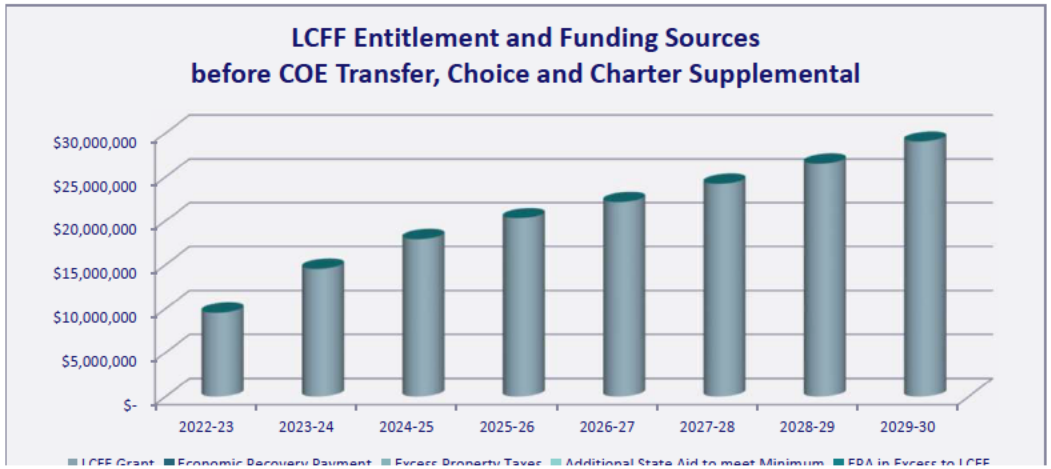
Concentration Grant Calculation-EC 42238.02 (f)

2025-26	Base Grant	Grade Span Adjustment	Concentration Grant Factor	Maximum Concentration Grant Rate per ADA (100% UPP)	Unduplicated Pupil Percentage greater than 55%	Effective Concentration Grant Rate	ADA	Concentration Grant
	a	*b*	*c*	*d = (a+b) x c x 45%*	*e = UPP - 55%*	*f = (a+b) x c x e*	*g*	*h = f x g*
*Grades TK-3	$ 10,256	$ 1,067	65.00%	$ 3,311.98	0.00%	$ -	365.39	-
Grades 4-6	$ 10,411	$ -	65.00%	$ 3,045.22	0.00%	$ -	254.64	-
Grades 7-8	$ 10,719	$ -	65.00%	$ 3,135.31	0.00%	$ -	217.29	-
*Grades 9-12	$ 12,423	$ 323	65.00%	$ 3,728.21	0.00%	$ -	696.27	-
*Base Grant + Grade Span								$ -

Elite Academic Academy - Lucerne (136960) - FY 26 First Interim Projection

Charts and Graphs

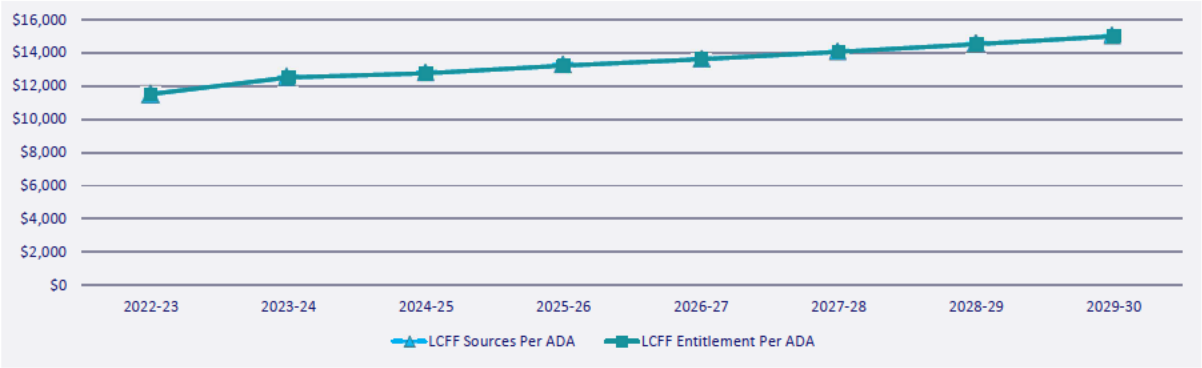
Funding Sources	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Excess Property Taxes	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Additional State Aid to meet Minimum	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
EPA in Excess to LCFF	$ -	$ -	$ -	$ -	$ 0	$ 0	$ 0	$ 0
Economic Recovery Payment	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
LCFF Grant	$ 9,535,844	$ 14,544,430	$ 17,919,580	$ 20,299,490	$ 22,131,133	$ 24,225,175	$ 26,529,431	$ 29,031,705
Total General Purpose Funding	$ 9,535,844	$ 14,544,430	$ 17,919,580	$ 20,299,490	$ 22,131,133	$ 24,225,175	$ 26,529,431	$ 29,031,705



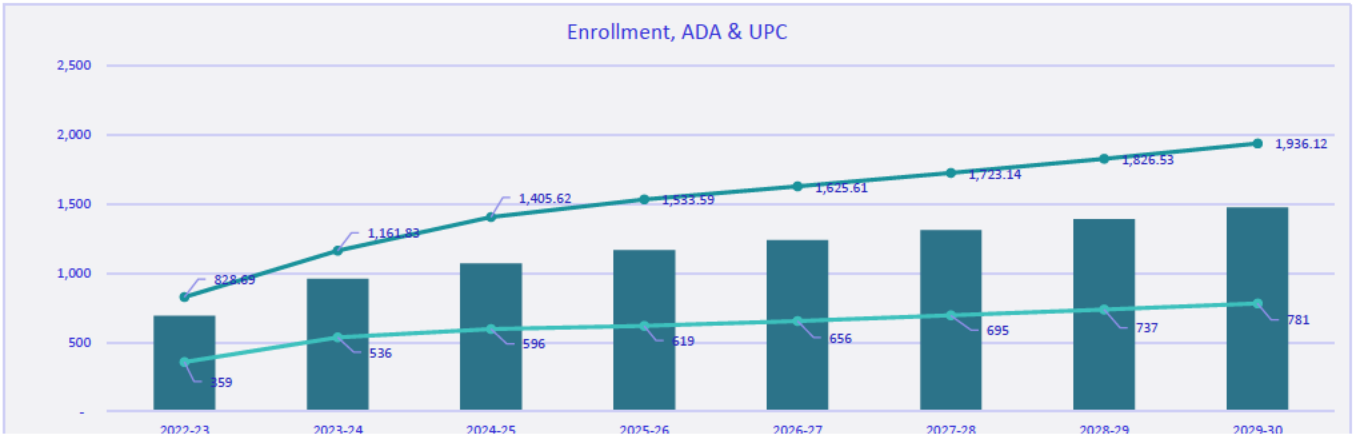
Elite Academic Academy - Lucerne (136960) - FY 26 First Interim Projection

Charts and Graphs

LCFF Entitlement per ADA	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Funded ADA (LCFF & NSS)	828.69	1,161.83	1,405.62	1,533.59	1,625.61	1,723.14	1,826.53	1,936.12
LCFF Sources per ADA, including NSS	$ 11,507.13	$ 12,518.55	$ 12,748.52	$ 13,236.58	$ 13,614.09	$ 14,058.72	$ 14,524.50	$ 14,994.77
Net Dollar Change per ADA		$ 1,011.42	$ 229.97	$ 488.06	$ 377.50	$ 444.64	$ 465.77	$ 470.27
Net Percent Change		8.79%	1.84%	3.83%	2.85%	3.27%	3.31%	3.24%
Estimated LCFF Entitlement per ADA (excludes minimum state aid)	$ 11,507.13	$ 12,518.55	$ 12,748.52	$ 13,236.58	$ 13,614.09	$ 14,058.72	$ 14,524.50	$ 14,994.77
Net Change per ADA		$ 1,011.42	$ 229.97	$ 488.06	$ 377.50	$ 444.64	$ 465.77	$ 470.27
Net Percent Change		8.79%	1.84%	3.83%	2.85%	3.27%	3.31%	3.24%



Student Summary, excluding COE	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Enrollment	693	960	1,070	1,167	1,237	1,312	1,390	1,474
Unduplicated Pupil Count (UPC)	359	536	596	619	656	695	737	781
Average Daily Attendance (ADA)	828.69	1,161.83	1,405.62	1,533.59	1,625.61	1,723.14	1,826.53	1,936.12



Elite Academic Academy - Lucerne (136960) - FY 26 First Interim Projection

Charts and Graphs



Board of Directors
Elite Academic Academy - Lucerne
Temecula, California

We have audited the financial statements of Elite Academic Academy - Lucerne as of and for the year ended June 30, 2025, and have issued our report thereon dated REPORT DATE. We have previously communicated to you information about our responsibilities under auditing standards generally accepted in the United States of America and *Government Auditing Standards*, *and the 2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Appeals Panel,* as well as certain information related to the planned scope and timing of our audit in our planning communication dated April 23, 2025. Professional standards also require that we communicate to you the following information related to our audit.

Significant audit findings or issues

Qualitative aspects of accounting practices

Accounting policies

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Elite Academic Academy - Lucerne are described in Note 1 to the financial statements.

No new accounting policies were adopted and the application of existing policies was not changed during the year ended June 30, 2025.

We noted no transactions entered into by the entity during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. There were no accounting estimates affecting the financial statements which were particularly sensitive or required substantial judgments by management

Financial statement disclosures

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. There were no particularly sensitive financial statement disclosures.

The financial statement disclosures are neutral, consistent, and clear.

Significant unusual transactions

We identified no significant unusual transactions.

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Difficulties encountered in performing the audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Uncorrected misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management did not identify and we did not notify them of any uncorrected financial statement misstatements.

Corrected misstatements

Management did not identify and we did not notify them of any financial statement misstatements detected as a result of audit procedures.

Disagreements with management

For purposes of this communication, a disagreement with management is a disagreement on a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditors' report. No such disagreements arose during our audit.

Management representations

We have requested certain representations from management that are included in the management representation letter dated REPORT DATE.

Management consultations with other independent accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the entity's financial statements or a determination of the type of auditors' opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Significant issues discussed with management prior to engagement

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to engagement as the entity's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our engagement.

Supplementary information in relation to the financial statements as a whole

With respect to the Schedule of Instructional Time, Schedule of Average Daily Attendance (ADA), and Reconciliation of Annual Financial Report with Audited Financial Statements (collectively, the supplementary information) accompanying the financial statements, on which we were engaged to report in relation to the financial statements as a whole, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period or the reasons for such changes, and the information

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is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves. We have issued our report thereon dated REPORT DATE.

Other information included in annual reports

Other information (financial or nonfinancial information other than the financial statements and our auditors' report thereon) is being included in your annual report and is comprised of the Local Education Agency Organization Structure. Our responsibility for other information included in your annual report does not extend beyond the financial information identified in our opinion on the financial statements. We have no responsibility for determining whether such other information is properly stated and do not have an obligation to perform any procedures to corroborate other information contained in your annual report. We are required by professional standards to read the other information included in your annual report and consider whether a material inconsistency exists between the other information and the financial statements because the credibility of the financial statements and our auditors' report thereon may be undermined by material inconsistencies between the audited financial statements and other information. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exits, we are required to describe it in our report. Our auditors' report on the financial statements includes a separate section, "Other Information," which states we do not express an opinion or any form of assurance on the other information included in the annual report. We did not identify any material inconsistencies between the other information and the audited financial statements.

This communication is intended solely for the information and use of the Board of Directors and management of Elite Academic Academy - Lucerne and is not intended to be, and should not be, used by anyone other than these specified parties.

CliftonLarsonAllen LLP

Ontario, California
REPORT DATE

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ELITE ACADEMIC ACADEMY - LUCERNE

CHARTER SCHOOL NUMBER: #1923

FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

YEAR ENDED JUNE 30, 2025

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ELITE ACADEMIC ACADEMY - LUCERNE
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INDEPENDENT AUDITORS' REPORT

Board of Directors
Elite Academic Academy - Lucerne
Temecula, California

Report on the Financial Statements

Opinion

We have audited the accompanying financial statements of Elite Academic Academy - Lucerne (the Academy), a California nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2025, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Academy as of June 30, 2025, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Elite Academic Academy - Lucerne and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Academy's ability to continue as a going concern for one year after the date the financial statements are available to be issued.

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Auditors' Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Academy's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Academy's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

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Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the Academy's financial statements as a whole. The accompanying supplementary schedules, as listed in the table of contents, are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Information

Management is responsible for the other information included in the annual report. The other information comprises the local education agency organization structure but does not include the financial statements and our auditors' report thereon. Our opinion on the financial statements does not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by *Government Auditing Standards*

In accordance with Government Auditing Standards, we have also issued a report dated REPORT DATE on our consideration of the Academy's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Academy's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Academy's internal control over financial reporting and compliance.

CliftonLarsonAllen LLP

Ontario, California
REPORT DATE

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ELITE ACADEMIC ACADEMY - LUCERNE
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2025

ASSETS

CURRENT ASSETS	
Cash and Cash Equivalents	$ 2,710,782
Accounts Receivable - Federal and State	1,803,120
Due From Related Parties	557,656
Prepaid Expenses and Other Assets	470,698
Total Current Assets	5,542,256
LONG-TERM ASSETS	
Operating Right-of-Use Asset	160,942
Total Long-Term Assets	160,942
Total Assets	$ 5,703,198

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES	
Accounts Payable and Accrued Liabilities	$ 2,501,880
Deferred Revenue	825,485
Current Lease Liability - Operating	51,166
Total Current Liabilities	3,378,531
LONG-TERM LIABILITIES	
Long-Term Lease Liability - Operating	116,141
Total Long-Term Liabilities	116,141
NET ASSETS	
Without Donor Restriction	2,208,526
Total Net Assets	2,208,526
Total Liabilities and Net Assets	$ 5,703,198

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See accompanying Notes to Financial Statements.

ELITE ACADEMIC ACADEMY - LUCERNE
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2025

REVENUES, WITHOUT DONOR RESTRICTION	
State Revenue:	
State Aid	$ 18,891,433
Other State Revenue	1,211,107
Federal Revenue:	
Grants and Entitlements	381,719
Local Revenue:	
In-Lieu Property Tax Revenue	385,632
Other Revenue	35,580
Total Revenues	20,905,471
EXPENSES	
Program Services	14,452,023
Management and General	5,893,222
Total Expenses	20,345,245
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTION	560,226
Net Assets Without Donor Restriction - Beginning of Year	1,648,300
NET ASSETS WITHOUT DONOR RESTRICTION - END OF YEAR	$ 2,208,526

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See accompanying Notes to Financial Statements.

ELITE ACADEMIC ACADEMY - LUCERNE
STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2025

CASH FLOWS FROM OPERATING ACTIVITIES		
Change in Net Assets	$	560,226
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:		
Change in Operating Assets:		
Accounts Receivable - Federal and State		303,329
Accounts Receivable - Other		(529,890)
Prepaid Expenses and Other Assets		4,972
Right to Use Assets, Net		52,155
Change in Operating Liabilities:		
Accounts Payable and Accrued Liabilities		1,769,021
Deferred Revenue		(375,163)
Lease Liabilities		(51,290)
Net Cash Provided by Operating Activities		1,733,360
NET CHANGE IN CASH AND CASH EQUIVALENTS		1,733,360
Cash and Cash Equivalents - Beginning of Year		977,422
CASH AND CASH EQUIVALENTS - END OF YEAR	$	2,710,782
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION		
Cash Paid for Interest	$	260,502

DRAFT - For discussion purposes only - subject to change

See accompanying Notes to Financial Statements.

ELITE ACADEMIC ACADEMY - LUCERNE
STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2025

	Program Services	Management and General	Total Expenses
Salaries and Wages	$ 7,887,910	$ 1,551,618	$ 9,439,528
Pension Expense	1,287,098	253,414	1,540,512
Other Employee Benefits	519,950	102,373	622,323
Payroll Taxes	219,163	43,150	262,313
Management Fees	-	524,895	524,895
Accounting Fees	-	29,044	29,044
Legal Fees	-	20,925	20,925
Other Fees for Services	2,219,475	2,116,397	4,335,872
Advertising and Promotion Expenses	-	270,539	270,539
Office Expenses	7,313	157,481	164,794
Information Technology	583,154	266,693	849,847
Occupancy Expenses	-	141,886	141,886
Travel Expenses	34,574	-	34,574
Conference and Meeting Expenses	268,648	-	268,648
Interest Expense and Financing Fees	-	260,502	260,502
Payments to Affiliates	-	9,600	9,600
Instructional Materials	1,424,738	-	1,424,738
Other Expenses	-	144,705	144,705
Total	$ 14,452,023	$ 5,893,222	$ 20,345,245

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See accompanying Notes to Financial Statements.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

Elite Academic Academy - Lucerne (the Academy) is a California nonprofit public benefit corporation and is organized to manage and operate a public charter school.

The Academy is funded principally through the state of California public education monies received through the California Department of Education and the Lucerne Valley Unified School District (the District).

The District has granted the charter through July 1, 2026. The charter may be revoked by the District for material violations of the charter, failure to meet pupil outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

Basis of Accounting

The financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables and liabilities.

Basis of Presentation

The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America as prescribed by the Financial Accounting Standards Board.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

Functional Allocation of Expenses

Costs of providing the Academy's programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit. Therefore, expenses require allocation on a reasonable basis that is consistently applied. The expenses that are allocated include salaries and wages, pension expense, other employee benefits, payroll taxes, other fees for services, office expenses, information technology, and other expenses, which are allocated on the basis of estimates of time and effort.

Cash and Cash Equivalents

The Academy defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

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NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Net Asset Classes

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

Net Assets With Donor Restrictions – Net assets subject to donor- (or certain grantor-) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

Accounts Receivable

Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2025. Management believes that all receivables are fully collectible, therefore no provisions for uncollectible accounts were recorded.

Leases

The Academy determines if an arrangement is a lease at inception. Operating leases are included in right-of-use (ROU) assets – operating and lease liability – operating, and finance leases are included in right-of-use (ROU) assets – financing and lease liability – financing in the statement of financial position.

ROU assets represent the Academy's right to use an underlying asset for the lease term and lease liabilities represent the Academy's obligation to make lease payments arising from the lease. ROU assets and liabilities are recognized at commencement date based on the present value of lease payments over the lease term. Lease terms may include options to extend or terminate the lease when it is reasonably certain that the Academy will exercise that option. Lease expense for operating lease payments is recognized on a straight-line basis over the lease term. The Academy has elected to recognize payments for short-term leases with a lease term of 12 months or less as expense as incurred and these leases are not included as lease liabilities or right of use assets on the balance sheet.

The individual lease contracts do not provide information about the discount rate implicit in the lease. Therefore, the Academy has elected to use a risk-free discount rate determined using a period comparable with that of the lease term for computing the present value of all lease liabilities.

The Academy has elected not to separate nonlease components from lease components and instead accounts for each separate lease component and the nonlease component as a single lease component.

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NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Revenue Recognition

Amounts received from the California Department of Education are conditional and recognized as revenue by the Academy based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in net assets without donor restriction, if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in net assets with donor restriction.

Contributions

All contributions are considered to be available for use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as contributions with donor restrictions. Restricted contributions that are received and released in the same period are reported as contributions without donor restrictions. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair value at the date of the promise. Conditional promises to give (those with a measurable performance or other barrier and a right of return) are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

Conditional Grants

Grants and contracts that are conditioned upon the performance of certain requirements or the incurrence of allowable qualifying expenses (barriers) are recognized as revenues in the period in which the conditions are met. Amounts received are recognized as revenue when the Academy has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as deferred revenues in the statement of financial position. As of June 30, 2025, the Academy has conditional grants of $825,485 of which $ 825,485 is recognized as deferred revenue in the statement of financial position.

Other Revenue

Other revenue consist primarily of other services. The performance obligation for providing these services is simultaneously received and consumed by the students; therefore, the revenue is recognized ratably over the course of the academic year.

Property Taxes

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are levied on September 1 and are payable in two installments on or before November 1 and February 1. Unsecured property taxes are not a lien against real property and are payable in one installment on or before August 31. The County bills and collects property taxes for all taxing agencies within the County and distributes these collections to the various agencies. The sponsor agency of the Academy is required by law to provide in-lieu property tax payments on a monthly basis, from August through July. The amount paid per month is based upon an allocation per student, with a specific percentage to be paid each month.

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NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Income Taxes

The Academy is a nonprofit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. The Academy is subject to income tax on net income that is derived from business activities that are unrelated to the exempt purposes. The Academy is subject to income tax on net income that is derived from business activities that are unrelated to the exempt purposes. The Academy files an exempt Academy return and applicable unrelated business income tax return in the U.S. federal jurisdiction and with the California Franchise Tax Board.

Evaluation of Subsequent Events

The Academy has evaluated subsequent events through REPORT DATE, the date these financial statements were available to be issued.

NOTE 2 LIQUIDITY AND AVAILABILITY

Financial assets available for general expenditure are those without donor or other restrictions limiting their use within one year of the statement of financial position date. Financial assets available for general expenditures comprise cash and cash equivalents and accounts receivable for the total amount of $5,071,558 .

As part of its liquidity management plan, the Academy monitors liquidity required and cash flows to meet operating needs on a monthly basis. The Academy structures its financial assets to be available as general expenditures, liabilities and other obligations come due.

NOTE 3 CONCENTRATION OF CREDIT RISK

The Academy maintains its cash in bank deposit accounts at various institutions. Accounts at these institutions are insured by the Federal Deposit Insurance Corporation (FDIC) up to $250,000. At times, cash in these accounts exceeds the insured amounts. The Academy has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

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NOTE 4 LEASES

Facility Lease

The Academy leases a facility under a lease that expires December 2029.

The following tables provide quantitative information concerning the Academy's leases for the year ended June 30, 2025:

Operating Lease Costs	$ 63,951
Operating Cash Flows from Operating Leases	63,087
Weighted-Average Remaining Lease Term - Operating Leases	4.0 years
Weighted-Average Discount Rate - Operating	6.20%

A maturity analysis of annual undiscounted cash flows for lease liabilities as of June 30, 2025, is as follows:

Year Ending June 30,	Operating Leases
2026	$ 59,672
2027	35,817
2028	36,666
2029	37,542
2030	18,993
Total Lease Payments	188,690
Less: Interest	(21,383)
Present Value of Lease Liabilities	167,307

NOTE 5 EMPLOYEE RETIREMENT

State Teachers' Retirement System (STRS)

Plan Description

The Academy contributes to the State Teachers' Retirement System (STRS), a cost-sharing multi-employer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2024, total STRS plan net assets $341 billion, the total actuarial present value of accumulated plan benefits is $482 billion, contributions from all employers totaled $8.577 billion, and the plan is 76.7% funded. The School did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826, and www.calstrs.com.

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NOTE 5 EMPLOYEE RETIREMENT (CONTINUED)

State Teachers' Retirement System (STRS) (Continued)

Funding Policy

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 10.205% of their salary. The Academy is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for year ended June 30, 2025 was 19.10% of annual payroll. The contribution requirements of the plan members are established and may be amended by state statute.

The Academy's contributions to STRS for the past three years are as follows:

Year Ending June 30,	Required Contribution	Percent Contributed
2023	$ 768,775	100%
2024	1,185,064	100%
2025	1,540,512	100%

Defined Contributions Benefit Plan

We sponsor a tax-deferred annuity plan (the Plan) qualified under IRC Section 403(b) covering substantially all full-time employees. The plan provides that employees who have attained the age of 21 and completed one year of service may voluntarily contribute from 3% to 10% of their earnings to the Plan, up to the maximum contribution allowed by the IRS. Employer contributions are discretionary and are determined and authorized by the board of directors each plan year. During the year ended June 30, 2025, the Academy matched contributions amounting to $31,061.

NOTE 6 RELATED PARTY TRANSACTIONS

The Academy has one sister school, Elite Academic Academy – Mountain Empire, which is a related party. The related party has an independent Board of Directors from Elite Academic Academy - Lucerne, which do not require consolidation under accounting principles generally accepted in the United States of America. At June 30, 2025, the amounts due from Elite Academic Academy – Mountain Empire totaled $557,656.

NOTE 7 SUBSEQUENT EVENT

On August 21, 2025, the Academy factored its anticipated governmental accounts receivables with initial purchase value of $3,219,300 for total of $3,003,256.

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NOTE 8 CONTINGENCIES, RISKS, AND UNCERTAINTIES

The Academy has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

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SUPPLEMENTARY INFORMATION

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ELITE ACADEMIC ACADEMY - LUCERNE
SCHEDULE OF INSTRUCTIONAL TIME
YEAR ENDED JUNE 30, 2025

	Required Instructional Days	Track A Calendar Days	Track B Calendar Days	Status
Grade K	175	N/A	175	In compliance
Grade 1	175	N/A	175	In compliance
Grade 2	175	N/A	175	In compliance
Grade 3	175	N/A	175	In compliance
Grade 4	175	N/A	175	In compliance
Grade 5	175	N/A	175	In compliance
Grade 6	175	N/A	175	In compliance
Grade 7	175	N/A	175	In compliance
Grade 8	175	N/A	175	In compliance
Grade 9	175	175	175	In compliance
Grade 10	175	175	175	In compliance
Grade 11	175	175	175	In compliance
Grade 12	175	175	175	In compliance

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See accompanying Independent Auditors' Report and the Notes to Supplementary Information.

ELITE ACADEMIC ACADEMY - LUCERNE
SCHEDULE OF AVERAGE DAILY ATTENDANCE
YEAR ENDED JUNE 30, 2025

P-2 Report - Nonclassroom Average Daily Attendance

	Apportionment Days Claimed through P-2	Number of School Calendar Days through P-2	Average Daily Attendance P-2 Report
Track A	48,343	109	443.51
Track B	114,491	119	962.11
ADA Totals			1,405.62

	Average Daily Attendance
Grades K-3	327.60
Grades 4-6	246.24
Grades 7-8	224.61
Grades 9-12	607.17
ADA Totals	1,405.62

P-Annual Report - Nonclassroom Average Daily Attendance

	Apportionment Days Claimed through P-Annual	Number of School Calendar Days through P-Annual	Average Daily Attendance P-Annual Report
Track A	54,166	175	309.52
Track B	168,089	175	960.51
ADA Totals			1,270.03

	Average Daily Attendance
Grades K-3	324.61
Grades 4-6	246.08
Grades 7-8	224.31
Grades 9-12	475.03
ADA Totals	1,270.03

There is no Average Daily Attendance generated through classroom-based instruction.

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ELITE ACADEMIC ACADEMY - LUCERNE
RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH
AUDITED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2025

June 30, 2025 Annual Financial Report Fund Balances (Net Assets)	$	2,205,052
Adjustments and Reclassifications:		
Increase (Decrease) of Fund Balance (Net Assets):		
Prepaid Expenses and Other Assets		(237,439)
Right to Use Assets, Net		(128,165)
Accounts Payable and Accrued Liabilities		292,079
Lease Liabilities		76,999
Net Adjustments and Reclassifications		3,474
June 30, 2025 Audited Financial Statement Fund Balances (Net Assets)	$	2,208,526

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See accompanying Independent Auditors' Report and the Notes to Supplementary Information.

PURPOSE OF SCHEDULES

NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME

This schedule presents information on the amount of instructional time offered by Academy and whether Academy complied with the provisions of the Education Code.

NOTE 2 SCHEDULE OF AVERAGE DAILY ATTENDANCE

Average daily attendance is a measurement of the number of pupils attending classes of Academy. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

NOTE 3 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS

This schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited financial statements.

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OTHER INFORMATION

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ELITE ACADEMIC ACADEMY - LUCERNE
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
YEAR ENDED JUNE 30, 2025

The Academy began serving students in July 2018 and is sponsored by the Lucerne Valley Unified School District (the District).

Charter school number authorized by the State: 1923

The board of directors and the administrators as of the year ended June 30, 2025 were as follows:

BOARD OF DIRECTORS

Member	Office	Term End (Length)
Susan McDougal	Board President	February 2026 (1 Year)
Nicole Aguirre	Board Vice President	February 2026 (1 Year)
Ronald Jackson	Board Treasurer/Secretary	August 2025 (1 Year)

ADMINISTRATORS

Meghan Freeman	Chief Executive Officer (Departed as of 6/30/25)
Ashlea Kirkland Haynes	Chief Executive Officer (Joined as of 7/1/25)

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INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors
Elite Academic Academy - Lucerne
Temecula, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States of America, the financial statements of Elite Academic Academy - Lucerne (the Academy), a nonprofit California public benefit corporation, which comprise the statement of financial position as of June 30, 2025, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated REPORT DATE.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Academy's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Academy's internal control. Accordingly, we do not express an opinion on the effectiveness of the Academy's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency or a combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

DRAFT - For discussion purposes only - subject to change

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Academy's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of non-compliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

CliftonLarsonAllen LLP

Ontario, California
REPORT DATE

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INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE AND REPORT ON INTERNAL CONTROL OVER STATE COMPLIANCE

Board of Directors
Elite Academic Academy - Lucerne
Temecula, California

Report on Compliance

Opinion on State Compliance

We have audited Elite Academic Academy - Lucerne (the Academy) compliance with the types of compliance requirements applicable to the Academy described in the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel for the year ended June 30, 2025. The Academy's State applicable compliance requirements are identified in the table below.

In our opinion, the Academy complied, in all material respects, with the compliance requirements referred to above that are applicable to the Academy for the year ended June 30, 2025.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Our responsibilities under those standards and *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel are further described in the Auditors' Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the Academy and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the Academy's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above, and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the Academy's government programs.

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Auditors' Responsibility for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the Academy's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Academy's compliance with the requirements of the government program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.

- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the Academy's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.

- Obtain an understanding of the Academy's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, but not for the purpose of expressing an opinion on the effectiveness of the Academy's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

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Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the School's compliance with the laws and regulations applicable to the following items:

Description	Procedures Performed
School Districts, County Offices of Education, and Charter Schools:	
Proposition 28 Arts and Music in Schools	Yes
After/Before School Education and Safety Program	Not Applicable
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not Applicable
Immunizations	Not Applicable
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Not Applicable
Career Technical Education Incentive Grant (CTEIG)	Yes
Expanded Learning Opportunities Program	Not Applicable
Transitional Kindergarten	Not Applicable
Kindergarten Continuance	Yes
Charter Schools:	
Attendance	Yes
Mode of Instruction	Not Applicable
Nonclassroom-Based Instruction/Independent Study	Yes
Determination of Funding for Nonclassroom-Based Instruction	Yes
Annual Instructional Minutes – Classroom Based	Not Applicable
Charter School Facility Grant Program	Not Applicable

Not Applicable: The School did not receive program funding or did not otherwise operate the program during the fiscal year.

Report on Internal Control over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention from those charged with governance.

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Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit, we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

CliftonLarsonAllen LLP

Ontario, California
REPORT DATE

DRAFT - For discussion purposes only - subject to change

ELITE ACADEMIC ACADEMY - LUCERNE
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2025

All audit findings must be identified as one or more of the following categories:

Five Digit Code	Finding Types
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
43000	Apprenticeship
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards* or the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*.

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ELITE ACADEMIC ACADEMY - LUCERNE
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
YEAR ENDED JUNE 30, 2025

There were no findings and questioned costs related to the basic financial statements or state awards for the prior year.

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Client: *A252253 - Elite Academic Academy - Lucerne*
Engagement: *AUD 2025 - Elite Academic Academy - Lucerne*
Period Ending: *06-30-25*
Trial Balance: *0900.00 - TB- NFP*
Workpaper: *WTB - Working Trial Balance*

Account	Description	1st PP-FINAL 6/30/2024	UNADJ 6/30/2025	JE Ref #	AJE 6/30/2025	FINAL 6/30/2025		
Group : [1100]	**Cash and cash equivalents**							
Subgroup : [1100.10]	**Cash and cash equivalents**							
9101	Bill.com AP Clearing - Lucerne	(2,021.00)	914.00		0.00	914.00		
9121	Checking - Lucerne	951,484.00	2,685,729.00		0.00	2,685,729.00		
9131	Checking - Fieldtrips- Lucerne	27,959.00	24,139.00		0.00	24,139.00		
Subtotal [1100.10]	**Cash and cash equivalents**	**977,422.00**	**2,710,782.00**		**0.00**	**2,710,782.00**		
Total [1100]	**Cash and cash equivalents**	**977,422.00**	**2,710,782.00**		**0.00**	**2,710,782.00**	1100.02	FS
Group : [1300]	**Receivables**							
Subgroup : [1300.10]	**Accounts and student receivable**							
9200	Accounts Receivable	9,500.00	45,500.00		0.00	45,500.00		
9201	Accounts Receivable - LCFF	1,421,065.00	1,209,769.00		0.00	1,209,769.00		
9202	Accounts Receivable - ILPT	11,886.00	6,016.00		0.00	6,016.00		
9203	Accounts Receivable - SPED	208,892.00	344,623.00		0.00	344,623.00		
9204	Accounts Receivable - Lottery	219,034.00	162,192.00		0.00	162,192.00		
9205	Accounts Receivable - Federal	197,525.00	35,020.00		0.00	35,020.00		
9210	Accounts Receivable - CTE Grant	38,547.00	0.00		0.00	0.00		
Subtotal [1300.10]	**Accounts and student receivable**	**2,106,449.00**	**1,803,120.00**		**0.00**	**1,803,120.00**		FS
Subgroup : [1300.20]	**Accounts receivable related party or in**	**intercompany**						
9252	Due from (to) Mountain	27,766.00	557,656.00		0.00	557,656.00		
Subtotal [1300.20]	**Accounts receivable related party or ir**	**27,766.00**	**557,656.00**		**0.00**	**557,656.00**		FS
Total [1300]	**Receivables**	**2,134,215.00**	**2,360,776.00**		**0.00**	**2,360,776.00**	1300.01	
Group : [1500]	**Prepaid expenses and other current a**							
Subgroup : [1500.10]	**Prepaid expenses and other assets**							
9330	Prepaid Rent	0.00	141.00		0.00	141.00		
9335	Prepaid Expense	443,022.00	675,349.00		(237,440.00)	437,909.00		
Subtotal [1500.10]	**Prepaid expenses and other assets**	**443,022.00**	**675,490.00**		**(237,440.00)**	**438,050.00**		
Subgroup : [1500.20]	**Security Deposits**							
9340	Security Deposit - Rent	32,648.00	32,648.00		0.00	32,648.00		
Subtotal [1500.20]	**Security Deposits**	**32,648.00**	**32,648.00**		**0.00**	**32,648.00**		
Total [1500]	**Prepaid expenses and other current as**	**475,670.00**	**708,138.00**		**(237,440.00)**	**470,698.00**	1500.01	FS
Group : [1800]	**Right of Use Asset and Lease Liability**							
Subgroup : [1800.10]	**Right of Use Asset**							
9430	Right of Use Asset	289,107.00	289,107.00		0.00	289,107.00		
9435	Accumulated Amortization	(76,010.00)	(128,165.00)		0.00	(128,165.00)		
Subtotal [1800.10]	**Right of Use Asset**	**213,097.00**	**160,942.00**		**0.00**	**160,942.00**		FS
Subgroup : [1800.20]	**Lease Liability**							
9630	Other Current Liabilities	(51,291.00)	(51,166.00)		0.00	(51,166.00)		FS
9667	Capital Leases Payable	(167,306.00)	(116,141.00)		0.00	(116,141.00)		FS
Subtotal [1800.20]	**Lease Liability**	**(218,597.00)**	**(167,307.00)**		**0.00**	**(167,307.00)**		
Total [1800]	**Right of Use Asset and Lease Liability**	**(5,500.00)**	**(6,365.00)**		**0.00**	**(6,365.00)**	1800.01	
Group : [2100]	**Accounts payable**							
Subgroup : [2100.10]	**Accounts payable**							
9500	Accounts Payable	(375,536.00)	(2,371,995.00)		197,706.00	(2,174,289.00)		
9501	A/P Manual	2,902.00	2,902.00		39,734.00	42,636.00		
9592	STRS Payable	(68,249.00)	(76,091.00)		0.00	(76,091.00)		
9597	CC - AFWI	(752.00)	(754.00)		0.00	(754.00)		
9599	CC - Lucerne	(13,447.00)	(2,277.00)		0.00	(2,277.00)		
Subtotal [2100.10]	**Accounts payable**	**(455,082.00)**	**(2,448,215.00)**		**237,440.00**	**(2,210,775.00)**		
Subgroup : [2100.20]	**Grants payable**							
9590	Due to Grantor Governments	(2,580.00)	(2,580.00)		0.00	(2,580.00)		
Subtotal [2100.20]	**Grants payable**	**(2,580.00)**	**(2,580.00)**		**0.00**	**(2,580.00)**		
Total [2100]	**Accounts payable**	**(457,662.00)**	**(2,450,795.00)**		**237,440.00**	**(2,213,355.00)**	2100.01	
Group : [2400]	**Accrued liabilities**							
Subgroup : [2400.10]	**Accrued expenses and other liabilities**							
9510	Accrued Payroll	(270,632.00)	(287,433.00)		0.00	(287,433.00)		
Subtotal [2400.10]	**Accrued expenses and other liabilities**	**(270,632.00)**	**(287,433.00)**		**0.00**	**(287,433.00)**		
Subgroup : [2400.20]	**Accrued vacation**							
9515	Accrued Vacation	(4,565.00)	(1,092.00)		0.00	(1,092.00)		
Subtotal [2400.20]	**Accrued vacation**	**(4,565.00)**	**(1,092.00)**		**0.00**	**(1,092.00)**		
Total [2400]	**Accrued liabilities**	**(275,197.00)**	**(288,525.00)**		**0.00**	**(288,525.00)**	2300.01	(2,501,880) FS
Group : [2500]	**Deferred Revenue**							
Subgroup : [2500.10]	**Deferred Revenue**							
9650	Unearned Revenue	(1,200,648.00)	(825,485.00)		0.00	(825,485.00)		
Subtotal [2500.10]	**Deferred Revenue**	**(1,200,648.00)**	**(825,485.00)**		**0.00**	**(825,485.00)**		
Total [2500]	**Deferred Revenue**	**(1,200,648.00)**	**(825,485.00)**		**0.00**	**(825,485.00)**	2500.01	FS
Group : [3000]	**Net assets**							
Subgroup : [3000.10U]	**Net assets - unrestricted**							
9790	Net Assets	(1,476,392.00)	(1,648,300.00)		0.00	(1,648,300.00)		
Subtotal [3000.10U]	**Net assets - unrestricted**	**(1,476,392.00)**	**(1,648,300.00)**		**0.00**	**(1,648,300.00)**		
Total [3000]	**Net assets**	**(1,476,392.00)**	**(1,648,300.00)**		**0.00**	**(1,648,300.00)**	3000.01	(2,208,526.00) FS
Group : [4000]	**REVENUES**							
Subgroup : [4000.01U]	**LOCAL AID REVENUE - UR**							
8096	In Lieu Property Taxes	(340,358.00)	(385,632.00)		0.00	(385,632.00)		(385,632.00) FS
Subtotal [4000.01U]	**LOCAL AID REVENUE - UR**	**(340,358.00)**	**(385,632.00)**		**0.00**	**(385,632.00)**		
Subgroup : [4000.02U]	**STATE AID REVENUE - UR**							
8011	State Aid	(13,986,066.00)	(17,252,824.00)		0.00	(17,252,824.00)		
8012	EPA	(232,366.00)	(281,124.00)		0.00	(281,124.00)		
8019	PY Adjustments	19,880.00	13,744.00		0.00	13,744.00		
Subtotal [4000.02U]	**STATE AID REVENUE - UR**	**(14,198,552.00)**	**(17,520,204.00)**		**0.00**	**(17,520,204.00)**		
Subgroup : [4000.04U]	**OTHER STATE REVENUE - UR**							
8381	Special Ed - State	(920,655.00)	(1,211,107.00)		0.00	(1,211,107.00)		(1,211,107.00) FS
8382	Special Ed - State, NPS/RTC Pool Contri	0.00	15,813.00		0.00	15,813.00		
8550	K-12 Mandate Block Grant	(27,981.00)	(40,813.00)		0.00	(40,813.00)		
8560	Lottery NonProp 20 (Unrestricted)	(266,574.00)	(288,872.00)		0.00	(288,872.00)		
8561	Lottery Prop 20 (Restricted)	(129,690.00)	(134,980.00)		0.00	(134,980.00)		
8590	All Other State Revenue	(633,546.00)	(922,577.00)		0.00	(922,577.00)		(18,891,433.00) FS
Subtotal [4000.04U]	**OTHER STATE REVENUE - UR**	**(1,978,446.00)**	**(2,582,336.00)**		**0.00**	**(2,582,336.00)**		
Subgroup : [4000.05U]	**FEDERAL REVENUE - UR**							
8181	Federal Special Ed	(119,591.00)	(156,254.00)		0.00	(156,254.00)		
8291	Title I Revenue	(111,919.00)	(197,082.00)		0.00	(197,082.00)		
8292	Title II Revenue	(18,724.00)	(28,383.00)		0.00	(28,383.00)		
8299	Other Federal Revenue	(227,815.00)	0.00		0.00	0.00		
Subtotal [4000.05U]	**FEDERAL REVENUE - UR**	**(478,049.00)**	**(381,719.00)**		**0.00**	**(381,719.00)**		FS
Subgroup : [4010.03U]	**OTHER REVENUE - UR**							
8699	Misc. Revenue	(54,531.00)	(35,580.00)		0.00	(35,580.00)		FS
Subtotal [4010.03U]	**OTHER REVENUE - UR**	**(54,531.00)**	**(35,580.00)**		**0.00**	**(35,580.00)**		
Total [4000]	**REVENUES**	**(17,049,936.00)**	**(20,905,471.00)**		**0.00**	**(20,905,471.00)**	4100.01	FS
Group : [5000]	**EXPENSES**							
Subgroup : [5000.07]	**OTHER SALARIES AND WAGES**							
1100	Teachers	4,127,295.00	5,311,270.00		0.00	5,311,270.00		
1145	Special Education Teachers	692,051.00	800,153.00		0.00	800,153.00		
1200	Pupil Support & Counselors	379,400.00	532,401.00		0.00	532,401.00		
1300	Certificated Supervisors & Administrators	1,513,838.00	1,677,572.00		0.00	1,677,572.00		
1900	Other Certificated	61,221.00	72,891.00		0.00	72,891.00		
2100	Non-certificated Instructional Aides'	178,599.00	229,361.00		0.00	229,361.00		
2300	Non-certificated Supervisors' and Admini	246,327.00	305,205.00		0.00	305,205.00		
2400	Clerical and Office	245,618.00	309,176.00		0.00	309,176.00		
2900	Other Non-certificated	184,580.00	201,499.00		0.00	201,499.00		
Subtotal [5000.07]	**OTHER SALARIES AND WAGES**	**7,628,929.00**	**9,439,528.00**		**0.00**	**9,439,528.00**		FS
Subgroup : [5000.08]	**PENSION PLAN ACCRUALS AND CONTRIBUTIONS**							
3101	STRS	1,185,064.00	1,540,512.00		0.00	1,540,512.00		
Subtotal [5000.08]	**PENSION PLAN ACCRUALS AND CON**	**1,185,064.00**	**1,540,512.00**		**0.00**	**1,540,512.00**		FS
Subgroup : [5000.09]	**OTHER EMPLOYEE BENEFITS**							
3401	Health Insurance	481,563.00	591,262.00		0.00	591,262.00		
3901	Other Employee Benefits	23,443.00	31,061.00		0.00	31,061.00		
Subtotal [5000.09]	**OTHER EMPLOYEE BENEFITS**	**505,006.00**	**622,323.00**		**0.00**	**622,323.00**		FS
Subgroup : [5000.10]	**PAYROLL TAXES**							
3202	Social Security	53,253.00	64,245.00		0.00	64,245.00		
3301	Medicare	107,687.00	133,267.00		0.00	133,267.00		
3501	SUTT	22,359.00	3,317.00		0.00	3,317.00		
3601	Workers Compensation	57,265.00	61,484.00		0.00	61,484.00		
Subtotal [5000.10]	**PAYROLL TAXES**	**240,564.00**	**262,313.00**		**0.00**	**262,313.00**		FS
Subgroup : [5000.11]	**FEES FOR SVC (NON-EE) - MANAGEMENT**							
5805	District Oversight Fees	609,351.00	524,895.00		0.00	524,895.00		
Subtotal [5000.11]	**FEES FOR SVC (NON-EE) - MANAGEM**	**609,351.00**	**524,895.00**		**0.00**	**524,895.00**		FS
Subgroup : [5000.12]	**FEES FOR SVC (NON-EE) - LEGAL**							
5845	Legal Fees	20,007.00	20,925.00		0.00	20,925.00		
Subtotal [5000.12]	**FEES FOR SVC (NON-EE) - LEGAL**	**20,007.00**	**20,925.00**		**0.00**	**20,925.00**		FS
Subgroup : [5000.13]	**FEES FOR SVC (NON-EE) - ACCOUNTING**							
5803	Accounting Fees / Audit	36,840.00	29,044.00		0.00	29,044.00		
Subtotal [5000.13]	**FEES FOR SVC (NON-EE) - ACCOUNT**	**36,840.00**	**29,044.00**		**0.00**	**29,044.00**		FS
Subgroup : [5000.17]	**FEES FOR SVC (NON-EE) - OTHER**							
5801	Educational Services	1,881,065.00	2,219,475.00		0.00	2,219,475.00		
5804	County STRS Fees	14,740.00	3,100.00		0.00	3,100.00		
5812	Business Services	2,810.00	1,263.00		0.00	1,263.00		
5815	Back Office Fees	1,698,478.00	2,087,919.00		0.00	2,087,919.00		
5855	Staff Recruiting	3,000.00	3,291.00		0.00	3,291.00		
5857	Payroll Processing Expenses	17,833.00	20,824.00		0.00	20,824.00		
Subtotal [5000.17]	**FEES FOR SVC (NON-EE) - OTHER**	**3,615,926.00**	**4,335,872.00**		**0.00**	**4,335,872.00**		FS
Subgroup : [5000.18]	**ADVERTISING AND PROMOTIONS**							
5851	Marketing	190,350.00	270,539.00		0.00	270,539.00		
Subtotal [5000.18]	**ADVERTISING AND PROMOTIONS**	**190,350.00**	**270,539.00**		**0.00**	**270,539.00**		FS
Subgroup : [5000.19]	**OFFICE EXPENSES**							
4300	Materials & Supplies - Office	51,664.00	22,433.00		0.00	22,433.00		
5605	Copier Lease, Service, Toner & Repair	232.00	696.00		0.00	696.00		
5807	Accreditation	1,190.00	1,230.00		0.00	1,230.00		
5809	Banking Fees	70.00	156.00		0.00	156.00		
5830	Physical Examination - employees	37.00	0.00		0.00	0.00		
5836	Fingerprinting	2,249.00	4,623.00		0.00	4,623.00		
5910	Phone / Internet / Website Fees	30,132.00	22,261.00		0.00	22,261.00		
5914	Postage & Delivery - Business	2,184.00	1,460.00		0.00	1,460.00		
5915	Postage & Delivery - Educational	155,860.00	111,935.00		0.00	111,935.00		
Subtotal [5000.19]	**OFFICE EXPENSES**	**243,618.00**	**164,794.00**		**0.00**	**164,794.00**		FS
Subgroup : [5000.20]	**INFORMATION TECHNOLOGY**							
4410	Technology Equipment - Staff	48,172.00	124,042.00		0.00	124,042.00		
4420	Technology Equipment - Students	83,238.00	106,952.00		0.00	106,952.00		
5896	Technology Services & Software - Busine	138,998.00	266,693.00		0.00	266,693.00		
5887	Technology Services & Software - Educa	481,060.00	352,160.00		0.00	352,160.00		
Subtotal [5000.20]	**INFORMATION TECHNOLOGY**	**751,468.00**	**849,847.00**		**0.00**	**849,847.00**		FS
Subgroup : [5000.22]	**OCCUPANCY**							
5400	General Liability Insurance	48,231.00	49,000.00		0.00	49,000.00		
5505	Janitorial Services	5,865.00	5,207.00		0.00	5,207.00		
5510	Utilities - Gas/Electric/Water	3,010.00	3,190.00		0.00	3,190.00		
5511	Fire, Alarm & Pest control	285.00	397.00		0.00	397.00		
5611	Rent - Facilities Lease	73,278.00	80,367.00		0.00	80,367.00		
5615	Repairs & Minor Site Improvements	4,201.00	3,725.00		0.00	3,725.00		
Subtotal [5000.22]	**OCCUPANCY**	**134,870.00**	**141,886.00**		**0.00**	**141,886.00**		FS
Subgroup : [5000.23]	**TRAVEL**							
5215	Mileage, Parking & Tolls	144.00	3,934.00		0.00	3,934.00		
5220	Travel, Lodging & Meals	18,202.00	30,640.00		0.00	30,640.00		
Subtotal [5000.23]	**TRAVEL**	**18,346.00**	**34,574.00**		**0.00**	**34,574.00**		FS
Subgroup : [5000.25]	**CONFERENCES, CONVENTIONS AND MTGS**							
4340	Parent & Staff meeting food & supplies	10,543.00	13,446.00		0.00	13,446.00		
5210	Registration Fees - conferences	6,571.00	6,745.00		0.00	6,745.00		
5212	Professional Development	228,831.00	248,457.00		0.00	248,457.00		
Subtotal [5000.25]	**CONFERENCES, CONVENTIONS AND**	**245,945.00**	**268,648.00**		**0.00**	**268,648.00**		FS
Subgroup : [5000.26]	**INTEREST**							
7438	Interest	155,656.00	260,502.00		0.00	260,502.00		
Subtotal [5000.26]	**INTEREST**	**155,656.00**	**260,502.00**		**0.00**	**260,502.00**		FS
Subgroup : [5000.27]	**PYMTS TO AFFILIATES**							
5201	Board Stipends - Attendance	9,900.00	9,600.00		0.00	9,600.00		
Subtotal [5000.27]	**PYMTS TO AFFILIATES**	**9,900.00**	**9,600.00**		**0.00**	**9,600.00**		FS
Subgroup : [5000.30]	**OTHER EXPENSES - ALL OTHER**							
5300	Dues & Memberships	11,425.00	15,493.00		0.00	15,493.00		
5899	Misc. Operating Expense	27,874.00	129,212.00		0.00	129,212.00		FS
Subtotal [5000.30]	**OTHER EXPENSES - ALL OTHER**	**39,299.00**	**144,705.00**		**0.00**	**144,705.00**		
Subgroup : [5000.31]	**Instructional Materials**							
4100	Approved Core Curriculum, Teacher Mar	658,240.00	968,693.00		0.00	968,693.00		
4150	Core Teaching/Student Supplies	299,752.00	342,309.00		0.00	342,309.00		
5878	Student Assessments	15,582.00	26,278.00		0.00	26,278.00		
5880	Special Education Services	273,315.00	87,458.00		0.00	87,458.00		
Subtotal [5000.31]	**Instructional Materials**	**1,246,889.00**	**1,424,738.00**		**0.00**	**1,424,738.00**		FS
Total [5000]	**EXPENSES**	**16,878,028.00**	**20,345,245.00**		**0.00**	**20,345,245.00**	5000.01	FS
	Sum of Account Groups	**0.00**	**0.00**		**0.00**	**0.00**		

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Accessible Version

California DEPARTMENT OF EDUCATION

Application

California Serves Grant Program

Professional Learning Support Division

Overview

The California Department of Education (CDE) invites eligible local educational agencies (LEAs) to apply for a California Serves Grant to be used for the purpose of promoting access to effective service-learning with the goal of expanding access for high school graduates in obtaining a State Seal of Civic Engagement (SSCE) through service-learning. This grant may be used for planning time, professional development (PD), purchase of instructional materials, participation costs, and/or personnel costs that support expanded, high-quality service-learning.

The Assembly Bill 181, Section 71, Budget Act of 2022, authorized the California Serves Grant Program, which provides funding for a grant period through June 30, 2028. The timeline is subject to change. Refer to the CDE California Serves Grant Program web page for the most up-to-date timeline. Funds available to each applicant are based on the content and quality of the submitted application and proposed activities.

Before completing this application, please review the California Serves Grant Program Request for Applications (RFA), available from the California Serves RFA web page. Please pay close attention to the Evaluation Rubric, as well as the Online Application Instructions, to ensure your responses align with the evaluation criteria.

Eligibility

Applicant eligibility is limited to LEAs, defined as a school district, county office of education, or direct funded charter school, within the State of California that serves students in grade twelve. Additionally, per *Education Code (EC)* Section 51475(d), at least 55 percent of the pupils enrolled in the applicant LEA shall be unduplicated pupils as defined in *EC* Section 2574 or 42238.02, as applicable.

Individuals, community agencies, private schools, nonprofit organizations, public school sites, state special schools, and LEAs that previously received a California Serves grant and are still participating in a grant cycle are not eligible to apply for the California Serves Grant. Applicants who have not received prior funding may be considered before applicants that have received funds in the past. An LEA may only submit one application per application cycle.

Grant Award Amount and Duration

This application covers the grant period beginning May 1, 2026 and ending June 30, 2028. The total grant budget for this RFA, as appropriated in Assembly Bill 181, Section 71 of the General Fund, is up to $5 million annually. Eligible LEAs that receive grants pursuant to this program shall receive an amount of up to $500,000.00.

The CDE will fund successful grant applications at the level requested if the program application is well-justified, the proposed activities are realistic and well-supported, and sufficient funding exists. If successful applications exceed the funds available, the CDE will apportion the grant funds at its discretion.

Instructions

When completing this survey, please avoid providing any personally identifiable information (PII) that may compromise the privacy of students or the constituents you serve.

Once you begin, you will have the option of completing the report in one session or entering the data in multiple sessions. The data you enter can be saved and available to update or edit until you select the Submit button at the end of this progress report. You can save and return to the report at any time by selecting the **Save For Later** button at the bottom of each page. You will be provided a unique URL (web address) via email for entrance back into the saved report. This URL is the only way back into the saved report.

After your report has been submitted, you will receive an email from the California Department of Education (CDE) to confirm your submission of the progress report. You will no longer be able to go back to the application to make any corrections and edits. Therefore, please review your data submission carefully before selecting the **Submit** button.

Do not use the **Back** button until you receive the unique URL. Otherwise, responses will be cleared.

All fields in the application must be completed unless otherwise noted. You must adhere to character limits for each of the fields. Responses that exceed the character limits will not be captured by the system and will not be reviewed. You will be prompted to upload two files at the end of the application. These files should be saved into a single zip file for uploading into the system as only one file can be uploaded per applicant.

For a record of your responses, select the **Print Responses** button. You must print your responses before you select the **Submit** button. You will not be able to access your responses after selecting the **Submit** button.

For questions regarding this grant, contact the CDE SSCE team by email at SSCE@cde.ca.gov.

Submissions must be completed through this online application and submitted according to the timeline posted at the California Serves web page.

Applicant Information

When completing this survey, please avoid providing any PII that may compromise the privacy of students or the constituents you serve.

Project Director Information

Project Director First Name:	[redacted]
Project Director Last Name:	SPENCER
Project Director Title:	CHIEF ACADEMIC OFFICER
Project Director Office:	ED SERVICES
Project Director Telephone Number: *(999-999-9999)*	951-593-1520
Project Director Telephone Extension: *(Optional)*	
Project Director Email Address:	[redacted]@ELITEACADEMIC.COM

Applicant Information

Name of Entity Applying:	ELITE ACADEMIC ACADEMY - LUCERNE
Applicant Street Address:	43414 BUSINESS PARK DRIVE
Applicant City:	TEMECULA
Applicant State: *(XX)*	CA
Applicant Zip Code: *(99999)*	92590
County-District-School (CDS) Code: *(99999999999999)*	[redacted]

Enter the CDS code for the participating COE, school district, or charter school. Please do not use codes for individual school sites. For help locating your 14-digit CDS code, please access the California School Directory.

Are you applying as the lead applicant of a consortium?

- ○ Yes
- ◉ No

Grant Information

Requested Grant Amount:	500000

The maximum grant award permitted is $500,000 per LEA.

Project Title:	Voices in Action: Empowering Every Senior to Earn the SSCE Through Purposeful Service-Learning
Project Abstract:	Elite Academic Academy, Lucerne seeks to ignite civic identity and student agency by building its first TK–12 civic learning pathway and launching an immediate senior-year service-learning capstone aligned to the State Seal of Civic Engagement (SSCE). As a virtual independent study school serving students who often arrive disconnected, credit-deficient, or juggling adult responsibilities, Elite will create flexible, inclusive, and equitable service-learning opportunities that honor students' schedules, community contexts, and lived experiences. This project equips teachers with evidence-based service-learning practices, develops new inquiry-driven curricular sequences, and removes barriers through virtual participation, asynchronous options, transportation support, and accessible project materials. Over the grant period, Elite will engage more than 240 seniors in civic investigation, action, and reflection; train 154 educators; and award an estimated 146 SSCE insignias. Students will graduate not only with a seal—but with confidence, purpose, and a deeper sense of belonging in their communities.

Fiscal Agent Information *(Optional)*

Fiscal Agent First Name:	[redacted]
Fiscal Agent Last Name:	WOODARD
Fiscal Agent Title:	CHIEF FINANCIAL OFFICER
Fiscal Agent Office:	PRIME EDUCATIONAL SOLUTIONS
Fiscal Agent Telephone Number: *(999-999-9999)*	866-354-8302
Fiscal Agent Telephone Extension:	735
Fiscal Agent Email Address:	[redacted]@primeedsolutions.org

Application Narrative

When completing this survey, please avoid providing any PII that may compromise the privacy of students or the constituents you serve.

Refer to the Evaluation Rubric provided in the California Serves Grant Program RFA to ensure that your responses align with the evaluation criteria.

Executive Summary

Executive Summary: Provide an executive summary statement, containing the following.

a. The current status of the SSCE in the applicant LEA.

b. A summary of the theory of action (applicants will expand on this in the next section) which addresses how the LEA will promote access to effective service learning for students in grade twelve, with the goal of expanding access for high school graduates in obtaining a SSCE through service-learning.

c. An approximate number of educators and students to be affected by this work.

d. How the LEA plans to use these funds to promote access to effective service-learning for students in grade twelve, with the goal of expanding access for high school graduates in obtaining a SSCE through service-learning.

Provide the executive summary, keeping in mind the above instructions:
(? of 1,250 characters maximum)

Elite Academic Academy, Lucerne does not yet offer the State Seal of Civic Engagement (SSCE) and does not have a TK–12 service-learning system or alignment to the five SSCE criteria. The California Serves Grant will build this system and launch an immediate 12th-grade SSCE capstone so seniors can engage in civic inquiry, take action, and demonstrate learning. Our theory of action is: if we provide evidence-based professional learning, teacher planning time, aligned curriculum, equitable project supports, and coordinated pathways grounded in the 6 Cs, SEL Graduate Profile traits, and lowered teacher footprint practices, then students—especially those facing barriers to traditional service opportunities—will access high-quality service-learning and earn the SSCE at higher rates. Across the grant period, approximately 154 educators, 240 seniors, and 1,151 TK-12 students will participate, with an estimated 146 SSCE earners. Funds will support PD, course writing, planning time, community partnerships, materials, transportation and participation supports, coordination, and evaluation to ensure equitable access to civic learning for all grade-twelve students.

Funding Uses:

Which allowable uses for funding are you proposing over the course of the grant period?
(select all that apply)

- [x] Paid planning time for teachers to increase the use of service-learning in instruction.
- [x] PD on service-learning for administrators and teachers.
- [x] Purchase of instructional materials to help integrate service-learning in instruction.
- [x] Participation costs, including materials or travel expenses related to service-learning activities.
- [x] Personnel costs for coordinating service-learning at the LEA or a school site.
- [x] Participation costs associated with grant program evaluation.

Theory of Action

When completing this survey, please avoid providing any PII that may compromise the privacy of students or the constituents you serve.

Theory of Action: Articulate a theory of action which will support the goals of the grant to promote access to effective service-learning for students in grade twelve, with the goal of expanding access for high school graduates in obtaining a SSCE through service-learning.

The U.S. Department of Education defines a theory of action as “Exactly how a policy is intended to change behavior and improve outcomes is described in a theory of action. A theory of action is a logical argument of how a policy is intended to work; specifically, it is the logical sequence of steps and policy mechanisms that collectively influence one another to result in the long-term objective of the policy in question. If the stated purpose of the policy is the why, the theory of action depicts the how."

Additional information about a theory of action is available from the U.S. Department of Education web page, Evaluating State Accountability Systems Under ESEA: Module 1: Theory of Action (revised September 2024), available here.

a. What are the LEA’s specific goals based on the needs of the LEA and any problems identified to be addressed?
b. How will the LEA identify participants for the activities of this grant?
c. How will the LEA ensure active participation?
d. What are the outcomes expected by the LEA as a result of the grant activities?

Provide the theory of action, keeping in mind the above instructions:
(? of 2,700 characters maximum)

Elite Academic Academy, Lucerne is a fully virtual independent study charter school serving students across the Virtual, Homeschool, and Flex academies. Many students arrive credit deficient, discouraged, or disconnected from traditional environments, and a significant percentage are English learners, foster youth, low-income students, rural students, or working youth who face barriers to participating in conventional service programs. Elite has strong instructional foundations through EliteX professional learning, the 6 Cs, the SEL Graduate Profile, and lowered teacher footprint practices, yet the LEA does not have a TK–12 civic learning progression, a service-learning system, or alignment to the five SSCE criteria. If Elite develops a coherent TK–12 civic learning pathway, provides evidence-based professional learning for teachers, and creates an accessible senior-year SSCE capstone aligned to the inquiry cycle and the model uniform metrics, then students—especially those facing structural barriers—will be able to engage in meaningful civic inquiry, take informed action, reflect on their learning, and earn the SSCE at higher rates. Goals: By June 2028, Elite will: (1) train all 154 teachers in service-learning design, civic inquiry, and equitable participation strategies; (2) implement a senior SSCE pilot each year with 35 earners in Year 1, 48 in Year 2, and 63 in Year 3; (3) build a vertically aligned TK–12 civic learning system integrating civic vocabulary, inquiry routines, reflection structures, and SEL Graduate Profile traits; and (4) improve Government/Economics pass rates, engagement, and belonging. Identifying Participants: All TK–12 teachers will participate in professional learning and curriculum development. Seniors enrolled in Government and Economics will complete the SSCE capstone. Participation and progress will be monitored through School Pathways, Monday Boards, and existing analytics systems to ensure accurate identification and tracking of students. Ensuring Active Participation: To ensure equitable access in a virtual independent study setting, the SSCE pilot will offer virtual, local, and asynchronous options, transportation assistance, project materials, coaching check-ins, and team-based pathways. Students will investigate a civic issue, design and pitch a solution, take action individually or with peers, and reflect through multimedia artifacts aligned to all five SSCE criteria. Expected Outcomes: By the end of the grant cycle, Elite will establish its first TK–12 service-learning system, award 146 SSCE insignias, demonstrate growth across the five SSCE criteria, increase Government/Economics pass rates and engagement, reduce chronic disengagement, and build a sustainable civic learning system embedded into course writing cycles, EliteX PL, and tactical planning.

Demonstrated Need

When completing this survey, please avoid providing any PII that may compromise the privacy of students or the constituents you serve.

Service-Learning Climate:

a. Describe the general climate within your LEA as it pertains to civic engagement, service-learning, and the SSCE for the past 12–24 months.

b. Describe student population subgroups that have been involved in these opportunities and the nature of their involvement.

Describe the service-learning climate and student population subgroups within your LEA, keeping in mind the above instructions:
(? of 1,250 characters maximum)

Over the past 12–24 months, Elite Academic Academy, Lucerne has strengthened reflective learning, inquiry-based instruction, and community-focused projects across the Virtual, Homeschool, and Flex academies, but the LEA does not yet have a formal TK–12 service-learning system or an SSCE pathway. Instructional initiatives such as EliteX professional learning, the 6 Cs, the SEL Graduate Profile, and cross-curricular projects have begun building early civic readiness by emphasizing communication, compassion, curiosity, and problem-solving, yet none are aligned to the five SSCE criteria or structured to support civic action. Students engage in reflective writing, inquiry routines, CTE community-oriented projects, SOAR connection activities, and VR-based exploration, but these experiences remain fragmented rather than part of a coherent civic learning progression. Student participation has included English learners, foster youth, low-income students, rural students, students with disabilities, working students, and credit-deficient youth. Their involvement has taken the form of reflective assignments, issue exploration, problem-solving tasks, and community-linked CTE projects, but without a guaranteed or equitable path to civic engagement or SSCE attainment.

Equitable Access:

a. Who are the students that would benefit most from achieving the SSCE through service-learning?

b. What do you know about their academic, social, and civic experiences?

c. In what ways would a service-learning program help promote civic engagement and learning, including equitable access to the SSCE?

Describe these students and how a service-learning program would promote civic engagement and learning, keeping in mind the above instructions:
(? of 1,250 characters maximum)

Elite serves a high percentage of students who face academic, social, and environmental barriers that limit participation in traditional service programs. These include English learners, foster youth, low-income students, rural youth, students with disabilities, working students, and students with caregiving responsibilities. Many cannot access opportunities that require transportation, fixed schedules, or in-person attendance, and independent study students often manage adult responsibilities or long work hours. Students also arrive with interrupted schooling, limited belonging experiences, and inconsistent access to enrichment. Without a service-learning system, they lack structured opportunities to apply communication, critical thinking, creativity, and collaboration to real community issues or work toward the SSCE. A California Serves–funded model would provide equitable access through virtual options, asynchronous pathways, local project alternatives, transportation and materials support, guided coaching check-ins, and scaffolded reflection so all students–regardless of circumstance –can engage safely and meaningfully in civic learning.

Past and Ongoing Service-Learning Efforts:

Describe past and/or ongoing efforts that exist for students to engage in service-learning and civic engagement, including working towards a SSCE.

Does the LEA currently offer the SSCE?

- ○ Yes
- ◉ No

Describe service-learning and civic engagement opportunities available to students that will form the basis of a local SSCE program:
(? of 1,500 characters maximum)

Elite has several instructional foundations that support future civic learning but no formal service-learning system or SSCE program. Students engage in reflective writing in ELA and social science, and CTE pathways such as Patient Care, Education, Child Development, Marketing, and Game Development foster early community-focused thinking. Inquiry routines, VR-based exploration, and cross-curricular projects build curiosity, communication, and compassion, yet none are aligned to the five SSCE criteria or organized into a coherent pathway. Some Virtual Academy teachers have begun incorporating civic-aligned skills, and Homeschool, Flex, SOAR, and CTE teams plan to deepen this work during Spring and Summer 2026. However, these efforts remain fragmented and do not provide a guaranteed, accessible path for every senior to engage in civic action or earn the SSCE. The California Serves Grant will launch immediate senior-year SSCE opportunities while simultaneously supporting the development of a multi-year TK–12 civic pathway for long-term sustainability.

Proposed Activities

When completing this survey, please avoid providing any PII that may compromise the privacy of students or the constituents you serve.

Summary of Proposed Activities:

Proposed activities should reflect an understanding and integration of the five statewide SSCE criteria, and the definition of service-learning as outlined in *EC* 51475(d)(4).

a. Articulate the LEA's proposed activities regarding how they will address the goals of the California Serves Grant Program.

b. Explain how funds will be used for eligible training, resources, and other activities to promote access to effective service-learning for students in grade twelve, with the goal of expanding access for graduates in obtaining a SSCE through service-learning.

Articulate the LEA's proposed activities and explain how funds will be used, keeping in mind the above instructions:
(? of 2,500 characters maximum)

Elite Academic Academy, Lucerne will implement two integrated strands of work through the California Serves Grant Program: (1) an immediate senior-year service-learning capstone aligned to all five SSCE criteria, and (2) the development of a TK–12 civic learning and service-learning system that the LEA does not currently have. All proposed activities reflect EC 51475(d)(4), which defines service-learning as meaningful community service combined with instruction and reflection that supports progress toward academic and civic engagement learning objectives. The senior-year SSCE capstone will engage 12th-grade students in an inquiry cycle in which they identify a community-relevant issue, conduct research, design and pitch a civic action plan, take informed action individually or with peers, and reflect on their learning through multimedia artifacts aligned to each of the SSCE criteria. Activities include community partner outreach, optional in-person or virtual field experiences, structured reflection routines, and portfolio creation using the model uniform metrics. To support long-term sustainability, Elite will build a TK–12 civic learning progression that embeds civic vocabulary, investigation routines, reflection structures, and opportunities for age-appropriate civic action across subject areas and academies. Course writers and teachers will collaborate to create vertically aligned instructional materials that prepare students for the senior capstone. Professional learning will focus on service-learning design, inquiry-based pedagogy, equitable participation practices, and lowered teacher footprint strategies that promote student agency. Grant funds will be used for paid teacher planning time, professional learning for teachers and administrators, curriculum development, instructional materials, project supplies, transportation support for civic investigation activities, community partner collaboration, coordination staffing, and evaluation aligned to the model uniform metrics. These investments ensure that all seniors—including those with work schedules, caregiving responsibilities, rural access barriers, or transportation limitations—can participate fully in high-quality service-learning experiences. The project will result in a coherent TK–12 system, immediate access to SSCE-aligned opportunities, and a sustainable structure to expand civic engagement for future graduates.

Current Research:

a. Describe how the applicant will leverage current research and work related to service-learning and student civic engagement.

b. If the LEA proposes to implement professional development and/or curriculum, detail which evidence-based strategies will be utilized.

Describe how current research will be leveraged and any evidence-based strategies that will be utilized, keeping in mind the above instructions:
(? of 2,500 characters maximum)

Elite Academic Academy, Lucerne will ground its service-learning and civic engagement work in current research demonstrating that inquiry-driven, community-connected learning increases student engagement, academic outcomes, and civic identity—particularly for students who have experienced disrupted learning or barriers to participation. The College, Career, and Civic Life (C3) Framework and the 2017 History—Social Science Framework, including Appendix H on service-learning, highlight the effectiveness of an inquiry cycle in which students develop compelling questions, investigate issues, evaluate evidence, communicate findings, and take informed civic action. Elite's model directly reflects this research base. The project will leverage ESSA-aligned evidence-based strategies, including project-based learning with civic action components, explicit instruction paired with authentic application tasks, and structured reflection routines shown to deepen metacognition and long-term retention. Scaffolded language supports, peer dialogue structures, and targeted feedback are grounded in Marzano-aligned practices already in use at Elite, reinforcing coherence with the LEA's instructional improvement system and building teacher capacity across academies. Professional learning will align to the Quality Professional Learning Standards by being equity-centered, data-informed, collaborative, and job-embedded. Teachers will participate in coaching cycles and PLCs to analyze student work, calibrate scoring using the model uniform metrics, and refine unit designs throughout the grant period. Curriculum development will integrate open educational resources, age-appropriate inquiry routines, community-connected tasks, and reflection structures that promote civic knowledge, skills, and dispositions. To ensure equitable access in a virtual independent study environment, the project will incorporate Universal Design for Learning principles by offering multiple means of engagement (virtual, local, or asynchronous pathways), multiple means of action and expression (multimedia reflections, written work, audio/video artifacts), and multiple means of representation (scaffolded materials, models, and exemplars). These research-based strategies support diverse learners—including ELs, students with disabilities, working youth, and rural students—by reducing participation barriers and strengthening civic readiness. Through these evidence-based approaches, Elite will deliver a high-quality service-learning system that prepares all students to meet the five SSCE criteria and engage deeply in civic life.

Proposed Metrics

When completing this survey, please avoid providing any PII that may compromise the privacy of students or the constituents you serve.

Measures and Data:

Grant recipients will be required to report to the CDE all of the following information:

-The number of participating pupils, schools
-The demographics of pupils engaged in service-learning as a result of the grant
-The impact of the service performed by pupils and school staff as a result of the grant

a. Describe how the LEA will use the model uniform metrics, developed in accordance with *EC* Section 51475(b)(4), to assess pupil progress across the five SSCE criteria.

b. Describe any other outcome measures that will be used to demonstrate program impact and student learning.

Describe how the LEA will use the model uniform metrics to assess pupil progress across the five SSCE criteria, and any other outcome measures that will be used, keeping in mind the above instructions:
(? of 2,500 characters maximum)

Elite Academic Academy, Lucerne will use the model uniform metrics to assess pupil progress across all five SSCE criteria by embedding the metrics into the senior SSCE capstone rubrics, reflection tasks, and portfolio requirements. Each artifact—issue investigation, research and evidence analysis, civic action plan, implementation documentation, and multimedia reflection—will be scored using calibrated rubrics aligned directly to the statewide criteria. Students will demonstrate growth in civic knowledge, analysis, communication, collaboration, and reflection, with each criterion tagged to model uniform metric descriptors to allow for disaggregation by subgroup. The LEA will report the number of participating seniors, educators, and academies; demographic breakdowns of participants; and progress toward meeting each SSCE criterion. Capstone portfolios will serve as the primary data source for assessing student civic readiness and action, with rubric scores mapped to uniform metric indicators. Participation data (e.g., virtual, asynchronous, or in-person engagement) will be tracked for equity analysis for the 1,151 students. Additionally, impact data will capture how student actions influenced community partners or local issues, documented through partner feedback, student deliverables, and evidence of civic impact (e.g., awareness campaigns, resource creation, advocacy communication). In addition to the model uniform metrics, Elite will measure: (1) Government and Economics pass rates; (2) student engagement indicators such as Live Session attendance and assignment completion; (3) chronic disengagement rates; (4) CHKS or local climate survey items related to belonging, voice, and purpose; and (5) student self-report measures aligned to Elite's SEL Graduate Profile traits (Self-Confident, Thoughtful, Intentional, Engaged, Hopeful). These additional outcomes align with CDE-required reporting categories and provide a broader picture of civic learning impact. The combined metrics will allow Elite to assess program effectiveness, identify subgroup gaps, and refine service-learning experiences across the grant period.

Methods:

Describe the methods that will be used to collect the outcome data, including tools and methods for quantitative and qualitative analysis as they relate to the model uniform metrics.

Describe the methods that will be used, keeping in mind the above instructions:
(? of 1,500 characters maximum)

Elite will use a mixed-methods approach to collect quantitative and qualitative data aligned to the model uniform metrics. Quantitative measures will include enrollment and participation rosters from School Pathways; rubric scores for each SSCE criterion captured through standardized scoring tools; course grades in Government and Economics; attendance and engagement data; and survey results from CHKS or local climate measures. Portfolio components will be uploaded to a unified digital folder system and scored using calibrated rubrics to ensure consistency across teachers and academies. Qualitative methods will include analysis of student reflections (written, audio, or video), teacher observation notes, focus groups with participating students, and community partner feedback forms. Reflection artifacts will be tagged by SSCE criterion to allow for disaggregation and progress monitoring. Partner feedback will provide insight into the real-world impact of student action. Teachers will also document implementation notes in Monday Boards to support continuous improvement. All data will be collected at multiple points in the inquiry cycle—issue identification, investigation, action planning, action implementation, and reflection—to capture growth. The LEA will triangulate data sources to assess alignment with model uniform metrics and ensure accurate reporting to CDE.

Capacity:

a. Describe the LEA's capacity to collect, disaggregate, and report the identified outcome measures, including the model uniform metrics.

b. Explain how the LEA will approach internal administration of the grant, including personnel, record-keeping, communication, and continuous improvement.

Describe the LEA's capacity to collect identified outcome measures, including the approach to internal administration of the grant, keeping in mind the above instructions:
(? of 1,500 characters maximum)

Elite has strong capacity to collect, disaggregate, and report outcome measures across academies. School Pathways provides demographic and participation data; Monday.com dashboards track teacher progress, planning tasks, and implementation notes; and existing analytics systems support engagement and academic tracking. The LEA already implements structured data reviews for other state and federal accountability requirements, which will extend naturally to model uniform metrics reporting. The SSCE Coordinator will oversee data collection, scoring calibration, and submission of required quarterly and end-of-project reports. A Data Lead will manage dashboards, disaggregation, and compliance with CDE reporting formats. Teachers will upload student artifacts to shared folders, score rubrics, and participate in calibration sessions to ensure scoring accuracy. Course writers and coaches will support consistency across academies. Internal administration will be managed through existing structures: (1) clear roles and responsibilities; (2) shared calendars and communication updates; (3) record-keeping through secure shared drives; (4) cross-academy PLCs; and (5) alignment with EliteX professional learning for sustainability. Continuous improvement cycles will anchor adjustments, supported by quarterly leadership reviews and alignment to the inquiry cycle, uniform metrics, and the LEA's existing instructional frameworks.

Process:

Describe the process the LEA will use to analyze and respond to the data collected, including data related to the model uniform metrics, to assess program effectiveness and make mid-course adjustments.

Describe the process the LEA will use, keeping in mind the above instructions:
(? of 1,500 characters maximum)

Elite will use a structured continuous improvement process to analyze and respond to data collected throughout the grant period. Quarterly data reviews will bring together the SSCE Coordinator, Data Lead, academy leaders, course writers, coaches, and teachers to examine rubric scores, participation patterns, and progress on each SSCE criterion. Data will be disaggregated by student subgroup to monitor equity and identify gaps in access or outcomes. The team will analyze patterns across portfolio artifacts, reflection submissions, partner feedback, and engagement data to assess program effectiveness and determine where additional scaffolds or adjustments are needed. Mid-course corrections may include refining inquiry prompts, adding or adapting reflection structures, adjusting project supports or timelines, integrating additional language scaffolds, or providing targeted teacher coaching. PLCs will support teachers in analyzing student work, reflecting on implementation, and improving instructional design. At the end of each cycle, the leadership team will document changes, update planning templates, and share lessons learned across academies to promote coherence. Annual summaries will inform the TK–12 civic learning progression, ensuring sustainability beyond the grant period and aligning with CDE-required reporting on model uniform metrics.

Attachments

The only attachments allowed are the required California Serves Grant Program Proposed Budget and Project Timeline. Applicants must use the California Serves Grant Program Budget Template that is provided to support the current RFA, available from the California Serves RFA web page. The Proposed Budget Detail must include a detailed budget narrative (description) for each line-item included in the grant period. There is not a required template for the Project Timeline. Please refer to the California Serves Grant Program RFA for detailed instructions.

These files should be saved into a single zip folder for uploading into the system as only one file can be uploaded per applicant. No additional information included in the zip folder will be reviewed. The zip file size limit is 20MB. Please see Zip Files for Windows or Zip Files for MacOS for zip file support.

Applicants are required to upload the following in a single zip folder:
-- Project Timeline (Word file, Excel file, or PDF)
-- California Serves Grant Program Proposed Budget (Excel file)

ref:0000000603:Q21

Electronic Signature

Project Statement of Assurances

Select the box below to declare:

- [x] I have reviewed the California Serves Grant Program Statement of Assurances and hereby certify that each of the requirements contained therein will be met.

Signature by Authorizing Official

The authorizing official should type their name in the field, which will serve as a signature that certifies agreement with the statement below.

I hereby certify that, to the best of my knowledge, the information in this application is correct and complete. I support the proposed project and commit my organization to completing all of the tasks and activities that are described in the application.

LAURA SPENCER, ED.D.

Print and Submit

For a record of your responses, select the **Print Responses** button below. You must print your responses before you select the **Submit** button. You will not be able to access your responses after selecting the **Submit** button.

Selecting the **Print Responses** button will open a separate window for printing options. Remember to return to this survey window to select the **Submit** button. **Your responses will not be submitted and will be lost if you close this survey window before selecting the Submit button.** Upon submission, an email confirmation will be sent to the Project Director.

Once you select the **Submit** button, your survey responses will be sent to the Professional Learning Support Division and you will be redirected to the CDE California Serves Grant Program web page.

Local Educational Agency Information

California Serves Grant Program, Cohort 4
Professional Learning Support Division
California Department of Education - August 2025

Local Educational Agency (LEA) Information:	Please type LEA information below:
Name of Entity Applying:	ELITE ACADEMIC ACADEMY
Project Director Name:	[redacted] SPENCER
Project Director Title:	CHIEF ACADEMIC OFFICER
Project Director Telephone:	951-583-1520
Project Director Email Address:	[redacted]@ELITEACADEMIC.COM
Fiscal Agent Name:	[redacted] WOODARD
Fiscal Agent Telephone:	(866) 354-8302, Ext. 735
Fiscal Agent Email Address:	[redacted]@primeedusolutions.com
Total Award Amount Requested:	500,000

Proposed Budget Summary
California Serves Grant Program, Cohort 4
Professional Learning Support Division
California Department of Education - August 2025

Instructions:

Each application must include this form to reflect expenditures during the grant period of May 1, 2026, through June 30, 2028.

Please note that although the grant period ends on June 30, 2028, LEAs may expend all California Serves Grant Program funds early.

The Proposed Budget Summary will auto-populate using amounts provided in the yearly budget narratives. Please do not modify an

Only complete budget narratives for the year(s) the LEA plans to implement this grant.

*Object Code (if applicable)	Line Item	Year 1 (May 1, 2026– June 30, 2026)	Year 2 (July 1, 2026– June 30, 2027)	Year 3 (July 1, 2027– June 30, 2028)	TOTAL
1000	**Certified Salaries**	$ 25,000.00	$ 135,000.00	$ 80,000.00	$ 240,000.00
2000	**Classified Salaries**	$ 3,000.00	$ 12,000.00	$ 12,000.00	$ 27,000.00
3000	**Employee Benefits**	$ 8,000.00	$ 46,000.00	$ 38,000.00	$ 92,000.00
4000	**Books and Supplies**	$ 4,000.00	$ 16,000.00	$ 16,000.00	$ 36,000.00
5000	**Services and Other Operating Expenditures: excluding Subgreement for Services and Travel**	$ 8,000.00	$ 36,000.00	$ 31,800.00	$ 75,800.00
5100	**Subagreements for Services** (not subject to indirect costs)	$ -	$ -	$ -	$ -
5200	**Participant Travel/Project Staff Travel**	$ -	$ -	$ -	$ -
5800	**Professional/Consulting Services & Operating Expenses**	$ -	$ -	$ -	$ -
6000	**Capital Outlay** (not subject to indirect costs)	$ -	$ -	$ -	$ -
7000	**Indirect Costs:** must not exceed LEA's approved rate	$ 3,000.00	$ 15,200.00	$ 11,000.00	$ 29,200.00
TOTAL:		**$ 51,000.00**	**$ 260,200.00**	**$ 188,800.00**	**$ 500,000.00**

Object Code

Refer to the California School Accounting Manual (CSAM) for more information, and a listing of object codes.
Definitions, Instructions, & Procedures web page at:
https://www.cde.ca.gov/fg/ac/sa/

Year 1 Proposed Budget Narrative (May 1, 2026–June 30, 2026)
California Serves Grant Program, Cohort 4
Professional Learning Support Division
California Department of Education - August 2025
Instructions:

Year 1 funds support the initial launch phase of the California Serves implementation, including early curriculum design, senior SSCE pilot preparation, TK–11 civic lesson prototyping, staff training, and foundational project coordination. Expenditures reflect a short two-month window focused on planning and setup activities necessary for full implementation in Year 2.

Object Code	Line Item	Line Detail/Calculation	Funding
Group object codes chronologically.	**Add additional rows as needed.**	Detailed explanation of expenditure. Include calculations for how totals were determined for each line item.	Total Proposed Budget
1000	**Certificated Salaries**	Funds support initial curriculum development and launch preparation for the senior SSCE pilot and beginning TK–11 civic learning alignment. Because the window is short, work focuses on foundational tasks. Calculation: 10 teachers/course writers × 10 hours planning/design × ~$80/hr = $8,000 Curriculum Associate Director (0.05 FTE for 2 months) ≈ $6,500 SSCE Coordinator (0.05 FTE for 2 months) ≈ $5,500 Additional certificated support for rubric drafting, pilot setup ≈ $5,000 Total: ≈ $25,000 (necessary for preparing the full implementation year)	$ 25,000.00
2000	**Classified Salaries**	Supports early logistical preparation including communications, scheduling, material organization, and building the initial student interest lists. Calculation: 0.10 FTE clerical support for 2 months ≈ $3,000	$ 3,000.00
3000	**Employee Benefits**	Benefits associated with the certificated and classified work above (approx. 22–26% combined rate). Calculation: Benefits on $25,000 certificated work ≈ $6,500 Benefits on $3,000 classified work ≈ $1,500	$ 8,000.00
4000	**Books and Supplies**	Covers early materials needed to prototype civic inquiry lessons and senior capstone components. Calculation: Senior pilot materials (journals, printing, reference texts): ~$2,000 TK–11 prototype supplies and teacher testing materials: ~$2,000	$ 4,000.00
5000	**Services and Other Operating Expenditures (excluding Subagreement for Services and Travel)**	Funds early consultant work and platform setup. Calculation: Consultant session on service-learning foundations: $4,000 Virtual civic action tool setup + training: $2,000 Early transportation supports for senior pilot needs: $2,000	$ 8,000.00
5100	**Subagreement for Services (not subject to indirect costs)**		$ -
5200	**Participant Travel/ Project Staff Travel**		$ -
5800	**Professional/Consulting Services & Operating Expenses**		$ -
6000	**Capital Outlay (not subject to indirect costs)**		$ -
7000	**Indirect Costs - Must not exceed LEA's approved rate**	*Indirect at 6.2% of eligible direct costs (rounded).*	3000
TOTAL:			**$ 51,000.00**

Year 2 Proposed Budget Narrative (July 1, 2026–June 30, 2027)
California Serves Grant Program, Cohort 4
Professional Learning Support Division
California Department of Education - August 2025

Instructions:

Year 2 represents the primary implementation year, with the largest investment in certificated staff time for course writing, senior capstone delivery, TK–11 civic learning rollout, professional learning, partner engagement, student supports, and showcases. Expenditures are aligned to full-scale instruction, action projects, evaluation, and system buildout across all academies.

Object Code	Line Item	Line Detail/Calculation	Funding
Group object codes chronologically.	**Add additional rows as needed.**	Detailed explanation of expenditure. Include calculations for how totals were determined for each line item.	Total Proposed Budget
1000	**Certificated Salaries**	25 teachers × 20 hours curriculum development × ~$80/hr ≈ $40,000 20 teachers × 15 hours senior capstone implementation × ~$80/hr ≈ $24,000 Curriculum Associate Director (0.35 FTE × 12 months) ≈ $42,000 SSCE Coordinator (0.20 FTE × 12 months) ≈ $28,000 Additional instructional support & collaboration ≈ $1,000 Total: ≈ $135,000	$ 135,000.00
2000	**Classified Salaries**	Supports student outreach, project coordination, scheduling, showcase preparation, and data entry. Calculation: 0.25 FTE clerical support for civic action logistics and showcases ≈ $12,000	$ 12,000.00
3000	**Employee Benefits**	Benefits for certificated and classified staff assigned to Year 2 work. Calculation: Benefits on $140,000 certificated work ≈ $35,000 Benefits on $12,000 classified work ≈ $3,000 Additional statutory/retirement variability ≈ $8,000	$ 46,000.00
4000	**Books and Supplies**	Materials for senior capstone, K–11 implementation, and showcases. Calculation: Senior project supplies: 200 students × ~$40 each ≈ $8,000 TK–11 civic inquiry supplies across academies: $5,000 Showcase materials (signage, folders, display boards, printing): $3,000	$ 16,000.00
5000	**Services and Other Operating Expenditures (excluding Subagreement for Services and Travel)**	Supports PD, partner collaboration, transportation, and evaluation. Calculation: Service-learning PD series (two trainers) ≈ $12,000 Virtual civic engagement tools/platforms ≈ $6,000 Transportation assistance for rural, working, EL, and foster students ≈ $8,000 Evaluation and mid-year metric review support ≈ $6,000 Community partner collaboration costs ≈ $4,000	$ 36,000.00
5100	**Subagreement for Services (not subject to indirect costs)**		$ -
5200	**Participant Travel/ Project Staff Travel**		$ -
5800	**Professional/Consulting Services & Operating Expenses**		$ -
6000	**Capital Outlay (not subject to indirect costs)**		$ -
7000	**Indirect Costs - Must not exceed LEA's approved rate**	Indirect at 6.2% of eligible direct costs (rounded).	$ 15,200.00
TOTAL:			**$ 260,200.00**

Year 3 Proposed Budget Narrative (July 1, 2027–June 30, 2028)
California Serves Grant Program, Cohort 4
Professional Learning Support Division
California Department of Education - August 2025

Instructions:

Year 3 focuses on sustainability and refinement, ensuring all TK–12 civic learning materials, senior capstone structures, partnerships, and evaluation processes are institutionalized beyond the grant period. Expenditures support final-year implementation, PD refreshers, resource archiving, data reporting, and development of long-term systems.

Object Code	Line Item	Line Detail/Calculation	Funding
Group object codes chronologically.	**Add additional rows as needed.**	Detailed explanation of expenditure. Include calculations for how totals were determined for each line item.	Total Proposed Budget
1000	**Certificated Salaries**	Supports refinement, sustainability planning, final senior capstone cohort implementation, and TK–12 integration. Calculation: 20 teachers × 10 hours of updates/refinement × ~$80/hr ≈ $16,000 Curriculum Associate Director (0.30 FTE for 12 months) ≈ $36,000 SSCE Coordinator (0.15 FTE for 12 months) ≈ $20,000 Additional teacher collaboration time ≈ $8,000 Total: ≈ $80,000	$ 80,000.00
2000	**Classified Salaries**	Provides ongoing logistical coordination for capstone, TK–11 lessons, partner communication, and final showcases. Calculation: 0.25 FTE clerical support ≈ $12,000	$ 12,000.00
3000	**Employee Benefits**	Benefits on certificated and classified work. Calculation: Benefits on $80,000 certificated work ≈ $22,000 Benefits on $12,000 classified work ≈ $3,000 Additional statutory/retirement variability ≈ $13,000	$ 38,000.00
4000	**Books and Supplies**	Final-year project materials and TK–12 supply replenishment. Calculation: Senior project supplies for final cohort: 250 students × ~$40 each ≈ $10,000 TK–12 sustainability materials ≈ $3,000 Showcase displays and printing ≈ $3,000	$ 16,000.00
5000	**Services and Other Operating Expenditures (excluding Subagreement for Services and Travel)**	Sustainability PD + calibration: $10,000 Final evaluation + metrics analysis: $7,000 Transportation supports: $8,000 Partner collaboration: $4,000 Virtual civic engagement tools: $2,800 Total: $31,800	$ 31,800.00
5100	**Subagreement for Services (not subject to indirect costs)**		$ -
5200	**Participant Travel/ Project Staff Travel**		$ -
5800	**Professional/Consulting Services & Operating Expenses**		$ -
6000	**Capital Outlay (not subject to indirect costs)**		$ -
7000	**Indirect Costs - Must not exceed LEA's approved rate**	*Indirect at 6.2% of eligible direct costs (rounded).*	$ 11,000.00
TOTAL:			**$ 188,800.00**

CALIFORNIA SERVES PROJECT TIMELINE (3 YEARS)

YEAR 1 — Launch & Early Development (May 1–June 30, 2026)

Sequence & Activity	Goal / Expected Outcome	Person Responsible	How Effectiveness Will Be Measured
Establish project leadership and timeline	Ensure clear structure for implementation	Curriculum Associate Director reporting to SSCE Coordinator	Completed project plan and schedule
Initial PD on SSCE, service-learning, inquiry	Build foundational staff capacity	Curriculum Associate Director	PD attendance logs, staff feedback
Draft senior capstone + rubrics	Create a pilot-ready structure	Curriculum Associate Director + Course Writers	Completed draft units and rubrics
Develop TK–11 civic lesson prototypes	Begin vertical alignment and pedagogical foundation	Curriculum Associate Director + Teachers	Prototype lessons uploaded; teacher input
Early outreach to seniors/families	Ensure early awareness and informed participation	Classified support team	Contact logs, signup lists
Order initial materials	Prepare for pilot and TK–11 prototypes	Classified support	Materials inventory

Finalize Year 2 rollout plan	Ensure readiness for full implementation	Curriculum Associate Director	Finalized Year 2 implementation packet

YEAR 2 — Full Implementation & Expansion (July 1, 2026 – June 30, 2027)

Sequence & Activity	Goal / Expected Outcome	Person Responsible	How Effectiveness Will Be Measured
Sequence & Activity	Goal / Expected Outcome	Person Responsible	How Effectiveness Will Be Measured
TK–12 course-writing intensives	Complete fully aligned civic pathway	Curriculum Associate Director + Course Writers	Completed TK–12 civic units
Full PD cycle: UDL, inquiry, reflection, calibration	Prepare 154 teachers to deliver civic learning	Curriculum Associate Director	PD attendance, calibration artifacts
Senior SSCE capstone implementation	Deliver capstone aligned to 5 SSCE criteria	Curriculum Associate Director + Teachers	Student artifacts, rubric scores
TK–11 civic unit implementation	Build SSCE readiness across grades	Curriculum Associate Director + Teachers	Student samples, implementation logs

Civic action experiences (virtual/local/asynchronous)	Engage all students in civic action opportunities	Curriculum Associate Director	Action logs, student reflections
Mid-year Model Uniform Metrics review	Identify progress & gaps in SSCE criteria	SSCE Coordinator + Data Lead	Mid-year metric report
Showcase preparation and exhibitions	Demonstrate civic learning outcomes	Curriculum Associate Director + Classified	Showcase attendance, student work

YEAR 3 — Sustain, Refine, Institutionalize (July 1, 2027 – June 30, 2028)

Sequence & Activity	Goal / Expected Outcome	Person Responsible	How Effectiveness Will Be Measured
Final TK–12 refinements and LMS integration	Sustain system beyond grant period	Curriculum Associate Director	Updated lessons, archived resources
PD refreshers: inquiry, reflection, SSCE calibration	Ensure consistency and long-term staff capacity	Curriculum Associate Director	PD logs, calibration results
Final senior capstone cohort + TK–11 routines	Maintain full program fidelity	Curriculum Associate Director + Teachers	Artifacts, reflections, student participation
Expand civic partnerships	Increase relevance and access to civic projects	Curriculum Associate Director	Updated partner list, partner feedback

Final Model Uniform Metrics analysis	Determine SSCE earners & impact	SSCE Coordinator + Data Lead	Final metrics report
Final showcases	Celebrate civic action and learning	Curriculum Associate Director + Classified	Showcase attendance, student work
Final CDE report + sustainability handoff	Document impact and ensure long-term continuation	SSCE Coordinator + Curriculum Associate Director	Submission of final report

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CRC Ranch

Venue Agreement

Site ***Barn Venue***

THIS VENUE RENTAL AGREEMENT (this "Agreement") is made as of November 25, 2025_by and between (CLIENTS)

Elite Academic Academy Professional Development /Ashlea Kirkland hereinafter referred to as "Clients") and California Ranch Company, LLC, doing business as "CRC" (hereinafter referred to as ""), CRC Ranch located at **43101 Anza rd. Temecula CA, 92592** (hereinafter referred to as the "Venue") based on the recitals set forth below.

RECITALS:

A. Client is planning to hold an event described as follows: The of Client Elite Academic Academy Professional Development /Ashlea Kirkland the "Event"). The Client expects that the Event will have an attendance of approximately ***165*** guests ("Anticipated Guests") and will be held on

Monday -March 2, 2026 ("Event Date"). Client desires to hold the Event Date at Venue.

B. Client desires the Venue to be the principal location for the Event, on the Event date, and CRC Ranch is willing to provide professional quality and reception services for the Event at the Venue, on the terms and conditions described in this Agreement.

NOW, THEREFORE, in consideration of the mutual covenants and agreements contained herein, and for other good and valuable consideration, the receipt and adequacy of which is hereby acknowledged, Client and CRC agree as follows:

OPERATIVE PROVISIONS

1. Venue Services and Amenities. The Venue will act as the principal and reception location for the Event on the Event Date and CRC **The Venue will be available for Client decoration (6) hours prior to the Event.**

- **The Event shall include up to 10 hours of event time The Event shall include parking for the event party and the anticipated guest count.**
- **Golf Cart available to help Pick up/Drop off Guests**
- **All personal items must be removed the night of the Event and cannot be left at Venue, unless Client and CRC Ranch agree that decor items being left over and picked up the next morning NO LATER THAN 9am. CRC Ranch is not responsible for lost, broken or stolen property.**
- **Client shall NOT use any damaging items (staples, nails, tape, adhesives, etc.) in decorating the Venue. Any similar or questionable items must be preapproved in writing with CRC Ranch. Client shall be responsible for all damages to the Wedding venue.**
- **Client understands all on-site rental properties will be booked and paid through Airbnb separately.**
- **Client understands CRC is a working Equestrian Ranch and can host a separate Equestrian event on the day of event.**

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Additional items & services provided within the **Package** & this contract and purchase include:

1. ***Refeshment Station - water, tea, lemonade, Coffee (coffee creamer and non-Dairy options)***
2. ***CRC staffing day of event, golf cart shuttle, 60 in round tables, Chairs, Black table Linen, Disposable black plates, napkins Breakfast Buffet bar for 165 guest-*** **$20.00pp**

Assortment of our homemade pastries
fresh fruit salad
With Vanilla and Flavored Yogurt in Bulk
Please send some Vegan Yogurt
Granola
Orange and Cranberry Juice in glass drink dispensers
Fresh scrambled eggs
Applewood Bacon and sausage
Tofu scramble(Vegan)
H Home stye potatoes

3. ***Lunch Buffett for 165 guest $30.00pp***

BBQ Chicken(breast and thighs)
Pulled Brisket
Grilled veggies- vegan
Penne GF pasta w/ marinara
BBQ Grilled Vegetable Skewers(Vegan)
Mac and Cheese, Baked beans, watermelon slices, Corn on the cob
Build your own salad bar w/ salad dressing choices
Hawaiian style rolls

4. ***Client will provide projector, microphone, speaker***
5. ***Client can add additional meals at $50PP***
6. ***CRC will provide can soda options (will decide a week prior)***
7. ***Elite staff will set up tabletop décor and place parking signs***
8. ***CRC staff TBD one week prior***
9. ***Event time 7-00am – 4:00pm***

2. Venue Fees. Client will pay CRC Ranch a fee as set forth below for the Event at the Wedding Venue on the Event Date amount of $***13,250.00+ 20% venue fee and 7.75% tax= $17,132.25***

Date: 1-15-26	$17,132.25 Pay In Full

Upon execution of this Agreement an initial **nonrefundable** in the amount of ***$17,132.25*** (the "Initial Deposit") to hold the date. Monthly payments with the balance will be required starting one month after nonrefundable deposit on a set day of each month. Invoice will be sent with monthly payment amounts and dates after contract is signed. No interest accrued on monthly payments. **The event balance must be paid in full 60 days prior to the event date.** Any add-ons made after the 30-day mark will be invoiced separately and payment will be due immediately by cash or credit card. We cannot except checks after the 60-day mark.
We have three forms of payment methods. We accept credit card with **a 4% fee from square, Zelle** Info@CRCtemecula.com or mail check to our address at no fee. There is a **$100.00** per day late fee accrued on every payment that is not made within 5 days of the date due.

Cost split between schools:
EAA-LU $8,566.125
EAA-ME $8,566.125

Mailing address:

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California Ranch Company
34520 De Portola Rd Temecula, CA 92592

Client: _ Elite Academic Academy Professional Development/ Ashlea Kirkland
Signed_____Date:_____

Address:
Elite Academic Academy
43414 Business Park Drive
Temecula CA 92950
Ashlea Kirkland
AKirkland@eliteacademic.com

3. Cancellation Policy.

- Cancellation must be made in writing to Info@CRCtemecula.com
- No refunds will be given.
- For any cancellations less than 90 days prior to the Event Date, Client is liable for the full Wedding Venue Fee which shall be due and payable as set forth in Section 2 above.
- A change of Event Date fee of **$500.00** will apply for each other change of Event Date made for any reason other than a Complimentary Change of Event Date. The new Event Date must occur within 6 months of the original Event Date and is subject to venue availability.

4. Miscellaneous Provisions.

4.1 Any returned checks will be charged a **$45.00** fee. A late fee of **$100.00** per day will be charged should payments not be made within 5 days of the due date. A **4%** fee will be charged for all credit card transactions. Provide requires a credit card to hold the Wedding Venue for the Event on the Event Date for any incidentals at final consult. CRC Ranch is not liable for any outside contracts, deposits, services, performance, or damages with outside vendors that have been hired by Client. CRC Ranch reserves the right to shut down the Event at any time should the Anticipated Guests, wedding party or Client harass staff including sexual harassment, fights, verbal or physical threats, destruction of property or any drug use.

4.2 CRC Ranch agrees that all work conducted in conjunction with the Event and at the Wedding Venue shall be performed in accordance with all applicable laws of the governing jurisdiction to provide a safe working environment for the Event workers, Client (and its employees, agents, independent contractors), guests, and the general public.

4.4 Notice. All notices required to be given hereunder shall be in writing and shall be served in person upon the party to be notified or upon its agent or shall be mailed by certified or registered mail or deposited with a nationally recognized overnight carrier, postage prepaid, to the address shown for each party as set forth above.

4.5 Successors and Assigns. This Agreement shall be binding upon and inure to the benefit of the Parties and their respective successors and assigns.

4.6 Amendments and Modifications. Any amendments or modifications to this Agreement are ineffective unless in writing and signed by both parties by pen on paper.

4.7 Governing Law, Venue, Jurisdiction and Attorneys' Fees. This Agreement shall be governed in accordance with the laws of the State of California, without regard to conflict of law provisions or principles. The Parties agree that any action shall be brought in state or federal court located within the County of Riverside, California. The Parties irrevocably consent to the exclusive jurisdiction of such courts and waive any jurisdictional or venue defenses otherwise available. The prevailing Party shall be entitled to recover reasonable costs and attorneys' fees, whether any suit is filed.

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4.10 Integration Clause. This Agreement, with its attachments, if any, constitutes the final, complete, and exclusive statement of the terms of the agreement between the Parties pertaining to the subject matter of this Agreement and contains the entire agreement between the Parties, and this Agreement supersedes any prior or contemporaneous written or oral agreements or understandings between the parties. No Party has been induced to enter into this Agreement by, nor is any Party relying on, any representation or warranty outside those expressly set forth in this Agreement.

4.11 Severability. If any term or provision of this agreement is held by a court or an arbitrator of competent jurisdiction to be unlawful, invalid or unenforceable, in whole or in part, the validity and enforceability of the remaining provisions, or portions of them, will not be affected and this Agreement, including all of the remaining terms and provisions, will remain in full force and effect as if such unlawful, invalid or unenforceable term had never been included.

4.12 Waiver. No failure on the part of any Party to this Agreement to exercise any power reserved to it by this Agreement or to insist on strict compliance with any obligation or condition under this Agreement will be a waiver of its rights under this Agreement or its right to exercise any right or to insist on compliance with that obligation or condition in the future.

4.13 Time of The Essence. Time is of the essence in respect to all provisions of this Agreement that specify a time for performance; provided, however, that the foregoing may not be construed to limit or deprive a party of the benefits of any grace or use period allowed in this Agreement.

4.14 Ambiguities. Each Party and its counsel have participated fully in the review and revision of this Agreement. Any rule of construction to the effect that ambiguities are to be resolved against the drafting Party are specifically waived by both Parties and do not apply in interpreting this Agreement.

4.15 Force Majeure. Neither Party shall be liable in damages or have the right to terminate this Agreement for any delay or default in performing hereunder if such delay or default is caused by conditions beyond its control including, but not limited to acts of nature or God, government restrictions (including the denial or cancellation of any export or other necessary license), wars, covid-19, pandemics, insurrections and/or any other cause beyond the reasonable control of the Party whose performance is affected.

4.16 Headings. The section headings used in this Agreement are intended principally for convenience and are not to be used by themselves in interpreting this Agreement or in determining any of the rights or obligations of the parties to this Agreement.

4.18 Execution in Counterparts. The Parties may execute this Agreement in one or more counterparts, and each fully executed counterpart shall be deemed an original, all of which taken together shall constitute one and the same agreement. Facsimile or printed electronic copies shall be deemed as originals.

4.19 Authority to Execute. By signing below, each of the undersigned hereby declares that the terms of this Agreement have been completely read and are fully understood and voluntarily accepted for the purpose of accomplishing the purpose of this Agreement. Each of the signatories below hereby assure, represent, and confirm under penalty of perjury that he or she is an authorized signatory on behalf of their respective Party as identified below and has full right, power and authority to execute this Agreement and bind such Party to the terms and covenants of this Agreement and to promise performance of the actions contemplated hereby.

4.20 Release of Liability. I AM AWARE THAT THE WEDDING VENUE IS LOCATED ON A LARGER PARCEL WITH FARM ANIMALS AND THAT GUESTS AND MEMBERS OF OUR WEDDING PARTY, INCLUDING CHILDREN, COULD BE SERIOUSLY INJURED IF NOT PROPERLY SUPERVISED. I AM VOLUNTARILY ENTERING INTO THIS AGREEMENT WITH KNOWLEDGE OF THE DANGER INVOLVED AND AGREE TO ASSUME ANY AND ALL RISKS OF BODILY INJURY OR PROPERTY DAMAGE, WHETHER THOSE RISKS ARE KNOWN OR UNKNOWN. As consideration for being permitted by the Provider, to hold the Event at the Wedding Venue, and to participate in the activities and use the Wedding Venue premises and facilities, I forever release the Provider, the owner of the property upon which the Wedding Venue is located, and their respective directors, officers, employees, volunteers, agents, contractors, and representatives (collectively "Releasees") from any and all actions, claims, or demands that I, my assignees, heirs, distributes, guardians, next of kin, spouse and legal

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representatives now have, or may have in the future, for injury, death, or property damage, related to (i) my participation in the activities contemplated by the Event at or about the Wedding Venue, (ii) the negligence or other acts, whether directly connected to these activities or not, and however caused, by any Releasee, or (iii) the condition of the premises where these activities occur, whether or not I am then participating in the activities. I also agree that I, my assignees, heirs, distributes, guardians, next of kin, spouse and legal representatives will not make a claim against, sue, or attach the property of any Releasee in connection with any of the matters covered by the foregoing release.

IN WITNESS WHEREOF, the parties hereto have duly executed this Agreement as of the day and year first written above.

"Client"

Print Name: _*Elite Home School Event -* Ashley Kirkland

Signature _____ Date: _____

Print Name: __ ____

"Provider"

By:

_____

Bob Brown/ CRC Ranch Company

Its: Managing Member

Date: _____

[Place on District Letterhead]

Staff Report: Review of Elite Academic Academy Charter Renewal Petition

Background

Elite Academic Academy - Lucerne ("EAA" or "Charter School") submitted an initial charter petition to the Lucerne Valley Unified School District ("District"), the initial charter was approved, and EAA began operations on July 1, 2018, for an initial term of 5 years, which was extended by statute until June 30, 2026. EAA has an enrollment of approximately 960 students spanning grades TK-12. [**CONFIRM**: Throughout the charter term, EAA has worked in partnership with the District and has complied with Education Code reporting requirements and District requests for information related to charter oversight.]

On October 3, 2025, the District received a petition for renewal of the EAA charter. In accordance with the requirements of Education Code Sections 47607 and 47605, the District staff, in consultation with legal counsel, has reviewed the charter renewal petition for compliance with legal requirements. As discussed further below, while the District has noted a few recommendations for updates or minor revisions to the charter renewal petition, this report recommends that the District Board renew the EAA charter petition for a period of five years.

Legal Framework

The District's review of a charter renewal petition is governed by the same standards and criteria as apply to an initial petition under Education Code Section 47605, and a renewal petition must include a reasonably comprehensive description of any new requirement of charter schools enacted into law since the charter was granted or last renewed. (Educ. Code § 47607(b).) As indicated in Education Code Section 47605, the petition must include several affirmations related to charter school operations, as well as reasonably comprehensive descriptions of the Charter program and expected operations. (Educ. Code § 47605.)

For the review of the renewal petition of a middle performing charter, the District is required to consider the schoolwide and subgroup performance of students on state and local indicators, with greater weight to performance on measurements of academic performance. (Educ. Code § 47607.2(b).) The District is also required to consider "clear and convincing evidence" showing either 1) measurable increases in school academic achievement of at least one year's progress for each year in school; or 2) strong post-secondary outcomes demonstrated by college enrollment, persistence, and completion rates similar to peers. (Educ. Code § 47607.2(b)(3).) The Education Code presumes that the charter will be renewed for a 5-year term. (Educ. Code §§ 47607.2(b)(6)-(7).) However, the District is authorized to deny the renewal based on performance if it makes specified written findings related to insufficient progress toward standards that provide a benefit to students or that the closure of the charter school is in the best interest of students. (Educ. Code § 47607.2(b)(6).)

Charter Renewal Petition Review

The charter renewal petition submitted by EAA includes affirmations and descriptions of the petition components required under Education Code Section 47605, including new charter school requirements that took effect since the last charter petition was approved. While the descriptions of the majority of components were reasonably comprehensive and compliant with the Education

Code, the District notes the areas discussed below as points for EAA review or recommended improvement of the charter renewal petition.

A. Issue #1: Education Program

Education Code Section 47605(c)(5)(A)(i) requires that the charter petition contain a description of the educational program, and specifically "what it means to be an 'educated person' in the 21st century. Further, Education Code Section 47605(c)(5)(A)(ii) requires that the charter petition contain descriptions of annual goals "for all pupils and for each subgroup of pupils identified pursuant to Education Code Section 52052." Education Code Section 52052 lists the following pupil subgroups: Ethnic subgroups, socioeconomically disadvantaged pupils, English Learners, Pupils with disabilities, foster youth, and homeless youth. (Educ. Code § 52052(a)(2).) In Title 5, Section 11967.5.1 of the California Code of Regulations, the State Board of Education definition of a "reasonably comprehensive" description of the charter school educational program also includes indicating "how the charter will identify and respond to the needs of pupils who are not achieving at or above expected levels," as well as "how the charter school will meet the needs of students with disabilities, English Learners, students achieving substantially above or below grade level expectations, and other special student populations." (5 CCR § 11967.5.1(f)(1).) Additionally, Education Code Section 47605(c)(5)(A)(iii) provides that the charter petition of a program serving high school students shall include a description of "the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet entrance requirements."

The EAA charter renewal petition includes detailed descriptions of the charter programs offered and the curriculum to be utilized. The education program description, while detailed, does not expressly state how the charter program views what it means to be an educated person in the 21st century. As noted in the District's review of the initial EAA charter petition, the charter petition includes descriptions of how EAA intends to serve English learners and students with disabilities, but the charter petition does not include descriptions of educational goals with respect to homeless and foster students, ethnic subgroups, or socioeconomically disadvantaged students. Additionally, although the charter renewal petition mentions targeted interventions, it does not include a clear statement of how the charter program will identify students achieving below expectations and how it will serve those students, as well as students achieving above expectations. While the charter petition notes multiple programs or tracks in which courses are transferable or are creditable under A-G admission criteria, it does not clearly state how parents will be informed of the courses that meet these criteria.

Accordingly, the District recommends that the Charter School add clarifying language regarding how it will address educational goals for ethnic subgroups, homeless and foster students, and socioeconomically disadvantaged students, how the program will serve students achieving above or below expected levels, and how course transferability information will be conveyed to parents.

B. Issue #2: Student Outcomes

Education Code Section 47605(c)(5)(B) requires that a charter school petition contain a description of measurable pupil outcomes identified for use by the charter school, defined as "the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program," and including outcomes that address increases in student academic achievement both schoolwide and for all groups of pupils served. (Educ. Code § 47605(c)(5)(B).) The identified pupil outcomes must be aligned with the State priorities identified in Education Code Section 52060(d) "that apply for the grade levels

served, or the nature of the program operated, by the charter school." (Id.) Further the California Code of Regulations states the intention that "the frequency of objective means of measuring pupil outcomes vary according to such factors as **grade level**, subject matter, the outcome of previous objective measurements, and information that may be collected from anecdotal sources. (Emphasis added.)" (5 C.C.R. § 11967.5.1(f)(2)(A).)

The EAA charter renewal petition addresses measurable student outcomes. However, the Education Code defines student outcomes in terms of the skills, knowledge, and attitudes students are expected to demonstrate they have attained. Further, the outcomes are expected to vary by grade level. (Educ. Code § 47605(c)(5)(B); 5 C.C.R. § 11967.5.1(f)(2)(A).) As the charter petition does not clearly identify the skills, knowledge, and attitudes expected of students in different grade levels, the District recommends that EAA review the outcomes description and consider stating the outcomes in terms of skills or attitudes, with demonstrated achievement benchmarks varied by grade level or grade group.

C. Issue #3: Student Safety Plans

Education Code Section 47605(c)(5)(F) requires that a charter school petition contain a description of a student safety plan in compliance with Education Code Section 47606.3, which requires that the safety plan include safety topics specified in Education Code Section 32282(a)(2)(A)-(M). Although the charter renewal petition provides for a student safety plan in compliance with Education Code Section 32282(a)(2)(A)-(J), Education Code Sections 47606.3 and 32282 were revised effective September 20, 2025, to add additional required components. Education Code Section 32282 now lists required components of a comprehensive school safety plan to include subsections 32282(a)(2)(A)-(N), and Education Code Section 47606.3 requires a charter school's plan to include those topics, as applicable. Accordingly, the District strongly recommends that EAA review the updated statute and update the citation in the charter renewal petition, as well as all school safety plans to reflect the recent statutory revisions.

D. Additional Comments

Education Code Section 47605 provides that "[a] petition for the establishment of a charter school shall identify a single charter school that will operate within the geographic boundaries of that school district." (Educ. Code § 47605(a)(1).) Under this provision, a charter school is limited to operating within the geographic boundaries of the authorizing school district. (Id.) Although Education Code Section 47605(a) permits a charter school to operate at multiple sites, it requires that each location be identified in the charter school petition. (Id.) Further, Education Code Section 47605(h) obligates an authorizing school District to require a charter petitioner to provide information regarding the "potential effects of the charter school," including "facilities to be used." That section specifically provides that the description of facilities to be used by the charter school "shall specify where the school intends to locate." (Id.)

While, as a practical matter, a virtual program may have a very limited or non-existent physical presence for its operations, the District notes the potential concern that the failure to identify a charter school facility or a location of operation within the District could be interpreted to constitute a failure to comply with Education Code Section 47605(h). Stated another way, because the Education Code requires operation within the District boundaries and the identification of facilities or a location, the Education Code could be read to provide that, even if it is operating a virtual instructional program, a charter school is required to maintain at least one facility or location within the authorizing District. (Educ. Code §§ 47605(a)(1) and 47605(h).) If the Charter School intends

to use any facilities for its school operations, the District recommends that the location of those facilities be stated in the charter petition, as required under the Education Code.

The affirmations included at the beginning of the renewal petition have multiple affirmations duplicated or stated twice, and a few are stated in similar, but not exactly the same, terms. To avoid the potential for confusion, the District recommends removing duplicate provisions and including only one updated version for each required affirmation.

Although the EAA charter renewal petition includes a description of the procedures to be used to ensure due process in the event of a student expulsion or removal and provides for a parental notice, the petition does not specify that the notice will be provided in the parent's or guardian's native language. As Education Code Section 47605(c)(5)(J) requires that the due process notice be provided in the parent's or guardian's native language, the District recommends noting the notice's native language requirement in the descriptions of the due process procedures the Charter School will use for student discipline matters.

Charter Student Performance Data Review

As noted above, as part of the review of the charter renewal petition, the District is required to consider the schoolwide and subgroup performance of students on state and local indicators, with greater weight to performance on measurements of academic performance. (Educ. Code § 47607.2(b).) The District is also required to consider "clear and convincing evidence" showing either 1) measurable increases in school academic achievement of at least one year's progress for each year in school; or 2) strong post-secondary outcomes demonstrated by college enrollment, persistence, and completion rates similar to peers. (Educ. Code § 47607.2(b)(3).)

On March 14, 2025, the California Department of Education published data based on the prior year's dashboard information regarding charter school performance with a designation of each charter school into a performance category for purposes of considering renewal of the charter in accordance with Education Code Section 47607.2. Elite Academic Academy – Lucerne was designated a Middle Performing charter school. Further, the charter renewal petition provides more than 20 pages of discussion and analysis regarding EAA's student performance data.

The performance data included in the EAA charter renewal petition, as confirmed in State Dashboard reports and CAASPP result reports, showed significant improvement in student performance in both English Language Arts ("ELA") and Mathematics ("Math") over the last three years. The Dashboard reports of Academic Performance show improvement from the 2023 reports to the 2024 reports, with Math performance showing an 11.3-point improvement to 48.8 points below standard over the year, ELA performance remaining steady at 15.8 points below standard, and the Graduation Rate increasing by 5%.

The EAA comparison data for CAASPP scores showed significant performance increases from the 2023 reports to the 2025 reports. The CAASPP results data demonstrate that the number of students meeting or exceeding standards in ELA improved from 43.01% of students in 2023 to 45.76% of students in 2024, and to 54.03% of students in 2025. This data shows an improvement of 11 percentage points from 2023 to 2025. Similarly, the CAASPP data shows that the number of students meeting or exceeding standards in Math improved from 24.2% in 2023 to 28.57% in 2024, and to 42.74% of students in 2025. The Math performance data shows an improvement of more than 18 percentage points from 2023 to 2025. Additionally, EAA student subgroups showed progress in narrowing achievement gaps with students with disabilities, socioeconomically

disadvantaged students, and Hispanic/Latino students all outperforming county comparison groups.

On the State Dashboard, EAA was designated as having “Met Standard” across all local indicators. Further, EAA showed progress in academic engagement indicators, with the Graduation Rate climbing in 2024 and Chronic Absenteeism showing significant improvements. While college or career readiness and English Language Learner progress rates did not show progress at the same rates as ELA and Math performance, EAA has identified those areas as requiring growth and has identified supports and improvement strategies that it has begun implementing.

The EAA proficiency rates significantly exceed the state and countywide averages for 2025, and the EAA analysis indicates that EAA students outperformed charter school peers in ELA performance, Math performance, and English Learner progress. Overall, the EAA performance data shows undeniably positive progress toward standards that provide a benefit to students.

Recommendation

Under the Education Code a charter school with student performance data in the middle-performing category shall not be denied, except upon findings of insufficient progress toward standards that provide a benefit to students or that the closure of the charter school is in the best interest of students. Based on the review of the extensive performance data and analysis presented by EAA, the District has not found such insufficient progress or operation contrary to the best interest of students as would be required to support a denial of the renewal petition.

As outlined above, Elite Academic Academy – Lucerne was designated a Middle Performing charter school by the California Department of Education based on the prior year’s Dashboard data. EAA showed significant improvement in student performance in both ELA and Math over the last three years, while student subgroups showed progress in narrowing achievement gaps. Further, EAA was designated as having “Met Standard” across all local indicators.

Based on a review of the EAA academic achievement measures and performance on local indicators, the District finds that EAA is making significant progress toward standards that benefit students. In light of this progress, the District finds that the best interest of students supports renewal of the EAA charter. Accordingly, District staff recommends that the Governing Board approve the charter renewal petition submitted by Elite Academic Academy - Lucerne for a 5-year period beginning on July 1, 2026 and ending on June 30, 2031.



2025 Legislative Highlights: New Laws Impacting Schools

Presented by Elite Academic Academy

Effective dates range from January 1, 2026 to January 1, 2028



California Governor Newsom has signed a comprehensive series of education bills that will transform how we support our students, families, and educators.

This presentation will guide you through the key legislation that directly impacts our work at Elite Academic Academy, helping us understand our evolving responsibilities and opportunities to better serve our community.

Overview



Student Safety & Mental Health

Crisis support systems and violence prevention measures



Equity & Inclusion

Bias-free curricula and expanded representation



Literacy & Nutrition

Evidence-based reading instruction and healthy school meals



Family Protections

Immigration rights and privacy safeguards

Student Safety & Mental Health: Strengthening Our Support Systems

AB 727 (González)

LGBTQ+ Student Crisis Support

Student identification cards must now include **The Trevor Project** crisis hotline number, ensuring LGBTQ+ youth have immediate access to mental health support when they need it most.

This simple addition can be lifesaving, providing students with a confidential resource available 24/7.

SB 19 (Rubio)

Threats of Violence at Schools

It is now a **crime to threaten violence** at schools, even without intent to carry out the threat. This law protects students, staff, and families across educational settings and workplaces.

The legislation recognizes that threats themselves create trauma and disruption, regardless of whether they're acted upon. Schools can now take swift, legally-backed action to address threatening behavior.

Equity, Representation & Civil Rights: Building Inclusive Learning Environments

AB 715 (Zbur/Addis) – Antisemitism Prevention & Civil Rights Office

This legislation establishes a **new Office of Civil Rights** within the California Department of Education and creates the position of **Antisemitism Prevention Coordinator**.

- All curriculum materials must be factually accurate and bias-free
- Professional development will address antisemitism prevention
- Schools receive enhanced support for addressing discrimination

SB 510 (Richardson) – African American History Inclusion

California's history curriculum now expands to include **African American contributions** throughout early state history, not just during specific heritage months.

This ensures students understand the complete narrative of California's development and promotes year-round representation that reflects our state's true diversity. Students will see themselves and their heritage reflected authentically in what they learn.

Literacy & Instructional Improvement: Evidence-Based Approaches to Reading

AB 1454 (Rivas, Muratsuchi, Rubio) – Science of Reading & Literacy Training

This comprehensive literacy reform requires the **State Board of Education** to select new instructional materials grounded in the science of reading. Districts must choose from this approved list or provide detailed justification for alternatives, ensuring all students receive evidence-based literacy instruction.

01

State Board Selection

Adoption of research-backed reading materials aligned with proven literacy development methods

02

District/Charter Implementation

Schools choose from approved materials or document why alternatives better serve their students

03

Professional Development

Required training updates for teachers and administrators on effective literacy instruction

04

Student Success

Improved reading outcomes through systematic, evidence-based approaches



Health & Nutrition: Fueling Learning Through Better Meals

AB 1264 (Gabriel) – Healthy School Meals: Ban on Ultra-Processed Foods

1

January 1, 2028

Schools begin **phasing out ultra-processed foods (UPFs)** from meal programs

2

July 1, 2035

Complete prohibition of UPFs in all school meals (excluding fundraisers)

This legislation recognizes the critical connection between nutrition and academic performance. Research consistently shows that students who eat nutritious meals demonstrate better focus, improved behavior, and enhanced learning outcomes.

The phased approach gives districts time to adapt meal programs, train nutrition staff, and develop relationships with vendors who can provide wholesome, appealing food options that students will enjoy.

Safe & Inclusive Schools: Protecting All Families

AB 49 (Muratsuchi et al.) – Immigration Enforcement Limits

Schools **cannot allow immigration agents** on campus without a **judicial warrant**. This law also prohibits sharing student or family information with immigration officials, ensuring schools remain safe havens for learning.

EAA has CDE Immigration Families Toolkit under our Parent/Student section of our website.

SB 98 (Pérez) – SAFE Act: Immigration Notifications

Schools, CSU campuses, and community colleges must **notify their communities** of confirmed immigration enforcement activity, providing resources and safety information to affected families.

This transparency helps families make informed decisions and access support services quickly.



AB 495 (Rodriguez) – Family Preparedness & Caregiver Rights

This comprehensive protection expands who can sign **caregiver authorization affidavits** for student enrollment, protecting families facing detention, deportation, or other emergencies.

- Simplified enrollment processes for alternative caregivers
- Extended privacy protections to child care centers and preschools
- Emergency planning support for vulnerable families

Supporting Educators: Amplifying Early Childhood Voices

AB 1123 (Muratsuchi) – Early Childhood Representation on CTC



This bill adds **Early Childhood Education (ECE)** representation to the **Commission on Teacher Credentialing**, giving preschool and early learning educators a formal voice in shaping licensure requirements and professional standards.

Early childhood educators have been underrepresented in policy decisions that directly affect their profession and the youngest learners in our state.

This change ensures that the unique needs, expertise, and perspectives of ECE professionals are considered in credentialing policies, professional development requirements, and education workforce planning.

The inclusion recognizes that the foundation of educational success is built in those crucial early years, and those who teach our youngest students deserve equal standing in professional governance.

Attendance & Engagement: From Punishment to Support

AB 461 (Ahrens) – Ending Criminalization of Truancy

What's Changing

This legislation **repeals criminal penalties for parents** of truant K–8 students, recognizing that criminalization creates barriers rather than solutions.

The old approach punished families who may have already been facing challenges—poverty, housing instability, health issues, or lack of transportation—making it even harder for them to support their children's education.

The New Approach

Schools will shift focus to **supportive attendance interventions** that address root causes of chronic absenteeism:

- Connecting families with community resources
- Identifying and removing attendance barriers
- Building trusting relationships between schools and families
- Providing wraparound services and support

This compassionate approach aligns with research showing that supportive interventions are far more effective than punitive measures in improving attendance and student outcomes.

Pathways to College: Simplifying the Journey to Higher Education

SB 640 (Cabaldon) – Automatic CSU Admission for Qualified Students

This transformative legislation ensures that qualified high school graduates will receive **direct CSU acceptance letters**, eliminating unnecessary bureaucratic hurdles that have historically prevented students from accessing higher education.

Complete Requirements

Students meet CSU eligibility criteria through coursework and grades

Automatic Acceptance

Qualified students receive guaranteed admission to CSU system

Choose Campus

Students select preferred CSU campus and begin their college journey

This streamlined process is particularly beneficial for **first-generation college students** and those from underserved communities who may lack familiarity with complex application systems. By removing barriers and simplifying admissions, California ensures that academic achievement translates directly into college opportunity.



SB 153: Expanding Student Work Product Definitions

SB 153 **expands the definition of student pupil work product** to include time spent working through curriculum, regardless of whether they produce a work sample.

This type of pupil work product is tracked and quantified in terms of "time value."

Time Value Definition:

A summary of time students spend working on curriculum - completing lessons, reading books, engaging in synchronous Zoom lessons.

What this means for teachers:

The bulk of responsibility for tracking student time value will be on the **compliance department and curriculum team**, working to minimize teacher burden.

More details on compliance will be provided in a separate handout.

Key Takeaways for Staff

Student Wellness First

Crisis hotlines on ID cards and anti-violence measures reinforce our commitment to creating safe, supportive environments where students can focus on learning and growth.

Equity & Representation

Inclusive curricula, bias-free materials, and expanded historical perspectives are now mandated by law, ensuring every student sees themselves reflected in their education.

Family & Privacy Protections

Schools must safeguard all families' rights regardless of immigration status, making our campuses true sanctuaries for learning and development.

Literacy & Nutrition

Evidence-based reading instruction and healthy eating standards lead our next chapter in student achievement and well-being.

Teacher Voice

The Commission on Teacher Credentialing now includes early learning perspectives, recognizing the professionalism and expertise of educators at all levels.



Next Steps for Elite Academic Academy

Cabinet Team will Review & Update according to CDE Guidance

Conduct comprehensive audit of student ID cards, curriculum materials, meal service contracts, and family communication policies to ensure compliance with new requirements.

Train & Inform

Develop professional development sessions on literacy instruction shifts, supportive attendance interventions, equity compliance, and family protection protocols.

Communicate

Share updates with families through multiple channels—newsletters, parent meetings, website updates—highlighting how these laws benefit our community.

Celebrate Progress

Continue to educate with compassion, inclusion, and innovation that centers student and family well-being.

2025-26 SB 98: SAFE Act Notification Procedures

This template provides a framework for developing the Procedures for Notification when Immigration Enforcement is Confirmed on the Schoolsite and should be tailored to the unique needs and context of the Local Educational Agency (LEA) and its school sites.

Resources to help support implementation can be found at https://www.cde.ca.gov/ls/pf/if/yr25cdoletter0227.asp

Local Educational Agency (LEA) Name	School Name	Contact Name and Title	Email and Phone
Elite Academic Academy-Lucerne	Elite Academic Academy - Lucerne	Ashlea Kirkland CEO	AKirkland@eliteacademic.com 866-354-8302

Introduction and Purpose

This plan establishes the **Procedures for Notification when Immigration Enforcement is Confirmed on the Schoolsite.** These procedures are a mandatory component of the Comprehensive School Safety Plan (CSSP), pursuant to the amendment of California Education Code (EC) Section 32282(a)(2)(N). The

purpose of these procedures is to create a safe and inclusive campus environment for all students by preventing panic and promoting calm and security on schoolsites in the event of confirmed immigration enforcement.

CSSP Integration Requirement: This plan must be included in the LEA's Comprehensive School Safety Plan (CSSP).

Implementation Deadline: The procedures must be incorporated into the CSSP when it is next reviewed and updated, but no later than March 1, 2026.

Definition and Scope of Enforcement

Definition of Immigration Enforcement: For the purposes of this plan, **"immigration enforcement"** includes any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal civil immigration law.

Criminal Immigration Enforcement: The definition also includes any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal criminal immigration law that penalizes a person's presence in, entry, or reentry to, or employment in, the United States.

Confirmation and Notification Protocols

Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

1. Confirmation Protocol

The Chief Executive Officer (CEO) or Chief Academic Officer, Chief Personnel Officer, Chief Operations Officer, must confirm the authenticity and purpose of the enforcement presence through:

Direct communication with enforcement personnel

Consultation with legal counsel if necessary

Once confirmation is made, the CEO or designee triggers the notification process.

Required Notification Recipients

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

Upon confirmation, notification will be issued via electronic notification and phone call to:

Parents/Guardians of affected students

EAA teachers, staff, and administrators

Local partners or site hosts (if applicable)

Notification Timing
Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

Notification must occur within one hour of confirmation, or as soon as it is safe to communicate, prioritizing the emotional safety and privacy of students and staff.

Notification Content and Privacy Requirements

Safety and Well-being Standard
The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

All communications will:

Emphasize calm, reassurance, and factual information

Avoid speculation or operational details that could cause alarm

Include clear next steps and available supports

Privacy Constraint
The notification shall not include any personally identifiable information.

Notifications will not include:

Names, citizenship status, or personal identifiers of any students, staff, or families

Notification Methods
Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

EAA will use ParentSquare as its primary mass notification platform, with secure two-way communication features.
Additional channels may include:

Staff email notifications (internal network only)

Administrative updates on EAA's official website (if appropriate)

All communication systems are maintained by the IT and Communications Department to ensure accessibility and confidentiality.

Field Trips & Off-Campus Events Protocol Procedures for Immigration Enforcement

If an immigration agent arrives at any location:

Politely ask for identification and state purpose.

Direct the agent to the designated Immigration Response Lead (CEO, Site Director, or Principal).

Do not provide access to students, staff, or records until the warrant is verified by legal counsel.

Notify the Director and CEO immediately.

Complete an Incident Report and notify families in accordance with SB 98 emergency communication requirements.

Field Trips & Off-Campus Activities

These protections apply to all school-sponsored activities, including field trips, competitions, and community service events.
Staff Guidelines:

Carry the Field Trip Immigration Response Information included in your chaperone Information.

If approached by an enforcement agent:

Stay calm and avoid confrontation.

Request a judicial warrant and contact the Response Lead via phone or text.

Relocate students to a safe area.

Document details (time, location, agency, badge number).

Do not disclose any student information (rosters, transport logs, etc.).

Families will be notified per SB 98 protocols through ParentSquare and provided CDE Toolkit resources.

Resource Provision (Optional but Encouraged)

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality

- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

Each ParentSquare notification will include a link to family support resources, such as:

California Department of Education: Immigration Enforcement Resources

Know Your Educational Rights (CDE Fact Sheet)

Counseling and Support Services Directory

Community Legal Aid and Family Safety Resources

Review and Compliance

Annual Evaluation
This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

The EAA School Safety Committee will review and revise this plan annually to ensure compliance with state law and alignment with best practices.

Public Availability
An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

An updated copy of this plan will be available for public inspection at the EAA Main Office and on the school's website under Safety Plans & Policies.

State Guidance
Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

This plan aligns with CDE's checklist for developing Comprehensive School Safety Plans, as required under SB 98 (2025).

Elite Academic Academy

Acknowledgment of Legislative Update, Immigrant Toolkit, and SAFE Act Notification

I acknowledge that I have received and reviewed the most recent **Legislative Update** provided by Elite Academic Academy. I understand that this update may include important information regarding educational policies, compliance requirements, and operational changes that may impact my role and responsibilities.

Additionally, I acknowledge that I have reviewed the **Immigrant Toolkit for Families** provided by the California Department of Education (CDE), which is available on the Elite Academic Academy website. I understand that this resource is intended to support families and ensure equitable access to educational information and services.

Lastly, I acknowledge that I have received a copy of the **SAFE Act Notification Procedures (SB 98),** which will be included as an addendum to our current School Safety Plan, which can be accessed in full on the company Intranet site under the HR Resources.

By signing below, I confirm that I have read and understood the contents of both the Legislative Update and the Immigrant Toolkit for Families.

Employee Name: _____

Signature: _____

Date: _____

Special Education Procedural Handbook
2025-2026

Elite Academic Academy Charter Schools

www.eliteacademic.com

*Please note that this document may be updated periodically.

This Handbook was developed in an effort to clarify Elite Academic Academy policies and procedures and reduce the complexities of the Individuals with Disabilities Education Improvement Act (IDEIA 2007). This Handbook refers to the provision of special education services provided through Part B of IDEIA 2007. It is our hope you find this Handbook to be a useful resource.

Not all students who experience difficulty in school require a special education or related services. As indicated in IDEIA 2007, most students can usually be supported with accommodations in the general education class. A referral for special education assessment is appropriate only after the resources of the general education program have been considered and implemented.

Parent involvement is a crucial aspect of any educational program for students and is an essential component of the Individualized Education Program (IEP) process. Collaboration between the home and school settings (i.e., parent and teachers) fosters students' educational progress, and enhances the benefits derived from special education and related services.

In order to effectively serve students with disabilities, it is essential that the Charter School personnel maintain abreast of the current laws governing the provision of special education services. Every seven years, when IDEIA 2007 is re-authorized, additions and changes to the regulations are made. These regulations are contained in the annually produced Composite of Laws, a copy of which may be ordered through California Department of Education, CDE Press, 1430 N. Street, Suite 3207, Sacramento, CA 95814 or faxed to 916.323.0823. It may also be accessed online at www.cde.gov.edu/sped/.



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Introduction

ELITE ACADEMIC ACADEMY
Department of Special Education

Hello!

Welcome to the Elite Academic Academy Special Education Procedural Handbook. It is with delight that we introduce you to this resource! In simple terms, this document was written to give the reader easy access to answers about how special education is supposed to be done, and how Elite Academic Academy complies with the state and federal laws that are designed to assure that our children and youth with disabilities receive a free and appropriate public education. This handbook serves as the official source of directive for the adults at Elite Academic Academy who are responsible for educating our students.

This handbook is a resource for staff and parents to understand the legal requirements and the way each aspect of special education should be implemented. While professional development is offered, and special education administrators and teachers are available as resources, we want to be clear that employees are responsible for following the procedures outlined in this handbook.

The procedures contained in this handbook apply to children, through 22 years of age, who are identified as being eligible for special education. Additionally, this handbook is posted on our website for all to see, so that the policies are accessible to the staff and the Elite community to ensure accountability to fulfill our obligations to educate children with disabilities.

Child Find

I. Child Find Obligations

A. Individuals with Disabilities Education Improvement Act of 2004 (IDEIA 2007) requires school districts/charter schools to search for, identify, and serve students with disabilities. Elite Academic Academy ensures its child find obligations are met each year through a variety of activities:

1. Notification of the availability of special education programs is published in English and Spanish in local newspapers annually.
    a) Each fall the East County SELPA (Mountain Empire Unified School District) publishes information in local East County newspapers regarding special education referrals and programs for students between the ages of birth and 21 years with physical or mental impairments that may impact a child's ability to learn. The information includes the names of each of the ten school districts within the SELPA and the phone number of the SELPA Director.
    b) Each January, the San Diego County Office of Education publishes similar information in the Union Tribune, the newspaper of San Diego County. The notification includes the names of each SELPA and respective phone numbers.
    c) Annually the Desert Mountain Charter SELPA (Lucerne Valley Unified School District) publishes similar information in the local newspapers.

II. Screening

A. Children initially entering school are a young and diverse group, culturally, linguistically, socio-economically, and developmentally. As a group, they represent children with a range of access to stimulating learning experiences and structured educational settings and opportunities. It is important to allow newly enrolled Kindergarten students time to adjust, adapt and acclimate to their new educational environment. It is not the expectation of Elite Academic Academy that these children be screened for disabilities at this early stage of their education.

B. Teachers who routinely work with, and are familiar with, the developmental levels of this age group, permit these children time to adjust. After an adequate time period, a teacher will share concerns about those children she/he believes to be struggling or suspect of having a disability that negatively impacts a child's ability to learn. At this time, general education interventions are to be implemented and progress monitored. A referral for Special Education assessment may be considered only after general education interventions have been implemented

and progress has not been observed for a period of time agreed upon through the Response to Interventions (RtI) cycle.

Note: The presence of a disorder does not in itself qualify a student for special education or related services. A disorder must negatively impact a student educationally (i.e., academically and/or socially) to be eligible for special education and related services.

Referral Process

I. Referral

A student may be referred for a special education assessment to determine the need, if any, for special education and related services. The referral can be made by the student's parents, guardian / foster parent, teacher, or other staff member. It is best practice to utilize the Response to Intervention (RtI) and the Student Study Team (SST) processes to identify interventions to be implemented prior to generating a referral for a special education assessment. Special education and related services should be considered after all relevant general education resources and interventions have been utilized and effectively implemented.

A. General Education Interventions

1. Not all students who experience difficulties learning in school need special education and related services. Often a student's difficulties and limited educational progress can be addressed through accommodations of the general education instructional program.
2. When a student demonstrates limited academic progress, the general education teacher should:
    a) Conference with parents
    b) Modify instruction
    c) Use alternate instructional strategies
    d) Implement intervention curricula
    e) Consult with grade level colleagues to develop additional interventions (e.g. Data Teams based or RtI Process).
    f) Consult with Specialized Academic Instructor (SAI) and/or School Psychologist for additional strategies

B. Response to Intervention

1. IDEIA 2007 reinforces the expectation that students receive quality first instruction.
2. Those students, who receive quality first instruction but struggle and demonstrate only limited progress, are expected to receive timely intervention utilizing general education resources.
3. Intervention curriculum, implemented by the general education teacher and the parent (because the student attends an Independent Study Charter School / Homeschool Program) is expected to be provided routinely with consistency and fidelity.
4. When a student fails to show progress after effective intervention has been provided for a designated time interval outlined in the student's intervention plan, then a referral for a special education assessment may be considered (Note: Parents may request verbally or in writing that their

son/daughter be evaluated to determine the presence of a learning disability at any time during this process.) If this occurs, then the IEP team will follow the appropriate procedures.

C. Student Study Team

1. The Student Study Team (SST) should include the following participants: parent(s), general education teacher, program administrator or designee, and student (when appropriate). Additional participants may be included as needed. Prior to the SST meeting, it is expected that the parents have been in communication with the student's teacher and have been strongly encouraged to participate in the SST process. The purpose of the SST meeting is to gather information about the general education student including, but not limited to the following:
    a) Identify the student's area of strengths and interests.
    b) Discuss the results of implemented modifications and curricular interventions while participating in the intervention process.
    c) Consider a student's language proficiency in English and primary language to determine any potential impact on learning.
    d) Identify continuing academic, social, behavioral or health issues that may be interfering with the student's learning and achievement in the classroom.
    e) Prioritize concerns about the student.
    f) Develop a plan to assist the student.
    g) Determine a way to evaluate the effectiveness of the plan.

D. If, after continued modifications and interventions:

1. The student demonstrates slow but steady progress, a referral for special education assessment is **NOT** appropriate.
2. The student continues to demonstrate little/no progress; a referral for a special education assessment may be appropriate. In this situation, the SST or parent may request that the student be evaluated by the special education team in order to determine eligibility for special education and related services

E. The Individuals with Disabilities Education Improvement Act (IDEIA 2007) identifies situations in which a child is precluded from special education referral because the sole basis for the student doing poorly in school is due to one of the following:

1. Lack of appropriate instruction
2. Inconsistent school attendance
3. Limited English proficiency

F. Culturally and Linguistically Diverse Students

1. When referring culturally and linguistically diverse students for a special education assessment, it is important to determine if the learning and behavior problems demonstrated by the student indicate a disability or difference (e.g., cultural, experiential, social or linguistic)
2. It is especially important, before assessing such students for eligibility, to determine if the modifications in the general education curriculum or instruction may assist them in overcoming their learning and/or behavior issues.
3. In the case of a culturally or linguistically diverse student who demonstrates learning and/or behavior problems, the student's teacher is required to gather information about the student's:
    a) Background and exposure to structured educational programming
    b) Language skills in primary language and acquisition of English
    c) Culture
    d) Response to school environment

G. Special Education Assessment Referral Procedures

1. A referral for special education, which initiates the assessment and identification process, must be documented, including health history and a record of the student's exposure to, and progress using research-based teaching materials, and strategies.
2. For an **initial** referral for full evaluation, the special education administrator or designee serves as the Case Manager, who is responsible for coordinating the process from referral to assessment through IEP development.
3. Upon receipt of a referral, the Case Manager:
    a) Must maintain a log, documenting all actions related to the entire IEP process
    b) Immediately document date of referral and source
    c) Notify the program Administrator and other school site staff members that a referral has been received for a specific student
    d) Within 15 calendar days of receipt of referral, develop and send to the parents the following forms:
        (1) Notice of Procedural Safeguards
        (2) Referral (Initials only)
        (3) Prior Written Notice
        (4) Assessment Plan
    e) All communications with the parents must be provided in the primary language of the parents unless it is not feasible to do so. In such instances, an interpreter/translator may be used to explain the process and forms to the parents. Contact the Special Education office for further clarification as needed.

H. **Special Education Assessment Timeline Overview**

1. An Assessment Plan must be provided to parent within 15 calendar days of receiving the parents' request for an assessment. If the parent is in need to put the request in writing it is the obligation of school staff to assist. When the request has been submitted, time stamp the request and provide a copy to the Assessment team for their records.
2. Generally, parents have 15 days to respond to the Assessment Plan
    a) If parents do not return the Assessment Plan within 15 days, the Case Manager or designee should call the parents to further discuss the request and/or clarify the purpose of the assessment.
    b) If the parents indicate on the Assessment Plan that they are not interested in having their student evaluated, the unsigned Assessment Plan is placed in the student's file, document through a Prior Written Notice or have parents write they are declining the offer to assess and sign, notify the general education teacher and close the case.
    c) If the parents disclose in a phone conversation that they are not interested in their student being evaluated, that conversation is summarized in a letter to the parents by the special education administrator. Place a copy of the letter in the student's cumulative file and notify the general education teacher.
3. Within 60 days of receipt of the signed Assessment Plan, an assessment must be completed, assessment report written, and an Individualized Education Program (IEP) meeting held.
    a) If the student is unavailable for assessment (e.g., prolonged illness, parent does not make student available), the special education designee will promptly notify the Special Education Administrator. The Special Education Administrator will address a letter to the parent documenting the lack of student's availability and clarifying the timeline restrictions indicated by IDEIA 2007.

Assessment Process

I. Assessments

A. In order to be eligible for special education and related services, a student must be assessed and meet eligibility criteria for one of the 14 disabling conditions identified in IDEIA 2007. When a referral is made, the Special Education Administrator develops an Assessment Plan, which the parent must receive in written form within 15 calendar days of receipt of the referral. The Assessment Plan is a description of the assessment procedures to be utilized by the multidisciplinary team members to determine:
   1. The presence of a disability as defined by IDEIA 2007.
   2. Eligibility for special education and related services.
   3. If special education services are required to address the educational needs of the student.

B. An assessment must be conducted when:
   1. A student demonstrates little/no progress after the general education accommodations and modifications have been implemented and exhausted. These interventions should be documented through the Student Study Team (SST) and/or Response to Intervention (RtI) process.
   2. An initial request for special education is received and there is an area of suspected disability.
   3. Every three years (aka: triennial) to determine if the student continues to meet eligibility criteria.
   4. Considering a significant change of educational services or dismissal from special education and/or related services.

   ***Careful consideration should be taken in the investigation of a student's educational history through a cumulative record review and parent interview.*

II. Developing the Assessment Plan

A. The purpose of the Assessment Plan is to enable the parents to make an informed decision before providing their consent for the assessment. The Assessment Plan identifies the areas to be assessed. Assessments must be conducted in the language that is most likely to provide accurate information about the student academically, developmentally, socially, functionally, etc.

B. English Language learners must be assessed with the ELPAC or equivalent prior to being referred for a special education assessment. This will facilitate

distinguishing between a disability and challenges due to a second language acquisition. It may be necessary to assess a student in his/her primary language, which may require the assistance of a skilled interpreter or bilingual assessor.

C. The SPED Administrator or designee may confer with other members of the assessment team to complete the Assessment Plan which must include the areas to be assessed (referencing specific assessment tools is neither required nor recommended).

D. Assessments may be conducted only in those areas noted on the Assessment Plan. An assessment cannot be conducted without prior parent consent. Obtaining verbal consent is not sufficient; it must be in writing. Assessments do not include administering assessments that are administered to all children and a screening of a pupil by a teacher or specialist only to determine appropriate instructional strategies for curriculum implementation.

III. Assessing in All Areas of Suspected Disability

The Individualized Education Program (IEP) team must assess in all areas of suspected disability, which may include academics, social, emotional, behavioral, and health functioning.

A. Hearing and vision screenings must be conducted for all students undergoing initial or triennial assessments. If a student has had an assessment within the last year, that screening information may be used unless there is a concern that the student's hearing and/or vision has changed since the last screening. A Nurse Assessment is required if the student has significant medical or health related issues.

B. If there is a request for an assessment to be conducted in an area not typically conducted by Charter School or Special Education Local Plan Area (SELPA) staff (e.g., vision therapy), consult with the Special Education Administrator.

IV. Assessment Plan

A. The Special Education Administrator/Designee prepares the Assessment Plan and related documents and ensures that these documents are sent to the parents:
    1. Procedural Safeguards
    2. Referral
    3. Prior Written Notice
    4. Assessment Plan
    5. Health and Developmental History

B. If the parents do not return the assessment plan within 15 calendar days, the Special Education Administrator/Designee is required to make three attempts to

contact the parents using at least two different modes of communication (e.g., phone, registered mail, email). All attempts must be documented. If there is still no response, a letter is sent to the parents by the Special Education Administrator closing the file.

C. If the parents decline to sign or indicate that they do not want their child evaluated, the Special Education Administrator/Designee should ask the parents to put that decision in writing. A Prior Written Notice should also be provided to the parents indicating their refusal. If the parents decline to put in writing their refusal for the assessment, the Special Education Administrator will send a letter to the parents, summarizing the events and offering additional communication and guidance to the parents.

D. Communication with the parents must be provided in the primary language of the parents. If necessary, translation services may be accessed through the Special Education Department.

V. Additional Assessments

If a student is in the process of being assessed, and either an assessor recommends additional testing or a parent request is received to assess an area in addition to those listed on the initial Assessment Plan (e.g., Speech, OT, APE, AT, etc.), a new Assessment Plan must be completed. The second Assessment Plan creates a second timeline only for the additional area to be assessed. Assessments indicated on the first Assessment Plan must be completed, and the IEP meeting held, within the timeline of the receipt of the first signed Assessment Plan. You may combine the results of the second Assessment Plan at the IEP meeting for the first Assessment Plan, as long as it is within the timeline for the first Assessment Plan.

VI. Receipt of Parent Consent for Assessment

A. Upon receipt of the signed Assessment Plan, the Special Education office staff should:
    1. Stamp the date received.
    2. Enter date into SEIS.
    3. Note the 60-day timeline when the IEP meeting is due
    4. Promptly notify other members of the assessment team that consent has been received and due date.
    5. Schedule the date of the IEP meeting before the 60-day timeline.

B. If an additional assessment is requested or determined to be needed by the assessors, the Special Education Administrator/Designee develops and sends an additional Assessment Plan to the parents. This additional Assessment Plan initiates a new timeline **only** for the additional assessed areas. If possible, to complete this additional testing by the due date of the first Assessment Plan, the sharing of results may be combined into one meeting.

VII. Assessment Procedures

A. Assessment procedures will depend on the student's suspected disability, and may include:
   1. Observation of the student in several settings. Given that we are an independent study charter school, the observation may be conducted during the teacher contact period.
   2. Non-standardized (e.g., portfolio, curriculum-based) and standardized measures (e.g., normed tests).
   3. Review of school records.
   4. Interviews of teachers, parents and, if appropriate, the student.
   5. Review of results of interventions already implemented.

B. A variety of measures must be used in the assessment, and must be:
   1. Administered so as not to be racially, culturally or sexually discriminatory.
   2. Administered in the language or mode of communication the student is most comfortable using. If not feasible, the reason must be stated in the Assessment Report along with the language to be used for the assessment.
   3. Validated for the specific purposes for which they are intended.
   4. Administered by trained personnel, knowledgeable about the disabilities the student may have, in conformance with the instructions provided by the publishers of the assessment materials.
   5. When students with impaired sensory, manual or speaking skills are assessed, the materials must be selected and administered to ensure their results accurately reflect the areas the tests purport to measure, and not merely the students' impaired skills.
   6. When assessing students with a suspected low-incidence disability (i.e., severe visual, hearing or orthopedic impairments), special attention must be given to the unique educational needs of the student. Contact the SPED Administrator or Designee for support of DIS Providers that are specifically trained in these areas of need to be a part of the referral process.
   7. At times, students may refuse to participate in the assessment process. In these cases, it is imperative that the evaluator makes multiple attempts on different days and times to assess the student. If, after numerous attempts, the student refuses to participate, despite multiple tries, reinforcers, and accommodations to the testing process, the evaluator must document all of these efforts in their report. The evaluator must also document the skills the student does have based on record review, teacher interview, and parent interview. The evaluator must also include data from GE measures as well as other formative and summative assessments that student did complete.

C. The 1979 Larry P vs. Riles court order prohibited the administration of standardized intelligence tests to African-American students to determine eligibility for special education. Based on the "Larry P" decision, the California

State Department of Education (CDE) determined no test measure of standardized intelligence or intelligence quotient (IQ) should be used for the purpose of assessing African-American students' eligibility for special education or tests correlated to IQ tests, even if a specific test does not appear on any CDE list. Assessment of African-American students should not include a standardized IQ test. Furthermore, any IQ scores or references to IQ scores must be marked out in the assessment report(s). For example, if you receive a report from an African-American student who moves in from out of state, which includes references to IQ scores, those references will need to be placed in a closed envelope marked as confidential and poached in the student's confidential file.

VIII. Assessing Culturally and Linguistically Diverse Students

For further information regarding assessing English Learners, refer to the *Meeting the Needs of English Learners with Disabilities Manual* developed by the State SELPA Association.

A. Before a decision is made to assess, background information must be gathered on the student to exclude the possibility that the problem is not acquiring English language skills. To determine if the problem is one of second language acquisition or a possible disability, the following information must be considered:
    1. Reason for referral.
    2. Language proficiency level.
    3. Current instructional program.
    4. Academic history and length of time in school.
    5. Health and developmental history.

B. The Student Study Team (SST) making the referral should also consider:
    1. Has the student received intensive interventions using appropriate materials and strategies designed for ELLs and have they been implemented with fidelity over time? If so, has the student demonstrated little or no progress?
    2. Does the team have data regarding the rate of learning over time to support that the difficulties (academic, social-emotional, or speech and language) are most likely due to a disability versus a language difference?
    3. Has the team consulted with the parent(s) regarding learning patterns and language use in the home?
    4. Are the error patterns seen in L1 similar to the patterns seen in L2 (if the student has sufficient primary language skills)?
    5. Are the learning difficulties and/or language acquisition patterns manifested over time similar in different settings and in different contexts?

IX. Assessment Reports

A. When the assessment(s) has been completed, the assessors must prepare a written Multidisciplinary Assessment Report to be shared at the IEP meeting. Copies of the report(s) are provided to the parents and team participants at the

IEP meeting. In order to allow the evaluators to interpret their test results with other evaluators, it is strongly recommended that all evaluators share their results with other evaluators five (5) days prior to meeting. The Assessment Report must include:

1. Whether the student requires specialized education and related services to access, and progress in, the general education core curriculum.
2. The relevant behavior noted during the observation of the student. Observations should include the student in the classroom setting as well as the testing setting.
3. The educationally relevant health and development, medical findings, if any.
4. Whether there is a discrepancy between achievement and ability that cannot be corrected without special education and related services for students with learning disabilities.
5. A determination concerning the effects of environmental, cultural or economic disadvantage.
6. The need for specialized services, materials, and equipment for students with low incidence disabilities.
7. Linguistically appropriate goals aligned to ELPAC or other current English assessment tools, language levels if the student is designated as an ELL.

B. Validity/Reliability: Each assessor must include a statement in the Assessment Report indicating the test results are valid and reliable.

1. If the assessor believes the test results are not valid, s/he must conduct additional testing in an attempt to obtain valid results.
2. If additional testing does not yield valid results, the assessor must include the following in the report:
    a) A statement explaining why and a description of how the assessment varied from standard conditions.
    b) Methods, procedures, and tests used to assess the student must be written in the report.
    c) Instructional implications of assessments.

X. Change of Placement

When the IEP team anticipates that a student needs a change of placement to a more or less restrictive environment, the special education providers must gather data to assist in making that determination. Such data may include: GE assessments, observations, formal testing, etc. The parents must be provided with an Assessment Plan and Prior Written Notice before conducting any assessment procedures for a change of placement.

A. Special Education Administrator/Designee must obtain parents' written consent to the Assessment Plan.

XI. Independent Educational Evaluation (IEE)

A. Parents who disagree with the results of an educational assessment of their child have the right to obtain an independent educational assessment (IEE) from qualified personnel (i.e., individuals in private practice holding the same credentials and/or licenses of district staff). Since the purpose of the IEE is to give parents the right to a second opinion, Elite Academic Academy Charter School must first conduct an assessment. If parents request an IEE in place of the Charter School's assessment, the parents should be informed that the Charter School has the right to evaluate first.

B. After consulting with, and obtaining information from, the Special Education Administrator, steps to be followed will be determined based on the current local SELPA's guidelines for IEEs.

C. Occasionally parents do not disagree with the Charter School 's assessment, but request an assessment not typically conducted by school psychologists (e.g., neuropsychological assessment). School psychologists conduct psycho-educational assessments for the purpose of assisting the IEP team in determining eligibility for special education as defined in IDEIA 2007. A school psychologist does not conduct diagnostic assessments of students to make diagnoses based on the Diagnostic and Statistical Manual of Mental Disorders (DSM IV).

    1. If parents request a neuropsychological assessment of their child, the Special Education Designee should promptly confer with the Special Education Administrator (within 48 hours). Such an assessment may be considered if the student has experienced a recent head injury, has multiple disabilities, or may have some neurological impairment.

XII. Triennial Assessments

A. The purpose of a triennial assessment is to determine:
    1. If the student continues to meet eligibility for a disability as defined in IDEIA 2007.
    2. If the student continues to need special education and related needs.
    3. The student's present levels of educational performance and the identification of educational needs.

B. Options for Triennial Assessments
    1. The standard triennial assessment routinely reassesses students every three years. The updated assessment data is used to determine continued eligibility and identity educational needs.

    With some students, a complete reassessment may not be needed. In this case parents and the Special Education Administrator/Designee should agree in a meeting that a complete reassessment is not necessary

C. Vision and Hearing Screening Requirement

Regardless of which reassessment option is selected, prior to the triennial IEP meeting, an updated vision and hearing screening must be conducted. Vision and hearing screenings are considered current if conducted within the past 12 months.

D. Determine If A Complete Reassessment Is Necessary

The Special Education Administrator/Designee and other members of the assessment team, including DIS providers, decide if a reassessment is necessary to determine the student's eligibility for special education and/or identify educational needs. It is recommended both annual and triennial IEP meetings be completed early to ensure compliance with timelines. It is best practice to initiate all reviews more than three months prior to the due date to permit sufficient time to obtain parent consent, conduct assessments (if necessary), and schedule and hold the IEP meeting.

E. Standard Reassessment Is Necessary

If the IEP team decides a standard reassessment is needed to determine continued eligibility for special education and/or identification of educational needs (or if the parents request a reassessment):

1. Assessment team members review existing records and assessment date to decide if additional assessment data is needed to determine:
    a) If the student continues to meet eligibility criteria under IDEIA 2007.
    b) If the student continues to need special education and related services.
    c) The student's present levels of performance and educational needs.
    d) Review of existing data should include assessments and information provided by the parents, current classroom based assessments; discipline, attendance, and health records; current classroom progress report/grade checks; progress reports from support providers; and behavioral point sheets/charts.

F. IEP Team

1. At the triennial meeting, the IEP team reviews existing school records and assessment data (including results of the vision and hearing screening), and considers updated assessment data and other information provided by the parent. The IEP team conducts the triennial review incorporating updated assessment information, development of new goals, and considerations of placement options. Finally, the IEP team makes an offer of FAPE and obtains parent signature.

2. After the IEP is signed, a copy is given to the parents and the original is placed in the student's file. If the IEP is not signed, contact your Special Education Administrator for input and direction.

G. Special Education Designee

1. The Special Education Administrator/Designee contacts parents to discuss the recommendation of the assessment team that a complete re-assessment of the student's cognitive status is not felt to be necessary. This generally happens after 2 full triennial reviews where cognitive functioning has not changed significantly. This must be a team decision. If parents agree, the team proceeds with an Alternative Assessment.

2. The Special Education Administrator/Designee gathers input from all evaluators and completes the Assessment Plan, indicating areas to be reassessed and including a review of existing assessment data. It is recommended the Assessment Plan be sent to the parents in advance of the triennial review due date to allow time to receive parents' written consent to the plan and, if necessary, conduct a complete assessment if parents decide a complete assessment is needed prior to the triennial due date.

3. The following documentation is sent to the parents*:*
    a) Assessment Plan
    b) Prior Written Notice
    c) Procedural Safeguards
    d) Health and Developmental History

4. The Special Education Administrator/ Designee obtains parents' written consent to the Assessment Plan. If parents' written consent (or denial) of the Assessment Plan has not been obtained within 15 days, the SPED Administrator/Designee must make three attempts to contact the parents, using at least two different modes of communication (e.g., phone, registered mail, home visit). Documentation of these efforts must include:
    a) Record of date and time of telephone calls made and the results of those calls.
    b) Copies of correspondence sent to the parent and responses received.

5. If parent consent is obtained:
    a) The Special Education Administrator/Designee notifies members of the assessment team of receipt of signed consent for the Assessment Plan *and* schedules the IEP team meeting prior to the triennial review due date. The parent is then sent a written notification of the IEP meeting.

6. The Special Education Administrator/Designee prepares an Assessment Report with input from the members of the IEP team (including results of vision and hearing screening):

    a) It may be necessary to determine one of two models for qualification, either the Cross Battery Model or the Discrepancy Model. The IEP team will determine which model of evaluation will be used based on a review of student history and past interventions related to functioning within the school environment. If a severe discrepancy exists between cognitive ability and academic achievement, prior cognitive test results must be considered. If continued eligibility is questionable (due to an inability to establish a severe discrepancy), the IEP team should consider if the student:

        (1) Had made consistent progress on goals.
        (2) Had gained academic skills needed to be successful without special education.

7. In some situations, limited cognitive testing may be considered:

    a) At least one complete assessment with scores that present a clear profile and are considered valid.
    b) If a limited cognitive assessment is conducted and scores are inconsistent with previous cognitive assessments, additional cognitive assessments must be administered.
    c) If sufficient academic progress is demonstrated on assessment results, state tests, and report cards, the IEP team may consider Option C.

8. If parent consent for the reassessment cannot be obtained:

    a) Special Education Administrator/Designee seeks the assistance of the Special Education Administrator.
    b) If parents indicate they refuse to give consent, summarize the conversation with the parents in a letter to the parent and place a copy in the student's Confidential or Cumulative Folder.

H. IEP Team

1. At the triennial meeting, the IEP team reviews existing school records and assessment data (including results of the vision and hearing screening), considers updated assessment data, and any other information provided by the parent. The IEP team conducts the triennial review incorporating updated assessment information, develops new goals, considers placement options, makes an offer of FAPE, and obtains parent signature.
    a) If the parents elect to take the IEP home for review and consideration prior to signing, mark each page of the IEP with "DRAFT" unless the IEP is considered the final copy. The Special

Education Administrator/Designee and team should inform them their decision is anticipated within 10 business days and to call the Designee with any questions.

2. Encourages parents to sign the IEP and /or make a decision to sign/not sign within 10 days.

XIII. Prior Written Notice

If the program staff determines there is not an area of suspected disability, the decision may be made not to assess. [Note: This is highly unusual as it is best practice to evaluate a student when there is a question or concern about his/her progress.] In this situation, it is recommended that the general education teacher, program director and SAI (or Psychologist or Speech-Language Pathologist) meet with the parents in an attempt to obtain more information about the parents' concern and provide information about interventions previously utilized or those that will be implemented (e.g., such as a Student Study Team (SST) meeting). There may be alternative general education resources to address the parents' concerns about a student's limited progress. If site staff determine an assessment is not warranted, the Special Education Administrator/Designee should:

A. Promptly consult the Special Education Administrator
B. Within 15 days of the referral to Special Education, provide prior written notice to the parents of the decision not to assess the student.

Eligibility

I. Determining Eligibility

A student is determined to be a student with special needs if the results of multiple assessments demonstrate the degree of the student's impairment **requires** special education. The individualized education program team, including the staff that conducted the assessment(s), must make the decision as to whether or not the assessment results demonstrate the degree of the student's impairment requires special education. A student is found eligible for special education when she/he meets the criteria for at least one of the fourteen (14) areas of disability specified in IDEIA 2007:

Autism (AUT)	Multiple Disability (MD)	Specific Learning Disability (SLD)
Deafness (Deaf)	Orthopedic Impairment (OI)	Speech or Language Impairment (SLI)
Deaf-Blindness	Other Health Impairment (OHI)	Traumatic Brain Injury (TBI)
Hard of Hearing	Emotional Disturbance (ED)	Visual Impairment (VI)
Intellectual Disability (ID)	Established Medical Disability	Dyslexia (under Specific Learning Disability)

A. **Autism -** A student is determined to meet eligibility for Autism when she/he exhibits any combination of the following autistic-like behaviors including, but not limited to:

   a) An inability to use oral language for appropriate communication.
   b) A history of extreme withdrawal or relating to people inappropriately and continued impairment in social interaction from infancy through early childhood.
   c) An obsession to maintain sameness.
   d) Extreme preoccupation with objects or inappropriate use of objects or both.
   e) Extreme resistance to controls.
   f) Displays peculiar motoric mannerisms and motility patterns.
   g) Self-stimulating, ritualistic behavior.

B. **Deaf** - Deafness means a hearing impairment that is so severe the child is impaired in processing linguistic information auditorily, with or without amplification, which adversely affects a child's educational performance.

C. **Deaf-Blindness** - A student has both hearing and visual impairments, the combination of which causes severe communication, developmental, and educational problems.

D. **Hard of Hearing** - A student has a hearing impairment, whether permanent or fluctuating, which impairs the processing of linguistic information through hearing, even with amplification, and which adversely affects educational performance. Processing linguistic information includes speech and language reception and speech and language discrimination.

E. **Language/Speech Disorder** - Speech/Language Pathologists should complete a thorough assessment and should utilize the Communication Severity Scales (CCS) in determining need for speech and language services as well as intensity of services.

A Student has a language disorder when she/he meets one or more of the following criteria:

1. Articulation disorder: The student displays reduced intelligibility or an inability to use speech mechanism, which significantly interferes with communications and attracts adverse attention. Significant interference in communication occurs when the student's production of single or multiple speech sounds on a developmental scale of articulation competency is below that expected for his or her chronological age or developmental level, and which adversely affects educational performance.
    a) A student does not meet the criteria for an articulation disorder if the sole assessed disability is an abnormal swallowing pattern.

2. Abnormal Voice: A student has an abnormal voice, which is characterized by persistent, defective voice quality, pitch or loudness.

3. Fluency Disorder: A student has a fluency disorder when the flow of verbal expression, including rate and rhythm, adversely affects communication between the student and listener.

4. Language Disorder: A student has an expressive or receptive language disorder when s/he meets one of the following criteria:
    a) The student scores at least 1.5 standard deviations below the mean, or below the seventh percentile, for his/her chronological age or developmental level on **two** or more standardized tests in one or more of the following areas of language:
        (1) Morphology
        (2) Syntax

(3) Semantics
(4) Pragmatics

b) The student scores at least 1.5 standard deviations below the mean, or below the seventh percentile, for his/her chronological age or developmental level on **one** or more standardized tests in one of the four areas listed above and displays inappropriate or inadequate usage of expressive or receptive language as measured by a representative spontaneous or Elicited language sample of a minimum of fifty utterances.

(1) The language sample must be recorded or transcribed and analyzed, and the results included in the Assessment Report. If the student is unable to produce this sample, the SLP must document why a fifty-utterance sample was not obtainable and the contexts in which attempts were made to elicit the sample.

c) When standardized tests are considered to be invalid for the specific students, the expected language must be determined by alternative means and specified in the Assessment Plan.

F. **Intellectual Disability** - A student has significantly below average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affect his/her educational performance.

G. **Multiple Disability** - Concomitant impairments (such as Intellectual Disability-Blindness or Intellectual Disability-Orthopedic Impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments.

H. **Orthopedic Impairment** - An orthopedic impairment includes an impairment caused by a congenital anomaly, impairments caused by disease, and other causes. A student has a severe orthopedic impairment when the impairment adversely affects his/her educational performance.

I. **Other Health Impaired** - A student has limited strength, vitality or alertness, due to chronic or acute health problems, including, but not limited to: a heart condition, cancer, leukemia, rheumatic fever, chronic kidney disease, cystic fibrosis, severe asthma, epilepsy, lead poisoning, diabetes, tuberculosis and other communicable infectious diseases, and hematological disorders, such as sickle cell anemia and hemophilia, which adversely affects a student's educational importance. Such physical disabilities shall not be temporary in nature.

J. **Emotional Disturbance** - A student exhibits one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects his/her educational performance:

1. An inability to learn which cannot be explained by intellectual, sensory or health factors.

2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.

3. Inappropriate types of behavior or feelings under normal circumstances exhibited in several situations.

4. A general pervasive mood of unhappiness or depression.

5. A tendency to develop physical symptoms or fears associated with personal or school problems.

K. **Specific Learning Disability**

1. A student may be determined to have a specific learning disability by using either the:

    a) Discrepancy model or Cross Battery Qualification Model.

2. Using the **discrepancy model**, a student has a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an impaired ability to listen, think, speak, read, write, spell or do mathematical calculations, and has a severe discrepancy between intellectual ability and achievement in one or more of the academic areas.

    a) Basic psychological processes include:

        (1) Attention

        (2) Visual processing

        (3) Auditory processing

        (4) Sensory motor skills

        (5) Cognitive abilities including association, conceptualization and expression

    b) Intellectual ability includes both acquired learning and learning potential and must be determined by a systematic assessment of intellectual functioning.

c) The level of achievement includes the student's level of competence in materials and subject matter explicitly taught in school and is to be measured by standardized achievement tests.

d) The decision as to whether or not a severe discrepancy exists is to be made by the IEP team, including assessment staff, taking into account all relevant material, which is available on the student. No single score or product of scores, test or procedure will be used as the sole criterion for the decisions of the IEP team as to the student's Eligibility for special education. To determine the existence of a severe discrepancy, the IEP team must use the following procedures:

(1) When standardized tests are considered to be valid, a severe discrepancy is determined by first converting into common standard scores (using a mean of 100 and standard deviation of 1.5), the achievement test score, and the ability test score to be compared.

(2) Compute the difference between the standard scores of the achievement test and ability test.

(3) Compare this computed difference to the standard criterion, which is the product of 1.5 multiplied by the standard deviation of the distribution of computed differences of students taking these achievement and ability tests. A computed difference which equals or exceeds the standard criterion, adjusted by one standard error or measure, the adjustment not to exceed four common standard score points, indicates a severe discrepancy which such discrepancy is corroborated by other assessment data which may include other tests, scales, instruments, observations and work samples.

3. When standardized tests are considered to be invalid for a student, the discrepancy must be measured by alternative means, which are specified in the Assessment Plan.

4. In ***very rare*** instances, results of the standardized tests do not reveal a severe discrepancy, the IEP team may find that a severe discrepancy does exist, provided that the team documents in a written report that the severe discrepancy between ability and achievement exists as a result of a disorder in one or more basic psychological processes. The report must include a statement of the area, the degree and the basis and method used in determining the discrepancy. The report must contain information considered by the team to include:

a) Data obtained from standardized assessment instruments.

b) Information provided by the parent.

c) Information provided by the student's current teacher.

d) Evidence of the student's performance in the general and/pr special education classroom obtained from observations, work samples and group test scores.

e) Consideration of the student's age, particularly for young children.

f) Any additional relevant information.

5. The discrepancy must not be primarily the result of limited school experience, second language acquisition issues or poor school attendance.

6. Student shows indicators of Dyslexia.

L. **Traumatic Brain Injury** - Traumatic brain injury means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

M. **Visual Impairment** - A student has a visual impairment, which, even with correction, adversely affects his/her educational performance.

Review of Psychoeducational Reports

Prior to sending the final Psychoeducational Reports to parents, the Special Education Administrator/Designee reviews the draft report to ensure that it meets the legal requirements. The review should be conducted as soon as the draft report is completed.

Individualized Education Program (IEP)

When the Individualized Education Program (IEP) team determines a student has a disability that is covered under Individuals with Disabilities Education Improvement Act (IDEIA 2007) and **requires** special education services, the team develops an IEP. The IEP is considered an educational blueprint that will guide instruction in the classroom. It documents and describes the child's strengths and needs, outlines a plan to take advantage of the strengths and respond to the needs, and documents specific goals to be achieved during the next year.

The IEP must be accessible to all service providers who work with the student and are responsible for its implementation. The SPED Administrator/Designee must ensure all service providers are informed of his or her responsibilities related to the implementation of the IEP, including specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP.

I. Types of IEP meetings

A. An IEP meeting must be held under the following circumstances:

1. To review the assessment report when a formal assessment has been completed.
2. At least annually to review progress, goals, related services, supplementary aids and services, and to make revisions to the IEP.
3. Every three years to determine continued Eligibility and to determine if the student continues to require special education and related services.
4. Within 30 calendar days when a parent or education staff member requests a meeting to review and/or revise the IEP.
5. When a student demonstrates lack of anticipated progress.
6. When a student has surpassed the goals in their IEP.
7. When placement in a more or less restrictive setting is being considered.
8. Within 30 days after an interim placement of a transfer student into any special education program.
9. For any change of placement.
10. For transition from either Infant to Preschool, Preschool to Kindergarten, or Middle school to High school.
11. When a Manifestation Determination must be made due to discipline issues.
12. Any change to the IEP.

B. Initial IEP

1. An IEP meeting is convened upon completion of the assessments to determine initial eligibility. A school staff member or parents may refer a student for special education eligibility; however the parents must give written permission via a signed assessment plan in order for the assessment to occur.

2. The purpose of the initial IEP is to review all assessment data and reports, develop present levels, and determine eligibility. If the student is eligible for special education and related services, the IEP team will develop an IEP. Once the need(s) are identified and goals are developed, the team must consider the continuum of placement options and determine the Least Restrictive Environment (LRE) in which the services can be delivered. Annual reviews, triennials and other IEP meetings flow from the initial IEP meeting.
    a) NOTE: Parents have the right to decline special education and related services documented in the initial IEP.

C. Annual Review

1. Once a student has been found Eligible for Special Education and related services, a review of the IEP will be held at least one time per year. The annual review procedures should be conducted so the IEP is completed and the upcoming school year's programming is finalized prior to the start of the new school year. There must be a current IEP in effect at the beginning of each school year.
2. Parents must be provided with a copy of Procedural Safeguards at least once per school year.
3. The annual review meeting will lead to one or more of the following:
    a) If the student is making appropriate progress toward goals, the IEP team should write new goals and maintain the student's current placement.
    b) If the student is not making sufficient progress toward annual goals, the IEP team should modify the annual goals and objectives as appropriate and recommend additional supplementary aids and services or modify existing supplementary aids and services.
    c) If the team believes, or it is found the student has new areas of suspected disability that were not previously identified, the IEP team should recommend additional assessment.
    d) If the student is found to be functioning at grade level in all areas, the IEP team should recommend a reassessment to determine if the student continues to qualify for special education and related services.
    e) If the student's needs are not being met in the current placement or the student is not making progress on goals, the IEP team should recommend a possible change of placement. A significant change of placement (RSP to SDC) requires an assessment with a psychologist providing input, the SPED Administrator/Designee should also participate with the change of placement within the IEP team decision process. If the IEP team is recommending a change of placement to a more restrictive setting or different

program, the SPED Administrator Designee should contact the SPED Administrator to discuss the student's educational needs. Remember, supports and services, including behavior supports, must be put in place and documented on the IEP in the student's current placement prior to considering a more restrictive setting. There must be a continuum of services provided demonstrating a more restrictive environment prior to any change of placement.

NOTE: In the case of a more restrictive placement recommendation, it is the responsibility of Elite Academic Academy to find the recommended placement.

f) If behavioral supports specified on the student's IEP have been ineffective, the IEP team should develop or revise the behavior supports. If the student's behaviors could cause harm to him/herself or others, the IEP team should recommend a Functional Behavior Assessment (FBA), offer an assessment plan for an FBA, and develop a Behavior Intervention Plan (BIP) as appropriate.

D. Three-year Review (Triennial) or Re-Evaluation

1. A reassessment of the student shall be conducted at least once every three years or more frequently if the conditions warrant a reassessment or if requested by parents or other IEP team members. The purpose of the triennial assessment is to determine if the student continues to be Eligible for special education and related services based on their present levels.
2. To the extent possible, annual review and triennial review dates should be aligned. This may mean conducting an early triennial review or an early annual review.
3. During the triennial review meeting, the IEP team should review existing assessment data, current classroom-based assessments and observations, teacher and related service providers' observations, and assessments and information provided by the parent.
4. No reassessment shall be conducted unless written consent is obtained by parents prior to assessment, except when the Charter School has taken reasonable measures to obtain consent and parents have not responded. Regulations require the Charter School have a record of all its attempts to request consent for reassessment in meeting the reasonable measure requirement. At least three attempts must be made to contact parents by at least two of the following: telephone calls, home visits, or mail.
5. A reassessment of the student is required every three years, or more frequently if conditions warrant. A reassessment is also necessary before the IEP team can determine a student is no longer a student with a

disability; determine a change in Eligibility or placement, and before determining services are terminated.

6. Every time the parents sign an assessment plan and an assessment occurs, a report must be written. The report is shared with the IEP team, including the parents, at the IEP team meeting. The IEP team must consider new and existing data to determine if the student continues to qualify as a student with a disability and require special education and related services.
7. Parents may request to review the assessment report prior to the IEP team meeting. It is the legal right of parents or legal guardians, as well as best practice, to request a report, evaluation, IEP, and or other documents related to the evaluation prior to the scheduled meeting. In this case, the assessors may give copies of the reports to the parents prior to the meeting and as soon as the final reports are ready for review by the IEP team members. If copies are provided to the parents prior to the meeting, it is still necessary to review the reports at the IEP team meeting in order to determine continued Eligibility and develop a new IEP, if appropriate.
8. If the IEP team determines no additional data is needed in order to determine if, (a) the student continues to have a disability; (b) the student continues to need special education and related services; and (c) any additions or modifications to the student's special education and services are needed to enable the student to meet the annual goals and to participate in the general education curriculum, then the IEP team recommends using existing data for the next reassessment. If the team determines no additional data is required, the parents should be provided with an assessment plan that indicates "records review" for the triennial review. The information obtained from the existing data (records review) should be compiled into a report and shared with the IEP team at the IEP meeting.

E. 30 Day Review (Interim Placement)

If a student with an IEP enrolls into Elite Academic Academy Charter School the student must be placed in a comparable program and receive services comparable to those listed on his current IEP. The IEP team must meet within 30 days to determine if the placement and current IEP continue to be appropriate. If the team determines the IEP and placement are appropriate, the IEP team should document this on the IEP amendments page. If the team determines the IEP is not appropriate, the team will develop a new offer at the IEP meeting. If the team determines the placement is not appropriate, the steps when considering a change of placement should be followed.

F. IEP Amendment

An IEP meeting can be held prior to an annual review. An IEP Amendment meeting is required to have the same IEP Team Members as any other IEP meeting. Utilizing the option to not hold an IEP meeting for an amendment should only be done in rare circumstances and should not be utilized when making significant changes to the IEP. Some examples of when it would be appropriate to not hold an IEP meeting includes: correcting a typographical error on the IEP, changing accommodations, minor revisions to annual goals, etc. Some examples of when it would not be appropriate to opt out of an IEP meeting includes: adding or removing a service, changing placement, major revisions to annual goals, etc.

G. Manifestation Determination (MD)

A student who receives special education and related services can be suspended for the same reasons as a general education student. A student on an IEP can be suspended for five consecutive days, up to 20 days per school year. Once the student has reached his tenth day of suspension, the SPED Administrator/Designee must schedule an IEP meeting within ten school days to determine if the behavior in question was a manifestation of the student's disability. If the IEP team determines the behavior was not a manifestation of the student's disability, the IEP should remain in place as written and the program administrator may choose to refer the student to the Administrative Review Panel for discipline. If the IEP team determines the behavior in question was a manifestation of the student's disability, supports must be put in place to help the student maintain appropriate behavior.

II. Timelines

A. Sixty calendar days from receipt of written consent to completion of assessment and convening an IEP meeting:
    1. An IEP shall be developed within a total time not to exceed 60 calendar days from the date of receipt of the parents' written consent to assess, not counting days between school sessions, terms, or days of school vacation in *excess* of five school days.
    2. In the case of school vacations in excess of five days, the 60-day timeline shall end on the last day of school before the break and recommence on the date that student school days reconvene.
    3. When a referral for special education is made within 30 days or less of the end of a school year, the assessment shall be completed and an IEP developed within the first 30 days of the subsequent school year.

B. A proposed assessment plan shall be developed and given to the parents within 15 calendar days of referral for assessment, not counting days between school sessions, terms, or days of school vacation in excess of five school days from the date of receipt of referral.

C. The student is immediately provided an interim placement for a period not to exceed 30 calendar days when the student transfers into Elite Academic

Academy Charter School. The SPED staff must schedule an IEP meeting at the conclusion of the interim placement. At the meeting, the IEP team will determine if the IEP and the placement continue to be appropriate. If the team determines the IEP is appropriate, they can decide to continue to work on the goals and objectives outlined in the IEP. If they determine the IEP is not appropriate, they may choose to develop a new IEP. If the team determines the placement is not appropriate, the SPED Designee should contact the SPED Administrator to discuss placement options.

D. The IEP team has 30 calendar days from the receipt of parents' written request to convene an IEP team meeting. When parents request an IEP meeting, the meeting must be convened within 30 calendar days, not including breaks of more than five days, from the receipt of the parents' written request. If the parents make an oral request, encourage the parents to provide their request in writing (if parents are unable, you must attempt to help parents put a request into writing). Keep in mind, that when a parent orally requests an IEP meeting, that request begins the 30-day timeline, just as a written request does. Days between school sessions and school vacations in excess of five school days do not count in the 30-day timeline.

E. There are times a parent may request an "emergency IEP meeting". Although the SPED Designee should work collaboratively with parents to schedule the meeting as soon as practicable, there is not a different timeline for an "emergency IEP meeting". The meeting must be scheduled within 30 calendar days.

F. If a general education or special education teacher believes a student may need a change of placement, instruction, related service, or any combination thereof, an IEP meeting should be held to review progress toward goals in the current placement. If a team member has an opinion about the child's education or placement, that opinion may be written in the notes to reflect that IEP team member's opinion. However, it must be noted that it is an opinion of that one person, not a reflection of the IEP team member's ideals, intent, and not the opinions of the whole IEP team. If the team is considering a change of placement to a more restrictive setting, the SPED Designee should contact the SPED Administrator.

G. Parents shall have the right and opportunity to examine all school records of the child and to receive copies of those records within five business days after a request is made by the parents, either orally or in writing.

H. The IEP team shall meet at least annually to review the student's progress and parents should be provided progress reports minimally three times yearly or the equivalent number of general education peers' progress reports. The IEP, including whether or not the annual goals for the student are being achieved, the appropriateness of placement, and to make any necessary revisions should be reviewed during these progress reporting periods.

I. A reassessment of the student shall be conducted at least once every three years or more frequently, if conditions warrant, or if the student's parents or teacher requests a reassessment.

III. IEP Team Members

A. The IEP team must make all decisions regarding the special education supports and services being provided to a student with an IEP. The regulations to IDEIA 2007 identify the IEP team as a group of individuals composed of:

a) **Parents.** One or both of the student's parents are considered necessary members of the team. While a school district cannot compel the attendance of parents in the same way it can demand attendance of its own personnel or contractors, it must ensure that parents are invited and encouraged to attend.

b) **General education teacher(s).** A student's IEP team must include not less than one general education teacher, if the student is, or may be, participating in the general classroom environment, including recess and lunch. As to the number of general education teachers needed to be included on the team, the ED, in its discussion accompanying publication of the 2007 final regulations, said the following:

(1) In the situation in which there is more than one general education teacher, the IEP Team need not include more than one general education teacher. The general education teacher who serves as a member of a child's IEP Team should be a teacher who is, or may be, responsible for implementing a portion of the IEP so that the teacher can participate in discussions about how best to instruct the child. If the child has more than one general education teacher responsible for carrying out a portion of the IEP, the LEA may designate which teacher or teachers will serve as the IEP member(s), taking into account the best interest of the child.

c) **Special education teacher(s).** The IDEIA 2007 requires inclusion on the team of not less than one special education teacher, or where appropriate, not less than one special education provider. The choice of the particular individual(s) is up to the district, but it should select, to the extent possible, the person who is (or will be) responsible for implementing the child's IEP.

d) **Charter School representative.** A representative of the school who is qualified to provide or supervise the provision of special education and is knowledgeable about both the general curriculum and school district resources must participate. The

representative must be authorized to make decisions on behalf of the school district, commit its resources and, according to ED's discussion issued with the 2006 final regulations, be able to ensure whatever services are set out in the IEP actually will be provided. Failure to include an individual with the authority to commit the school district generally will be considered to be a substantive denial of FAPE.

e) **Assessment interpreter.** The IDEIA 2007 mandates the IEP team must include an individual who can interpret the instructional implications of assessment results. The law does not preclude other team members (except the parents and the student) from serving in this capacity. Thus, the team's special education teacher may do double duty, as may the Charter School representative, general education teacher, or any other individual who has been invited to participate by either the district or the parents to share his or her knowledge or special expertise about the student.

f) **Other individuals.** Other individuals in addition to those listed above who have knowledge or special expertise regarding the student, including related services personnel as appropriate, may be included as members of the IEP team "at the discretion of the parent or the agency.

g) **Student.** Wherever appropriate, the student must be a member of the team. On occasion when a student's attendance is appropriate is when the IEP team convenes a meeting to discuss postsecondary goals and the transition services needed to assist the child in achieving those goals. If the student does not attend the transition services meeting, the district must take other steps to ensure his/her preferences and interests are considered.

B. If a student has agency services such as California Children's Services (CCS), County Mental Health (CMH), and/or Regional Center, a representative from that agency must be invited to participate in all IEP meetings. It is primarily the parent's responsibility to contact the representative from the outside agency and give him/her notice of the IEP meeting.

C. A member of the IEP team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification or a discussion of the member's area of curriculum or related services under the following circumstances:

1. The parents and the Charter School consent to the excusal 24 hours in advance with signed consent, and

2. The member submits, **in writing** to the parents and the IEP team, input into the development of the IEP prior to the meeting.

IV. Notice of IEP Team Meeting

A. The parents and other individuals involved in the IEP meeting should be given whenever possible at least 10 days' notice to participate in an IEP meeting. The SPED office staff should call the parents and communicate with other IEP team members to find a mutually agreeable date and time to hold the IEP meeting. A written notice in the form of Notice of IEP Meeting should be sent home to the parents. The SPED office staff should ensure the beginning and ending time of the meeting be written on the Notice of IEP Meeting. The IEP team should adhere to the time frame documented on the Parent Notice of IEP meeting. If the team does not complete all items on the agenda, a follow-up meeting shall be scheduled.

B. IEP meetings should be scheduled with enough time to allow for unexpected cancellations and rescheduling of the meeting within the legal timeline.

C. Although IDEIA 2007 allows for IEP team members to be excused from attending an IEP meeting, this process should be used very sparingly as it is expected that a complete team be involved in the IEP process. However, in very rare circumstances, excusals are needed. Prior approval is needed to excuse IEP team members from the SPED Administrator in high profile cases.

1. The IEP team member seeking excusal should notify the SPED office staff that she/he is not available to attend the IEP meeting.

    a) The IEP team member seeking excusal obtains permission from the program administrator to be excused from the meeting.

    b) If the SPED Administrator/Designee does not agree to the excusal, the IEP meeting must be rescheduled to allow for the IEP team member seeking excusal to attend, or the IEP team member seeking excusal must attend the meeting.

2. The IEP team member seeking excusal shall call the parents to explain she/he will not be in attendance. Although calling the parent is not a legal requirement, but a best practice.

3. The IEP team member seeking excusal will complete the Excusal Form and, if their area of expertise is being discussed, they will also complete the Input Form for Excusal.

    a) The form(s) should be sent to the parents early enough so, if the parents refuse to provide their consent, the SPED office staff can reschedule the IEP meeting within the required timeline

4. The SPED office staff will notify the IEP team member seeking excusal when consent has been received.

5. If the form(s) is/are not returned, the SPED Administrator Designee will try to obtain parents' consent prior to the start of the meeting. If parents refuse to consent to the excusal, the IEP meeting must be rescheduled.

V. Scheduling an IEP Team Meeting

A. Meetings are to be scheduled at mutually agreeable times for all participants. Notice should be sent with sufficient time to ensure participation (10 days in advance is a suggested guideline).

1. The SPED office staff will identify necessary participants including the need for an interpreter and the student.

2. The SPED office staff will consult with IEP Team members including the general education teacher, parents, and agency personnel to determine a mutually agreeable time and date.

3. The SPED office staff will ensure completion of the Notice of IEP Team Meeting indicating a beginning and ending time, all participants, and purpose(s).

4. The SPED office will maintain a copy of the notice and distribute copies to all participants including Procedural Safeguards to parents.

a) If confirmation from the parents that they will attend the meeting, has not been received, send a second written meeting notice.

b) A third notice may be sent by Registered Return Receipt Mail to document effort to involve parents.

c) If parents do not attend the IEP meeting, another IEP meeting is scheduled following the steps outlined above.

5. Attempts to gain parents' participation must be documented. If there is no response, the IEP team may proceed without parent's presence after following the steps in #4, three times. The IEP developed without parents shall not be implemented until the parent's written consent is received.

B. The parents/guardians, shall notify the members of the SPED office staff of their intent to audiotape an IEP meeting at least 24 hours prior to the meeting. The SPED office staff should notify the members of the IEP team if the meeting will be audio taped and inform the parents they intend to audiotape the meeting as well. If 24 hours' notice is not provided, the meeting may not be recorded without the other party's consent.

VI. Conducting the IEP Team Meeting

A. The SPED Administrator Designee and other service providers should collect data throughout the year in order to report progress on the student's current goals and to develop present levels.

B. In some cases, the parents may request a draft of the IEP be sent home for the parents to review prior to the IEP team meeting. The SPED Administrator Designee can send the Progress Report of previous goals, draft of present levels, and a draft of new proposed goals to the parents for their review prior to the IEP meeting. These documents must be clearly labeled as "draft" documents. The SPED Administrator Designee should not draft or send home the Special Factors Page, Educational Settings Page, or Services Page as that may be perceived as predetermination of placement. The IEP team at the IEP meeting decides on the information on these pages.

C. When facilitating the IEP meeting, the SPED Administrator Designee should:
    1. Allow IEP Team members to introduce themselves.
    2. Review the agenda, including the purpose of the meeting and beginning and ending time.
    3. Review meeting "ground rules."
    4. Provide parents with a copy of the Notice of Procedural Safeguards necessary (if they have not previously received them this school year), and review/summarize as necessary.
    5. Facilitate the development of the IEP.
    6. Ensure throughout the IEP meeting that parents are provided the opportunity to meaningfully participate in the meeting

D. If conflicts arise during an IEP meeting, any IEP team member can refer to the ground rules and the agenda to refocus the discussion. Remind the IEP team members the reason for the meeting is to develop an IEP for the student. It is the intent of the IDEIA that the individualized education program team meetings be non-adversarial and convened solely for the purpose of making educational decisions for the good of the individual with exceptional needs.

E. There are times when parents may disagree with all or parts of the IEP. In the case where there is disagreement, the SPED Administrator/Designee should document in Team Meeting Notes that the parents do not agree with all or parts of the IEP and indicate the areas of agreement in the Team Meeting Notes. If the parents' consent to parts of the new IEP, those parts must be implemented. For the remaining parts that are in dispute, the last agreed upon IEP will stay in effect.

VII. IEP Development

According to IDEIA 2007, children with disabilities are entitled to a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). The California Department of Education (DOE) defines special education as:

> Specially designed instruction, at no cost to the parent to meet the unique needs of individuals with exceptional needs, whose educational needs cannot be met

with modifications of the general instruction program, and related services, at no cost to the parent, that may be needed to assist these individuals to benefit from specially designed instruction. (CA Education Code § 56031)

A. In order to determine if a student is Eligible and needs special education services, the student must be assessed in all areas of suspected disability. When the assessment is complete, the IEP team will determine if the student has a disability and requires special education and related services.

B. After services are determined, the IEP team determines "where" services are best provided for the individual student. The IEP team's responsibility is to determine the LRE (Least Restrictive Environment) or the place on the continuum of services, closest to general education, where the student can make appropriate progress and gain educational benefit.

C. Ultimately the IEP team makes one offer of FAPE (Free and Appropriate Public Education). The services shall be delivered in the setting that ensures to the maximum extent appropriate that the student is educated with non-disabled peers. The team must consider what accommodations and/or modifications will help support the student in a general education setting.

D. In general, IDEIA 2007 tells us that, to the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities, are educated with students who are not disabled, and special classes, separate schooling, or other removal of students with disabilities from the general educational environment occurs only when the nature or severity of the disability of a student is such that education in general classes with the use of supplementary aids and services cannot be achieved satisfactorily.

E. When considering placement in a more restrictive setting, the IEP team should consider the factors the 9th Circuit Court used in deciding the *Rachel H.* case: Is the student receiving an educational benefit in the general education class? Is the student receiving any social benefit? Does the student have a significantly negative impact on the learning of other students? Is the extraordinary cost associated with keeping the student in the general education setting?

F. Placements
    1. General Education – Placement in the general education program shall occur when the student's needs can be addressed through accommodations of the general education program and curriculum.

    2. Designated Instruction and Services (DIS) – DIS services are made available to the student when he/she requires the services necessary to benefit educationally from his or her special education services. DIS services that are typically seen on an IEP are:

        a) Language and speech
        b) Adapted physical education
        c) Health/nursing services

d) Transportation
e) Vision services
f) Counseling and guidance
g) Interpreting services
h) Audiological services
i) Orientation and mobility
j) Occupational Therapy
k) Specialized services for low incidence disabilities such as readers with vision or hearing services

3. Specialized Academic Instruction for a minority of the school day- shall occur when the IEP team has determined that a student has special learning needs that may require special education instruction and services. The students are assigned to a general education teacher for a majority of the school day. A Specialized Academic Instructor may provide instruction either individually or in a a small group

4. Specialized Academic Instruction for the majority of the school day – Removing a student from the general education instruction for the majority of the school day to allow them to receive Specialized Academic Instruction shall occur when the IEP team has determined a student's goals and objectives cannot be met in a less restrictive environment.

5. Out of district placements: Non-public Schools (NPS) – At times, a student may require a placement outside of the district. If the IEP team has collected data and other documentation to indicate the student's needs cannot be met in a district program, the SPED Administrator Designee should contact the SPED Administrator.

G. Supplementary aids and services – Aids, services and other supports are provided in the general education setting to enable a student with disabilities to be educated with non-disabled peers to the maximum extent possible.

H. All members of the IEP team must sign the completed IEP at the IEP meeting to document their attendance at the meeting. After signatures are obtained, the SPED office staff should make copies of the IEP and give one to each member of the IEP team who is responsible for implementing a portion of the IEP, if requested.

I. In some instances, the parents may be in disagreement with parts or all of the IEP or may want to take the IEP home for further review before signing that they agree with the IEP. In that case, the parents should sign that they were in attendance at the meeting and be allowed to take a **copy** of the IEP marked "DRAFT" and a **copy** of the Signature page home for further review. The SPED Administrator designee must follow-up with the parents to obtain their written consent to the IEP.

VIII. Extended School Year (ESY)

All students experience some regression and loss over an extended break. In most instances, the skills are re-mastered (recouped) within a reasonably short period of time. However, some students with disabilities may *require* ESY, as interruption of the student's educational programming may cause regression that cannot be recouped within a reasonable time frame. ESY shall be provided to a student with a disability who the IEP deems requires special education and related services in excess of the regular academic year. Such students shall have disabilities which are likely to continue indefinitely or for a prolonged period of time, and interruption of the student's educational programming may cause regression, when coupled with limited recoupment capacity, rendering it impossible or unlikely that the student will attain the level of self-sufficiency and independence that would otherwise be expected in view of his or her disability.

A. Extended School Year (ESY) services are individualized extensions of special education and related services that are provided to a student with a disability beyond the regular school year. The Charter School, at no cost, provides these services to the parents so students may maintain the skills they have learned during the school year. The purpose of ESY is to help the student maintain previously mastered skills, not to gain new skills.

B. Not every student with a disability is entitled to receive ESY services. Students who are determined by their IEP team to need ESY services are entitled to receive them as part of FAPE. Decisions about ESY Eligibility are made individually through the IEP process, usually at the annual review and through team discussion and an ESY questionnaire. The ESY documents should be filled out annually based on student's needs and are considered part of the IEP. The IEP team must utilize data to determine if the student requires ESY to prevent serious regression during extended breaks. If the student has continued to progress educationally from year to year despite the lack of ESY programming, ESY may not be necessary to ensure FAPE. ESY Eligibility is **not** determined by the student's primary disability or their placement.

IX. Continuance of the IEP Team Meeting

A. The SPED Administrator/Designee should include the beginning and ending time of the IEP meeting on the Parent Notice of IEP meeting and on the agenda. If a complete IEP cannot be developed within those time parameters, the IEP team may need to reschedule an additional meeting to finish the IEP. If a continuance is necessary for an annual review, the date of the first IEP meeting is the date for that annual review

B. In some circumstances, parents may bring new information to the IEP team meeting that was not covered in the assessments or the team members may conclude they do not have enough information to complete an IEP and additional assessments are needed. Under these circumstances, the SPED Administrator Designee should:
    1. Devise and document a plan to review or obtain the information needed, as recommended by the IEP team.
    2. Identify and document the reason(s) that make it difficult or impossible to complete the IEP.

3. If necessary, develop an assessment plan for additional assessments and obtain written parent consent to carry out the assessments.
4. Reschedule the IEP team meeting for a date, time, and place that is convenient for all team members.

X. Disseminating the IEP and Assessment Reports

When the IEP is completed, the IEP document and assessment reports are disseminated to the IEP team members, including the parents, school staff who work with the student, and outside agency service providers. The original IEP, assessment reports, and assessment protocols must be placed in the student's file.

XI. Implementing the IEP

It is the SPED Administrator's responsibility to ensure all parts of the IEP are implemented.

XII. IEP Team Meeting Notes

IEP team meeting notes should be used to document agreements that were made at the IEP team meeting or to document items that are not documented somewhere within the IEP document. Utilize the template that is available to you for IEP team meeting notes. Minimally notes may include but are not limited to the following:

A. The IEP meeting needs to be reconvened (list date(s) and time(s) when the meeting will be reconvened.

B. The IEP team has recommended additional assessments.

C. Referrals are being made to outside agencies ERMHS(Educationally Related Mental Health evaluations), Regional Center, etc.).

D. The parents did not sign consent to the IEP and wish to take the IEP home for further review (document the date by which the parents will sign the IEP).

E. A member of the IEP team arrived late to the meeting or had to leave early.

F. Any follow-up from the meeting, and who is responsible for the follow up.

G. The parent's request question that the IEP team cannot answer (be sure to follow-up with an answer after the IEP meeting.

Interim Placement

Within a school year, students with disabilities may move in and out of the Charter School. To facilitate the transition for an individual with exceptional needs, the Charter school shall take reasonable steps to promptly obtain the pupil's records, including the IEP and supporting documents and any other records relating to the provision of special education and related services to the pupil, from the previous school in which the pupil was enrolled. The Charter School shall provide the pupil with a Free Appropriate Public Education (FAPE), including services comparable to those described in the previously approved IEP, in *consultation* with the parents, until the District holds the 30 day review or conducts an assessment, if determined to be necessary, and develops a new IEP.

English Language Learners

The purpose of this Section is to supplement current District practices regarding Assessment and Reclassification of English Learners.

I. English Language Proficiency Assessments for California (ELPAC) or comparable current assessment tools.

Each year, all students whose primary language is not English, based on the Home Language Survey (HLS), must take the ELPAC. The ELPAC must be given to students identified as English learners upon initial enrollment, and on an annual basis (as per the state's assessment process) until they are reclassified as Fluent English Proficient. The state-testing window for the annual ELPAC assessment is July 1 through October 31st. Testing continues throughout the school year for new students within 30 days of enrollment. Although parents may opt their child out of other state testing, they may **not** opt them out ofELPAC testing.

Most students with disabilities take the ELPAC under standard testing conditions. Some students with disabilities may require testing variations, accommodation, and/or modifications. As with all standardized state testing, all students may use variations during testing if they are regularly utilized in the classroom setting. The IEP team may consider allowing the student to utilize accommodations and/or modifications if necessary. These accommodations and/or modifications must be documented in the student's IEP.

If the IEP team has concerns about the ELPAC being an appropriate measure for the student due to their disability, they may consider assessing the student using an alternate assessment. The IEP team may use the "ELPAC Participation Criteria" form to assist in their decision-making. If the IEP team determines that the student cannot meaningfully take any portion of the CELDT, the IEP team documents on the State Assessment page of the IEP how the language proficiency level will be determined using an alternate assessment.

II. The Reclassification Process

Each year, after the ELPAC score results are obtained, ELL students should be considered for reclassification. The Reclassification Team should consist of the teacher responsible for academic instruction (maybe general education and/or special education), a certificated ELL staff member, and if possible, a parent. If the ELL student is in special education, at least one of the student's service providers must be included in the reclassification meeting. This is **not** an IEP team decision, and this should not be done as a part of an IEP meeting. The four criteria for the Reclassification Team to consider are:

Assessment of language proficiency:. Language proficiency should be assessed using an objective assessment instrument, including, but not limited to the ELPAC. For students whose IEP team has determined that it is appropriate for them to be assessed using an alternative to

the ELPAC, it is recommended that the student should be assessed at least twice prior to being reclassified.

Teacher assessment:. Teacher assessment may include a review of the student's academic performance in class, progress towards IEP linguistically appropriate goals, and results on district assessments. Note that deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification.

Parental opinion and consultation:. Provide notice to parents or guardians of their rights and encourage them to participate in the reclassification process. Parent participation in Reclassification meetings for Special Education English Learners is expected to be consistent with the requirements for parent participation in Reclassification meetings for general education English Language Learners.

Performance in basic skills:. Comparison of student's performance against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age, that demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English (English-Language Arts subtest of SBAC and CAA).

Although it is recommended that a student be assessed on the ELPAC at least twice prior to being reclassified, for students in grades one and two, the district should base a decision to reclassify on ELPAC results, teacher assessment, parent consultation, and other locally available assessment results. Kindergarten students who have been identified as English learners probably should not be reclassified. (For more information, see *Understanding and Using 2009–10 Individual Results Information for School District and School Staff* which is available on CDE's website.)

For ELL students with a disability, the same four criteria are used in the reclassification process. The Reclassification Team meets to consider the reclassification criteria for those students who have not met reclassification criteria. Using the "*Worksheet for Reclassification of Special Education English Learners*" form which can be found at the end of this section, the Reclassification Team considers whether disability is impacting performance on English Language testing. If the Reclassification Team agrees to reclassify a student from English Language Learner (ELL) to Reclassified Fluent English Proficient (RFEP) at the student's next IEP meeting, the team must amend the IEP to indicate that the student is no longer an English Language Learner on the Student Information Page and on the Special Factors page by checking "No" in response to the questions that ask if the student is an English Language Learner (ELL).

Students with a Language Classification of RFEP or EO:

- may have their multidisciplinary assessments conducted in English.
- receive instruction in English in all curricular areas.
- no longer participate in CELDT testing.
- no longer is indicated as an ELL on their IEP.

- no longer qualify for linguistically appropriate goals.

Students with a language classification of ELL:

- Multidisciplinary assessments must include assessment in their primary language, and may include assessment in English. Assessment data obtained in English would be beneficial for determining progress in English acquisition yet would not be used to determine program Eligibility. A trained interpreter may be used to assist the credentialed professional in gathering data in the primary language of the student.
- Participate in ELPAC testing

Designated Instruction Services (DIS)

I. Designated Instruction Services (DIS)

A. DIS refers to the instruction and service specified in an IEP as required for a student to benefit educationally from his/her instructional program.

B. California law uses the term “related service” interchangeably with “designated instruction and service”. The service is indicated on the IEP with the specific frequency and duration of service. It is typically provided by the appropriate DIS specialist (e.g., SLP, OT, APE, Transportation Department, etc.).

C. Duplicated Service: The majority of DIS services are duplicated, meaning the student receives a primary service (e.g., RSP or SDC) and, in addition to that service, also receives a designated instruction and service. If a DIS service is the only service, it is speech/language therapy.

II. Referral

A. If a student with an existing IEP, is designated to require a DIS service in order to benefit from his/her special education program, the SPED office staff makes the referral to the DIS provider.

B. If the student is referred for a multi-disciplinary assessment, the SPED office staff may notify the DIS Provider at the time of the referral so s/he can participate in the development of the Assessment Plan and the assessment of the student, if appropriate.

III. Documentation of DIS Service

A. Each DIS provider is required to maintain on-going treatment logs, with sufficient detail of the goals worked on and progress during the session.

1. Logs need to indicate the number of sessions the student received service since the last IEP.

2. At the end of the school year, the DIS Provider indicates the amount of service (e.g., number of hours) received by the student from the date of the last IEP to the date last seen for the school year.

3. Copies of DIS treatment logs with sessions/frequency should be maintained by the DIS provider in his/her personal working file. It is highly recommended each provider maintain copies of the logs for the past three years.

B. Progress Reports

1. DIS providers are required to provide a Progress Report aligned to the general education reporting periods to parents as indicated on each student's IEP. A copy of the Progress Report should be saved online in the student's IEP. The progress reports that have been sent to the parent throughout the duration of the IEP should be sent to the SPED office staff at each annual review as part of the original IEP.

2. For duplicated students, the DIS provider needs to work with the SPED office staff to ensure the parents receive all the progress reports.

IV. Make-Up Services

A. If the Special Education Service Provider (e.g., SLP) is available to provide service but if the student is absent, the "service time" counts and no service needs to be made up.

B. If the Special Education Service Provider is absent and the student is available, the service needs to be made up.

C. Same procedure applies to all special education providers.

V. Extended Absences

A. If the student misses more than two (2) consecutive sessions due to traveling, their special education service appointment days / times may not be held. Consequently, the student's special education service appointment days / times may change.

B. If the student is out of the state (CA), virtual services will not be provided until the student is back in California. Elite's Special Education Service Providers are appropriately licensed and/or credentialed to provide service within the state of California.

Placement Process

I. Least Restrictive Environment (LRE)

A. The intent of IDEIA 2007 is to ensure students with disabilities receive their education:
   1. In age appropriate environments.
   2. With nondisabled peers.
   3. In neighborhood schools or Charter Schools.

B. To the maximum extent appropriate, students with disabilities, including students in public and other care facilities, are educated with students who are not disabled. Special classes, special schooling or other removal of students with disabilities from general education environments occurs only when the nature or severity of the disability of the student is such that education in the general education classroom with the use of supplementary aids and services cannot be achieved satisfactorily.

C. Special education is best understood as a service and not a place. The services are offered in the least restrictive environment (LRE) to promote the maximum interaction with the general school population in a manner appropriate to the needs of the student and his/her peers (In Independent Study Charter School this clause may not be able to be implemented). The IEP team makes all service and placement decisions.

II. Consideration For Charter School Services

A. General Education Instruction with Modifications/Accommodations

The IEP team must consider placing a student with disabilities in the general education instruction. The team identifies specific supports, which the student would need in order for him/her to successfully participate in general education. Supports may include, but are not limited to, curricular modifications, flexible scheduling, re-teaching, intensive intervention, and/or extra classroom aide support

B. General Education Instruction with Designated Instruction Services

Related services are available to all special education students who meet eligibility for special education. Qualified personnel provide these services through consultation or direct services in the general or special education setting. Examples of these services may include:

1. Adapted Physical Education (APE): The Adapted Physical Education program addresses individual student needs in the development of gross motor skills, physical fitness, self-image, and recreational interests.

    a) The APE teacher conducts the assessment and writes the report.

    b) SPED office staff monitors the 60-day timeline and schedules the IEP meeting with the APE teacher in attendance. The meeting is to review assessment results, determine the need for service, and to develop/amend IEP, as appropriate (including goals/benchmarks) to address identified areas of need.

Note: Per Ed Code, APE services are only provided to students who meet special education eligibility criteria. A student would qualify under one of the 15 handicapping conditions with APE as a DIS service on the IEP. APE is not a stand alone service.

2. Occupational Therapy (OT): Services are provided to identified special education students who require the service to benefit from their special education program. A registered Occupational Therapist or assistant provides direct therapy and/or consultation to address fine motor and sensory deficits. If a student with an identified disability who is currently receiving special education services is not making adequate progress towards his/her IEP goals related to sensory modulation and/or fine motor delays, the IEP team may consider a referral for an OT consult/assessment. Referrals to OT should **not** be made solely to improve handwriting. A student would qualify under one of the 15 handicapping conditions with OT as a DIS service on the IEP. OT is not a stand alone service.

Note: The Individuals with Disabilities Education Act (IDEIA 2007) currently mandates that, as a related service, OT must support the student's IEP by addressing needed skills in the least restrictive environment, and as integrated with general education peers as feasible.

3. Assistive Technology (AT): The IEP team must consider each student's need for assistive technology in order to access his/her educational program. Assistive technology may range from devices such as pencil grips and slant boards and access to computers. If the IEP team believes a student requires assistive technology equipment that is not available as part of the GE instruction and Charter School a referral to the SPED office should be done.

    a) SPED Administrator/Designee develops an assessment plan.

    b) SPED office staff obtains written parent consent for the AT evaluation.

c) SPED office staff monitors 60-day timeline, schedules IEP meeting, including assessor to review results and amend IEP, as appropriate, including revision of Special Factors and meeting notes.

d) SPED Administrator facilitates the acquisition of necessary equipment/materials.

4. Audiological Services: An audiologist will be hired to address any hearing loss experienced by a student.

5. Deaf/Hard of Hearing Itinerant (DHH): The Deaf/Hard of Hearing Itinerant provides specialized instruction and/or support to students who are deaf or hard of hearing. Consultation services are provided to parents, teachers, and/or other personnel in the management of an individual's hearing loss.

6. Speech Language Pathology (SLP): The Speech Language Pathologist provides direct and/or consultation services to meet individual student needs in the area of communication.

7. Orientation and Mobility Training: Provides individual support services to students with visual impairments to enable them to access the school environment in a safe and efficient manner.

C. Specialized Academic Instruction/Resource Specialist Program (SAI)

Provides service for students assigned to general education instruction for a majority of the school day. A credentialed special education teacher designs instruction or consultation. Special education and/or general education staff may implement individual goals.

D. Specialized Academic Instruction/ Special Day Class (SDC)

These classes provide the least restrictive educational environment for students who, because of the nature of their special needs, require a more restrictive learning environment for the majority of the school day. Programs instruction is designed and implemented by special education staff. Students are mainstreamed as appropriate in general education instruction and activities. Even when it is determined that a student will receive services within an SDC classroom, the IEP team should carefully look at the entire school day to find opportunities for the student to be included with non-disabled peers to the greatest extent possible. There are very few students who require 100% of their day aggregated from non-disabled peers.

Elite Academic Academy Charter School does not operate any SDC classes. However, if a student is deemed to require a self contained special education classroom in order to make appropriate progress in the core curriculum, the IEP team must convene to make the placement recommendation. It is the responsibility of the Elite Academic Academy Charter School to find and fund this more restrictive instructional model.

E. Nonpublic, Nonsectarian School (NPS)

If no appropriate public education program is available within the Charter School for a student with special needs, the Charter may enter into a contract with a certified nonpublic, nonsectarian school or agency to provide the service, at no cost to the parents.

III. Low Incidence Services

A. Deaf-Hard of Hearing (DHH)

1. A pupil has a hearing impairment, whether permanent or fluctuating, which impairs the process of linguistic information through hearing, even with amplification, and which adversely affects educational performance. Processing linguistic information includes speech and language reception and speech and language discrimination.

2. Services for students who meet Eligibility as deaf or hard of hearing may include, but are not limited to, audiology, speech and language, DHH itinerant support, and specialized academic instruction.

B. Visual Impairment (VI)

1. A pupil has a visual impairment that, even with correction, adversely affects a pupil's educational performance. Visually impaired students are classified as functionally blind or having low vision.

    a) Functionally blind students have needs related to using their other senses as primary channels for learning. Reading and writing in Braille may be particularly important.

    b) Low vision students have needs related to using their residual vision as a primary channel for learning. Use of low vision aids, audiotapes, and large print may be important accommodations for these students.

    c) A student who has visual perceptual or visual motor dysfunction resulting solely from a learning disability does <u>not</u> meet the

eligibility criteria for “visual impairment” or “low incidence disability” and is therefore not eligible for vision services or low incidence funding.

2. Services - For students identified as visually impaired, services are based upon assessment results and may include, but are not limited, to VI Itinerant support and Orientation and Mobility.

    a) Orientation and Mobility
    A visual impairment may adversely affect a student’s opportunities for unrestricted, independent exploration, movement and play; understanding of the physical environment and space; ability to become oriented to and to travel in various school environments; and acquire basic daily living and social skills. The Orientation and Mobility Specialist may teach:

        (1) Environmental and spatial concept development, body image, control and purposeful movement.
        (2) Orientation techniques.
        (3) Self-protection skills.
        (4) Adaptive visual and nonvisual mobility techniques.
        (5) Use of residual vision for travel or orientation.
        (6) Daily living skills related to community travel and independence.

C. Referral Procedures

If a student enrolls in the Charter with a current IEP that indicates (V.I. or DHH) itinerant services, auditory services, and/or orientation and mobility services, the SPED Administrator/ Designee completes an Interim Placement form. A referral to the proper certified special education providers is made by the SPED office staff and a 30 Day Review IEP will be scheduled.

IV. Service Options with Other Public Agencies

There are many other agencies outside of the Charter School that provide services to students with disabilities. The following list includes some of these agencies. Families should be advised of these agencies when appropriate and how to connect with them. Through the IEP process, district staff may make referrals to these agencies, as appropriate.

A. California Children’s Services (CCS)

CCS provides medically necessary OT and PT services, and durable medical equipment to individuals aged birth through 21 who have a diagnosed neuromuscular or musculoskeletal handicapping condition. This service is NOT listed on the services page of an IEP.

B. Regional Center
Regional Center provides services to students aged birth through adulthood that meet Eligibility (i.e., Intellectual Disability, cerebral palsy, epilepsy, autism or any condition that would require treatment similar to Intellectual Disability). Services may include family respite, independent living skills training, and in-home behavioral support.

Transportation

I. Special Education Transportation Guidelines

It is up to the IEP team to determine if transportation is required as a related service to enable the student to access the special education instruction and/or other related services.

II. IEP Team Considerations

The IEP team should consider the following factors when determining whether or not a student requires the related service of transportation in order to receive a FREE and Appropriate Public Education (FAPE).

A. If the IEP team determines transportation is not required, the “None” box under “Transportation” on the Educational Settings page should be checked.

B. If the IEP team determines transportation is required in order for the student to access special education instruction and/or related service, the “Special Ed” box under “Transportation” on the “Educational Settings” page should be checked. Typically in an Independent Study Charter School the parent transports the student to the public location where special education services may be offered. In special circumstances , parents may request reimbursement of mileage or a public transportation ticket.

Transferring from Private to Public School

If a student with an ISP enrolls in the Charter School school, an Interim Placement will be made and they shall receive the services as specified on the most recent ISP, unless the parents and district agree otherwise. An IEP meeting is convened within 30 days to review and develop an IEP that reflects the Charter School’s offer of FAPE.

Procedural Safeguards

I. Parents shall be given a copy of their rights and procedural safeguards:

   A. One time per year

   B. Upon initial referral

   C. Upon parental request for assessment

   D. Upon request by parents

   E. Upon first filing for a due process hearing or state complaint

   F. When a decision is made to make a removal that constitutes a change of placement due to a violation of a code of student conduct (when student reaches the 11th day of suspension, and each time thereafter)

II. A brief summary of procedural safeguards for students with disabilities receiving special education services:

   A. Parents of children with disabilities from ages three through twenty-one have specific educational rights under the Individuals with Disabilities Education Act (IDEIA 2007). These rights are called Procedural Safeguards. Individuals serving as surrogate parents and students aged eighteen receiving special education services are also entitled to these rights.

   B. A number of staff in the student's district and Special Education Local Plan Area (SELPA) may answer questions about the student's education and the parents' rights and responsibilities. When the parents have a concern, it is important they contact their student's teachers or administrators to talk about their student and any problems they see. This conversation often solves the problem and helps maintain open communication.

   C. Parents must be given opportunities to participate in any decision-making meeting regarding their student's special education program. Parents have the right to participate in IEP meetings about the special education eligibility, assessment, educational placement of their student and other matters relating to their student's Free Appropriate Public Education (FAPE).

   D. When parents cannot be identified or located, a district may appoint a surrogate parent to represent a student with a disability.

   E. Parents have a right to receive prior written notice, in their native language, when the school district initiates or refuses their request to initiate a change in their student's identification, assessment, or educational placement in special education.

   F. **To Consent:**
   Parents must provide informed, written consent before their student is assessed or provided with any special education services. Parental consent must also be

provided before any change in special education services may occur. The district must ensure that parents understand proceedings of the IEP team meeting including arranging for an interpreter for parents with deafness or those whose native language is other than English

G. **To Refuse or Revoke Consent:**

Parents may refuse to consent to an assessment or the placement of their student in special education. Parents may revoke consent in writing for the continued provision of special education and related services.

H. **To Be Given a Nondiscriminatory Assessment:**
Students must be assessed for special education through the use of methods that are not culturally biased or discriminatory.

I. **To Receive Independent Educational Assessments:**
1. If parents disagree with the results of the assessment conducted by the school district, they have the right to ask for and obtain an independent educational assessment (IEE) at public expense.
2. The parents are entitled to only one IEE at public expense each time the public agency conducts an assessment with which the parents disagree.
3. When parents request an IEE at public expense, the school district must, without unnecessary delay, either ensure an IEE is provided at public expense, or request a due process hearing if the district believes their assessment was appropriate and disagrees an IEE is necessary. The school district also has the right to establish the standards or criteria (including cost and location) for IEEs at public expense.

J. **To Access Educational Records:**
Parents have a right to inspect, review, and obtain copies of their student's educational records.

K. **To stay in the Current Program If There is a Disagreement About Placement:**
If parents disagree with the district regarding their student's special education placement or a proposed change in placement, the law requires the student to "stay put" in the current program until the dispute is resolved.

L. **To Be Given a Hearing Regarding Disagreements About an IEP:**
Parents have the right to present a complaint relating to the provision of a FAPE for their student; to have an attorney, an advocate, and the student, if appropriate, present at the due process hearing; and to make the hearing public. Under certain conditions, the hearing officer may award, reduce, or deny the reimbursement of attorneys' fees and fees paid to nonpublic institutions by parents in the settlement of a case. To request a due process hearing or to receive a complete notice of Procedural Safeguards related to a due process hearing, contact the Office of Administrative Hearings.

M. **To Receive Mediation:**

Parents are encouraged to consider settling disagreements regarding their student's special education program through voluntary mediation, a process through which parties seek mutually agreeable solutions to disputes with the help of an impartial mediator. Parents may seek mediation alone or separate from due process, or they may participate in mediation pending a due process hearing. Mediation cannot be used to delay parents' right to a due process hearing.

N. **To File a Complaint Against Your Charter School:**
If parents believe their student's school district has violated the law, they may file a complaint with the California Department of Education. The Department must investigate complaints alleging violations of noncompliance with IDEIA 2007, state special education laws, or regulations, and issue a written report of findings within 60 days of receiving the complaint.

O. To Be Informed of School Discipline and Alternative Placement:

There are specific rules regarding the suspension and expulsion of students with IEPs. Generally, a student with a disability may be suspended or placed in an alternative educational setting to the same extent that these options apply to students without disabilities.
If the student with a disability is in such a placement for more than ten days, an IEP meeting must be held to consider the appropriateness of the student's current placement and the extent to which the disability is the cause of the misconduct. Regardless of the student's placement, the charter must provide FAPE.

Timelines

I. **Referral (15 calendar days) [Refer to "TimeLine" related to the IEP process at the end of this chapter]**

A. A proposed Assessment Plan must be developed within 15 calendar days of receipt of a referral for special education or an assessment.

1. A proposed assessment plan must be developed within 15 calendar days of receipt of referral for an assessment, not counting calendar days between the regular school sessions or calendar days of school vacation in excess of five school days from the date of the receipt of the referral (unless the parents agree in writing to an extension).

II. **Parents' Response (15 calendars days)**

A. Parents have at least 15 calendar days from receipt of the proposed Assessment Plan to decide if they want to proceed with the assessment.

1. If the parents choose not to proceed with the assessment, the district may accept that decision or may opt to proceed with due process.

III. **Conduct Assessment and IEP Meeting (60 calendar days)**

A. The IEP team must conduct assessments and hold an IEP meeting within 60 calendar days from the date of receipt of the parents' written consent for assessment, not counting calendar days of school vacation in excess of five school days.

B. 30/30 Rule

1. When parental consent for an assessment is received 30 calendar days or less before the end of the school year, the Case Manager has 30 calendar days from the start of the next school year to hold the meeting.

IV. **Implement the IEP**

A. Once the IEP has been signed, the student must begin receiving the service as soon as possible. If arrangements need to be made (e.g., transportation), they should be completed within a reasonable period of time (i.e., approximately one week).

V. **Annual Review (Within 1 year)**

A. The IEP team must meet at least annually (i.e., **prior** to the anniversary date of the current IEP) to review the student's progress, update present levels of educational performance, develop goals, and re-consider appropriateness of the program/services.

VI. **Triennial Review (Within 3 years)**

A. Every three years, a complete re-assessment of the student in all areas of suspected disability is required to determine if s/he continues to meet eligibility criteria for special education, review the student's progress, update present levels of educational performance, and, if eligible, develop goals and re-consider the appropriateness of the current program/services.

1. If a signed Assessment Plan for a triennial assessment is received 30 calendar days or less prior to the end of the school year, an IEP meeting must be held within 30 calendar days of the next school year.

VII. **Interim Placement (30 calendar days)**

When a student transfers from another SELPA, she/he is immediately provided an interim placement (in a program as similar as possible to the prior IEP) for up to 30 calendar days. Within 30 calendar days, the IEP team must determine if an assessment is needed and, if so, obtain parent consent to evaluate, conduct the assessment, hold an IEP team meeting, and develop a new IEP. If no assessment is needed, a new IEP is still written. If a student transfers into the district from another school within the SELPA, a team completes an interim placement, if the IEP is appropriate, a team may adopt the IEP as is. If there are changes to be made to the IEP the team may hold an IEP within the first 30 days of enrollment and propose changes.

VIII. **Parent Request an IEP Meeting (30 calendar days)**

When parents request an IEP meeting, it must be held within 30 calendar days from the date of receipt of the parents' request.

IX. **Parent Request for Records (5 business days)**

A. Parents may request to review and examine their child's records.

1. Parents need to call and make an appointment with a district representative

2. It is important that the district representative remain in the room the entire time the parents are reviewing the records

B. When parents request a copy of their student's records, a copy must be provided to the parents within 5 business days.

1. It is appropriate to let parents know there will be a charge to copy the file (which may be waived due to financial hardship).

C. When a district requests a copy of a student's record, a copy must be sent to the receiving district within five (5) business days. Special education items to send to the student's new district include:

1. A copy of the most recent IEP
2. A copy of the most recent Assessment Report(s)
3. A copy of the most recent behavior plan (BIP)

Timelines Related to the IEP Process

Following are the specific timelines related to the IEP process (IDEIA 2007). For all timeliness, calendar days between regular school sessions and vacation days of *more* than five school days are ***not*** counted.

Timelines for Developing the INITIAL IEP	
Referral for Special Education Evaluation	A proposed referral to evaluation can be made at any time by parents, outside agencies, or physicians (in written or verbal form). Pending dated receipt, there must be a prior written notice and referral created.
Response to Request	A proposed Assessment Plan must be developed within 15 calendar days of receipt of referral for an assessment.
Parents Decision	Parents have at least 15 calendar days from receipt of the proposed Assessment Plan to decide if they want to proceed with the assessment. (If parents decide not to proceed with the assessment, the Charter may accept that decision or may opt to proceed with due process.)
Meeting Scheduled	The SPED Office Staff communicates with the assessors to identify dates for assessment and the IEP meeting and schedules the meeting with the parent at a mutually agreeable time.

IEP Developed	The IEP team must develop an initial IEP within 60 calendar days from the date of receipt of the parent's written consent for assessment. (The student is evaluated in all areas of suspected disability, present levels of educational performance are identified, and if eligible for special education, goals are developed, and an offer of an appropriate program and/or service [FAPE in LRE] is made.) Free and Appropriate Public Education in the Least Restrictive Environment.
Implement the IEP	Once the IEP has been signed, the IEP must be implemented as soon as possible.
Timelines AFTER the Initial IEP	
Annual Review	The IEP team must meet at least annually (i.e., prior to the anniversary date of the current IEP) to review the student's progress, update present levels of educational performance, develop goals, and re-consider appropriateness of the program/services.
Triennial Review	A complete re-assessment of the student in all areas of suspected disability is required every three years to determine if the student continues to meet eligibility criteria for special education, review the student's progress, update present levels of educational performance, and if eligible, develop goals and re-consider the appropriateness of the current program/services. If a signed Assessment Plan for a triennial assessment is received 30 calendar days or less prior to the end of the school year, an IEP meeting must be held within 30 calendar days of the next school year.

Interim Placement	When a student transfers from another SELPA, s/he is immediately provided an interim placement (in a program as similar as the prior IEP as possible) for up to 30 calendar days. The IEP team must determine if an assessment is needed and if so, obtain parent consent to evaluate, conduct the assessment, hold an IEP team meeting and develop a new IEP within 30 days. If no assessment is needed, a new IEP is still written.
Request for IEP	When parents request an IEP meeting, it must be held within 30 calendar days from the date of receipt of the parent's request.
Parents' Request for Records	When parents request a copy of their child's records, a copy must be provided to the parent within 5 business days.
District's Request for Records	When a District requests a copy of a student's records, a copy must be provided to the District within 5 business days.

Student Records

I. Student Records

A. A student's record includes documents that directly pertain to the student and are required to be maintained by the district. These records, either handwritten or typed, include:

1. Student education file (including discipline and health records)
2. Special Education documents (e.g., IEP, assessment reports, test protocols)
3. Documentation of efforts to schedule meetings

B. Student records do **not** include:

1. Notes, anecdotal remarks, etc. made by a staff member regarding a student that are **not** shared with anyone
2. A student's work samples, spelling tests, drawings, etc.

II. Maintaining Student Records

A. The referral process initiates the generation of many IEP-related documents. It is imperative the original of these important documents be retained and filed in the student's special education file at the District Office.

B. Regulations mandate that student files (including special education documents) be kept confidential and locked during non-work hours.

C. Since a request for records may be received during school holidays and vacations, it is imperative the files be accessible. They should be maintained with most current scanned documents in the online program, so Charter School district office staff can access them.

D. A Service Provider, who wants a copy of the IEP, may make a personal copy. Under no circumstances should the original IEP documents be maintained in any place but in the student's file at the Charter School's district office.

III. Parental Request for Records

A. Parents may request to review or receive a copy of their student's record. When parents make a request for records, either orally or in writing, they have the right to receive the records within five business days. If an advocate or attorney requests to review or receive a copy of a student's records, a signed release from the parents is required before complying with the request. Notify the SPED office

staff if there is a request of records from an advocate or attorney. When a request for records has been received by a staff member at the student's school of attendance, the recipient of the request:

1. Documents the date of the request
2. Informs parents of the cost of copies ($.10 per copy) and invites parents to review the file instead.
3. Informs the SPED Administrator, who directs site staff to:
    a) Organize the student file
    b) Print the Attendance Record
    c) Print the Discipline Record
    d) Print the Health Record
    e) Alert the Special Education Office that the file is ready to be picked up
4. Informs the Special Education Office, who:
    a) Picks up file from site
    b) Reviews and organizes the contents of the file
    c) Gives to Special Education Office Staff to copy
5. Office Assistant prepares copies:
    a) Calls and asks parents their preference for receiving records (e.g., U.S. mail or pick up).
    b) All records mailed to parents should be sent via certified mail return/receipt.
    c) The district informs the parents a fee of $0.10 per page will be charged to cover the cost of the copies. In cases of extreme financial hardship, parents may request for the fee to be waived.

B. Once records have been copied, it is recommended a notation be placed in the student's file with the date the records were sent. If the parents request records again, they should be asked if copies of the entire student file are being requested, or only those documents placed in the file since the previous request.

IV. Student Leaves the Charter School

A. When a student moves out of the Charter School, files must be forwarded to the new district within five business days.

B. The file, with its original documents, is maintained at the Charter School District Office until requested by the new district.

C. The SPED department maintains the special education files at the Charter School District Office until the student would have graduated from High School. The special education file is then moved to the warehouse and is filed according to the student's year of birth. These records are considered Mandatory Interim files and are destroyed 3 years after the student graduated from high school.

V. Storage of Student Files

A. The Charter School must maintain a copy of the IEP for each student enrolled at the School.

B. All student records, including cumulative files and special education files, must be maintained in a locked cabinet.

C. When a staff member removes a file, she/he must replace it with a "locator" card, indicating who has removed the file.

VI. Maintaining Personal Working Files

A. Individuals providing IEP services often create a "working file" for each student served. Such files are considered "personal working files" as long as the contents have not been shared with another individual. While personal files are considered personal, any items shared among staff or with parents are subject to being subpoenaed in a due process hearing. Be aware of personal commentary or anecdotal notes within the file.

B. Each service provider is required to annotate in the notes section of SEIS or in a separate log of parent contacts when unique situations occur that may result in a dispute between parents and district, such as:

1. Multiple attempts to contact parents to schedule an IEP meeting
2. Parents contact service provider(s) with a concern
3. Behavior episode reaches the level of Behavior Emergency Report (BER)
4. To record any situations that merit phone contact with the parent or guardian.

C. The statute of limitations for parents to file due process is two years after the parents have reason to believe a violation of IDEIA 2007 had occurred. For that reason, it is strongly recommended each service provider retain for three years

his/her own personal working files for students served. (Note: it is possible for a staff member to be subpoenaed after leaving the district. For that reason, staff is encouraged to keep their own working file.)

D. Each DIS service provider (e.g., SLP, APE, OT, etc.) is also required to maintain either within the notes section of SEIS or on a separate log of contacts with students when service is provided. A log must be maintained.

E. If a service provider resigns and/or moves out of the area, she/he is asked to give the incoming service provider and the SPED office staff a copy of his/her parent contact logs.

VII. Challenging the Context of Student Records

A. If parents request a portion of their student's record be removed from the file, refer the parents to the SPED office staff.

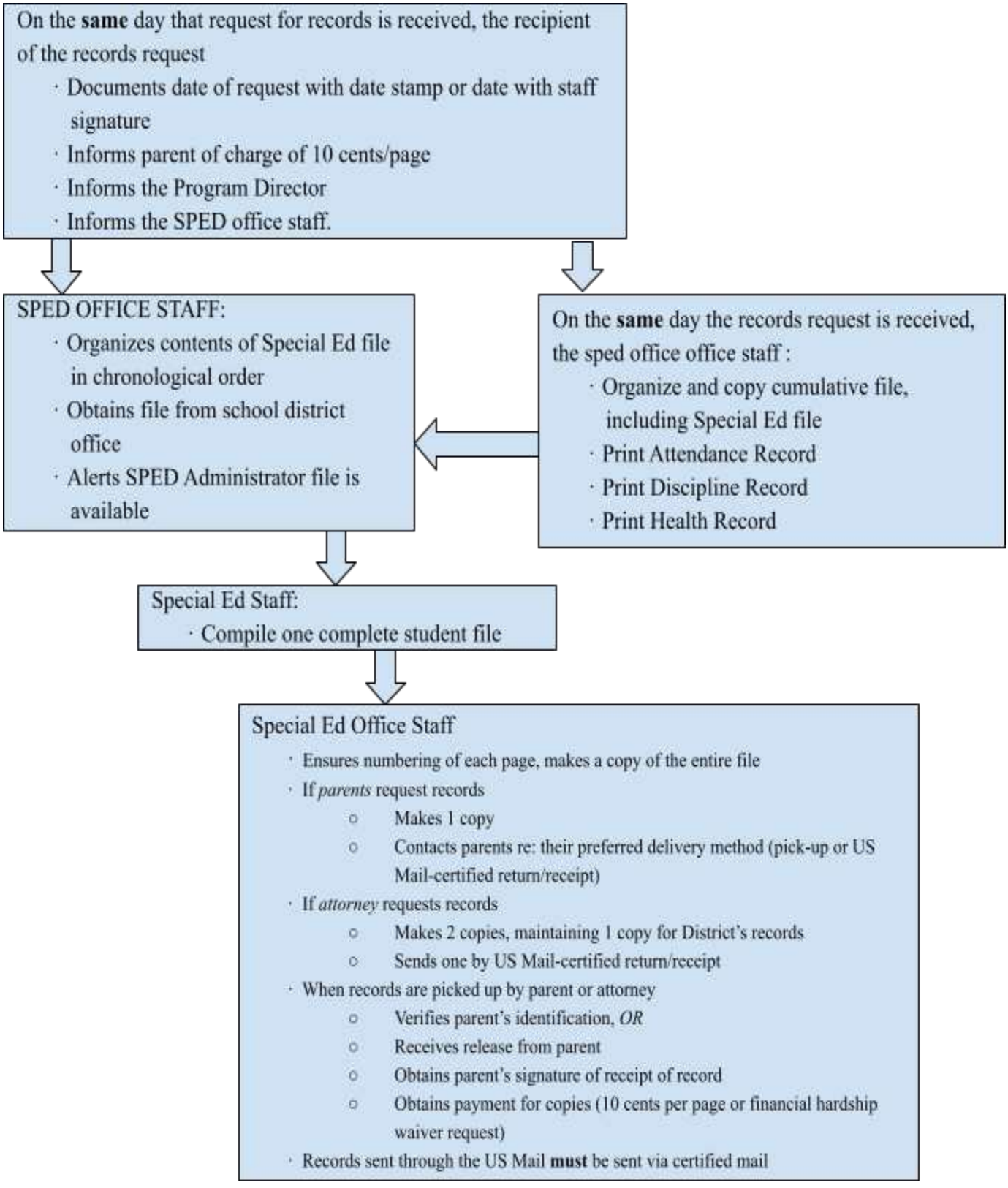
B. The parent will file a written request to correct or delete any information recorded in the student's record which they allege to be:

1. Inaccurate
2. A conclusion or inference outside of the observer's area of competence
3. Not based on personal observation of a named person, with the time and place of the observation noted
4. In violation of the privacy rights of parent or student

C. Within 30 days of receipt of the written request, the SPED Administrator or designee will meet with the parents and the certificated staff member who recorded the information in question, if any. The SPED Administrator or designee will make a determination regarding the request.

Responding to a Request for Records of a Special Education Student

When a request for records is received, the District has five (5) business days to comply with the request (i.e., copy and mail the records). If a request for records is verbal, it is helpful if, whoever receives that verbal request, immediately asks for the request to be put in writing.


On the **same** day that request for records is received, the recipient of the records request
· Documents date of request with date stamp or date with staff signature
· Informs parent of charge of 10 cents/page
· Informs the Program Director
· Informs the SPED office staff.
SPED OFFICE STAFF:
· Organizes contents of Special Ed file in chronological order
· Obtains file from school district office
· Alerts SPED Administrator file is available
On the **same** day the records request is received, the sped office office staff :
· Organize and copy cumulative file, including Special Ed file
· Print Attendance Record
· Print Discipline Record
· Print Health Record
Special Ed Staff:
· Compile one complete student file
Special Ed Office Staff
· Ensures numbering of each page, makes a copy of the entire file
· If *parents* request records
○ Makes 1 copy
○ Contacts parents re: their preferred delivery method (pick-up or US Mail-certified return/receipt)
· If *attorney* requests records
○ Makes 2 copies, maintaining 1 copy for District's records
○ Sends one by US Mail-certified return/receipt
· When records are picked up by parent or attorney
○ Verifies parent's identification, *OR*
○ Receives release from parent
○ Obtains parent's signature of receipt of record
○ Obtains payment for copies (10 cents per page or financial hardship waiver request)
· Records sent through the US Mail **must** be sent via certified mail

Behavior

I. Philosophy

A. We believe:
   1. All students are unique individuals who are capable of growth and change.
   2. All students must be treated with respect.
   3. All students deserve a chance to succeed.

B. Assumptions
   1. Prior to consent for assessment, the school and parents/guardians will have discussed the student's needs.
   2. School expectations will have been clearly communicated to the student and parents.
   3. The teacher will have a written description of need with behavior in a variety of settings (e.g. anecdotal notes and other data) and will have reviewed this information with the parents prior to the request for assessment.

II. Terminology

A. ERMHS (Educationally Related Mental Health Services)
B. FBA (Functional Behavioral Assessment)
C. BIP (Behavior Intervention Plan)
D. Manifestation Determination

III. Three-Tiered Positive Behavior Intervention and Supports

A. Universal Interventions (75% to 85%)
   1. All students, all settings
   2. Precentive, proactive
B. Targeted Group Interventions (10% to 15)
   1. Some students (at-risk)
   2. High efficiency
   3. Rapid response
C. Intensive, Individual Interventions (5% to 10%)
   1. Individual students
   2. ERMHS Assessment-based
   3. High intensity
   4. Of longer duration
   5. Intense, durable procedures

IV. Addressing Behavior Through the IEP Process

IDEIA 2007 requires the IEP team to address "behavior that impedes his or her learning or that of others" (IDEIA 2007 Section 614(d)(2)(B)). The Federal Regulations further point out that "positive behavior interventions, strategies and supports" are to be considered supplementary aids and supports. The inescapable conclusion is this: Whenever a student receiving special education services exhibits difficult behaviors, whether early or late in an escalating behavior pattern, the IEP team must address the situation in the IEP.

A. Educationally Related Mental Health Services (ERMHS) defined in Section 300.34(a) and Section 602(26) of the Act states that related services include other supportive services that are required to assist a student with a disability to benefit from special education. According to the federal Office of Special Education Planning (OSEP), this conveys that the list of services in Section 300.34 is not exhaustive and may include developmental, corrective, or supportive services if they are required to assist a child with a disability to benefit from special education.

1. ERMHS Services

a) **Individual Counseling Services (510):** One-to-one counseling, provided by qualified social workers, psychologist, guidance counselors, or other qualified individual pursuant to an IEP. Counseling may focus on educational, career, or personal aspects or be conducted with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program. (34 CFR§ 300.24(b)(2), (CCR Title 5 §3051.9).

b) **Counseling and Guidance (515):** Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on educational, career, or personal aspects; or be conducted with parents or staff members on learning problems or guidance programs for students. IEP-required group counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.24.(b)(2)); CCR Title 5 §3051.9). Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program. (34 CFR 300.306; CCR Title 5 §3051.9).

c) **Parent Counseling and Training (520):** Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills, information on child development, or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.31(b)(7); CCR Title 5 §3051.11).

d) **Social Work Services (525):** Social Work services, provided by a qualified individual pursuant to an IEP includes, but are not limited to, preparing a social or developmental history of a child with a disability; group and individual counseling with the child and family; working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24(b)(13); CCR Title 5 §3051.13).

e) **Psychological Services (530):** These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents, and assisting in developing positive behavioral intervention strategies. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. (CFR Part 300 §300.24). IEP-required psychological services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24; CCR Title 5 §3051.10).

f) **Behavior Intervention Services (535)** A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment. (CCR Title 5 §3001(d)).

g) **Day Treatment Services (540)**: Structured education, training, and support services to address the student's mental health needs. The primary placement is listed in the services portion of the IEP with location and provider. The services offered within this placement are operationalized as listed above, and itemized in the student service plan of the IEP. (Health and Safety Code, Div. 2, Chap 3, Article 1, 12-2(a)(3)

h) **Residential Treatment Service (545):** A 24 hour out of home placement that provides intensive therapeutic services to support the educational program. The primary placement is listed in the services portion of the IEP with location and provider. The services offered within this placement are operationalized as listed above, and itemized in the student service plan of the IEP. (Welfare and Institutions Code, Part 2, Chapter 2.5, Art. 1, Section 5671)

i) **Medication Management:** ERMHS does not include medication management, which was once funded in AB 3632. The California Department of Education (CDE) has advised SELPAs and LEAs that "in general, medical services are required under the IDEA if they are necessary for the purpose of diagnosis or evaluation. However, medical services provided by a licensed physician for other purposes, such as treatment, may not be a related service required by the IDEA." Since the prescription and monitoring of psychiatric medication is a "medical service" provided by a licensed physician but not necessary for diagnosis and evaluation, and is in fact a part of treatment, CDE contends it may not be required under IDEA, citing federal regulation and the "medical exclusion" arising out of case law. CDE clarifies, however, that services that can be provided in the school setting by a nurse or qualified layperson are not subject to the medical exclusion and advises LEAs that to the extent administration of medication is done by a School Nurse or qualified lay person, that service activity may fall under the IDEIA 2007. CDE further advises LEAs to consider requests for medication monitoring on a case by case basis to determine if they fall under IDEIA 2007.

B. Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP)

1. The BICM/School Psychologist shall conduct a FBA when:

a) A student is displaying a serious behavior problem that is self-injurious, assaultive, or causes serious property damage or is

pervasive and maladaptive for which instructional/ behavioral approaches specified in the IEP were found to be ineffective.

b) There is a behavioral emergency (the demonstration of a serious behavior problem which has not been exhibited previously but poses a clear and present danger for serious bodily harm to others and cannot be immediately prevented by a less restrictive response than the use of an emergency intervention).

2. An FBA assessor shall gather information from three sources: direct observation, interviews with significant others, and review of available data such as assessment reports prepared by other professionals and other individual records.

3. Functional Behavioral Assessment assessment procedure shall include all of the following:

a) Systematic observation of the occurrence of the targeted behavior for an accurate definition and description of the frequency, duration, and intensity.

b) Systematic observation of the immediate antecedent events associated with each instance of the display of the targeted inappropriate behavior.

c) Systematic observation and analysis of the consequences following the display of the behavior to determine the function the behavior serves for the individual, i.e., to identify the specific environmental or physiological outcomes produced by the behavior. The communicative intent of the behavior is identified in terms of what the individual is either requesting or protesting through the display of the behavior.

d) Ecological analysis of the settings in which the behavior occurs most frequently. Factors to consider should include the physical setting, the social setting, the activities and the nature of instruction, scheduling, the quality of communication between the individual and staff and other students, the degree of independence, the degree of participation, the amount and quality of social interaction, the degree of choice, and the variety of activities.

e) Review of records for health and medical factors which may influence behaviors (e.g. medication levels, sleep cycles, health, diet).

f) Review of the history of the behavior to include the effectiveness of previously used behavioral interventions.

4. Functional Behavioral Assessment Reports. Following the assessment, a written report of the assessment results shall be prepared and a copy shall be provided to the parent. The report shall include all of the following:

    a) A description of the nature and severity of the targeted behavior(s) in objective and measurable terms.
    b) A description of the targeted behavior(s) that includes baseline data and an analysis of the antecedents and consequences that maintain the targeted behavior, and a Functional Behavioral Assessment of the behavior across all appropriate settings in which it occurs.

    c) A description of the rate of alternative behaviors, their antecedents and consequences.

    d) Recommendations for consideration by the IEP team which may include a proposed Behavior Intervention Plan.

5. The BIP is based on the FBA and designed to support students whose serious behaviors interfere with their learning or the learning of others; interfere with the implementation of IEP goals and objectives; are self-injurious, assaultive, or cause serious property damage; are severe, pervasive, and maladaptive; and require frequent and systematic behavioral interventions. The purpose of the BIP is to enable the student to achieve a better quality of life through improved self-determination and self-control. It is also to be used to guide on-going professional development for new team members who join the student's collaborative team.

6. An effective BIP will delineate

    a) Altering the identified antecedent event to prevent the occurrence of the behavior (e.g., providing choice, changing the setting, offering variety and a meaningful curriculum, removing environmental pollutants such as excessive noise or crowding, establishing a predictable routine for the individual).

b) Teaching the individual alternative behaviors that produce the same consequences as the inappropriate behavior (e.g., teaching the individual to make requests or protests using socially acceptable behaviors, teaching the individual to participate with alternative communication modes as a substitute for socially unacceptable attention-getting behaviors, providing the individual with activities that are physically stimulating as alternatives for stereotypic behaviors).

c) Teaching the individual adaptive behaviors (e.g., choice-making, self-management, relaxation techniques, and general skill development) which ameliorate negative conditions that promote the display of inappropriate behaviors.

d) Manipulating the consequences for the display of targeted inappropriate behaviors and alternative, acceptable behaviors so that it is the alternative behaviors that more effectively produce desired outcomes (i.e., positively reinforcing alternative and other acceptable behaviors and ignoring or redirecting unacceptable behaviors).

e) Acceptable Responses. When the targeted behavior(s) occurs, positive response options shall include, but are not limited to one or more of the following: the behavior is ignored, but not the individual; the individual is verbally or verbally and physically redirected to an activity; the individual is provided with feedback (e.g., "You are talking too loudly");
the message of the behavior is acknowledged (e.g., "You are having a hard time with your work"); or a brief, physical prompt is provided to interrupt or prevent aggression, self-abuse, or property destruction.

7. Assessment of the Behavioral Intervention Plan Effectiveness of the behavioral intervention plan shall be determined through the following procedures

a) Baseline measure of the frequency, duration, and intensity of the targeted behavior, taken during the Functional Behavioral Assessment . Baseline data shall be taken across activities, settings, people, and times of the day. The baseline data shall be used as a standard against which to evaluate intervention effectiveness.

b) Measures of the frequency, duration, and intensity of the targeted behavior shall be taken after the behavioral intervention plan is

implemented at scheduled intervals determined by the IEP team. These measures shall also be taken across activities, settings, people, and times of the day, and may record the data in terms of time spent acting appropriately rather than time spent engaging in the inappropriate behavior.

c) Documentation of program implementation as specified in the behavioral intervention plan (e.g., written instructional programs and data, descriptions of environmental changes).

d) Measures of program effectiveness will be reviewed by the teacher, the behavioral intervention case manager, parent or care provider, and others as appropriate at scheduled intervals determined by the IEP team. This review may be conducted in meetings, by telephone conference, or by other means, as agreed upon by the IEP team.

e) If the IEP team determines that changes are necessary to increase program effectiveness, the teacher and behavioral intervention case manager shall conduct additional Functional Behavioral assessments and, based on the outcomes, shall propose changes to the behavioral intervention plan.

8. Minor modifications to the behavioral intervention plan can be made by the behavioral intervention case manager and the parent or parent representative without an IEP meeting. If the case manager is unavailable, a qualified designee who meets the training requirements of subsection (a)(1) shall participate in such modifications. Each modification or change shall be addressed in the behavioral intervention plan provided that the parent, or parent representative, is notified of the need and is able to review the existing program assessment data prior to implementing the modification or change. Parents shall be informed of their right to question any modification to the plan through the IEP procedures.

9. Contingency Behavioral Intervention Plans. Nothing in this section is intended to preclude the IEP team from initially developing the behavioral intervention plan in sufficient detail to include schedules for altering specified procedures, or the frequency or duration of the procedures, without the necessity for reconvening the IEP team.

V. Manifestation Determination Meetings

A. When to Conduct a Manifestation Determination Meeting:

1. A student in special education can be suspended for the same reasons as a general education only student, up to 5 days per offense. Once a special education student is suspended for ten cumulative days, the IEP team shall convene an IEP meeting to hold a Manifestation Determination within 10 days. If the SPED Administrator Designee or other staff notices a pattern in behaviors that are leading to suspensions, a Manifestation Determination meeting shall be held, even if the student has not reached ten days of suspension.

2. If a student is not in special education, but there is a signed assessment plan and the student is being assessed for special education services, the assessment will be expedited and a Manifestation Determination meeting shall be held after the tenth day of suspension.

3. If the student is suspended after the initial Manifestation Determination meeting, the IEP team shall schedule a Manifestation Determination meeting for all subsequent suspensions.

B. Holding the Manifestation Determination Meeting

1. The SPED Administrator can access the Summary of IEP Team Manifestation Determination Review form on SEIS Forms.

2. The following items are included and documented when holding a Manifestation Determination meeting:

    a) Student's identifying information.

    b) Date and description of the alleged misconduct.

    c) Description of interim disciplinary action pending outcome of Manifestation Determination.

    d) Description of long-term disciplinary action being pursued by school administration.

    e) Description of student's disability (this can be found on the Student Information Page of the IEP and/or in the Psycho-educational Report).

    f) Existing records & information considered by the IEP Team (place a check mark by the items that were reviewed at the IEP meeting).

3. Once the above items are completed, the SPED Administrator or person facilitating the IEP meeting will ask two questions. If the IEP team agrees the answer is "yes," the "yes" box is checked. If the IEP team determines

the answer to the question is “no,” the “no” box is checked. A short explanation of how the team arrived at the answer can be included on the lines under the questions. The two questions are:

a) Was the conduct in question caused by, or have a direct and substantial relationship to, the student’s disability?
b) Was the conduct in question the direct result of the Charter School’s failure to implement the IEP?

4. If the team agrees the answer to both questions is “no,” it is determined the conduct in question was not a manifestation of the student’s disability. If the answer is “yes” to **either** question, it is determined the conduct was a manifestation of the student’s disability. The appropriate box should be checked on page two of the Summary of IEP Team Manifestation Determination Review form.

5. If the team determines the conduct in question **was not** a manifestation of the student’s disability, the program director may choose to refer the student to the Administrative Review Panel. No further action is required.

6. If the team determines that the conduct in question **was** a manifestation of the student’s disability, the discipline process must be discontinued. In addition, the IEP team shall provide additional support to help the student be successful. For example, the team can review and modify the existing (BIP), conduct an additional Functional Behavioral Assessment (FBA) to develop a new Behavior Intervention Plan (BIP), or discuss other supports to be included on the Amendments Page. The IEP team may develop an Interim Behavior Plan while an FBA is pending.

Health and/or Medical Issues

I. Medically Fragile Students

Medically fragile students have severe health care needs, which may require special accommodation(s) in the instructional setting. Characteristics of medically fragile students may include intensive direct daily management of health needs such as frequent hospitalizations, specialized equipment, detailed protocols, and management by a team of medical personnel, agencies, and school personnel due to the complexity of the needs of the student.

II. Administrative Placement

The following procedures must be completed when a medically fragile student is placed in one of the Charter School's programs:

A. The school shall notify the SPED Administrator as soon as a medically fragile child begins the intake process.

B. The parents, working in cooperation with the Charter School, will be asked to provide the district with the following:

1. A consent for an exchange of information (HIPPA) to allow Charter School staff to communicate with the student's healthcare providers, which is to be signed and reviewed annually.
2. All medical and educational records from physicians, hospitals, previous schools and agencies as California Children's Services (CCS), necessary to implement the child's IEP.
3. A medical directive from the physician for medical protocol procedures that must be renewed annually or more often if requested by the IEP team.

C. The SPED Administrator or Designee shall provide the program director with the completed Individual Health Care Plan, which includes all emergency protocols. This shall be reviewed with the appropriate staff and the Program Director and updated annually.

D. The SPED Administrator will establish training for all involved Charter school personnel to implement the Individual Health Care Plan and emergency protocols. The SPED office staff maintains a written record of training activities provided to the staff.

Promotion / Retention

I. Promotion

Each IEP Team shall determine the promotion criteria for students with disabilities. Students are promoted based on district criteria, progress towards IEP goals, or other criteria set by the IEP team.

II. Retention

Although a student with disabilities can be retained, careful consideration in the development and implementation of the student's IEP should prevent student failure in most cases. The IEP team should consider whether the student's disability adversely impacts the student's potential for learning or rate of learning. If so, the IEP team should consider accommodations or modifications to minimize this impact.

A. Based on the School Board Policy, no student shall be retained more than one time during his or her educational years.

B. If you are considering retaining a student, contact the SPED Administrator.

Exiting From Special Education

I. Reasons to Exit from Special Education

A. Student is ready to be dismissed from Special Ed, when:

1. They no longer meet eligibility criteria. A service may not be terminated without an assessment, which determines that the student no longer meets eligibility criteria. A Prior Written Notice must be provided as part of the evaluation notification.

2. If a student exits from a service under this reason, a Prior Written Notice must be provided to the parent. The second Prior Written Notice should outline clearly the assessments used and current functioning that demonstrates and supports the student's exit from special education services.

B. Student Withdraws from School:

a) If a special education student withdraws from the Charter School, the District of the student's residence continues to be responsible for the delivery of Free Appropriate Public Education (FAPE) as long as the parents reside within the boundaries of the district.

b) A letter should be sent to the District of Residence informing them that the student withdrew from the Charter School, if the parents do not inform the Charter School where they enrolled their student.

c) If the student's withdrawal is related to a disagreement with the student's special education program (IEP), the school should immediately schedule an IEP meeting. If the student is not attending school and the reason for non-attendance is unknown, the SPED office staff should make contact with the family to determine the reason for the non-attendance and hold an IEP team meeting. If non-attendance is related to the disability, the IEP may need to include those issues or needs.

II. Parent Requests to Exit Student (Revocation of Consent)

A. Parents request students be withdrawn from all special education services.

B. If parents notify the SPED staff they no longer want their student to receive special education services and they wish to revoke their consent for services, their request must be acknowledged promptly.

C. A letter is sent to the parents explaining their rights and that the Charter School will comply with their request. This letter shall serve as a Prior Written Notice.

D. Parents request that the student be withdrawn from one of several special education services (and continue to receive other special education services).

1. It may be appropriate to conduct an assessment to determine if the service the parents are requesting be withdrawn continues to be an area of need.

2. If further assessments are needed and completed with parental consent, an IEP team meeting is held to share the results. If the team agrees the student no longer needs that service, the change of service is documented in the IEP.

3. If the assessment results reflect that this area continues to be an area of need for the student or if the IEP team believes the student continues to need the special education service, the IEP should be updated with the recent assessment information. The parents must be informed that: The IEP team believes the student continues to need this special education service, and the Charter School is obliged to pursue mediation or due process. While due process proceedings are pending, the student must continue to receive special education services (i.e., the last agreed upon IEP remains in effect). Following the IEP meeting, the SPED Administrator Designee should notify the SPED Administrator.

DISCIPLINARY AND NON-DISCIPLINARY REMOVAL

I. Special Education Students: Disciplinary Removal

A. Determine whether the student's conduct violated the discipline policy as outlined in the charter petition and Parent/Student Handbook.
    a. If yes, then proceed to the next step.
    b. If no, then stop. The student cannot be removed from Elite Academic Academy for disciplinary reasons.
B. Follow the disciplinary procedures for special education students, beginning with the Manifestation Determination Meetings section of the Special Education Procedures Handbook.
    a. If the team determines the behavior is not a manifestation, then proceed to the next step.
    b. If the team determines the behavior was a manifestation, then stop. The student cannot be removed from Elite Academic Academy for disciplinary reasons unless the conditions for placement in an interim alternative educational setting ("IAES") are met. Continue following the disciplinary procedures outlined in the Special Education Procedures Handbook for returning the student to the classroom, unless the student can be legally placed in an IAES by either the IEP team or Administrative Law Judge.
C. Once the expulsion hearing has been convened and the student is expelled, then notice is sent to the student's district of residence as required under Education Code section 47605(e)(3).
    a. This letter needs to be sent within 30 days of the student's expulsion from Elite Academic Academy.

II. Special Education Students: Non-Disciplinary but Involuntary Removal

A. Determine whether the student is making adequate academic progress. In making this inquiry, Elite Academic Academy should determine if any/all of the following apply. Keep in mind this list is not exhaustive and these decisions should be made on a case-by-case basis.
    a. Is the student failing to attend more than 50% of his/her special education sessions, as listed in the IEP? Additional considerations include: is the parent/guardian unresponsive to special education contacts for communication and does the parent/guardian demonstrate lack of attendance at IEP meetings?
        i. If yes, then proceed to the next step.
        ii. If no, then stop. The student does not meet the criteria for involuntary dismissal.
B. Determine whether the inadequate progress is related to the student's disability by convening an IEP meeting and asking the following:

a. Is the student's failure to make adequate progress caused by, or have a direct and substantial relationship to, the student's disability?
    i. If yes, then proceed to step 3, below.
    ii. If no, then proceed to step 4, below.
b. Is the student's failure to make adequate academic progress the direct result of Elite Academic Academy's failure to implement the IEP?
    i. a) If yes, then proceed to step 3 below.
    ii. If no, then proceed to step 4, below.

C. If yes to question 2, above: Ensure the IEP offers FAPE by making changes as needed, and institute the Tiered Reengagement Strategies, as outlined in the Tiered Reengagement Process.
    a. If, after making any changes to the IEP, and working through Tiers 1 – 3 of the Tiered Reengagement Process, the student's IEP team determines the student can no longer receive FAPE in an independent study environment, then the team must discuss changing the student's placement. This may trigger Elite Academic Academy's obligation to file due process to defend that IEP offer if parents do not consent.
D. If no to question 2, above: Institute the Tiered Reengagement Strategies, as outlined in the Tiered Reengagement Process.
    a. Follow steps of the "General Education Students: Non-Disciplinary Involuntary Removal" section of the Elite Academic Academy's Parent/Student Handbook.

Transition Services

I. Transition planning is part of the IEP process.

A. Federal law and local education policies require schools to partner information about a student's interests, preferences, potential, abilities, and needs as they relate to post-secondary training, education, employment, and where appropriate, independent living skills for any student receiving special education services on or before her/his 15th birthday.

B. Transition services prepare students for employment and independent living. They are a coordinated set of activities that promote movement from school to post-school environments.

C. An Individual Transition Plan (ITP) report will be presented at the IEP meeting and must include:
   1. Postsecondary Goals
   2. Description of Services
   3. Consideration of Graduation

II. Transition services include appropriate, measurable postsecondary goals that are based on age-appropriate transition assessments. Develop appropriate goals to transition identified needs. Transition services must be:

A. Results-Oriented. Designed to be within a results-oriented process, that is focused on improving the academic and functional achievement to facilitate movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

B. Based on Student Needs. Based on the individual student's needs, taking into account strengths, preferences, and interests. These include, but are not limited to:
   1. Instruction
   2. Related services
   3. Community experiences
   4. Development of employment and other post-school adult living objectives
   5. Acquisition of daily living skills

III. Transition Planning Process

A. The following steps will be followed to prepare for the transition section of an IEP for children 15 years of age or older.
   1. Send home a letter of explanation to the parents.
   2. Send home Parent Transition Questionnaire.
   3. Conduct ACTS Interest Interview and Self-Determination Assessment

B. Transition Timeline

   1. Beginning steps of transition: 8th - 9th grade
      a) ACTS Interest Interview & Self-Determination Assessment (A), for students who are in the beginning stages of transition planning, to gather information about student interests, strengths, self-determination levels, and postsecondary goals.

   2. Middle steps of transition: 10th - 11th grade
      a) ACTS Interest Interview & Self-Determination Assessment (B), for students who are in the beginning to middle stages of transition planning (~10th grade), to gather information about student interests, strengths, self-determination levels, and postsecondary goals.
      b) ACTS Interest Interview & Self-Determination Assessment (C), for students who are in the middle to last stages of transition planning (~11th grade), to gather information about student interests, strengths, self-determination levels, and postsecondary goals.

   3. Last steps of transition: 12th grade
      a) ACTS Interest Interview & Self-Determination Assessment (D), for students who are in the last stages of transition planning (~12th grade), to gather information about student interests, strengths, self-determination levels, and postsecondary goals.

IV. Transition Principles: In order to effectively provide transition services, IEP teams must:

A. Collaborate with students/families to consider goals for life after high school and develop a long-range plan to get there.

B. Prepare for a high school experience that will enable the student to gain skills and competencies needed to achieve his/her desired post-school goals.

Extended School Year (ESY)

I. What is ESY?

Extended School Year services shall be provided for each individual with exceptional needs who has unique needs and requires special education and related services in excess of the regular academic year. Such individuals shall have handicaps which are likely to continue indefinitely or for a prolonged period, and interruption of the pupil's educational programming may cause regression, when coupled with limited recoupment capacity, rendering it impossible or unlikely that the pupil will attain the level of self-sufficiency and independence that would otherwise be expected in view of his or her handicapping condition. The lack of clear evidence of such factors may not be used to deny an individual an extended school year program if the IEP team determines the need for such a program and includes extended school year in the IEP. The special education and related services offered during the extended year period are comparable in standards, scope and quality to the special education program offered during the regular academic year.

A. Based only on the individual student's specific unique needs that are critical to his /her overall education progress as determined by the IEP team.
B. Designed to maintain student mastery of critical skills and objectives represented on the IEP and achieved during the regular school year.
C. Designed to maintain a reasonable readiness to begin the next year.
D. Focused on specific critical skills where regression coupled with limited recoupment due to extended time off, may occur.
E. Based on multi-criteria and not on a single factor.
F. Considered as a strategy for minimizing the regression of skill, in order to shorten the time required to gain the same level of skill proficiency that the child exited with at the end of the school year.
G. An exception, not the rule.

II. What ESY is NOT

A. A mandated 12-month service for all students with disabilities.
B. Required to function as a respite care or daycare service.
C. Required or intended to maximize educational opportunities for any student with disabilities.
D. Necessary to continue instruction on all the previous year's IEP goals during the ESY period.
E. Compulsory. Participation in the program is discretionary with the parents, who may choose to refuse the ESY service. There may be personal and family concerns that take precedence over ESY.
F. Required solely when a child fails to achieve IEP goals and objectives during the school year.

G. Considered in order to help students with disabilities advance in relation to their peers.
H. For those students who exhibit random regression solely related to transitional life situation or medical problems, which result in degeneration.
I. Subject to the same LRE environment considerations as during the regular school year as the same LRE options are not available. Additionally, LRE for some students may be home with family members.
J. A summer recreation program for students with disabilities.
K. To provide a child with education beyond that which is prescribed in his/her IEP goals and objectives.
L. For making up for poor attendance during the regular school year.

III. Guidelines for IEP Teams

A. Who Recommends ESY?

Both federal and state regulations make it clear that it is the responsibility of the IEP team to determine a child's need for ESY services. The IEP team membership must include a person knowledgeable about the range of services available, the parent, a general education teacher, a special education teacher and administrator/designee. The IEP team membership may also include related services providers, assessment personnel, and/or the student.

B. When Should ESY be Recommended?

Since the need for ESY is primarily based on an unacceptable regression or recoupment as demonstrated by the student, it is important to understand what might be acceptable for most students. Tilley, Cox, and Staybrook (1986) found that most students experience some regression during summer break. Using standardized tests, they found the rate of regression for regular education students was 4%. Students with mild handicaps, hearing impairments, and serious behavior disorders regressed at approximately the same rate as their regular education peers. For students with moderate to severe handicaps, there was an increased rate of regression and a slower rate of recoupment. According to the study, the areas that were most impacted for those students were language, gross motor, fine motor, and self-help skills. Therefore, it is reasonable for students with moderate to severe challenges to be considered for an ESY program that would concentrate on minimizing regression and recovery time.

When considering ESY for any student, the IEP must consider data collected during the previous year(s) to determine the student's need based on regression and recoupment. This decision should be based on a multi-faceted measurement, although there may be rare instances where the IEP team might consider ESY services based on a single criterion. In either case, the IEP team

must decide a child's Eligibility for ESY services based on data collected that reflects his/her regression/recoupment capacity.

C. Collection of Data

Although Data Collection is an ongoing part of any instructional program, in order to determine if a student requires ESY in order to receive a Free and Appropriate Public Education, data should be collected at the end of the regular school year, at the end of the summer program, at the beginning of the subsequent school year, as well as before and after school vacations (or other extended absences).

1. At or before the first progress report of school year
    a) Collect data and re-teach.
    b) Compare to Spring data to determine if the student recouped his/her skills from the previous year (This data should be the basis of the ESY Eligibility discussion at the annual IEP).
    c) Instruction and ongoing data collection.
    d) As soon as a student is found Eligible for ESY, document the reasons why ESY is recommended on the IEP summary page or on an addendum IEP.
    e) Include data supporting the recommendation for ESY.
    f) Continue instruction and document progress on progress reports.

2. Following the first and second grading period
    a) For new students or any student for whom you were unable to gather regression/recoupment data during the first 8 weeks of school, review data before and after any break from school (e.g. Thanksgiving, Winter or Spring break) to determine if the student may have a significant regression/recoupment problem.
    b) Use data collected as the basis for ESY Eligibility discussion at the annual review IEP or addendum meeting.
    c) Data collection will also be used for progress reporting.
    d) Re-teaching time should equal the length of the break (1 week break = 1 week re-teaching; retest).
    e) As soon as students are found Eligible for ESY, the reasons for Eligibility are documented on the IEP.
    f) Continue instruction and document progress on progress report.

IV. Why should ESY be documented in IEP?

The ESY services provided must be consistent with the student's IEP so that the student receives a FAPE. ESY services should concentrate on the areas most impacted by regression and inadequate recoupment. These services may look markedly different in ESY than services provided during the regular school year as determined by the IEP

team. The decision is not driven by the setting in which the student is educated during the comprehensive school year. This may also be true for the frequency and/or the duration of services as based on the individual child's needs. Related services must also be considered as they relate to the child's benefiting from special education. Therefore, it is very important that the offer of FAPE be clearly documented within the IEP. ESY services are to be considered for students between the ages of three to 21 or students who have not graduated from high school with a diploma.

V. How should ESY Eligibility Be Determined?

The child's IEP plan should be the foundation for determining the need for ESY. This can be achieved through ongoing assessment and/or review of progress toward goals/objectives. The IEP team meets to review the student's progress, considering a variety of measurements to provide a baseline that documents the regression and recoupment rate.

The IEP team for an initial IEP will not be able to make this determination until after the student has been receiving the special education services and data has been collected. It is recommended that the IEP team reconvene after 3-6 months to review progress data and compare work from before and after break.

The Charter School's assessments may be applicable to the IEP team determination of need for ESY. The assessment must be based on the IEP goals and/or objectives so that progress can be matched directly to each benchmark outlined and the data can be compared to support assessment of service effectiveness. The team also needs to determine and document if the student will take the local measures with or without accommodations, with or without modifications, or take alternative measures.

The severity of the handicap is a primary consideration in determining Eligibility for ESY. The IEP team should consider the following:

Student's age, severity of the disability, presence of medically diagnosed health impairments, attainment of self-sufficiency, and development of an emerging, critical skill that will be lost due to interruption. Other factors to consider are regression rate and recoupment time in relation to normal rates, behavioral and physical problems, curricular areas that would be adversely impacted, and vocational needs.

Younger students with medically diagnosed health impairments are more likely to be referred for ESY due to degenerative diseases and/or high absenteeism as a result of the health impairment. The ability to maintain self-sufficiency skills of the more mentally and physically challenged students will continue to be a key issue in ESY Eligibility. Once services are determined as necessary based on data collected and

regression/recoupment rate, the IEP team must include a description of the services required by the child's IEP in order to receive FAPE during the provision of ESY.

VI. Determination of Need for ESY Services Worksheet:

The IEP Pages in the document assists IEP team members in the ESY decision-making process. The SPED Administrator designee begins the ESY Determination by identifying the student's name, date of birth, grade, school, district, and Regular School Year Special Education Services. IEP Team members (e.g., special education teacher, general education teacher, related services personnel, parent, and program administrator) may provide information to complete the multiple criteria considerations in all areas of need. These should include:

A. Teacher observations
B. Running records
C. Benchmark measures
D. Progress toward goals/objectives
E. Evidence of regression following break
F. Evidence of difficulty recouping information following break
G. Consideration of other options available
H. Other factors

With the above information in hand, the IEP team can proceed to answering the series of questions on the ESY Determination pages to assist the team in making a determination of the need for ESY. The documentation is part of the student's IEP.

Foster, Licensed Children's Institutions & Surrogate

I. Enrollment of Students Residing in Foster Homes or Licensed Children's Institutes (LCI) or Group Homes

A. Enroll the student immediately. Enrollment may not be delayed due to lack of records or documentation, including immunizations (McKinney-Vento Act, AB 490).

B. Admissions shall follow standard enrollment procedures.

C. Admissions shall request documentation from a group home provider or foster parents that the student is actually placed in their facility. This documentation shall be included in the enrollment packet, along with a current IEP, psycho-educational report, court documents if parents' educational rights have been terminated, immunization records and a birth certificate (optional).

D. SPED staff confirms who has educational rights to sign all special education documents.

E. SPED Administrator/Designee completes the interim placement procedures as outlined in Section VI. Be sure to include an LCI License number on the Interim Placement Form.

F. If the student's IEP indicates placement in a non-public school (NPS), contact the SPED office immediately.

II. Surrogate Parents

A. A surrogate parent is a person appointed to act in the place of parents in safeguarding a student's rights in the special education decision-making process under the Individuals with Disabilities Act (IDEIA 2007) when the student's parents are unavailable.

B. A surrogate parent must be appointed for a special education student or a student suspected of needing special education in the following situations:

1. A student's parents cannot be located after reasonable efforts have been made to locate them.
2. A student's parents cannot be identified
3. The court has specifically limited the right of the parents or guardians to make educational decisions for the student.
4. The child is a ward of the court.

C. Determining the need for a surrogate parent:

1. Definition of parent: IDEIA 2007 defines parent to mean “natural parent or person acting in the place of a parent, such as a grandparent, stepparent with whom a child lives, or a legal guardian.” If a student does not have a natural parent, but has a grandparent or a custodial stepparent who is exercising 1. decision-making authority, a surrogate parent is **not** needed. If the student does not have a parent and the relative or stepparent is unwilling or unable to act as the parent, then a surrogate parent **must** be appointed.

2. Status of Foster Parent: A foster parent may be considered a parent, without the need for the appointment of a surrogate parent, if **all** of the following conditions are met:
    a) The natural parents’ authority to make educational decisions on the student’s behalf has been extinguished under state law. The Foster Parent must provide court ordered documents that outline their rights (educational and/or medical) in order to make decisions related to the IEP
    b) The foster parent has an ongoing parental relationship with the student.
    c) The foster parent is willing to participate on behalf of the student.
    d) The foster parent has no conflict of interest with the student.

3. If it is felt a surrogate parent may be needed, the SPED Administrator Designee shall contact the SPED Administrator for further assistance.

Interpreting and Translator Services

The Charter School offers interpreters to assist special education staff in interpreting and translating at IEP team meetings (interpreters for all languages including for students and or parents who are deaf and require ASL translation).

Special education documents and letters can be translated upon request. The SPED office staff completes the request form located at the end of this section and sends it with a copy of the document to the SPED Administrator The documents will be translated within a reasonable period of time and returned to the person initiating the request.

The SPED office staff determines if an interpreter is needed at an IEP meeting since many students with IEPs may be English speakers, but their parents may not be. The SPED office staff and teachers work together in a timely manner to determine the need for an interpreter.

It is imperative that scheduling an IEP meeting requiring an interpreter be done in a proactive manner. The interpreter should initially be contacted at least 2 weeks prior to the anticipated meeting.

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.

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.