Elite Academic Academy - Mountain Empire

Join Zoom Meeting https://eliteacademic.zoom.us/j/94339322461?pwd=dVJiSVBTbTNleGZobGduSk1NZlNyZz09 Meeting ID: 943 3932 2461 Passcode: 517181

December 4th, 2025 at 10:00 am

43414 Business Park Drive, Temecula, CA 92590

9028 Catawba Ave. Fontana, CA 92335

9337 Vervain Street, San Diego , CA 92129

2898 E. Venetia Rd, Palm Springs, CA 92262

Elite Academic Academy - Mountain Empire -December 4th, 2025

Elite Academic Academy - Mountain Empire

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/94339322461?pwd=dVJiSVBTbTNleGZobGduSk1NZlNyZz09
Meeting ID: 943 3932 2461
Passcode: 517181

Time:

1.0 Call To Order
Roll Call:
Marie Perotti, Lindsey Burkett, Hector Valdez

2.0 Approve/Adopt the Agenda
It is recommended the Board of Directors adopt as presented the agenda for the Board Meeting of December 4th, 2025.

Motion: Second:
Vote:

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

4.0 Adjourn to Closed Session
The board will consider and may act on any of the Closed Session matters listed in Agenda Item 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:

A. Meeting Minutes from November 6th, 2025

EAA-ME 11.06.25.pdf

B. Warrant Register

WarrantRegisterME_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 Invoice for Employee Contract Addendums for Elite Academic Academy - Mountain Empire.

25260003

11.0 Business Services

11.1 Invoice for Legal Services

Motion: Second:
Vote:

It is recommended that the board approve the following Invoice for Legal Services for Elite Academic Academy - Mountain Empire.

Invoice_3943_from_Hansberger__Klein_A_Professional_Law_Corporation.pdf

11.2 First Interim Report

Motion: Second:
Vote:

It is recommended that the board approve the following First Interim

Report for Elite Academic Academy - Mountain Empire.

FY26_EAA_ME_First Interim_Board Report.pdf

FY26_EAA_ME_First Interim_Cash Graph.pdf

FY26_EAA_ME_First Interim_County Form.pdf

FY26_EAA_ME_First Interim_LCFF Calculator (1).pdf

11.3 Final Audit Report

Motion: Second: Vote:

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

Elite Academic - Mountain Empire 2025 audit governance letter draft 11.19.25.pdf

Elite Academic - Mountain Empire Rpt 2025 draft 11.19.25.pdf

Working Trial Balance - Published (1).xlsx

11.4 Staff Report- Mountain Empire- Charter Renewal

Motion: Second: Vote:

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

Elite Renewal-Mountain Empire.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 - Mountain Empire.

EAA-ME 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 - Mountain Empire.

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 - Mountain Empire.

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

Involuntary Disenrollment Policy.pdf

12.4 Purple Star Designation Submission

Motion: Second: Vote:

It is recommended that the board approve the following Purple Star Designation Submission for Elite Academic Academy - Mountain Empire.

Purple Star Application.pdf

Purple Star Endorsement Letter.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 meeting is February 5th, 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



[redacted] 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, Sarah 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: JEFF NEU



Mr. Neu joined Elite in 2023 and brings an incredible depth of knowledge, 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.

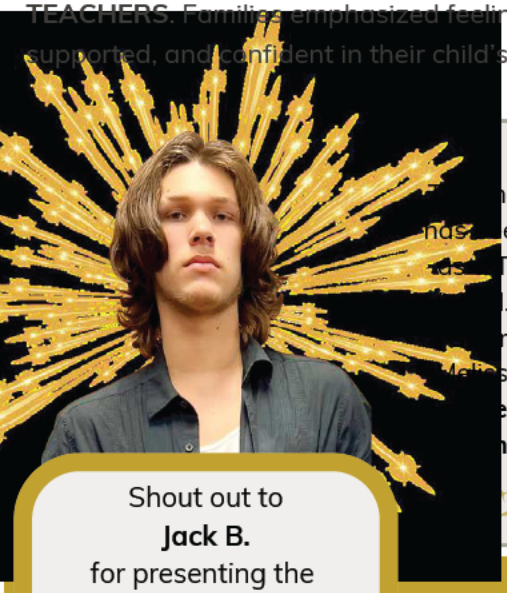
STUDENT SPOTLIGHT: EMMA & ELLA G.



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.** [redacted] 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, [redacted] for your dedication and all that you do.

We appreciate you!

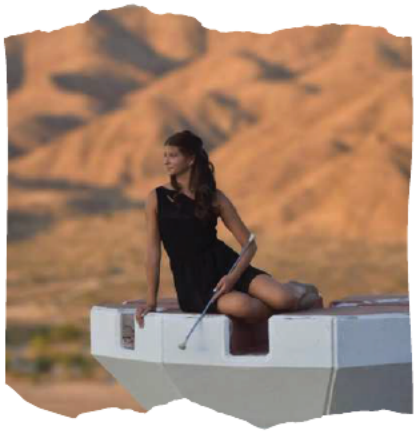


ACADEMIC INNOVATION & ATHLETICS



FACILITATING INNOVATIVE LEARNING EXPERIENCES & ENCOURAGING EXCELLENCE

ATHLETE OF EXCELLENCE

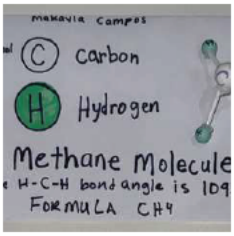


Virtual Academy's **Presley I.** is a **dedicated baton twirler and standout student.** Presley exemplifies **balance, resilience, and diligence** in all that she does. She sets a standard of excellence in the classroom and in her athletic discipline--we are proud she has chosen to **#BeElite!**

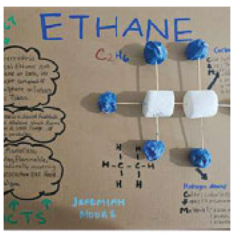
MOLECULAR MADNESS

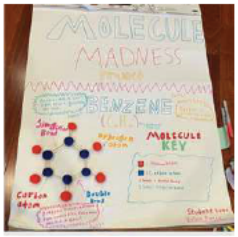
In this project, **Ms. Sawelenko's 7th-grade students** created a **3D model of a real molecule using materials from home**. Each model included a key showing the molecule's name, chemical formula, and what each atom represented. After building their models, students **researched the molecule** and wrote 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



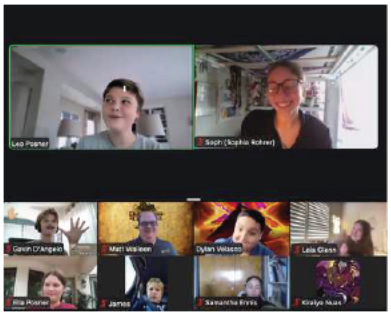
In November, our **Marketing and Communications** team launched the first **Community Partners Newsletter** to strengthen engagement and encourage partners to submit spotlight requests. These spotlights allow Elite to feature our amazing partners through newsletters, social media, and other platforms. 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

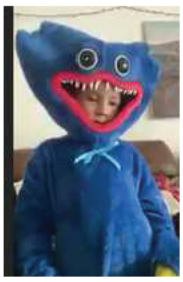




At D and D Club, students are having a lot of fun interacting with each other every week and developing those relationships and friendships along the way. This month, we have been learning different types of characters within the Dungeons and Dragons world. We are hoping to have everyone create their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

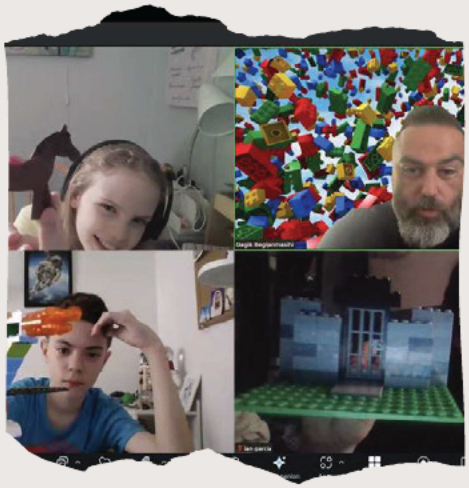
Fall Festival Fun!

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



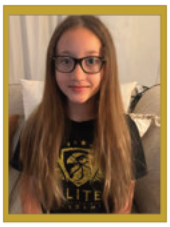
In **Lego Club,** students focus on a different theme each month, and this month's theme is Medieval Fantasy! Think magic, dragons, and epic quests. Each student creates a custom build based on the theme, and then they meet to share and talk about their creations. Mr. Begijanmasihi the club advisor, 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

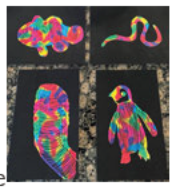
ADELE RAISES THE BAR FOR MIDDLE SCHOOL EXCELLENCE



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.



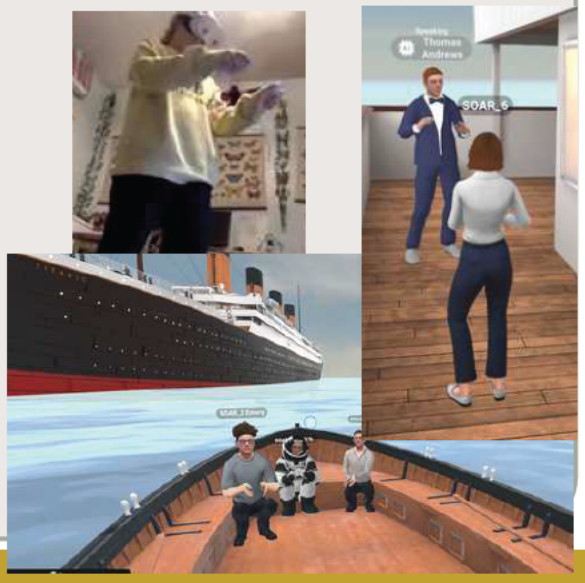
SOAR STUDIO 2D EXPLORING THE PAST, CREATING THE FUTURE



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 - Mountain Empire

Join Zoom Meeting https://eliteacademic.zoom.us/j/94339322461?pwd=dVJiSVBTbTNleGZobGduSk1NZlNyZz09 Meeting ID: 943 3932 2461 Passcode: 517181

November 6th, 2025 at 10:00 am

43414 Business Park Drive, Temecula, CA 92590

9028 Catawba Ave. Fontana, CA 92335

9337 Vervain Street, San Diego , CA 92129

2898 E. Venetia Rd, Palm Springs, CA 92262

Elite Academic Academy - Mountain Empire -November 6th, 2025

Elite Academic Academy - Mountain Empire

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/94339322461?pwd=dVJiSVBTbTNleGZobGduSk1NZlNyZz09
Meeting ID: 943 3932 2461
Passcode: 517181

Time: 10:00 am

1.0 Call To Order

Roll Call:
Marie Perotti, Lindsey Burkett, Hector Valdez

Present	Present	Present

Hector Marie

Motion: Second: Vote: Marie; Aye, Lindsey; Aye, Hector; Aye. Item carries 3-0.

2.0 Approve/Adopt the Agenda

It is recommended the Board of Directors adopt as presented the agenda for the Board Meeting of November 6th, 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)

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: 10:01 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-MountainEmpireCAASPPOfficialResults24-25.pdf

Marie Lindsey

9.2 Consent Agenda

Motion: Second:
Vote: Marie;
Aye, Lindsey;
Aye, Hector;
Aye. Item
carries 3-0.

A. Meeting Minutes from October 2nd, 2025 and October 3rd, 2025

EAA-ME 10.02.25.pdf

EAA-ME 10.03.25 Special Meeting.pdf

B. Warrant Register

WarrantRegisterME_Nov_2526 (1).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

*Motion to open items 10.1 and 10.2 together:
Motion: Marie
Second: Lindsey

10.1 Employee Contract Addendums

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

Employee Addendums.pdf

Motion: Second:
Vote: Marie;
Aye, Lindsey;
Aye, Hector;
Aye. Item
carries 3-0.

10.2 Employee Release and Resignations

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

Employee Release and Resignations.pdf

Motion: Second:
Vote: Marie;
Aye, Lindsey;
Aye, Hector;
Aye. Item
carries 3-0.

11.0 Business Services

Hector Marie

11.1 Curriculum Associates Proposal

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

Curriculum Associates Quote.pdf

Motion: Second:
Vote: Marie;
Aye, Lindsey;
Aye, Hector;
Aye. Item
carries 3-0.

12.0 Educational Services/Policy Development

Marie Hector
Motion: Second:
Vote: Marie;
Aye, Lindsey;
Aye, Hector;
Aye. Item
carries 3-0.

12.1 Administrative Credential Program MOUs

It is recommended that the board approve the following Administrative Credential Program MOUs for Elite Academic Academy - Mountain Empire.

0324 MOU.pdf

0257 MOU.pdf

Marie Lindsey
Motion: Second:
Vote: Marie;
Aye, Lindsey;
Aye, Hector;
Aye. Item
carries 3-0.

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 - Mountain Empire.

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

Hector Marie
Motion: Second:
Vote: Marie;
Aye, Lindsey;
Aye, Hector;
Aye. Item
carries 3-0.

12.3 National University MOU

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

Elite Academic Academy-Mountain Empire Unpaid Student Teaching_Practicum 36676 Oct 28 2025 (1).docx

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 meeting is December 4th, 2025 at 10:00 am.

15.0 Board Comments and Future Planning

Marie Hector
Motion: Second:
Vote: Marie;
Aye, Lindsey;
Aye, Hector;
Aye. Item
carries 3-0.

Time: 10:46 am

16.0 Adjournment

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

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

Staff Present:
Ashlea Kirkland-Haynes
Gena A
Lupe R
Mia B
Justin D
Karen M
Sarah S
Sheri D
Catherine H
Kris M
Tracy H
Adam W
Janelle S

Laura S
Marisa T
Jen E
Ashly S
Crystal C
Allison W
Evan J
Shirley A
Preston S
EAA Offices
Chelsie W
Misty C
Chris W
Monique W

Antonette S

Elite Academic Academy - Mountain Empire

Date	Vendor Name	Account Name	Ref Number	Amount
10/2/2025	WWW.NXTLVL.IO	Educational Services	'4194	$8,484.00
10/3/2025	Little World Wanderers	Approved Core Curriculum, Teacher Manuals	'0696	$20.00
10/3/2025	Blooket	Educational Services	'4194	$1,000.00
10/10/2025	California	Technology Services & Software - Business	'4194	$375.00
10/10/2025	Monday.com	Technology Services & Software - Business	'4194	$392.00
10/10/2025	Hyatt Regency Hotel	Travel, Lodging & Meals	'4194	$934.11
10/10/2025	7-Eleven	Parent & Staff meeting food & supplies	'0696	$75.57
10/11/2025	Pesi	Professional Development	'4194	$99.99
10/16/2025	WPS PUBLISH	Technology Services & Software - Business	'4194	$164.00
10/16/2025	Generationgenius.com	Technology Services & Software - Educationa	'4194	$175.00
10/17/2025	Bates Nut Farm	Educational Services	'4194	$2,865.00
10/21/2025	Instacart via Instacart	Professional Development	'4194	$434.53
10/22/2025	Big Bear Group Sales	Educational Services	'4194	$665.51
10/23/2025	Luna Grill	Professional Development	'4194	$481.25
10/24/2025	Studyforge	Technology Services & Software - Educationa	'4194	$1,010.00
10/24/2025	Confetti	Professional Development	'4194	$1,025.00
10/26/2025	Hotel Colee Autograph	Professional Development	'4194	$642.75
10/26/2025	Hotel Colee Autograph	Professional Development	'4194	$642.75
10/28/2025	Ticketweb	Educational Services	'4194	$457.00
10/29/2025	Lily Learning	Approved Core Curriculum, Teacher Manuals	'0696	$39.70
10/29/2025	Lily Learning	Approved Core Curriculum, Teacher Manuals	'0696	$45.00
10/30/2025	Tasty Tales Cooking	Approved Core Curriculum, Teacher Manuals	'0696	$80.00
10/30/2025	Totalmagazines.com	Approved Core Curriculum, Teacher Manuals	'0696	$54.97
10/31/2025	CliftonLarsonAllen LLP	Accounting Fees / Audit	L251630718	$4,146.98
10/31/2025	3P Learning Inc	Approved Core Curriculum, Teacher Manuals	INV-US-26054	$121.05
10/31/2025	3P Learning Inc	Approved Core Curriculum, Teacher Manuals	INV-US-26084	$117.30
10/31/2025	All About Learning Press, Inc.	Approved Core Curriculum, Teacher Manuals	939266	$83.17
10/31/2025	All About Learning Press, Inc.	Approved Core Curriculum, Teacher Manuals	939344	$63.77
10/31/2025	All About Learning Press, Inc.	Approved Core Curriculum, Teacher Manuals	937325	$42.70
10/31/2025	All About Learning Press, Inc.	Approved Core Curriculum, Teacher Manuals	939518	$234.64
10/31/2025	All About Learning Press, Inc.	Approved Core Curriculum, Teacher Manuals	939268	$140.40
10/31/2025	All About Learning Press, Inc.	Approved Core Curriculum, Teacher Manuals	938153	$140.40
10/31/2025	All About Learning Press, Inc.	Approved Core Curriculum, Teacher Manuals	939530	$139.20

Elite Academic Academy - Mountain Empire

10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1JQL-QXD4-G4NG	$21.31
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1KGX-JK43-VKKY	$12.01
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1NDD-HTV1-WPC9	$10.81
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1DVW-R64C-RLTF	$16.14
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1LG6-N64F-GKCX	$5.59
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1VDY-M9VT-GWWD	$5.16
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1MD9-CHRQ-FWYY	$10.35
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1RF7-LX4M-HCVV	$25.15
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	13CJ-3616-YHRR	$10.86
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1TWC-PC3G-HDLV	$5.59
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1KTF-MRRG-W6F4	$11.30
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1YM1-MMNK-7NN1	$18.30
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1MJW-KXKV-FKWV	$123.58
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1RCJ-FLDQ-GNVQ	$44.10
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1RF7-LX4M-HM7W	$19.38
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	17HG-3DDF-934Q	$10.76
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1JH3-V41D-1M4V	$24.77
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	11DW-6YGR-R337	$5.16
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	13RN-M1DP-96LP	$7.25
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1VYX-FW6X-JGCT	$6.29
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1MWJ-QVXH-RQ47	$78.03
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1QPR-L9XQ-LP3G	$171.94
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1RX6-RQLW-7Q3W	$16.50
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1KQF-R3RX-T76N	$64.63
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1VCQ-P9Y4-DYHY	$19.59
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1CL6-1N79-9TWF	$11.06
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1YM1-MMNK-F4MD	$21.85
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	11WY-TD33-CX9G	$156.29
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1KPN-7TWT-F3FH	$43.80
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1CJP-LGLT-711H	$21.31
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1TRV-HCMY-6T1L	$15.23
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1FXM-3PJ3-C4LT	$16.25
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1YYG-1KRT-N4VT	$49.11
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1LXJ-GXM9-Y66Q	$37.38

Elite Academic Academy - Mountain Empire

10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1KLC-C1GY-C9VK	$5.16
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	11NW-4L3J-DN1G	$94.94
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1MPN-VCW7-NHKR	$35.63
10/31/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1GKG-X9VN-F1QP	$19.40
10/31/2025	Ambassador Media Group, LLC	Approved Core Curriculum, Teacher Manuals	11537	$36,083.33
10/31/2025	Argo Brothers Inc (DBA ArgoPrep)	Approved Core Curriculum, Teacher Manuals	44838	$31.64
10/31/2025	Art of Problem Solving	Approved Core Curriculum, Teacher Manuals	INV2352915	$167.00
10/31/2025	Beautiful Feet Books, Inc.	Approved Core Curriculum, Teacher Manuals	38858	$170.40
10/31/2025	Beautiful Feet Books, Inc.	Approved Core Curriculum, Teacher Manuals	36734	$291.82
10/31/2025	BookShark, LLC	Approved Core Curriculum, Teacher Manuals	BI0067101	$285.79
10/31/2025	BookShark, LLC	Approved Core Curriculum, Teacher Manuals	BI0065197	$253.07
10/31/2025	BookShark, LLC	Approved Core Curriculum, Teacher Manuals	BI0060196	$316.21
10/31/2025	BookShark, LLC	Approved Core Curriculum, Teacher Manuals	BI0066857	$298.44
10/31/2025	Bright Thinker, Inc.	Approved Core Curriculum, Teacher Manuals	SINV16919	$295.00
10/31/2025	Home Science Tools	Approved Core Curriculum, Teacher Manuals	000706423	$8.95
10/31/2025	Home Science Tools	Approved Core Curriculum, Teacher Manuals	000707631	$269.90
10/31/2025	Jamie Salgado	Approved Core Curriculum, Teacher Manuals	SAL100225	$168.99
10/31/2025	Mimeo.com Inc	Approved Core Curriculum, Teacher Manuals	2116913	$389.50
10/31/2025	Mojo Learning	Approved Core Curriculum, Teacher Manuals	1928374	$199.99
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5359573	$94.21
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5348525	$105.50
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5306696	$24.04
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5348522	$24.12
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5329091	$382.75
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5355610	$553.09
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5334495	$21.58
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5348519	$43.93
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5348523	$23.61
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5354345	$14.99
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5356829	$20.28
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5348568	$74.57
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5359575	$21.52
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5306747	$50.73
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5348517	$68.69

Elite Academic Academy - Mountain Empire

10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5348058	$50.73
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5348516	$84.77
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5348521	$23.76
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5348514	$18.32
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5334492	$52.81
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5351043	$328.94
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5329864	$119.69
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5342031	$21.28
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5348520	$23.61
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5340662	$49.37
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5348046	$98.16
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5340649	$55.93
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5348518	$24.63
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5351041	$40.45
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5290821	$333.35
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5354355	$14.99
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5348513	$25.55
10/31/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5359583	$68.69
10/31/2025	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals	S403592	$191.76
10/31/2025	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals	S403597	$193.40
10/31/2025	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals	S403593	$193.40
10/31/2025	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals	S404305	$146.12
10/31/2025	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals	S403590	$125.95
10/31/2025	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals	S403596	$175.98
10/31/2025	Studies Weekly	Approved Core Curriculum, Teacher Manuals	552174	$48.43
10/31/2025	Studies Weekly	Approved Core Curriculum, Teacher Manuals	551822	$96.87
10/31/2025	Studies Weekly	Approved Core Curriculum, Teacher Manuals	551823	$96.87
10/31/2025	Studies Weekly	Approved Core Curriculum, Teacher Manuals	552139	$97.77
10/31/2025	Studies Weekly	Approved Core Curriculum, Teacher Manuals	552059	$17.95
10/31/2025	Studies Weekly	Approved Core Curriculum, Teacher Manuals	551060	$97.77
10/31/2025	Studies Weekly	Approved Core Curriculum, Teacher Manuals	552012	$97.77
10/31/2025	Studies Weekly	Approved Core Curriculum, Teacher Manuals	544892	$96.87
10/31/2025	Studies Weekly	Approved Core Curriculum, Teacher Manuals	551985	$97.77
10/31/2025	Teacher Synergy LLC	Approved Core Curriculum, Teacher Manuals	315144495	$16.20

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10/31/2025	Teacher Synergy LLC	Approved Core Curriculum, Teacher Manuals	315712494	$29.99
10/31/2025	Teacher Synergy LLC	Approved Core Curriculum, Teacher Manuals	315144749	$2.50
10/31/2025	Teaching Textbooks, LLC	Approved Core Curriculum, Teacher Manuals	67178	$72.95
10/31/2025	The Regents of the University of Cal	Approved Core Curriculum, Teacher Manuals	366870	$399.00
10/31/2025	Timberdoodle Co.	Approved Core Curriculum, Teacher Manuals	489718	$243.65
10/31/2025	Timberdoodle Co.	Approved Core Curriculum, Teacher Manuals	488424	$530.50
10/31/2025	Timberdoodle Co.	Approved Core Curriculum, Teacher Manuals	488824	$136.51
10/31/2025	Timberdoodle Co.	Approved Core Curriculum, Teacher Manuals	489038	$56.80
10/31/2025	Woke Homeschooling, Inc	Approved Core Curriculum, Teacher Manuals	201240	$53.99
10/31/2025	De Lage Landen Financial Services, I	Copier Lease, Service, Toner & Repair	592666323	$3.51
10/31/2025	De Lage Landen Financial Services, I	Copier Lease, Service, Toner & Repair	592666342	$4.05
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	17XH-XFV6-DLN4	$3.47
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13VP-LLKV-7CKH	$21.75
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	136Y-9WLH-CGDJ	$93.74
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1K7D-WK3R-FYMX	$31.46
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1P61-N7GG-91Y6	$73.12
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KVL-6DJW-931J	$30.99
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19V9-NLPF-T3T3	$40.52
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19HH-WTQJ-N9HQ	$24.89
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13JC-7F7F-3THR	$9.58
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1YPV-YWLC-LC9V	$94.69
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MN6-PYHY-MQX4	$24.61
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LDD-36DQ-XGXY	$30.72
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1XKW-6QXT-G1NK	$31.40
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MDH-K6TK-4D4K	$51.40
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MVF-VXPY-H9YH	$29.33
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	167F-1QGR-RJJ4	$18.47
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JGK-XLKD-3V7D	$30.72
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1XVL-3GN9-7D7X	$45.90
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GKV-JKPX-9MTH	$27.91
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11V4-RL7P-FK3W	$25.83
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LG6-N64F-GKCX	$11.21
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16FP-CC39-F9C6	$7.43
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1F69-W9RK-RCCW	$6.48

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10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1XX6-CD11-NHND	$89.57
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DLH-JN71-CQ6V	$9.44
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11R7-7DVH-V6MK	$40.90
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1C7Y-JL36-CV69	$20.55
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PG6-4WFK-CN4Y	$43.05
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1Y4C-1RFR-6FKV	$31.00
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RCJ-FLDQ-G66P	$21.55
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1QWK-XLHC-6C6R	$64.89
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1R9F-QMMP-KMRH	$4.93
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	139V-FTX6-R9VT	$73.67
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JQT-93G6-K9T4	$6.08
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VJT-99VH-K9YK	$5.92
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11JF-KVF4-9NK3	$6.66
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VNN-GN4R-JJR3	$19.12
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RHM-VGRL-17KJ	$51.40
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RF7-LX4M-HCVV	$68.16
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11MR-J9D6-9GXL	$159.85
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	17CF-3DNL-L7DX	$17.47
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1H96-7NDP-DMD4	$20.07
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1H96-7NDP-FN6D	$31.44
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11MR-J9D6-GW1M	$100.18
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11WY-TD33-1XQV	$35.54
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1C7N-Q1X6-93KV	$70.27
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1TJ9-379N-F1FJ	$44.21
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1X6T-LN9D-FXPN	$363.57
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	139V-FTX6-DF1F	$35.10
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LD6-Y4MD-MKGR	$10.88
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NC6-FW3J-C9QK	$20.26
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13WD-CHF9-DJDJ	$159.36
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PTK-VNLD-16PY	$46.45
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11K6-Q1GY-FTM1	$72.31
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MVF-VXPY-J9DQ	$96.92
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1J9F-WLWF-9HYL	$7.22

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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	1FHF-T9QK-N7M3	$12.36
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	1RCJ-FLDQ-GNVQ	$73.23
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NRM-RDWC-C3V6	$31.00
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	1WMM-HXLJ-WVHL	$31.91
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NRM-RDWC-9JVT	$31.00
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1V3P-LX4Y-VQKT	$50.29
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GKV-JKPX-QKJ7	$50.92
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	17DG-QWG6-3QW4	$19.53
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1N9F-XQFH-H7VC	$16.97
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13RN-M1DP-96LP	$25.62
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WFF-7W6L-346Q	$31.00
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NQ1-FGH1-691M	$30.72
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1YM1-MMNK-F966	$20.07
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1R7N-DMGC-NTX7	$3.23
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1C7N-Q1X6-V1T1	$76.79
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1Q6C-D331-CLLX	$21.51
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	193X-PXLK-GWCR	$69.58
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JF7-TK49-VPJX	$20.75
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1Q6K-NTNT-79CF	$80.59
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11PQ-HKVN-DMVG	$55.13
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VYX-FW6X-JGCT	$4.61
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	164X-L3W7-G4JX	$21.85
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KTF-MRRG-6PQD	$6.45
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13QQ-9TQC-WQ66	$26.12
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19VF-YRGM-DYWG	$10.76
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1P3X-XCWT-FHP7	$21.66
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	17CF-3DNL-P1GP	$39.23
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1CHY-TXQ9-97PT	$2.05
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16Y7-M4CF-CG6K	$26.17
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	16H6-TPCM-3F9Q	$31.00

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10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MQF-TRYY-FV3R	$21.74
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KVL-6DJW-9NX1	$8.16
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GC1-N1GR-963Q	$96.70
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1J9F-WLWF-1YTR	$83.14
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11W7-CMQC-Q1V4	$43.49
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RTN-WNY9-7WJD	$31.00
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WWT-GJKG-VKF3	$18.34
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14CQ-4WGR-NXRH	$55.24
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1TGJ-NNWP-3P4Q	$7.13
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1D66-J7XT-H9FW	$159.13
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LDD-36DQ-7DCY	$24.99
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1QPR-L9XQ-FNG9	$31.40
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14RH-DJ77-V3YQ	$10.86
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	1VNF-LTLD-W3N4	$93.40
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DLH-JN71-YTFW	$38.77
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WQT-NY1D-663W	$10.86
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1YK1-17H4-NP1Y	$46.87
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NR6-9RD1-393M	$14.13
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1N64-4GGY-FVRR	$71.06
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JLM-XX1K-J9TT	$15.34
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LHP-Y1GQ-JV1T	$18.35
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DGN-FJDX-DMTX	$295.45
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1Y4C-1RFR-44XF	$31.05
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NDD-HTV1-T4P4	$66.85
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VCQ-P9Y4-DYHY	$36.98
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RRW-746C-FND3	$31.40
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16CJ-3V74-4GK1	$109.15
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16Y7-M4CF-43M9	$17.21
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FY1-3KJ4-NTGD	$14.13
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1J9F-WLWF-3TDW	$88.47
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11WY-TD33-CX9G	$78.71
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KYY-6LWD-WNXH	$22.37
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1K36-TMFQ-34JN	$32.83

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10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MWJ-QVXH-6X67	$4.30
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1XX1-TD46-GRFV	$25.84
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1XLH-616F-G69H	$28.26
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	144T-WW9J-CD3L	$13.33
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JFP-NPKL-HDYM	$150.64
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NL4-X6NM-CQPQ	$21.51
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VX6-4PWP-DVFT	$19.38
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JW3-KTRW-VCJM	$13.83
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	139V-FTX6-9Q33	$32.19
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MT9-LVH6-FL1J	$45.24
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GYW-HLY1-1MRF	$51.40
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RHM-VGRL-PWQY	$10.86
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PKT-J11P-XQQW	$9.15
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1K6K-FPJF-3HHV	$41.59
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FDP-TJTH-6VNX	$8.30
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KR3-TT69-3XLX	$37.86
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NV4-9HGP-4431	$45.28
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FXM-3PJ3-C4LT	$77.01
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11YJ-V9F6-9LLT	$21.75
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11K6-Q1GY-X6R6	$25.85
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MD9-CHRQ-GJM3	$19.22
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1Q1W-QLXX-7KW1	$14.83
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14RH-DJ77-RT14	$115.82
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14M4-R61J-FWNP	$24.77
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1G9V-77HP-DQ7R	$57.72
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1L33-YVQT-7RPV	$28.26
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1QMM-YDFW-HDLJ	$3.23
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11JF-KVF4-JHD9	$122.58
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RKM-FRK1-9PLY	$19.46
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FHH-LQWX-7PLR	$30.72
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RRW-746C-MPCL	$8.61
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11NT-N41T-F9PK	$21.72
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1C7N-Q1X6-DD93	$43.32
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JHR-X9QR-DHF1	$35.29

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10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1Q1W-QLXX-C1K4	$66.40
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1R3P-6XXD-FW99	$20.46
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KKV-PVMD-WR3D	$93.70
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1D9G-FYYP-9MMJ	$528.82
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1W9H-M4WH-3KDN	$216.17
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RRW-VDXV-CK9Q	$20.26
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14R9-TC96-CJCD	$94.69
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1QM6-GYJ4-K1JD	$96.32
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	1JWC-QLPC-F99M	$226.59
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	1K6P-VGM3-LDH1	$21.68
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LXJ-GXM9-Y66Q	$235.56
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JWC-QLPC-3QFH	$15.65
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FN4-MJPL-J4XV	$53.23
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11W7-CMQC-3Y7W	$81.04
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1V9H-9NPN-FPRH	$4.48
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JQC-G33D-96J9	$18.78
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WPV-XY4N-CMXF	$19.38
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	1GYW-HLY1-TTGD	$31.60
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	1FDP-TJTH-7XQM	$59.14
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FQT-JNFC-9RQF	$5.37
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1C4W-4QKL-3711	$134.77
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1Y1Y-M9LQ-JQTM	$6.02
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11JL-TVCJ-4HMF	$6.32
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RHM-VGRL-Y3WW	$30.72
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VNF-LTLD-4CPH	$43.49
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NQ1-FGH1-YV7X	$190.74
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1TGJ-NNWP-YY9D	$30.72
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RHM-VGRL-RQLD	$35.54
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	1XVL-3GN9-TGCG	$39.84

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10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1QPR-L9XQ-DG1D	$30.70
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16H6-TPCM-3FL1	$31.00
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JTN-RL71-H3RJ	$24.77
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11NW-4L3J-K6KG	$21.74
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LRT-G4C7-NQ7D	$8.69
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1G3Y-7Y93-G6X4	$30.20
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1C7N-Q1X6-DG1G	$72.12
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JWC-QLPC-NJHD	$23.01
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1319-9LL3-3WMJ	$39.86
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11NW-4L3J-G7NG	$31.40
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1C7N-Q1X6-X169	$132.66
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13GQ-TP31-FM6N	$39.84
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KP9-RH74-L41F	$126.02
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LF4-9DFN-DYXD	$19.38
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WWT-GJKG-GY19	$62.88
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1TK3-YT1C-JYPW	$24.61
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1YCN-7VHL-DJPY	$43.08
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14RH-DJ77-FQX7	$7.19
10/31/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JHY-Y4CT-CNCT	$12.89
10/31/2025	KiwiCo, Inc.	Core Teaching/Student Supplies	KE-63D0D79C10022544	$86.09
10/31/2025	KiwiCo, Inc.	Core Teaching/Student Supplies	KE-3B359C6D10022503	$87.28
10/31/2025	Lakeshore Learning Materials	Core Teaching/Student Supplies	92208476	$39.59
10/31/2025	Lakeshore Learning Materials	Core Teaching/Student Supplies	92215509	$74.24
10/31/2025	Little Passports, Inc	Core Teaching/Student Supplies	1020066728	$323.25
10/31/2025	Access Athle-Demics LLC	Educational Services	052	$1,786.00
10/31/2025	Access Athle-Demics LLC	Educational Services	059	$2,500.00
10/31/2025	Adventure with Wildflowers	Educational Services	7012256827	$70.00
10/31/2025	Ambassador Media Group, LLC	Educational Services	11535	$1,029.94
10/31/2025	Amy Helfrich	Educational Services	HEL062025	$70.00
10/31/2025	Ashley Summers	Educational Services	SUM100725	$370.00
10/31/2025	Bright Star Learners Academy	Educational Services	7012261572	$243.34
10/31/2025	Buzzy Mae Music Academy	Educational Services	7012264966	$310.00
10/31/2025	Cheryl McCormick	Educational Services	047	$2,016.00
10/31/2025	Coastal Music Studios	Educational Services	7012254497	$80.00

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10/31/2025	DECA Inc.	Educational Services	199232M	$250.00
10/31/2025	David Barnes	Educational Services	7012251549	$540.00
10/31/2025	Discover Art/One World-Many View	Educational Services	7012259031	$750.00
10/31/2025	Elite Spirit Cheer	Educational Services	107	$49,000.00
10/31/2025	Elite Spirit Cheer	Educational Services	107	$19,599.60
10/31/2025	FCA Cheer San Diego DBA: Triad	Educational Services	7012261634	$800.00
10/31/2025	Gina Eden Tutoring	Educational Services	7012259034	$150.00
10/31/2025	Heritage Homeschool Club	Educational Services	7012259035	$186.66
10/31/2025	Holli Steffen	Educational Services	STE100925	$119.96
10/31/2025	Holli Steffen	Educational Services	STE100925a	$39.96
10/31/2025	JKG Learning, LLC - DBA Sylvan Learı	Educational Services	7012261625	$180.00
10/31/2025	JKW Innovations LLC	Educational Services	7012261590	$281.00
10/31/2025	Katie Deuth	Educational Services	DEU100925	$665.00
10/31/2025	Keris Binder	Educational Services	7012251530	$65.00
10/31/2025	Kristen Lee	Educational Services	7012254518	$156.25
10/31/2025	ML Tutoring	Educational Services	7012261610	$37.50
10/31/2025	Melissa J. Diwa Enterprises	Educational Services	7012264956	$376.00
10/31/2025	Mini Musicians, LLC	Educational Services	7012261606	$100.00
10/31/2025	Ms. Ree Math	Educational Services	7012259036	$225.00
10/31/2025	OC Learning Edge	Educational Services	7012261620	$360.00
10/31/2025	Outschool, Inc.	Educational Services	INV45862726	$5,000.00
10/31/2025	Pich Music Studio	Educational Services	7012259043	$620.00
10/31/2025	Playground Players Productions	Educational Services	7012254521	$473.38
10/31/2025	Red Dragon Karate, Inc	Educational Services	7012259047	$1,050.00
10/31/2025	Resilient Boxing & Fitness	Educational Services	7012254523	$380.00
10/31/2025	Roos Music Inc.	Educational Services	7012259051	$195.00
10/31/2025	Safe Swim Academy	Educational Services	7012264976	$975.00
10/31/2025	Sarah Lowery	Educational Services	7012254530	$100.00
10/31/2025	Sarah Lowery	Educational Services	7012251638	$70.00
10/31/2025	Sarah Shannon	Educational Services	042	$2,737.80
10/31/2025	SoCal Game Changers	Educational Services	7012259056	$1,800.00
10/31/2025	Sports Saints	Educational Services	7012259062	$435.00
10/31/2025	Temecula Music Teacher, LLC	Educational Services	7012254536	$816.00
10/31/2025	Tonafaya Byrd	Educational Services	BYR100925	$357.00

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10/31/2025	West Coast Krav Maga (Murrieta)	Educational Services	7012261644	$199.00
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	Bagger Sports	Marketing	6931	$2,691.26
10/31/2025	Baseline Print, LLC	Marketing	12603	$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	Uline	Postage & Delivery - Educational	198801367	$330.67
10/31/2025	CubeSmart	Rent - Facilities Lease	715744	$239.00
10/31/2025	Specialized Therapy Services, Inc.	Special Education Services	ELAA02-0925	$67.50
10/31/2025	Amazon Capital Services, Inc.	Technology Equipment - Staff	1XLM-39CC-FJYC	$325.71
10/31/2025	Bluum USA, Inc	Technology Services & Software - Educationa	1066639	$3,100.00
10/31/2025	Sarah O'Connor	Technology Services & Software - Educationa	OCO102025	$60.00
10/31/2025	TeamViewer	Technology Services & Software - Educationa	R04134880	$2,007.60
10/31/2025	Allison Watters	Travel, Lodging & Meals	WAT101625	$50.85
10/31/2025	Amanda Bobczynski	Travel, Lodging & Meals	BOB100725	$54.00
10/31/2025	Amberlee Potrero	Travel, Lodging & Meals	POT101625	$54.00
10/31/2025	Carrie Richardson	Travel, Lodging & Meals	RIC101625	$48.24
10/31/2025	Chelsie Guerrero	Travel, Lodging & Meals	GUE101625	$27.00
10/31/2025	Christine Gilmore	Travel, Lodging & Meals	GIL101625	$54.00
10/31/2025	Geena Brelesky	Travel, Lodging & Meals	BRE102025	$45.34
10/31/2025	Jamie Arpin	Travel, Lodging & Meals	ARP101725	$54.00
10/31/2025	Kelly Gragg	Travel, Lodging & Meals	GRA101625	$54.00
10/31/2025	Kimberly Kriedeman	Travel, Lodging & Meals	KRI101725	$54.00
10/31/2025	Lori Labadie	Travel, Lodging & Meals	LAB101625	$27.00
10/31/2025	MAGDALENA MATHIAS	Travel, Lodging & Meals	MAT101625	$27.00
10/31/2025	Morgen Oelckers	Travel, Lodging & Meals	OEL101725	$54.00
10/31/2025	Rachel Sutherland	Travel, Lodging & Meals	SUT101625	$47.28
10/31/2025	Rebecca Smith	Travel, Lodging & Meals	SMI101625	$54.00
10/31/2025	Richelle Triglia-Mancini	Travel, Lodging & Meals	TRI101625	$54.00
10/31/2025	Samuel Keeley	Travel, Lodging & Meals	KEE101625	$50.83
10/31/2025	Sarah O'Connor	Travel, Lodging & Meals	OCO101725	$54.00
10/31/2025	Serena Roberts	Travel, Lodging & Meals	ROB101625	$53.55
10/31/2025	Suzanne Means	Travel, Lodging & Meals	MEA101625	$54.00

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10/31/2025	Southern California Edison	Utilities - Gas/Electric/Water	011NovSCE2025ME	$148.74
10/31/2025	Hooked & Co	Approved Core Curriculum, Teacher Manuals	'0696	$247.81
10/31/2025	Lwkelsey	Approved Core Curriculum, Teacher Manuals	'0696	$58.00
10/31/2025	Lwkelsey	Approved Core Curriculum, Teacher Manuals	'0696	$58.00
10/31/2025	Babel Locksmith Go	Repairs & Minor Site Improvements	'4194	$164.00
11/3/2025	Anthem Blue Cross	Health Insurance	0202510918441	$39,611.40
11/3/2025	Guardian	Health Insurance	011Nov2025	$5,569.79
11/3/2025	Kaiser Foundation Health Plan	Health Insurance	670770247055	$13,418.29
11/3/2025	Nexelm LLC	Rent - Facilities Lease	ELM203_110125	$2,558.60
11/3/2025	Monday.com Ltd	Technology Services & Software - Business	INV01250025478	$41,625.50
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	14K4-9C6H-GJFM	$39.89
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1DRN-XPMC-3L4R	$28.70
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1LRX-6C3J-DCL1	$94.92
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	17X3-TNKM-FY4C	$16.26
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1LKL-4GKR-3GLY	$24.95
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1C6D-R9MH-6HQQ	$7.40
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1C79-F747-4KKF	$11.22
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	13F3-YYRT-JWK7	$16.05
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1CDD-NY7Y-YRVX	$45.68
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	17W9-Q74M-T1MN	$17.44
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1N7N-W99P-KVN7	$15.09
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	19CG-LFXK-9FHK	$26.33
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1VWF-CFXM-XCKM	$11.41
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1X3N-DTDY-PLFW	$14.13
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1DF6-11FP-QHYR	$23.16
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1TJM-D7X3-7994	$17.60
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1W9C-VDJV-34C3	$21.53
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1LHJ-NHTN-YKHX	$10.29
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1THP-6X7V-YNPH	$14.30
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1KN3-6PRQ-6YD9	$70.50
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1NNJ-MTVG-4MHY	$306.16
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	11NG-DY74-3HX1	$8.36
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	19HD-49CL-GHFH	$14.31
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1RC7-J99Y-C1LJ	$19.38

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11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1KQY-TR7P-9P99	$7.53
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1MNP-9VND-WDLH	$31.08
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	17N9-9FGD-XKPT	$34.09
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1RWQ-W7C9-7XQG	$4.71
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	176N-YMKV-HQJ4	$7.76
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	19HD-49CL-GQW1	$81.30
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1YQT-44QY-QTRF	$83.25
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	14K4-9C6H-J1VV	$19.00
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1PG6-4WFK-YMV1	$22.40
11/6/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1QRJ-XV6W-31LC	$10.78
11/6/2025	Art of Problem Solving	Approved Core Curriculum, Teacher Manuals	INV2389877	$147.91
11/6/2025	Art of Problem Solving	Approved Core Curriculum, Teacher Manuals	INV2391702	$121.76
11/6/2025	BookShark, LLC	Approved Core Curriculum, Teacher Manuals	BI0067571	$526.47
11/6/2025	BookShark, LLC	Approved Core Curriculum, Teacher Manuals	BI0067569	$283.72
11/6/2025	Bright Thinker, Inc.	Approved Core Curriculum, Teacher Manuals	SINV17005	$287.67
11/6/2025	Dash Into Learning	Approved Core Curriculum, Teacher Manuals	59482	$74.96
11/6/2025	Dash Into Learning	Approved Core Curriculum, Teacher Manuals	59447	$35.21
11/6/2025	Demme Learning LLC	Approved Core Curriculum, Teacher Manuals	S016252	$159.79
11/6/2025	Essentials in Writing	Approved Core Curriculum, Teacher Manuals	411550	$229.00
11/6/2025	History Unboxed LLC	Approved Core Curriculum, Teacher Manuals	WC-301930HU	$80.83
11/6/2025	Lit League LLC	Approved Core Curriculum, Teacher Manuals	12190	$299.61
11/6/2025	Lit League LLC	Approved Core Curriculum, Teacher Manuals	12179	$301.88
11/6/2025	Lovevery	Approved Core Curriculum, Teacher Manuals	INV72944	$172.40
11/6/2025	Lovevery	Approved Core Curriculum, Teacher Manuals	INV72943	$174.00
11/6/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5294130	$434.62
11/6/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5361479	$21.52
11/6/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5363907	$21.58
11/6/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5350845	$24.19
11/6/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5366772	$122.51
11/6/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5369269	$44.55
11/6/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5371354	$387.74
11/6/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5350847	$123.69
11/6/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5371355	$23.55
11/6/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5348524	$44.64

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11/6/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5371352	$90.34
11/6/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5348512	$44.64
11/6/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5371353	$119.42
11/6/2025	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals	S404252	$30.09
11/6/2025	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals	S404808	$80.26
11/6/2025	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals	S405342	$145.52
11/6/2025	Studies Weekly	Approved Core Curriculum, Teacher Manuals	552528	$97.77
11/6/2025	Studies Weekly	Approved Core Curriculum, Teacher Manuals	552527	$96.87
11/6/2025	Studies Weekly	Approved Core Curriculum, Teacher Manuals	552581	$48.88
11/6/2025	Studies Weekly	Approved Core Curriculum, Teacher Manuals	552507	$96.87
11/6/2025	Studies Weekly	Approved Core Curriculum, Teacher Manuals	552365	$48.88
11/6/2025	Teacher Synergy LLC	Approved Core Curriculum, Teacher Manuals	316004653	$4.50
11/6/2025	Teacher Synergy LLC	Approved Core Curriculum, Teacher Manuals	316067559	$13.97
11/6/2025	Teacher Synergy LLC	Approved Core Curriculum, Teacher Manuals	316005156	$8.99
11/6/2025	Teacher Synergy LLC	Approved Core Curriculum, Teacher Manuals	315853800	$8.95
11/6/2025	Teaching Textbooks, LLC	Approved Core Curriculum, Teacher Manuals	67427	$116.23
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	1H14-D64F-G9RT	$95.34
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	167F-1QGR-NF73	$48.55
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1K3L-KCWN-DYC6	$53.33
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1CRW-6G3T-N63F	$63.53
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14K4-9C6H-GJFM	$105.10
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	134X-R7CV-M3MG	$181.35
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1P1J-W4KK-PQ1G	$11.91
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	164V-QQ47-M7VD	$21.73
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FP6-1RY3-VNJ7	$24.20
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14L6-19NK-6J9L	$20.46
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PDQ-M9LV-CJ7G	$134.09
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DHQ-XKWG-7HKV	$17.35
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HTF-DR74-RQPC	$46.15
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WQ9-TYFT-HLY4	$1.67
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1P1J-W4KK-6J7H	$9.15
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	144T-WW9J-PQDR	$171.31
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LDK-VDND-P33D	$86.22

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11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1V3T-NGHK-C6VY	$31.44
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14VQ-TDLV-LWMH	$63.16
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1H79-9NGJ-JFJN	$84.99
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HNK-R1LK-73HH	$9.73
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1QPX-41XY-31W6	$140.18
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FXQ-3NVP-4MNY	$43.46
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1TP3-1QFQ-FQ64	$72.39
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FKN-NXHV-XWDT	$27.88
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	1Y4H-YYJ9-RL71	$24.24
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14R6-RKFN-FTQ1	$16.73
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	1X3V-9X3P-XXRR	$121.10
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1XVP-TWCD-D71P	$23.69
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DLJ-4QTD-Y4FN	$9.23
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1J47-TY4H-YQDT	$5.29
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14R6-RKFN-G1HF	$7.50
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FXQ-3NVP-7T1W	$32.21
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	131L-MRGD-JHLY	$40.04
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KN3-6PRQ-L9LL	$21.73
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19TF-9XFQ-6YX3	$9.73
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11K4-XJG3-D3QP	$7.52
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1CW6-FM4G-PM6V	$23.90
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VN9-JQMV-FRKL	$155.88
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DKC-L4J4-GGHC	$9.23
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1Y4H-YYJ9-XMVC	$33.93
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DHQ-XKWG-7RWR	$5.05
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LJR-MNHN-XFKC	$9.15
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RV1-3MQQ-X94J	$19.38
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HNK-R1LK-6Y4C	$100.95
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14PL-RFCX-NP3P	$86.58
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	17W9-Q74M-T1MN	$59.67
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GN6-6Q4L-LK4R	$10.43
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1J6M-W6CD-TGNQ	$51.94

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11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11MF-WRGC-VN4H	$180.44
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PG6-41FX-7JKW	$85.62
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PY4-LWPY-D661	$17.23
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19CG-LFXK-9FHK	$56.96
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1K1R-34TT-71CF	$14.90
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	1RCF-NJY3-XYCF	$84.80
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19P3-RYYR-VMCG	$6.89
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1364-LHHJ-4P7N	$186.88
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NGT-DKQT-YFTM	$9.23
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DHQ-XKWG-11MH	$9.69
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1YCR-GLFG-XPTD	$26.70
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16FP-T3GK-6HX4	$32.61
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14R6-RKFN-Y4TC	$9.15
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GRR-V34C-9JXH	$63.16
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14TR-RFVV-7MRP	$20.65
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14VV-X9VJ-3LHP	$113.05
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1X6X-WP7R-6VQV	$39.14
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NJ1-T4DJ-4W7F	$17.47
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RCF-NJY3-JTJ3	$21.55
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1J47-TY4H-YQHL	$20.10
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1XHP-TDCL-LNG6	$52.71
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NNR-PTPL-913R	$64.04
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1L93-RRYK-FFTN	$89.59
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DFX-FTT9-VYWG	$104.86
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	17K3-T3XJ-KGWL	$76.11
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1G3G-YNRN-3NR7	$76.56
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NT9-CLPC-F6RL	$22.61
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	1TJM-D7X3-7994	$82.94
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RC3-KYGL-DDTX	$41.30
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1W9C-VDJV-34C3	$21.53
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16FP-T3GK-D3W9	$50.38
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KWH-L7QJ-XXQV	$75.41

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11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LHJ-NHTN-YKHX	$163.33
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LNY-L4MJ-3V1H	$32.61
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1QRV-J7D3-6W9P	$21.39
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16L4-37NF-6PJY	$18.06
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FPV-DJ1C-CK7V	$36.95
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1G3W-JGMX-PML7	$17.23
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19HD-49CL-67KT	$28.25
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HLQ-9JNJ-Y77P	$86.82
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WXN-MCT9-RCC3	$47.46
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1N7N-W99P-CNHG	$17.84
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MCK-XXJH-K4CP	$21.55
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	193X-PXLK-XQM4	$139.08
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13D4-G1DV-HJH1	$15.16
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11NG-DY74-3HX1	$7.44
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14Y9-9YFD-NRTR	$31.67
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1CV7-LVNM-YHMJ	$35.89
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	1RC7-J99Y-C1LJ	$21.94
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	1D39-6Q3X-Q4NN	$31.74
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14Y9-9YFD-PNGP	$15.34
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RC7-J99Y-7G3D	$17.51
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16HM-9DML-3XJ4	$142.42
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	173L-C6K3-XF39	$16.73
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WVH-TX3P-7NNJ	$60.59
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14Y9-9YFD-YDDM	$64.64
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	17VN-1VQR-6CG9	$21.54
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11GM-CXLM-K13H	$85.63
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MYX-WKKX-4VPX	$80.80
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NT9-CLPC-G14Y	$9.23
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1K39-K1T1-CYTJ	$23.91
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1YGJ-NFXF-LY9K	$7.22
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RWQ-W7C9-7XQG	$37.11
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1364-LHHJ-1TFF	$24.43

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11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WXN-MCT9-DN7T	$17.23
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19HD-49CL-GQW1	$195.42
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11GM-CXLM-HW1V	$9.28
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NC3-Q7N6-YRLY	$71.39
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	1JQK-PKDH-CQHP	$27.98
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GJV-KPCG-NMXL	$388.00
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	117Q-J7L9-GJCV	$20.24
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14K4-9C6H-J1VV	$36.99
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JRR-PRVC-1TFQ	$28.36
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	1RCF-NJY3-KFFN	$9.23
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1F63-4HND-XRC4	$13.00
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LNH-MKGY-FDWM	$9.23
11/6/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1F63-4HND-CXHY	$6.92
11/6/2025	Blick Art Materials	Core Teaching/Student Supplies	6482572	$53.58
11/6/2025	Lakeshore Learning Materials	Core Teaching/Student Supplies	92222372	$74.24
11/6/2025	Rainbow Resource Center	Core Teaching/Student Supplies	5363906	$60.52
11/6/2025	Staples Business Credit	Core Teaching/Student Supplies	6046116251	$93.94
11/6/2025	Staples Business Credit	Core Teaching/Student Supplies	6046116233	$99.66
11/6/2025	Staples Business Credit	Core Teaching/Student Supplies	6046116252	$82.02
11/6/2025	Staples Business Credit	Core Teaching/Student Supplies	6046116238	$66.47
11/6/2025	Staples Business Credit	Core Teaching/Student Supplies	6046116236	$60.33
11/6/2025	Staples Business Credit	Core Teaching/Student Supplies	6046116228	$40.18
11/6/2025	Staples Business Credit	Core Teaching/Student Supplies	6046116243	$5.27
11/6/2025	Staples Business Credit	Core Teaching/Student Supplies	6046116242	$179.54
11/6/2025	Staples Business Credit	Core Teaching/Student Supplies	6046116235	$90.55
11/6/2025	Staples Business Credit	Core Teaching/Student Supplies	6046116229	$46.85
11/6/2025	Staples Business Credit	Core Teaching/Student Supplies	6046116237	$20.46
11/6/2025	Subscription Box Kids LLC	Core Teaching/Student Supplies	57536	$466.95
11/6/2025	AR Elite Ranch Inc.	Educational Services	2545	$269.00
11/6/2025	Amorsolo Lacanilao Jr.	Educational Services	LAC101025a	$80.00
11/6/2025	Amorsolo Lacanilao Jr.	Educational Services	LAC101025	$80.00
11/6/2025	Creative Solutions Tutoring	Educational Services	7012272933	$272.00

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11/6/2025	Cristina Angulo	Educational Services	ANG101425	$150.00
11/6/2025	Cristina Angulo	Educational Services	ANG101425a	$150.00
11/6/2025	Cristina Angulo	Educational Services	ANG101425b	$180.00
11/6/2025	Delynn Susan Heid	Educational Services	7012268395	$105.00
11/6/2025	Delynn Susan Heid	Educational Services	7012270851	$110.00
11/6/2025	Dionah Ting Stobart	Educational Services	TIN101425	$172.00
11/6/2025	Gyminny Kids Inc	Educational Services	7012272965	$979.08
11/6/2025	Hollywood Music - SD County	Educational Services	7012268396	$220.00
11/6/2025	Laura DeSoto	Educational Services	7012270848	$400.00
11/6/2025	Learn with Christina	Educational Services	7012268400	$80.00
11/6/2025	Marina B. Herrera - Escuela del Rio	Educational Services	7012268392	$265.00
11/6/2025	Marsi Carr's Music Instruction	Educational Services	7012270852	$160.00
11/6/2025	Melissa J. Diwa Enterprises	Educational Services	7012272931	$460.00
11/6/2025	Oz Academy of Music	Educational Services	7012268402	$43.00
11/6/2025	Priscila Olaes Ramirez	Educational Services	OLA101425	$139.00
11/6/2025	Regine Swim dba Petit A Petit	Educational Services	7012268405	$555.00
11/6/2025	Savannah Beverly	Educational Services	BEV101425	$24.00
11/6/2025	Tiffany Kyle	Educational Services	KYL101325	$134.00
11/6/2025	Timothy McDaniel	Educational Services	MCD101025	$104.22
11/6/2025	Timothy McDaniel	Educational Services	MCD101025a	$104.22
11/6/2025	ZT Prospects Academy	Educational Services	7012270864	$250.00
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	$11.49
11/6/2025	Amazon Capital Services, Inc.	Materials & Supplies - Office	1TP3-1QFQ-JT11	$111.12
11/6/2025	Amazon Capital Services, Inc.	Materials & Supplies - Office	1Q1K-4KF6-XXNC	$128.74
11/6/2025	Amazon Capital Services, Inc.	Materials & Supplies - Office	1TVM-WPVD-JWVY	$7.06
11/6/2025	Amazon Capital Services, Inc.	Materials & Supplies - Office	11MF-WRGC-Q6GM	$15.75
11/6/2025	Amazon Capital Services, Inc.	Technology Equipment - Staff	13VP-LLKV-GNC7	$750.26
11/6/2025	Alexa Myszynski	Travel, Lodging & Meals	MYS101625	$48.78
11/6/2025	Ayme Pankratz	Travel, Lodging & Meals	PAN101325	$54.00
11/6/2025	Gabriela Madero	Travel, Lodging & Meals	MAD101625	$54.00
11/6/2025	Janae Abarta	Travel, Lodging & Meals	ABA101625	$51.54
11/6/2025	Morgan Childers	Travel, Lodging & Meals	CHI101525	$51.47

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11/6/2025	Nannette Clerie	Travel, Lodging & Meals	CLE101525	$20.15
11/12/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	17VL-XXV7-6Q7N	$10.76
11/12/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1HWD-J6NN-GDLG	$50.11
11/12/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1JRG-K397-9QW3	$7.53
11/12/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	14G3-MG1H-7CVV	$15.37
11/12/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1CY6-9CYG-FQXH	$64.42
11/12/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1QTW-YRMV-6M19	$28.71
11/12/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1PLM-HLXL-D4Y9	$12.21
11/12/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1YPR-TQLF-DMNP	$30.47
11/12/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1LCV-MP7L-4VJJ	$33.34
11/12/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1NY9-NGP7-FKNL	$96.77
11/12/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1JTJ -3D6V-DKRG	$10.86
11/12/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1JRG-K397-FLHX	$14.76
11/12/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1D9Q-3CTP-CWXQ	$14.96
11/12/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	1LNV-J9WN-CY9X	$30.74
11/12/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	19Y4-GFC6-D6PY	$15.09
11/12/2025	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals	13VV-4VN4-9FN1	$7.82
11/12/2025	Bright Thinker, Inc.	Approved Core Curriculum, Teacher Manuals	SINV17023	$295.00
11/12/2025	Denison Algebra	Approved Core Curriculum, Teacher Manuals	3761	$175.00
11/12/2025	Hewitt Learning	Approved Core Curriculum, Teacher Manuals	108932	$184.64
11/12/2025	Hewitt Learning	Approved Core Curriculum, Teacher Manuals	108934	$62.95
11/12/2025	Home Science Tools	Approved Core Curriculum, Teacher Manuals	000710399	$161.15
11/12/2025	Ivy Kids LLC	Approved Core Curriculum, Teacher Manuals	6610	$239.70
11/12/2025	Ivy Kids LLC	Approved Core Curriculum, Teacher Manuals	6614	$125.85
11/12/2025	Ivy Kids LLC	Approved Core Curriculum, Teacher Manuals	6612	$23.85
11/12/2025	Ivy Kids LLC	Approved Core Curriculum, Teacher Manuals	6611	$125.85
11/12/2025	Nicole Hedrick	Approved Core Curriculum, Teacher Manuals	HED102325	$166.64
11/12/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5377028	$20.16
11/12/2025	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals	5379463	$34.34
11/12/2025	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals	S406676	$45.18
11/12/2025	Studies Weekly	Approved Core Curriculum, Teacher Manuals	552667	$97.77
11/12/2025	Studies Weekly	Approved Core Curriculum, Teacher Manuals	552665	$48.43
11/12/2025	Studies Weekly	Approved Core Curriculum, Teacher Manuals	552766	$97.77
11/12/2025	Teacher Synergy LLC	Approved Core Curriculum, Teacher Manuals	317264919	$16.16

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11/12/2025	Teacher Synergy LLC	Approved Core Curriculum, Teacher Manuals	317349558	$3.50
11/12/2025	The Regents of the University of Cal	Approved Core Curriculum, Teacher Manuals	369123	$399.00
11/12/2025	Hector Valdez	Board Stipends - Attendance	11Nov2025ME	$300.00
11/12/2025	Lindsey Burkett	Board Stipends - Attendance	11Nov2025ME	$300.00
11/12/2025	Strategies, MP Consulting LLC	Board Stipends - Attendance	11Nov2025ME	$300.00
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14G3-MG1H-F193	$75.21
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1YCG-R4GP-CGNY	$22.70
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HWD-J6NN-GDLG	$44.92
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1YV9-NY4J-4MP6	$173.21
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KVT-KP9L-CTH9	$83.17
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RKW-9Q7C-FF1N	$25.85
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GYR-CMWV-HGJ4	$200.37
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11PC-YFY3-GCRL	$22.89
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LNV-J9WN-7L1X	$92.23
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NCM-K3LF-DWJG	$22.73
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DWJ-TMRQ-GQR1	$71.97
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19CK-7HGP-G3W3	$21.74
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RF1-NMY3-G1X4	$20.28
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WVH-XKRC-CL9G	$102.21
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PNF-HGXJ-9FVQ	$26.81
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1P7F-VPXY-DVGD	$35.37
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1QRL-TFQN-GK9K	$13.97
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RKW-9Q7C-7LNJ	$28.54
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LMK-N13N-GCLN	$8.24
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1T37-4Y6Q-1QWG	$15.57
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	111P-DFTX-CFH9	$235.65
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1466-9CWJ-DRVM	$10.91
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JKD-DVXY-FQTY	$36.66
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	199N-LQN4-CVXF	$8.25
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1W13-4C19-DWTG	$15.70
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1Y9J-LNTM-GN7K	$81.70
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HQC-M61Y-F7NJ	$26.87
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13MD-6Q3M-617C	$48.47
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KWH-HN1R-GKNL	$10.78

Elite Academic Academy - Mountain Empire

11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1QDW-1MQP-6W4V	$15.87
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11W4-7DCT-GXC3	$54.97
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1XNH-FK14-DMVC	$16.82
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KKT-9DLF-CQPX	$95.10
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PKV-KLG3-6WW7	$105.62
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HG4-W4F3-6YCJ	$11.44
11/12/2025	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NCM-K3LF-DVFP	$22.37
11/12/2025	Chandi Kornegay	Core Teaching/Student Supplies	KOR102325	$199.99
11/12/2025	Corona Music Center	Core Teaching/Student Supplies	90125	$239.44
11/12/2025	Ilaria Baldo	Core Teaching/Student Supplies	BAL101725	$67.71
11/12/2025	KiwiCo, Inc.	Core Teaching/Student Supplies	KE-30C8532310172534	$242.44
11/12/2025	Lakeshore Learning Materials	Core Teaching/Student Supplies	92296924	$34.17
11/12/2025	Rainbow Resource Center	Core Teaching/Student Supplies	5374698	$670.95
11/12/2025	The Great Courses	Core Teaching/Student Supplies	SINV00772431	$39.99
11/12/2025	A+ Tutoring	Educational Services	7012276731	$450.00
11/12/2025	AREDA AI	Educational Services	INV-250311	$2,500.00
11/12/2025	Christine Clark	Educational Services	CLA102225a	$225.00
11/12/2025	Christine Clark	Educational Services	CLA102225	$225.00
11/12/2025	EMH Sports USA, Inc	Educational Services	7012290120	$165.00
11/12/2025	Jordan McNeff	Educational Services	020	$1,750.00
11/12/2025	Karyn Colon	Educational Services	COL102225	$190.00
11/12/2025	Kimberly Keeth	Educational Services	7012291795	$1,510.00
11/12/2025	Kimberly Packard	Educational Services	PAC102225	$95.00
11/12/2025	Kristina Frintrop	Educational Services	7012281573	$325.00
11/12/2025	Lauren Hernandez	Educational Services	HER101725a	$135.00
11/12/2025	Lauren Hernandez	Educational Services	HER101725	$135.00
11/12/2025	Lena Heckbert	Educational Services	HEC102225	$74.66
11/12/2025	Melissa J. Diwa Enterprises	Educational Services	7012279305	$540.00
11/12/2025	Mr. D Math, LLC	Educational Services	7012272963	$7,999.00
11/12/2025	Natalia Martinez Rodriguez	Educational Services	MAR102325	$400.00
11/12/2025	Nicole the Math Lady, LLC	Educational Services	12899	$79.00
11/12/2025	Olivia Krueger	Educational Services	KRU102225	$172.40
11/12/2025	Olivia Krueger	Educational Services	KRU102225a	$258.60
11/12/2025	Riana Herring	Educational Services	251101	$2,760.00

Elite Academic Academy - Mountain Empire

11/12/2025	Rock Creek Education Center	Educational Services	7012276744	$7,919.34
11/12/2025	Shuebox Educational Services	Educational Services	7012290214	$120.83
11/12/2025	Sunday Nowell	Educational Services	NOW102025	$432.00
11/12/2025	The Talk Institute	Educational Services	1004	$500.00
11/12/2025	ZT Prospects Academy	Educational Services	7012276747	$250.00
11/12/2025	ZT Prospects Academy	Educational Services	7012279311	$250.00
11/12/2025	Knight Security & Fire Systems	Fire, Alarm & Pest control	229120	$20.00
11/12/2025	Hansberger & Klein	Legal Fees	3943	$10,029.00
11/12/2025	Amanda D. Klaus	Misc. Operating Expense	110625	$29.28
11/12/2025	Ashley Davis	Misc. Operating Expense	110625	$174.30
11/12/2025	BETH MONTGOMERY	Misc. Operating Expense	110625	$137.25
11/12/2025	Carrie Richardson	Misc. Operating Expense	110625	$64.61
11/12/2025	Chelsie Wright	Misc. Operating Expense	110625	$59.80
11/12/2025	Janae Abarta	Misc. Operating Expense	110625	$95.15
11/12/2025	Jean Kim	Misc. Operating Expense	110625	$159.19
11/12/2025	Michelle Hilton	Misc. Operating Expense	110625	$145.96
11/12/2025	Morgan Childers	Misc. Operating Expense	110625	$120.39
11/12/2025	Nancy Williams	Misc. Operating Expense	110625	$137.25
11/12/2025	Nannette Clerie	Misc. Operating Expense	110625	$120.24
11/12/2025	Oceano Marshall	Misc. Operating Expense	110625	$59.91
11/12/2025	Stephanie Negrete-Claar	Misc. Operating Expense	110625	$144.79
11/12/2025	Summer Alexander	Misc. Operating Expense	110625	$101.31
11/12/2025	TYLER RAY ELLIS	Misc. Operating Expense	110625	$143.40
11/12/2025	Zoom Video Communications Inc.	Phone / Internet / Website Fees	INV327009742	$1,543.67
11/12/2025	Zoom Video Communications Inc.	Phone / Internet / Website Fees	INV326890845	$27,897.99

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 4, 2025

[redacted]

Re: 25/26 Contract Addendum

Retro-active to July 1, 2025, your 2025-2026 contract (attached) with Elite Academic Academy - Mountain Empire (EAAME) will be amended (by virtue of this contract addendum) to instead include a minimum annual salary of $140,000, as well as the following language regarding dispute resolution:

(a) **Mediation**. CEO and EAAME agree to make a good faith effort to settle any dispute or claim that arises under this Agreement through discussion and negotiations. In the event of a claim or dispute, the CEO or EAAME may request, in a writing to the other party, to refer the claim or dispute to mediation before the initiation of any formal legal action. The request must be made within thirty (30) days of the claim or dispute first being raised by either party. Upon receipt of a request for mediation, both parties shall make a good faith effort to select a mediator and complete the mediation within sixty (60) days of the request to refer the claim or dispute to mediation. The mediator's fee, if any, shall be paid by EAAME. Each party shall bear her/its own attorneys' fees and costs. All persons who attend the mediation shall be bound by the confidentiality requirements of California Evidence Code sections 1115 et seq.

(b) **Binding Arbitration**. EAAME and CEO agree that, to the extent any claim or dispute between the parties is not resolved fully through mediation pursuant to Section (a) hereinabove, such claim or dispute shall be submitted to binding arbitration conducted by Judicial Arbitration and Mediation Service (JAMS) pursuant to its Employment Arbitration Rules and Procedures. EAAME shall pay all fees for JAMS services to the extent required by law.

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 - Mountain Empire	Date
_____	_____
Ashlea Kirkland CEO	Date

Hansberger & Klein, A Professional Law Corporation

Hansberger & Klein

BILL TO
Ashlea Kirkland
Elite Academic Academy - Mountain Empire

INVOICE 3943

DATE 11/01/2025 **TERMS** Due on receipt

DUE DATE 11/01/2025

DATE	DESCRIPTION OF LEGAL SERVICES	HRS	RATE	AMOUNT
10/02/2025	Review and edit Mountain Empire renewal petition;	9:24	455.00	4,277.00
10/03/2025	Review and edit Mountain Empire renewal petition; emails t/f client regarding same	4:24	455.00	2,002.00
10/03/2025	Value Billing Fee for Time Sensitive filing: renewal Petition required to be filed within 3 days of notice & receipt; Fee considers swift and effective resolution to a critical problem, where the "value" of that resolution (e.g., ensure timely submission of renewal petitions to Authorizers)	1:00	3,750.00	3,750.00

Please make checks payable to:
HANSBERGER & KLEIN, a Professional Law Corporation
77 Parker Rd.
Jaffrey, NH 03452

TOTAL DUE **$10,029.00**

EAA - Mountain Empire
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	*1,157.40*	*1137.02*	*1,205.24*	*1,277.56*
REVENUE					
	LCFF	14,418,961	14,625,616	16,008,821	17,540,924
	Special Education - state	989,655	1,000,966	1,061,024	1,124,685
	Special Education - federal	138,838	164,868	174,760	185,246
	Title I & II	133,253	178,829	189,559	200,932
	Lottery	283,847	309,269	327,826	347,495
	Mandate Block Grant	31,795	38,869	41,201	43,673
	Educator Effectiveness Block Grant	50,000			
	MTSS	15,500			
	CTEIG	344,020	61,157	64,826	68,716
	Learning Recovery Emergency Block Grant	148,112	148,112		
	Arts, Music, and Instructional Materials	103,334	103,333		
	Assessment Apportionments	2,299			
	Student Support and Professional Development Discretionary Block Grant			181,182	181,182
	SPED Mental Health	96,429	98,228	104,122	110,369
	Proposition 28: Arts and Music in Schools	117,410	160,147	169,756	179,941
	Other miscellaneous	28,259	72,947	77,324	81,963
	Total Revenue	16,901,712	16,962,341	18,400,400	20,065,127
EXPENSES					
	Salary Expense - certificated	6,566,889	6,665,580	7,206,826	7,868,412
	Salary Expense - classified	817,601	806,952	872,476	952,569
	Total Salary Expense	7,384,490	7,472,532	8,079,302	8,820,982
	Benefits & Taxes	1,896,983	2,010,243	2,173,475	2,303,883
	Materials & Supplies	1,451,077	1,525,925	1,617,481	1,765,965
	Services & Operating Expenses	5,710,575	5,525,774	5,857,320	6,395,022
	Interest Expense	102,600	135,492	150,396	166,939
	Total Expenses	16,545,725	16,669,965	17,877,973	19,452,791
	Net Surplus (Deficit)	355,987	292,376	522,427	612,336
	Beginning Fund Balance	1,221,524	1,577,511	1,869,887	2,392,315
	Ending Funding Balance	1,577,511	1,869,887	2,392,315	3,004,650

ASSUMPTIONS:

1) The average daily attendance (ADA) for the 2025-26 year is projected to be: 1,137.02
2) Statutory COLA has been set by the state at 2.3%
3) 2025-26 Non-recurring revenue is projected (in green) to be $312,602.00
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 $1,577,511.42
   FY 25.26 projected surplus $292,375.87
   Projected FY 25.26 Ending Fund Balance $1,869,887.29

Projected 25.26

ME	Trk B	Trk A	TOTAL
TK-3	328.31		328.31
4-6	227.17		227.17
7-8	191.72		191.72
9-12	144.43	245.39	389.82
TOTAL			1,137.02

TOTAL ADA

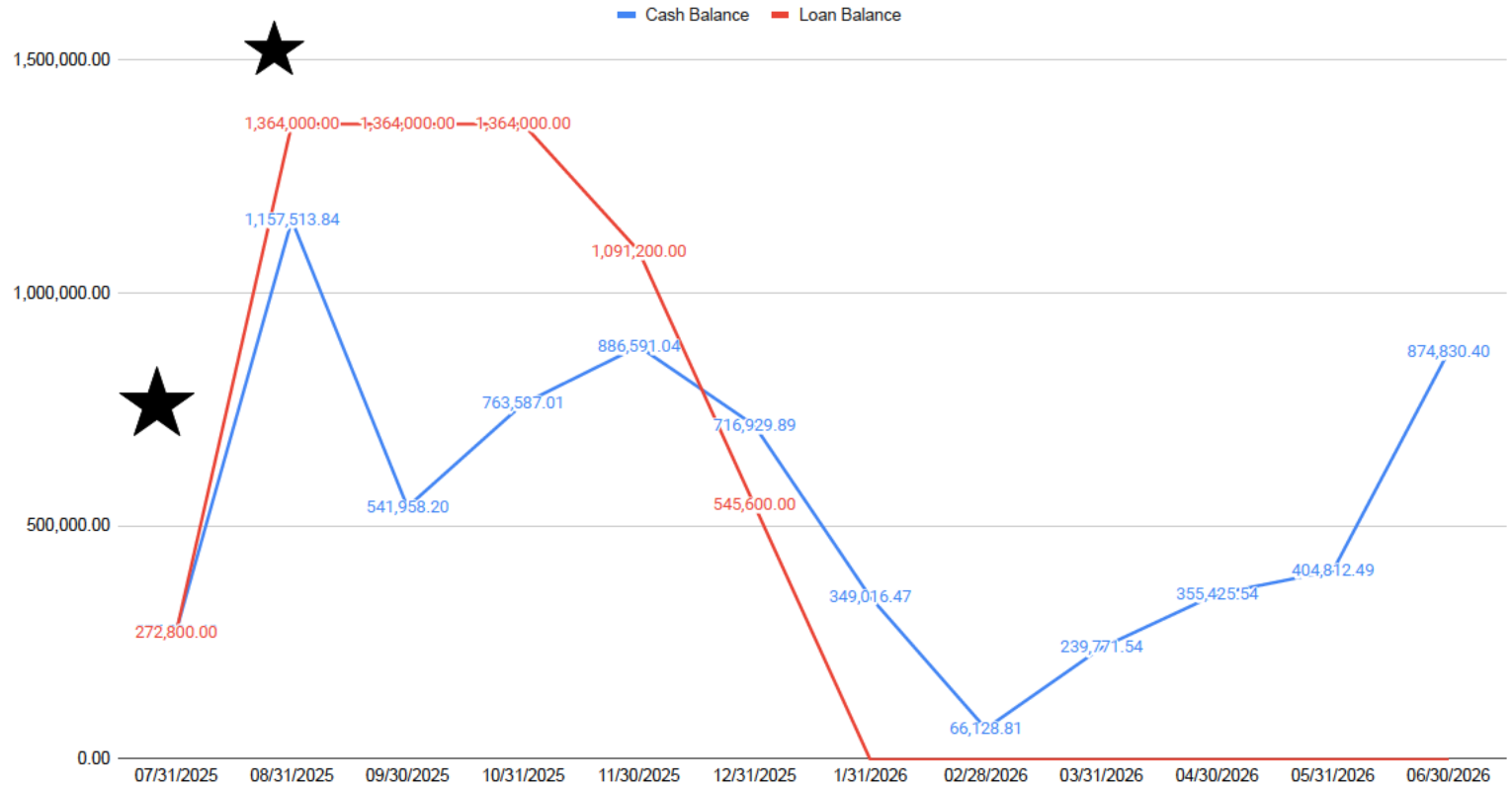
FY 24.25	FY 25.26	GROWTH
1,157.40	1,137.02	-1.76%

	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	275,201.48	1,157,513.84	541,958.20	763,587.01	886,591.04	716,929.89	349,016.47	66,128.81	239,771.54	355,425.54	404,812.49	874,830
Loan Balance	272,800.00	1,364,000.00	1,364,000.00	1,364,000.00	1,091,200.00	545,600.00	0.00	0.00	0.00	0.00	0.00	0.00

ROUNDS OF BORROWING

7/17/2025 $272,800

8/21/2025 $1,091,200



CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Reporting Period: First Interim

Charter School Name:	**Elite Academic Academy**
(continued)	**Mountain Empire**
CDS #:	[redacted]
Charter Approving Entity:	**Mountain Empire Unified**
County:	**San Diego**
Charter #:	**1924**
Fiscal Year:	**2025-2026**

CERTIFICATION OF FINANCIAL CONDITION

[X] POSITIVE CERTIFICATION
As the Charter School Official, I certify that based upon current projections this charter will meet its financial obligations for the current fiscal year and subsequent two fiscal years.

[ ] QUALIFIED CERTIFICATION
As the Charter School Official, I certify that based upon current projections this charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

[ ] NEGATIVE CERTIFICATION
As the Charter School Official, I certify that based upon current projections this charter will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

To the entity that approved the charter school:
(X) 2025-2026 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
Charter School Official
(Original signature required)

Print Name: Ashlea Kirkland Title: CEO

To the County Superintendent of Schools:
( ) 2025-2026 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Print Name: Dr. Patrick Keeley Title: Superintendent

For additional information on the First Interim Report, please contact:

For Approving Entity:	For Charter School:
	[redacted] Woodard
Name	Name
	Chief Financial Officer
Title	Title
	(866) 354-8302 x735
Phone	Phone
	[redacted]@eliteacademic.com
E-mail	E-mail

This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to *Education Code* Section 47604.33.

_____ _____
Date

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Reporting Period: First Interim

Charter School Name:	Elite Academic Academy
(continued)	Mountain Empire
CDS #:	[redacted]
Charter Approving Entity:	Mountain Empire Unified
County:	San Diego
Charter #:	1924
Fiscal Year:	2025-2026

This charter school uses the following basis of accounting:

[X] **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

[ ] **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Adopted Budget - July 1			Actuals thru 10/31			First Interim - Oct 31		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES										
1. LCFF Sources										
State Aid - Current Year	8011	12,971,329.00		12,971,329.00	3,330,560.00		3,330,560.00	11,770,604.00		11,770,604.00
Education Protection Account State Aid - Current Year	8012	252,886.00		252,886.00	57,871.00		57,871.00	227,404.00		227,404.00
State Aid - Prior Years	8019	-		-	-		-			-
Transfers to Charter Schools in Lieu of Property Taxes	8096	2,872,798.00		2,872,798.00	-		-	2,627,608.00		2,627,608.00
Other LCFF Transfers	8091, 8097	-		-	-		-			-
Total, LCFFSources		16,097,013.00	-	16,097,013.00		-	3,388,431.00	14,625,616.00	-	14,625,616.00
2. Federal Revenues										
Every Student Succeeds Act (Title I - V)	8290		145,574.31	145,574.31		-	-		178,829.00	178,829.00
Special Education - Federal	8181, 8182		183,340.84	183,340.84		-	-		164,867.90	164,867.90
Child Nutrition - Federal	8220		-	-		-	-		-	-
Donated Food Commodities	8221		-	-		-	-		-	-
Other Federal Revenues	8110, 8260-8299		-	-		-	-		-	-
Total, Federal Revenues		-	328,915.15	328,915.15	-	-	-	-	343,696.90	343,696.90
3. Other State Revenues										
Special Education - State	StateRevSE		1,113,120.96	1,113,120.96		292,570.00	292,570.00		1,099,193.84	1,099,193.84
All Other State Revenues	StateRevAO	276,239.08	963,694.42	1,239,933.50	-	323,788.00	323,788.00	254,902.80	565,984.64	820,887.44
Total, Other State Revenues		276,239.08	2,076,815.38	2,353,054.46	-	616,358.00	616,358.00	254,902.80	1,665,178.48	1,920,081.28
4. Other Local Revenues										
All Other Local Revenues	LocalRevAO	30,391.42		30,391.42	67,854.15		67,854.15	72,947.16		72,947.16
Total, Local Revenues		30,391.42	-	30,391.42	67,854.15	-	67,854.15	72,947.16	-	72,947.16
5. TOTAL REVENUES		**16,403,643.50**	**2,405,730.53**	**18,809,374.03**	**67,854.15**	**616,358.00**	**4,072,643.15**	**14,953,465.96**	**2,008,875.38**	**16,962,341.34**
B. EXPENDITURES										
1. Certificated Salaries										
Certificated Teachers' Salaries	1100	4,029,776.62	1,190,896.19	5,220,672.81	1,344,261.86	332,958.74	1,677,220.60	3,966,633.36	998,876.23	4,965,509.59
Certificated Pupil Support Salaries	1200	828,796.98		828,796.98	135,864.47		135,864.47	437,600.25		437,600.25
Certificated Supervisors' and Administrators' Salaries	1300	1,316,774.81		1,316,774.81	385,323.59		385,323.59	1,189,015.38		1,189,015.38
Other Certificated Salaries	1900	62,552.25		62,552.25	19,502.14		19,502.14	73,455.20		73,455.20
Total, Certificated Salaries		6,237,900.66	1,190,896.19	7,428,796.85	1,884,952.06	332,958.74	2,217,910.80	5,666,704.19	998,876.23	6,665,580.42
2. Non-certificated Salaries										
Non-certificated Instructional Aides' Salaries	2100	172,087.53	25,238.07	197,325.60	62,309.67	7,870.76	70,180.43	175,762.83	23,612.29	199,375.12
Non-certificated Support Salaries	2200	-		-	-		-	-		-
Non-certificated Supervisors' and Administrators' Sal.	2300	191,295.77		191,295.77	72,609.12		72,609.12	236,535.14		236,535.14
Clerical and Office Salaries	2400	302,468.06		302,468.06	72,585.17		72,585.17	265,874.37		265,874.37
Other Non-certificated Salaries	2900	196,787.30		196,787.30	44,216.11		44,216.11	105,167.01		105,167.01
Total, Non-certificated Salaries		862,638.66	25,238.07	887,876.73	251,720.07	7,870.76	259,590.83	783,339.35	23,612.29	806,951.64
3. Employee Benefits										
STRS	3101-3102	1,207,024.24	177,020.13	1,384,044.37	363,868.91	48,779.88	412,648.79	1,089,308.36	146,339.63	1,235,647.99
PERS	3201-3202	-		-	-		-	50,031.00		50,031.00
OASDI / Medicare / Alternative	3301-3302	153,175.64	22,464.48	175,640.12	47,740.99	4,277.42	52,018.41	95,519.46	12,832.25	108,351.71
Health and Welfare Benefits	3401-3402	475,419.33	69,724.19	545,143.52	136,396.25	21,395.64	157,791.89	477,788.18	64,186.92	541,975.10
Unemployment Insurance	3501-3502	21,434.49	3,143.55	24,578.04	760.08	102.73	862.81	2,294.18	308.20	2,602.38
Workers' Compensation Insurance	3601-3602	53,232.24	7,806.95	61,039.19	14,579.30	1,970.58	16,549.88	44,005.29	5,911.75	49,917.04
OPEB, Allocated	3701-3702	-		-	-		-	-		-
OPEB, Active Employees	3751-3752	-		-	-		-	-		-
Other Employee Benefits	3901-3902	23,001.32	3,373.33	26,374.65	6,188.72	857.35	7,046.07	19,145.57	2,572.05	21,717.62
Total, Employee Benefits		1,933,287.26	283,532.63	2,216,819.89	569,534.25	77,383.60	646,917.85	1,778,092.03	232,150.81	2,010,242.84
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100	1,126,735.67	165,245.14	1,291,980.81	678,695.16	47,004.81	725,699.97	1,049,669.02	141,014.42	1,190,683.44
Books and Other Reference Materials	4200	-		-	-		-	-		-
Materials and Supplies	4300	59,486.18		59,486.18	18,729.30		18,729.30	49,047.66		49,047.66
Noncapitalized Equipment	4400	154,641.69	22,679.49	177,321.18	197,333.31	11,298.13	208,631.44	252,299.67	33,894.39	286,194.06
Food	4700	-		-	-		-	-		-
Total, Books and Supplies		1,340,863.54	187,924.63	1,528,788.17	894,757.78	58,302.93	953,060.71	1,351,016.36	174,908.80	1,525,925.16
5. Services and Other Operating Expenditures										
Subagreements for Services	5100	-		-	-		-	-		-
Travel and Conferences	5200	226,923.44		226,923.44	85,005.28		85,005.28	220,576.04		220,576.04
Dues and Memberships	5300	16,029.46		16,029.46	16,554.58		16,554.58	25,647.14		25,647.14
Insurance	5400	77,421.59		77,421.59	92,630.21		92,630.21	154,843.18		154,843.18
Operations and Housekeeping Services	5500	10,016.38		10,016.38	3,066.04		3,066.04	6,933.07		6,933.07
Rentals, Leases, Repairs, and Noncap. Improvements	5600	87,956.64		87,956.64	24,646.99		24,646.99	72,893.32		72,893.32
Transfers of Direct Costs	5700-5799	-		-	-		-	-		-
Professional/Consulting Services and Operating Expend.	5800	4,896,681.57	718,139.01	5,614,820.58	1,118,847.20	193,109.08	1,311,956.28	4,312,338.30	579,327.24	4,891,665.54
Communications	5900	165,466.79		165,466.79	73,763.31		73,763.31	153,215.40		153,215.40
Total, Services and Other Operating Expenditures		5,480,495.87	718,139.01	6,198,634.88	1,414,513.61	193,109.08	1,607,622.69	4,946,446.45	579,327.24	5,525,773.69

6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)										
Land and Land Improvements	6100-6170	-	-	-			-			-
Buildings and Improvements of Buildings	6200	-	-	-			-			-
Books and Media for New School Libraries or Major										
Expansion of School Libraries	6300	-	-	-			-			-
Equipment	6400	-	-	-			-			-
Equipment Replacement	6500	-	-	-			-			-
Depreciation Expense (for accrual basis only)	*6900*	-	-	-			-			-
Total, Capital Outlay		-	-	-	-	-	-	-	-	-
7. Other Outgo										
Tuition to Other Schools	7110-7143	-	-	-			-			-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-			-			-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-			-			-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-			-			-
All Other Transfers	7281-7299	-	-	-			-			-
Transfers of Indirect Costs	7300-7399	-	-	-			-			-
Debt Service:										
Interest	7438	117,818.88	-	117,818.88	101,163.00		101,163.00	135,491.71		135,491.71
Principal (for modified accrual basis only)	7439	-	-	-			-			-
Total, Other Outgo		117,818.88	-	117,818.88	101,163.00	-	101,163.00	135,491.71	-	135,491.71
8. TOTAL EXPENDITURES		15,973,004.87	2,405,730.53	18,378,735.40	5,116,640.75	669,625.13	5,786,265.88	14,661,090.08	2,008,875.38	16,669,965.46
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		430,638.63	-	430,638.63	(5,048,786.60)	(53,267.13)	(1,713,622.73)	292,375.88	-	292,375.88
D. OTHER FINANCING SOURCES / USES										
1. Other Sources	8930-8979			-			-			-
2. Less: Other Uses	7630-7699			-			-			-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999			-			-			-
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	-	-	-	-	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		430,638.63	-	430,638.63	(5,048,786.60)	(53,267.13)	(1,713,622.73)	292,375.88	-	292,375.88
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	1,599,814.26		1,599,814.26	1,599,814.26		1,599,814.26	1,599,814.26		1,599,814.26
b. Adjustments to Beginning Balance	9793, 9795			-	(22,303.26)		(22,303.26)	(22,303.26)		(22,303.26)
c. Adjusted Beginning Balance		1,599,814.26	-	1,599,814.26	1,577,511.00	-	1,577,511.00	1,577,511.00	-	1,577,511.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		2,030,452.89	-	2,030,452.89	(3,471,275.60)	(53,267.13)	(136,111.73)	1,869,886.88	-	1,869,886.88
Components of Ending Fund Balance :										
a. Nonspendable										
Revolving Cash (equals object 9130)	9711			-			-			-
Stores (equals object 9320)	9712			-			-			-
Prepaid Expenditures (equals object 9330)	9713			-			-			-
All Others	9719			-			-			-
b Restricted	9740			-			-			-
c. Committed										
Stabilization Arrangements	9750			-			-			-
Other Commitments	9760			-			-			-
d. Assigned										
Other Assignments	9780			-			-			-
e Unassigned/Unappropriated										
Reserve for Economic Uncertainities	9789	958,380.29		958,380.29	306,998.45		306,998.45	879,665.40		879,665.40
Unassigned/Unappropriated Amount	9790	1,072,072.60		1,072,072.60	(3,778,274.05)		(3,778,274.05)	990,221.48		990,221.48

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Reporting Period: First Interim

Charter School Name: Elite Academic Academy
(continued) Mountain Empire
CDS #: [redacted]
Charter Approving Entity: Mountain Empire Unified
County: San Diego
Charter #: 1924
Fiscal Year: 2025-2026

Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	1st Interim vs. Adopted Budget Increase, (Decrease) $ Difference (Z) vs. (X)	1st Interim vs. Adopted Budget Increase, (Decrease) % Change (Z) vs. (X)
A. REVENUES						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	12,971,329.00	3,330,560.00	11,770,604.00	(1,200,725.00)	-9.26%
Education Protection Account State Aid - Current Year	8012	252,886.00	57,871.00	227,404.00	(25,482.00)	-10.08%
State Aid - Prior Years	8019	-	-	-	-	
Transfers to Charter Schools Funding in Lieu of Property Taxes	8096	2,872,798.00	-	2,627,608.00	(245,190.00)	-8.53%
Other LCFF Transfers	8091, 8097	-	-	-	-	
Total, LCFF Sources		16,097,013.00	3,388,431.00	14,625,616.00	(1,471,397.00)	-9.14%
2. Federal Revenues						
Every Student Succeeds Act (Title I-V)	8290	145,574.31	-	178,829.00	33,254.69	22.84%
Special Education - Federal	8181, 8182	183,340.84	-	164,867.90	(18,472.94)	-10.08%
Child Nutrition - Federal	8220	-	-	-	-	
Donated Food Commodities	8221	-	-	-	-	
Other Federal Revenues	8110, 8260-8299	-	-	-	-	
Total, Federal Revenues		328,915.15	-	343,696.90	14,781.75	4.49%
3. Other State Revenues						
Special Education - State	StateRevSE	1,113,120.96	292,570.00	1,099,193.84	(13,927.12)	-1.25%
All Other State Revenues	StateRevAO	1,239,933.50	323,788.00	820,887.44	(419,046.06)	-33.80%
Total, Other State Revenues		2,353,054.46	616,358.00	1,920,081.28	(432,973.18)	-18.40%
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	30,391.42	67,854.15	72,947.16	42,555.74	140.03%
Total, Local Revenues		30,391.42	67,854.15	72,947.16	42,555.74	140.03%
5. TOTAL REVENUES		18,809,374.03	4,072,643.15	16,962,341.34	(1,847,032.69)	-9.82%
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	5,220,672.81	1,677,220.60	4,965,509.59	(255,163.22)	-4.89%
Certificated Pupil Support Salaries	1200	828,796.98	135,864.47	437,600.25	(391,196.73)	-47.20%
Certificated Supervisors' and Administrators' Salaries	1300	1,316,774.81	385,323.59	1,189,015.38	(127,759.43)	-9.70%
Other Certificated Salaries	1900	62,552.25	19,502.14	73,455.20	10,902.95	17.43%
Total, Certificated Salaries		7,428,796.85	2,217,910.80	6,665,580.42	(763,216.43)	-10.27%
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	197,325.60	70,180.43	199,375.12	2,049.52	1.04%
Non-certificated Support Salaries	2200	-	-	-	-	
Non-certificated Supervisors' and Administrators' Sal.	2300	191,295.77	72,609.12	236,535.14	45,239.37	23.65%
Clerical and Office Salaries	2400	302,468.06	72,585.17	265,874.37	(36,593.69)	-12.10%
Other Non-certificated Salaries	2900	196,787.30	44,216.11	105,167.01	(91,620.29)	-46.56%
Total, Non-certificated Salaries		887,876.73	259,590.83	806,951.64	(80,925.09)	-9.11%
3. Employee Benefits						
STRS	3101-3102	1,384,044.37	412,648.79	1,235,647.99	(148,396.38)	-10.72%
PERS	3201-3202	-	-	50,031.00	50,031.00	New
OASDI / Medicare / Alternative	3301-3302	175,640.12	52,018.41	108,351.71	(67,288.41)	-38.31%
Health and Welfare Benefits	3401-3402	545,143.52	157,791.89	541,975.10	(3,168.42)	-0.58%
Unemployment Insurance	3501-3502	24,578.04	862.81	2,602.38	(21,975.66)	-89.41%
Workers' Compensation Insurance	3601-3602	61,039.19	16,549.88	49,917.04	(11,122.15)	-18.22%
OPEB, Allocated	3701-3702	-	-	-	-	
OPEB, Active Employees	3751-3752	-	-	-	-	
Other Employee Benefits	3901-3902	26,374.65	7,046.07	21,717.62	(4,657.03)	-17.66%
Total, Employee Benefits		2,216,819.89	646,917.85	2,010,242.84	(206,577.05)	-9.32%
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	1,291,980.81	725,699.97	1,190,683.44	(101,297.37)	-7.84%
Books and Other Reference Materials	4200	-	-	-	-	
Materials and Supplies	4300	59,486.18	18,729.30	49,047.66	(10,438.52)	-17.55%
Noncapitalized Equipment	4400	177,321.18	208,631.44	286,194.06	108,872.88	61.40%

Food	4700	-	-	-	-	
Total, Books and Supplies		1,528,788.17	953,060.71	1,525,925.16	(2,863.01)	-0.19%
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	-	-	-	-	
Travel and Conferences	5200	226,923.44	85,005.28	220,576.04	(6,347.40)	-2.80%
Dues and Memberships	5300	16,029.46	16,554.58	25,647.14	9,617.68	60.00%
Insurance	5400	77,421.59	92,630.21	154,843.18	77,421.59	100.00%
Operations and Housekeeping Services	5500	10,016.38	3,066.04	6,933.07	(3,083.31)	-30.78%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	87,956.64	24,646.99	72,893.32	(15,063.32)	-17.13%
Transfers of Direct Costs	5700-5799	-	-	-	-	
Professional/Consulting Services and Operating Expend.	5800	5,614,820.58	1,311,956.28	4,891,665.54	(723,155.04)	-12.88%
Communications	5900	165,466.79	73,763.31	153,215.40	(12,251.39)	-7.40%
Total, Services and Other Operating Expenditures		6,198,634.88	1,607,622.69	5,525,773.69	(672,861.19)	-10.85%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)						
Land and Land Improvements	6100-6170	-	-	-	-	
Buildings and Improvements of Buildings	6200	-	-	-	-	
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	
Equipment	6400	-	-	-	-	
Equipment Replacement	6500	-	-	-	-	
Depreciation Expense (for accrual basis only)	*6900*	-	-	-	-	
Total, Capital Outlay		-	-	-	-	
7. Other Outgo						
Tuition to Other Schools	7110-7143	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	
All Other Transfers	7281-7299	-	-	-	-	
Transfers of Indirect Costs	7300-7399	-	-	-	-	
Debt Service:						
Interest	7438	117,818.88	101,163.00	135,491.71	17,672.83	15.00%
Principal (for modified accrual basis only)	7439	-	-	-	-	
Total, Other Outgo		117,818.88	101,163.00	135,491.71	17,672.83	15.00%
8. TOTAL EXPENDITURES		18,378,735.40	5,786,265.88	16,669,965.46	(1,708,769.94)	-9.30%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		430,638.63	(1,713,622.73)	292,375.88	(138,262.75)	-32.11%
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		430,638.63	(1,713,622.73)	292,375.88	(138,262.75)	-32.11%
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	1,599,814.26	1,599,814.26	1,599,814.26	-	0.00%
b. Adjustments/Restatements	9793, 9795	-	(22,303.26)	(22,303.26)	(22,303.26)	New
c. Adjusted Beginning Fund Balance		1,599,814.26	1,577,511.00	1,577,511.00		
2. Ending Fund Balance, June 30 (E + F.1.c.)		2,030,452.89	(136,111.73)	1,869,886.88		
Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	
b. Restricted	9740	-	-	-	-	
c Committed						
Stabilization Arrangements	9750	-	-	-	-	
Other Commitments	9760	-	-	-	-	
d Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	958,380.29	306,998.45	879,665.40	(78,714.89)	-8.21%
Unassigned/Unappropriated Amount	9790	1,072,072.60	(3,778,274.05)	990,221.48	(81,851.12)	-7.63%

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
First Interim Report - MYP

Charter School Name: Elite Academic Academy
(continued) Mountain Empire
CDS #: [redacted]
Charter Approving Entity: Mountain Empire Unified
County: San Diego
Charter #: 1924
Fiscal Year: 2025-2026

This charter school uses the following basis of accounting:

[X] **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

[ ] **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2025-2026 Unrestricted	FY 2025-2026 Restricted	FY 2025-2026 Total	Totals for 2026-2027	Totals for 2027-2028
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	11,770,604.00	0.00	11,770,604.00	12,982,509.00	14,333,033.00
Education Protection Account State Aid - Current Year	8012	227,404.00	0.00	227,404.00	241,048.24	255,511.13
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	2,627,608.00	0.00	2,627,608.00	2,785,263.98	2,952,379.82
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00
Total, LCFF Sources		14,625,616.00	0.00	14,625,616.00	16,008,821.22	17,540,923.95
2. Federal Revenues						
Every Student Succeeds Act (Title I - V)	8290	0.00	178,829.00	178,829.00	189,558.74	200,932.26
Special Education - Federal	8181, 8182	0.00	164,867.90	164,867.90	174,759.97	185,245.57
Child Nutrition - Federal	8220	0.00	0.00	0.00		
Donated Food Commodities	8221	0.00	0.00	0.00		
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00		
Total, Federal Revenues		0.00	343,696.90	343,696.90	364,318.71	386,177.84
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	1,099,193.84	1,099,193.84	1,061,024.00	1,124,685.00
All Other State Revenues	StateRevAO	254,902.80	565,984.64	820,887.44	888,913.00	931,377.00
Total, Other State Revenues		254,902.80	1,665,178.48	1,920,081.28	1,949,937.00	2,056,062.00
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	72,947.16	0.00	72,947.16	77,324.00	81,963.00
Total, Local Revenues		72,947.16	0.00	72,947.16	77,324.00	81,963.00
5. TOTAL REVENUES		14,953,465.96	2,008,875.38	16,962,341.34	18,400,400.94	20,065,126.79
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	3,966,633.36	998,876.23	4,965,509.59	5,368,708.97	5,861,556.45
Certificated Pupil Support Salaries	1200	437,600.25	0.00	437,600.25	473,133.39	516,567.04
Certificated Supervisors' and Administrators' Salaries	1300	1,189,015.38	0.00	1,189,015.38	1,285,563.43	1,403,578.15
Other Certificated Salaries	1900	73,455.20	0.00	73,455.20	79,419.76	86,710.50
Total, Certificated Salaries		5,666,704.19	998,876.23	6,665,580.42	7,206,825.55	7,868,412.14
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	175,762.83	23,612.29	199,375.12	215,564.38	235,353.19
Non-certificated Support Salaries	2200	0.00	0.00	0.00	0.00	0.00
Non-certificated Supervisors' and Administrators' Sal.	2300	236,535.14	0.00	236,535.14	255,741.79	279,218.89
Clerical and Office Salaries	2400	265,874.37	0.00	265,874.37	287,463.37	313,852.51
Other Non-certificated Salaries	2900	105,167.01	0.00	105,167.01	113,706.57	124,144.83
Total, Non-certificated Salaries		783,339.35	23,612.29	806,951.64	872,476.11	952,569.42
3. Employee Benefits						
STRS	3101-3102	1,089,308.36	146,339.63	1,235,647.99	1,335,982.61	1,416,141.56
PERS	3201-3202	50,031.00	0.00	50,031.00	54,093.52	57,339.13
OASDI / Medicare / Alternative	3301-3302	95,519.46	12,832.25	108,351.71	117,149.87	124,178.86
Health and Welfare Benefits	3401-3402	477,788.18	64,186.92	541,975.10	585,983.48	621,142.49
Unemployment Insurance	3501-3502	2,294.18	308.20	2,602.38	2,813.69	2,982.51
Workers' Compensation Insurance	3601-3602	44,005.29	5,911.75	49,917.04	53,970.30	57,208.52
OPEB, Allocated	3701-3702	0.00	0.00	0.00	-	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	-	0.00
Other Employee Benefits	3901-3902	19,145.57	2,572.05	21,717.62	23,481.09	24,889.96

Description	Object Code	FY 2025-2026			Totals for 2026-2027	Totals for 2027-2028
		Unrestricted	Restricted	Total		
Total, Employee Benefits		1,778,092.03	232,150.81	2,010,242.84	2,173,474.56	2,303,883.03

Description	Object Code	FY 2025-2026 Unrestricted	FY 2025-2026 Restricted	FY 2025-2026 Total	Totals for 2026-2027	Totals for 2027-2028
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	1,049,669.02	141,014.42	1,190,683.44	1,262,124.45	1,377,987.47
Books and Other Reference Materials	4200	0.00	0.00	0.00	0.00	0.00
Materials and Supplies	4300	49,047.66	0.00	49,047.66	51,990.52	56,763.25
Noncapitalized Equipment	4400	252,299.67	33,894.39	286,194.06	303,365.70	331,214.68
Food	4700	0.00	0.00	0.00	0.00	0.00
Total, Books and Supplies		1,351,016.36	174,908.80	1,525,925.16	1,617,480.67	1,765,965.40
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	220,576.04	0.00	220,576.04	233,810.60	255,274.42
Dues and Memberships	5300	25,647.14	0.00	25,647.14	27,185.97	29,681.64
Insurance	5400	154,843.18	0.00	154,843.18	164,133.77	179,201.25
Operations and Housekeeping Services	5500	6,933.07	0.00	6,933.07	7,349.05	8,023.70
Rentals, Leases, Repairs, and Noncap. Improvements	5600	72,893.32	0.00	72,893.32	77,266.92	84,360.02
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	4,312,338.30	579,327.24	4,891,665.54	5,185,165.47	5,661,163.66
Communications	5900	153,215.40	0.00	153,215.40	162,408.32	177,317.41
Total, Services and Other Operating Expenditures		4,946,446.45	579,327.24	5,525,773.69	5,857,320.11	6,395,022.10
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	*6900*	0.00	0.00	0.00	0.00	0.00
Total, Capital Outlay		0.00	0.00	0.00	0.00	0.00
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	135,491.71	0.00	135,491.71	150,396.00	166,939.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00		
Total, Other Outgo		135,491.71	0.00	135,491.71	150,396.00	166,939.00
8. TOTAL EXPENDITURES		14,661,090.08	2,008,875.38	16,669,965.46	17,877,973.00	19,452,791.08
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		292,375.88	0.00	292,375.88	522,427.93	612,335.71

Description	Object Code	FY 2025-2026 Unrestricted	FY 2025-2026 Restricted	FY 2025-2026 Total	Totals for 2026-2027	Totals for 2027-2028
Description	**Object Code**	**Unrestricted**	**Restricted**	**Total**	**Totals for 2026-2027**	**Totals for 2027-2028**
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		292,375.88	0.00	292,375.88	522,427.93	612,335.71
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	1,599,814.26	0.00	1,599,814.26	1,869,886.88	2,392,314.81
b. Adjustments/Restatements	9793, 9795	(22,303.26)	0.00	(22,303.26)		
c. Adjusted Beginning Balance		1,577,511.00	0.00	1,577,511.00	1,869,886.88	2,392,314.81
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,869,886.88	0.00	1,869,886.88	2,392,314.81	3,004,650.52
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00		
Stores (equals object 9320)	9712	0.00	0.00	0.00		
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00		
All Others	9719	0.00	0.00	0.00		
b. Restricted	9740		0.00	0.00		
c. Committed						
Stabilization Arrangements	9750	0.00	0.00	0.00		
Other Commitments	9760	0.00	0.00	0.00		
d Assigned						
Other Assignments	9780	0.00	0.00	0.00		
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	879,665.40	0.00	879,665.40	893,898.65	972,639.55
Unassigned/Unappropriated Amount	9790	990,221.48	0.00	990,221.48	1,498,416.16	2,032,010.97

Cash Flow Worksheet
2025/26

Actual or Projected		July Projected	August Projected	September Projected	October Projected	November Projected	December Projected	January Projected	February Projected	March Projected	April Projected	May Projected	June Projected	Accruals Projected	TOTAL
A. BEGINNING CASH	9110	1,868,228	1,910,579	1,810,738	1,905,681	2,283,238	2,042,155	1,898,931	1,591,592	1,689,121	2,010,506	2,218,136	1,972,708		
B. RECEIPTS															
LCFF Sources															
State Aid, EPA	8011-8019	594,743	594,743	1,128,408	1,070,537	1,070,537	1,115,894	1,070,537	1,045,687	1,120,079	1,045,687	1,045,687	1,095,470	0	11,998,008
In Lieu Property Taxes	8096	0	0	0	0	219,212	219,184	267,936	267,936	0	554,185	0	1,099,154	0	2,627,608
Other LCFF/Revenue Limit Transfers	8091, 8097														0
Federal Revenue	8100-8299	0	0	0	0	0	0	0	0	151,529	0	0	0	192,168	343,697
Other State Revenue	8300-8599	316,495	65,051	117,406	117,406	102,974	64,105	204,527	0	275,603	94,686	94,686	73,116	394,026	1,920,081
Other Local Revenue	8600-8799	4,234	4,170	3,482	55,968	0	916	909	1,240	0	1,092	0	936	0	72,947
All Other Financing Sources	8930-8979														0
Other Receipts/Non-Revenue															0
TOTAL RECEIPTS		915,472	663,964	1,249,296	1,243,911	1,392,723	1,400,100	1,543,908	1,314,863	1,547,212	1,695,649	1,140,373	2,268,676	586,194	16,962,341
C. DISBURSEMENTS															
Certificated Salaries	1000-1999	594,568	652,271	490,444	480,628	547,765	575,974	542,734	542,734	542,734	542,734	542,734	575,974	34,285	6,665,580
Classified Salaries	2000-2999	56,517	84,333	58,447	60,293	63,610	66,068	66,068	66,068	66,068	66,068	66,068	66,068	21,275	806,952
Employee Benefits	3000-3999	165,903	182,896	149,693	148,426	166,780	174,091	167,027	167,027	167,027	167,027	167,027	174,091	13,227	2,010,243
Books and Supplies	4000-4999	303,986	257,686	215,827	175,561	30,836	79,129	54,140	59,458	83,203	107,371	62,359	96,369		1,525,925
Services and Operating Expenditures	5000-5999	744,762	396,975	98,618	367,267	381,305	427,393	384,208	454,778	442,075	617,468	612,468	598,456		5,525,774
Capital Outlay	6000-6999														0
Other Outgo	7000-7499	11,836	89,327	0	0	0	0	0	4,926	2,377	9,022	12,801.27	5,203		135,492
All Other Financing Uses	7630-7699														0
Other Disbursements/ Non Expenditures															0
TOTAL DISBURSEMENTS		1,877,573	1,663,488	1,013,029	1,232,176	1,190,296	1,322,656	1,214,177	1,294,992	1,303,483	1,509,691	1,463,457	1,516,161	68,787	16,669,966
D. PRIOR YEAR TRANSACTIONS, Other															
Accounts Receivable	9200-9399	1,032,962	138,838	0	53,385	37,454	238,698	11,873	0	0	0	0	0		1,513,210
Accounts Payable (Liabilities, including Deferred	9500-9630, 9650	(28,510)	760,845	(141,323)	312,436	(480,965)	(459,366)	(648,943)	77,657	77,657	21,671	77,657	(282,497)		(713,681)
TOTAL PRIOR YEAR TRANSACTIONS, Other		1,004,452	899,683	(141,323)	365,822	(443,511)	(220,668)	(637,070)	77,657	77,657	21,671	77,657	(282,497)	0	2,226,891
E. (B - C + D)		42,352	(99,841)	94,943	377,557	(241,083)	(143,224)	(307,338)	97,528	321,385	207,630	(245,428)	470,018	517,407	2,519,266
F. ENDING CASH (A + E)		**1,910,579**	**1,810,738**	**1,905,681**	**2,283,238**	**2,042,155**	**1,898,931**	**1,591,592**	**1,689,121**	**2,010,506**	**2,218,136**	**1,972,708**	**2,442,726**		
G. ENDING CASH, PLUS ACCRUALS															2,442,726

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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

LCFF Calculator Navigation

v.26.2 8/1/2025

CDE PASE exhibits:	www.cde.ca.gov/fg/aa/pa/exhibitguides.asp
CDE Exhibit Guide:	www.cde.ca.gov/fg/aa/pa/exhibitguides.asp
CDE Funding Rates and Information:	www.cde.ca.gov/fg/aa/pa/lcffcola.asp

LCFF CALCULATOR

136978	5 digit District code or 7 digit School code *(from the CDS code)*	LEA:	Elite Academic Academy - Mountain Empire
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

Elite Academic Academy - Mountain Empire (136978)	2019-20	2020-21	2021-22	PY3 2022-23	PY2 2023-24	PY1 2024-25	CY 2025-26	CY1 2026-27	CY2 2027-28	CY3 2028-29	CY4 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 - Mountain Empire (136978)		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				2,129,944	2,252,657	2,674,728	2,627,608	2,785,264	2,952,380	3,129,523	3,317,294
(b) UNDUPLICATED PUPIL PERCENTAGE (UPP)												
A-1, A-2, A-3	Enrollment		614	675	817	853	979	962	1,019	1,081	1,145	1,214
B-1, B-2, B-3	Unduplicated Pupil Count		247	281	339	364	468	452	479	508	538	571
	Single Year Unduplicated Pupil Percentage				41.49%	42.67%	47.80%	47.00%	47.00%	47.00%	47.00%	47.00%
C-1	Unduplicated Pupil Percentage (%) - 3 Year Rolling Percentage				41.17%	41.96%	44.21%	45.96%	47.27%	47.00%	47.00%	47.00%
(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 (%)				66.00%	67.35%	67.02%	67.02%	67.02%	67.02%	67.02%	67.02%
	Unduplicated Pupil Percentage: Supplemental Grant				41.17%	41.96%	44.21%	45.96%	47.27%	47.00%	47.00%	47.00%
	Unduplicated Pupil Percentage: Concentration Grant				41.17%	41.96%	44.21%	45.96%	47.27%	47.00%	47.00%	47.00%
(d) AVERAGE DAILY ATTENDANCE (ADA)												
ADA used for the Transitional Kindergarten Add-on ONLY:												
G-4	TK (NEW beginning 2022-23)				38.50	21.07	50.72	56.75	60.16	63.76	67.59	71.65
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				294.74	288.24	327.00	328.31	348.01	368.89	391.02	414.48
B-2	Grades 4-6				201.65	209.71	249.12	227.17	240.80	255.25	270.56	286.80
B-3	Grades 7-8				118.40	137.71	180.15	191.72	203.22	215.42	228.34	242.04
B-4	Grades 9-12				314.87	341.53	401.14	389.82	413.21	438.00	464.28	492.14
	SUBTOTAL ADA				929.66	977.19	1,157.41	1,137.02	1,205.24	1,277.56	1,354.21	1,435.46
	RATIO: ADA to Enrollment				1.14	1.15	1.18	1.18	1.18	1.18	1.18	1.18
(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 - Mountain Empire (136978)		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 - Mountain Empire (136978)		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	-	-	-	-	-					
	Grades 4-6	-	-	-	-	-					
	Grades 7-8	-	-	-	-	-					
	Grades 9-12	-	-	-	-	-					
	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	-	-	-	-	-	-	-	-	-	-
A-19	Grades TK-3	-	-	-	-	-					
	Grades 4-6	-	-	-	-	-					
	Grades 7-8	-	-	-	-	-					
	Grades 9-12	-	-	-	-	-					
	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	-	-	-	-	-	-	-	-	-	-
	Net increase/(decrease) to prior year ADA	-	-	-	-	-	-	-	-	-	-

Elite Academic Academy - Mountain Empire (136978)			2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
(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

Elite Academic Academy - Mountain Empire (136978)			2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
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 - Mountain Empire (136978)	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 - Mountain Empire (136978)	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 - Mountain Empire (136978)	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 - Mountain Empire (136978)	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 - Mountain Empire (136978)	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 - Mountain Empire (136978)	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 - Mountain Empire (136978)	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 - Mountain Empire (136978)	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 - Mountain Empire (136978)	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 - Mountain Empire (136978)	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 - Mountain Empire (136978)	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 - Mountain Empire (136978) - 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	294.74	288.24	327.00	328.31	348.01	368.89	391.02	414.48
Grades 4-6	201.65	209.71	249.12	227.17	240.80	255.25	270.56	286.80
Grades 7-8	118.40	137.71	180.15	191.72	203.22	215.42	228.34	242.04
Grades 9-12	314.87	341.53	401.14	389.82	413.21	438.00	464.28	492.14
LCFF Subtotal	929.66	977.19	1,157.41	1,137.02	1,205.24	1,277.56	1,354.21	1,435.46
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	929.66	977.19	1,157.41	1,137.02	1,205.24	1,277.56	1,354.21	1,435.46
Change in LCFF ADA (excludes NSS ADA)	929.66 Increase	977.19 Increase	1,157.41 Increase	1,137.02 Increase	1,205.24 Increase	1,277.56 Increase	1,354.21 Increase	1,435.46 Increase

Elite Academic Academy - Mountain Empire (136978) - 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	294.74	288.24	327.00	328.31	348.01	368.89	391.02	414.48
Grades 4-6	201.65	209.71	249.12	227.17	240.80	255.25	270.56	286.80
Grades 7-8	118.40	137.71	180.15	191.72	203.22	215.42	228.34	242.04
Grades 9-12	314.87	341.53	401.14	389.82	413.21	438.00	464.28	492.14
Subtotal	929.66	977.19	1,157.41	1,137.02	1,205.24	1,277.56	1,354.21	1,435.46
	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	294.74	288.24	327.00	328.31	348.01	368.89	391.02	414.48
Grades 4-6	201.65	209.71	249.12	227.17	240.80	255.25	270.56	286.80
Grades 7-8	118.40	137.71	180.15	191.72	203.22	215.42	228.34	242.04
Grades 9-12	314.87	341.53	401.14	389.82	413.21	438.00	464.28	492.14
Total Actual ADA	929.66	977.19	1,157.41	1,137.02	1,205.24	1,277.56	1,354.21	1,435.46
TOTAL FUNDED ADA, LCFF & NSS								
Grades TK-3	294.74	288.24	327.00	328.31	348.01	368.89	391.02	414.48
Grades 4-6	201.65	209.71	249.12	227.17	240.80	255.25	270.56	286.80
Grades 7-8	118.40	137.71	180.15	191.72	203.22	215.42	228.34	242.04
Grades 9-12	314.87	341.53	401.14	389.82	413.21	438.00	464.28	492.14
Total Funded ADA	**929.66**	**977.19**	**1,157.41**	**1,137.02**	**1,205.24**	**1,277.56**	**1,354.21**	**1,435.46**
Funded Difference (Funded ADA less Actual ADA)	-	-	-	-	-	-	-	-
FUNDED ADA for the Transitional Kindergarten Add-on								
Current Year TK ADA	38.50	21.07	50.72	56.75	60.16	63.76	67.59	71.65

Elite Academic Academy - Mountain Empire (136978) - 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%	41.17%	41.17%			8.22%	0.00%	41.96%	41.96%		
	Current Year ADA	Base	Grade Span	Supplemental	Concentration	Total	Current Year ADA	Base	Grade Span	Supplemental	Concentration	Total	
Grades TK-3	294.74	$ 9,166	$ 953	$ 833	$ -	$ 3,228,051	288.24	$ 9,919	$ 1,032	$ 919	$ -	$ 3,421,411	
Grades 4-6	201.65	9,304		766	-	2,030,634	209.71	10,069		845	-	2,288,773	
Grades 7-8	118.40	9,580		789	-	1,227,668	137.71	10,367		870	-	1,547,448	
Grades 9-12	314.87	11,102	289	938	-	3,882,012	341.53	12,015	312	1,034	-	4,563,347	
Subtract Necessary Small School ADA and Funding	-	-	-			-	-	-	-			-	
Total Base, Supplemental, and Concentration Grant		$ 9,207,698	$ 371,884	$ 788,783	$ -	$ 10,368,365		$ 10,501,746	$ 404,020	$ 915,213	$ -	$ 11,820,979	
NSS Allowance		-				-		-				-	
TOTAL BASE	929.66	$ 9,207,698	$ 371,884	$ 788,783	$ -	$ 10,368,365	977.19	$ 10,501,746	$ 404,020	$ 915,213	$ -	$ 11,820,979	
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	38.50	TK Add-on rate	$ 2,813.00		108,301	TK ADA	21.07	TK Add-on rate	$ 3,044.00		64,137	
ECONOMIC RECOVERY TARGET PAYMENT						-						-	
LCFF Entitlement Before Adjustments						$ 10,476,666						$ 11,885,116	
Miscellaneous Adjustments						-						-	
ADJUSTED LCFF ENTITLEMENT						**$ 10,476,666**						**$ 11,885,116**	
Local Revenue (including RDA)						(2,129,944)						(2,252,657)	
Gross State Aid						**$ 8,346,722**						**$ 9,632,459**	
Education Protection Account Entitlement						(185,932)						(195,438)	
Net State Aid						**$ 8,160,790**						**$ 9,437,021**	
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			$ -	929.66		$ -			$ -	977.19		$ -	
2012-13 NSS Allowance (deficited)			$ -			-			$ -			-	
Minimum State Aid Adjustments						-						-	
Less Current Year Property Taxes/In-Lieu						(2,129,944)						(2,252,657)	
Less Education Protection Account Entitlement						(185,932)						(195,438)	
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						10,368,365						11,820,979	
Minimum State Aid plus Property Taxes including RDA						2,129,944						2,252,657	
Offset						-						-	
Minimum State Aid Prior to Offset						-						-	
Total Minimum State Aid with Offset						-						-	
State Aid Before Additional State Aid						**$ 8,160,790**						**$ 9,437,021**	
ADDITIONAL STATE AID						$ -						$ -	
LCFF State Aid, Adjusted for Minimum State Aid Guarantee						**$ 8,160,790**						**$ 9,437,021**	
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplemental						**$ 10,476,666**						**$ 11,885,116**	
Change Over Prior Year									13.44%	1,408,450			
LCFF Entitlement Per ADA (excluding Categorical MSA)						$ 11,269						12,163	
Per-ADA Change Over Prior Year									7.93%	894			
Basic Aid Status (school districts only)						-						-	
LCFF SOURCES INCLUDING EXCESS TAXES													
						2022-23				Increase		2023-24	
State Aid						$ 8,160,790			15.64%	1,276,231		$ 9,437,021	
Education Protection Account						185,932						195,438	
Property Taxes Net of In-Lieu Transfers						-			0.00%	-		-	
Charter In-Lieu Taxes						2,129,944			5.76%	122,713		2,252,657	
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)						**$ 10,476,666**			13.35%	1,398,944		**$ 11,885,116**	

Elite Academic Academy - Mountain Empire (136978) - 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%	44.21% 44.21%			2.30%		0.00%	45.96% 45.96%		
	Current Year ADA	Base		Grade Span	Supplemental	Concentration	Total	Current Year ADA	Base		Grade Span	Supplemental	Concentration	Total
Grades TK-3	327.00	$ 10,025		$ 1,043	$ 979	$ -	$ 3,939,249	328.31	$ 10,256		$ 1,067	$ 1,041	$ -	$ 4,059,162
Grades 4-6	249.12	10,177			900	-	2,759,465	227.17	10,411			957	-	2,582,464
Grades 7-8	180.15	10,478			926	-	2,054,515	191.72	10,719			985	-	2,243,947
Grades 9-12	401.14	12,144		316	1,102	-	5,440,145	389.82	12,423		323	1,172	-	5,425,364
Subtract Necessary Small School ADA and Funding	-	-		-			-	-	-		-			-
Total Base, Supplemental, and Concentration Grant		$ 12,572,525		$ 467,821	$ 1,153,028	$ -	$ 14,193,374		$ 12,629,995		$ 476,219	$ 1,204,723	$ -	$ 14,310,937
NSS Allowance		-					-		-					-
TOTAL BASE	1,157.41	$ 12,572,525		$ 467,821	$ 1,153,028	$ -	$ 14,193,374	1,137.02	$ 12,629,995		$ 476,219	$ 1,204,723	$ -	$ 14,310,937
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	50.72	TK Add-on rate		$ 3,077.00		156,065	TK ADA	56.75	TK Add-on rate		$ 5,545.00		314,679
ECONOMIC RECOVERY TARGET PAYMENT							-							-
LCFF Entitlement Before Adjustments							$ 14,349,439							$ 14,625,616
Miscellaneous Adjustments							-							-
ADJUSTED LCFF ENTITLEMENT							**$ 14,349,439**							**$ 14,625,616**
Local Revenue (including RDA)							(2,674,728)							(2,627,608)
Gross State Aid							**$ 11,674,711**							**$ 11,998,008**
Education Protection Account Entitlement							(231,482)							(227,404)
Net State Aid							**$ 11,443,229**							**$ 11,770,604**
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			$ -		1,157.41		$ -			$ -		1,137.02		$ -
2012-13 NSS Allowance (deficited)			$ -				-			$ -				-
Minimum State Aid Adjustments							-							-
Less Current Year Property Taxes/In-Lieu							(2,674,728)							(2,627,608)
Less Education Protection Account Entitlement							(231,482)							(227,404)
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							14,193,374							14,310,937
Minimum State Aid plus Property Taxes including RDA							2,674,728							2,627,608
Offset							-							-
Minimum State Aid Prior to Offset							-							-
Total Minimum State Aid with Offset							-							-
State Aid Before Additional State Aid							**$ 11,443,229**							**$ 11,770,604**
ADDITIONAL STATE AID							$ -							$ -
LCFF State Aid, Adjusted for Minimum State Aid Guarantee							**$ 11,443,229**							**$ 11,770,604**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supple							**$ 14,349,439**							**$ 14,625,616**
Change Over Prior Year			20.73%		2,464,323					1.92%		276,177		
LCFF Entitlement Per ADA (excluding Categorical MSA)							12,398							12,863
Per-ADA Change Over Prior Year			1.93%		235					3.75%		465		
Basic Aid Status (school districts only)							-							-
LCFF SOURCES INCLUDING EXCESS TAXES														
					Increase		2024-25					Increase		2025-26
State Aid			21.26%		2,006,208		$ 11,443,229			2.86%		327,375		$ 11,770,604
Education Protection Account							231,482							227,404
Property Taxes Net of In-Lieu Transfers			0.00%		-		-			0.00%		-		-
Charter In-Lieu Taxes			18.74%		422,071		2,674,728			-1.76%		(47,120)		2,627,608
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)			20.43%		2,428,279		**$ 14,349,439**			1.95%		280,255		**$ 14,625,616**

Elite Academic Academy - Mountain Empire (136978) - 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%	47.27% 47.27%			3.42%		0.00%	47.00% 47.00%		
	Current Year ADA	Base		Grade Span	Supplemental	Concentration	Total	Current Year ADA	Base		Grade Span	Supplemental	Concentration	Total
Grades TK-3	348.01	$ 10,566		$ 1,099	$ 1,103	$ -	$ 4,443,307	368.89	$ 10,927		$ 1,136	$ 1,134	$ -	$ 4,868,200
Grades 4-6	240.80	10,725			1,014	-	2,826,739	255.25	11,092			1,043	-	3,097,347
Grades 7-8	203.22	11,043			1,044	-	2,456,360	215.42	11,421			1,074	-	2,691,539
Grades 9-12	413.21	12,798		333	1,241	-	5,938,810	438.00	13,236		344	1,277	-	6,507,182
Subtract Necessary Small School ADA and Funding	-	-		-			-	-	-		-			-
Total Base, Supplemental, and Concentration Grant		$ 13,792,086		$ 520,060	$ 1,353,070	$ -	$ 15,665,216		$ 15,119,728		$ 569,731	$ 1,474,809	$ -	$ 17,164,268
NSS Allowance		-					-		-					-
TOTAL BASE	1,205.24	$ 13,792,086		$ 520,060	$ 1,353,070	$ -	$ 15,665,216	1,277.56	$ 15,119,728		$ 569,731	$ 1,474,809	$ -	$ 17,164,268
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	60.16	TK Add-on rate		$ 5,712.00		343,605	TK ADA	63.76	TK Add-on rate		$ 5,907.00		376,656
ECONOMIC RECOVERY TARGET PAYMENT							-							-
LCFF Entitlement Before Adjustments							$ 16,008,821							$ 17,540,924
Miscellaneous Adjustments							-							-
ADJUSTED LCFF ENTITLEMENT							**$ 16,008,821**							**$ 17,540,924**
Local Revenue (including RDA)							(2,785,264)							(2,952,380)
Gross State Aid							**$ 13,223,557**							**$ 14,588,544**
Education Protection Account Entitlement							(241,048)							(255,511)
Net State Aid							**$ 12,982,509**							**$ 14,333,033**
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				$ -	1,205.24		$ -				$ -	1,277.56		$ -
2012-13 NSS Allowance (deficited)				$ -			-				$ -			-
Minimum State Aid Adjustments							-							-
Less Current Year Property Taxes/In-Lieu							(2,785,264)							(2,952,380)
Less Education Protection Account Entitlement							(241,048)							(255,511)
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							15,665,216							17,164,268
Minimum State Aid plus Property Taxes including RDA							2,785,264							2,952,380
Offset							-							-
Minimum State Aid Prior to Offset							-							-
Total Minimum State Aid with Offset							-							-
State Aid Before Additional State Aid							**$ 12,982,509**							**$ 14,333,033**
ADDITIONAL STATE AID							$ -							$ -
LCFF State Aid, Adjusted for Minimum State Aid Guarantee							**$ 12,982,509**							**$ 14,333,033**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supple							**$ 16,008,821**							**$ 17,540,924**
Change Over Prior Year				9.46%	1,383,205						9.57%	1,532,103		
LCFF Entitlement Per ADA (excluding Categorical MSA)							13,283							13,730
Per-ADA Change Over Prior Year				3.27%	420						3.37%	447		
Basic Aid Status (school districts only)							-							-
LCFF SOURCES INCLUDING EXCESS TAXES														
					Increase		2026-27					Increase		2027-28
State Aid				10.30%	1,211,905		$ 12,982,509				10.40%	1,350,524		$ 14,333,033
Education Protection Account							241,048							255,511
Property Taxes Net of In-Lieu Transfers				0.00%	-		-				0.00%	-		-
Charter In-Lieu Taxes				6.00%	157,656		2,785,264				6.00%	167,116		2,952,380
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)				9.36%	1,369,561		**$ 16,008,821**				9.48%	1,517,640		**$ 17,540,924**

Elite Academic Academy - Mountain Empire (136978) - 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%	47.00% 47.00%			3.24%		0.00%	47.00% 47.00%		
	Current Year ADA	Base		Grade Span	Supplemental	Concentration	Total	Current Year ADA	Base		Grade Span	Supplemental	Concentration	Total
Grades TK-3	391.02	$ 11,289		$ 1,174	$ 1,172	$ -	$ 5,331,404	414.48	$ 11,655		$ 1,212	$ 1,209	$ -	$ 5,834,480
Grades 4-6	270.56	11,459			1,077	-	3,391,819	286.80	11,830			1,112	-	3,711,731
Grades 7-8	228.34	11,799			1,109	-	2,947,457	242.04	12,181			1,145	-	3,225,457
Grades 9-12	464.28	13,674		356	1,319	-	7,126,178	492.14	14,117		367	1,361	-	7,798,183
Subtract Necessary Small School ADA and Funding	-	-		-			-	-	-		-			-
Total Base, Supplemental, and Concentration Grant		$ 16,557,428		$ 624,344	$ 1,615,086	$ -	$ 18,796,858		$ 18,119,454		$ 682,969	$ 1,767,428	$ -	$ 20,569,851
NSS Allowance		-					-		-					-
TOTAL BASE	1,354.21	$ 16,557,428		$ 624,344	$ 1,615,086	$ -	$ 18,796,858	1,435.46	$ 18,119,454		$ 682,969	$ 1,767,428	$ -	$ 20,569,851
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	67.59	TK Add-on rate		$ 6,103.00		412,503	TK ADA	71.65	TK Add-on rate		$ 6,301.00		451,439
ECONOMIC RECOVERY TARGET PAYMENT							-							-
LCFF Entitlement Before Adjustments							$ 19,209,361							$ 21,021,290
Miscellaneous Adjustments							-							-
ADJUSTED LCFF ENTITLEMENT							**$ 19,209,361**							**$ 21,021,290**
Local Revenue (including RDA)							(3,129,523)							(3,317,294)
Gross State Aid							**$ 16,079,838**							**$ 17,703,996**
Education Protection Account Entitlement							(270,842)							(287,092)
Net State Aid							**$ 15,808,996**							**$ 17,416,904**
MINIMUM STATE AID CALCULATION														
			12-13 Rate		2028-29 ADA		N/A			12-13 Rate		2029-30 ADA		N/A
2012-13 RL/Charter Gen BG adjusted for ADA			$ -		1,354.21		$ -			$ -		1,435.46		$ -
2012-13 NSS Allowance (deficited)			$ -				-			$ -				-
Minimum State Aid Adjustments							-							-
Less Current Year Property Taxes/In-Lieu							(3,129,523)							(3,317,294)
Less Education Protection Account Entitlement							(270,842)							(287,092)
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							18,796,858							20,569,851
Minimum State Aid plus Property Taxes including RDA							3,129,523							3,317,294
Offset							-							-
Minimum State Aid Prior to Offset							-							-
Total Minimum State Aid with Offset							-							-
State Aid Before Additional State Aid							**$ 15,808,996**							**$ 17,416,904**
ADDITIONAL STATE AID							$ -							$ -
LCFF State Aid, Adjusted for Minimum State Aid Guarantee							**$ 15,808,996**							**$ 17,416,904**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supple							**$ 19,209,361**							**$ 21,021,290**
Change Over Prior Year				9.51%	1,668,437						9.43%	1,811,929		
LCFF Entitlement Per ADA (excluding Categorical MSA)							14,185							14,644
Per-ADA Change Over Prior Year				3.31%	455						3.24%	459		
Basic Aid Status (school districts only)							-							-
LCFF SOURCES INCLUDING EXCESS TAXES														
					Increase		2028-29					Increase		2029-30
State Aid				10.30%	1,475,963		$ 15,808,996				10.17%	1,607,908		$ 17,416,904
Education Protection Account							270,842							287,092
Property Taxes Net of In-Lieu Transfers				0.00%	-		-				0.00%	-		-
Charter In-Lieu Taxes				6.00%	177,143		3,129,523				6.00%	187,771		3,317,294
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)				9.42%	1,653,106		**$ 19,209,360**				11.22%	1,795,679		**$ 21,021,290**

FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

Elite Academic Academy - Mountain Empire (136978) - FY 26 First Inion

11/10/25

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	929.66	977.19	977.19	1,157.41	1,157.41	1,137.02	1,205.24	1,277.56	1,354.21	1,435.46
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)	*$ 185,932*	$ 195,438	$ 195,438	$ 231,482	$ 231,482	$ 227,404	$ 241,048	$ 255,511	$ 270,842	$ 287,092
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	929.66		977.19	-	1,157.41	1,137.02	1,205.24	1,277.56	1,354.21	1,435.46
B-11	2012-13 Deficited Other Revenue Limit per ADA (adjusted for COLA eff. 21/22)	-		-	-	-	-	-	-	-	-
B-12	Current Year Funded ADA, including NSS	929.66		977.19	-	1,157.41	1,137.02	1,205.24	1,277.56	1,354.21	1,435.46
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	$ 2,129,944	$ 2,250,674	$ 2,252,657	$ 2,674,728	$ 2,674,728	$ 2,627,608	$ 2,785,264	$ 2,952,380	$ 3,129,523	$ 3,317,294
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)	*$ 185,932*	$ 195,438	$ 195,438	$ 231,482	$ 231,482	$ 227,404	$ 241,048	$ 255,511	$ 270,842	$ 287,092
D-2	Miscellaneous Adjustments**	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	$-	$-	$-	$-	$-
D-3	Adjusted EPA Entitlement (D-1 + D-2)	*185,932*	195,438	195,438	231,482	231,482	227,404	241,048	255,511	270,842	287,092
D-4	Prior Year Annual Adjustment	-	*$ -*	-	*$ -*	-	-				
D-5	P2 Entitlement Net of PY Adjustment	*185,932*	*$ 195,438*	*195,438*	$ 231,482	*231,482*	227,404	241,048	255,511	270,842	287,092
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)		*$ 195,438*		*$ 231,482*		*227,404*	*241,048*	*255,511*	*270,842*	*287,092*

**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 - Mountain Empire (136978) - 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	817	853	979	962	1,019	1,081	1,145	1,214
Unduplicated Pupil Count (UPC)	339	364	468	452	479	508	538	571
Unduplicated Pupil Percentage (UPP)	41.17%	41.96%	44.21%	45.96%	47.27%	47.00%	47.00%	47.00%
Current Year LCFF Average Daily Attendance (ADA)	929.66	977.19	1,157.41	1,137.02	1,205.24	1,277.56	1,354.21	1,435.46
Funded LCFF ADA	929.66	977.19	1,157.41	1,137.02	1,205.24	1,277.56	1,354.21	1,435.46
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	$9,207,698	$10,501,746	$12,572,525	$12,629,995	$13,792,086	$15,119,728	$16,557,428	$18,119,454
Grade Span Adjustment	371,884	404,020	467,821	476,219	520,060	569,731	624,344	682,969
Adjusted Base Grant	$9,579,582	$10,905,766	$13,040,346	$13,106,214	$14,312,146	$15,689,459	$17,181,772	$18,802,423
Supplemental Grant	788,783	915,213	1,153,028	1,204,723	1,353,070	1,474,809	1,615,086	1,767,428
Concentration Grant	-	-	-	-	-	-	-	-
Total Base, Supplemental and Concentration Grant	$10,368,365	$11,820,979	$14,193,374	$14,310,937	$15,665,216	$17,164,268	$18,796,858	$20,569,851
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	108,301	64,137	156,065	314,679	343,605	376,656	412,503	451,439
Total Allowance and Add-On Amounts	$108,301	$64,137	$156,065	$314,679	$343,605	$376,656	$412,503	$451,439
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	**$10,476,666**	**$11,885,116**	**$14,349,439**	**$14,625,616**	**$16,008,821**	**$17,540,924**	**$19,209,361**	**$21,021,290**
Miscellaneous Adjustments	-	-	-	-	-	-	-	-
Total LCFF Entitlement (excludes Additional State Aid)	**$ 10,476,666**	**$ 11,885,116**	**$ 14,349,439**	**$ 14,625,616**	**$ 16,008,821**	**$ 17,540,924**	**$ 19,209,361**	**$ 21,021,290**
LCFF Entitlement Per ADA (excludes Categorical MSA)	$ 11,269	$ 12,163	$ 12,398	$ 12,863	$ 13,283	$ 13,730	$ 14,185	$ 14,644
Additional State Aid	-	-	-	-	-	-	-	-
Total LCFF Entitlement with Additional State Aid	10,476,666	11,885,116	14,349,439	14,625,616	16,008,821	17,540,924	19,209,361	21,021,290
LCFF Sources Summary								
Funding Source Summary								
Local Revenue and In-Lieu of Property Taxes *(net for school districts)*	*$ 2,129,944*	*$ 2,252,657*	*$ 2,674,728*	*$ 2,627,608*	*$ 2,785,264*	*$ 2,952,380*	*$ 3,129,523*	*$ 3,317,294*
Education Protection Account Entitlement *(includes $200/minimum per ADA)*	$ 185,932	$ 195,438	$ 231,482	$ 227,404	$ 241,048	$ 255,511	$ 270,842	$ 287,092
Net State Aid *(excludes Additional State Aid)*	$ 8,160,790	$ 9,437,021	$ 11,443,229	$ 11,770,604	$ 12,982,509	$ 14,333,033	$ 15,808,997	$ 17,416,904
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	**$ 10,476,666**	**$ 11,885,116**	**$ 14,349,439**	**$ 14,625,616**	**$ 16,008,821**	**$ 17,540,924**	**$ 19,209,361**	**$ 21,021,290**

Elite Academic Academy - Mountain Empire (136978) - 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)	$ 8,160,790	$ 9,437,021	$ 11,443,229	$ 11,770,604	$ 12,982,509	$ 14,333,033	$ 15,808,996	$ 17,416,904
EPA, Current Year (Resource 1400, Object Code 8012) (P-2 plus Current Year Accrual)	$ 185,932	$ 195,438	$ 231,482	$ 227,404	$ 241,048	$ 255,511	$ 270,842	$ 287,092
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)	2,129,944	2,252,657	2,674,728	2,627,608	2,785,264	2,952,380	3,129,523	3,317,294
Entitlement and Source Reconciliation								
Basic Aid/Excess Tax District Status	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total LCFF Entitlement	$ 10,476,666	$ 11,885,116	$ 14,349,439	$ 14,625,616	$ 16,008,821	$ 17,540,924	$ 19,209,361	$ 21,021,290
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Excess Taxes before Minimum State Aid	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	$ 10,476,666	$ 11,885,116	$ 14,349,439	$ 14,625,616	$ 16,008,821	$ 17,540,924	$ 19,209,361	$ 21,021,290
LCAP Percentage to Increase or Improve Services Calculation								
Base Grant (*Excludes add-ons for TIIG & Transportation)*	$ 9,687,883	$ 10,969,903	$ 13,196,411	$ 13,420,893	$ 14,655,751	$ 16,066,115	$ 17,594,275	$ 19,253,862
Supplemental and Concentration Grant funding in the LCAP year	$ 788,783	$ 915,213	$ 1,153,028	$ 1,204,723	$ 1,353,070	$ 1,474,809	$ 1,615,086	$ 1,767,428
Projected Additional 15% Concentration Grant funding in the LCAP year	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Percentage to Increase or Improve Services	8.14%	8.34%	8.74%	8.98%	9.23%	9.18%	9.18%	9.18%

Elite Academic Academy - Mountain Empire (136978) - 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	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Elite Academic Academy - Mountain Empire (136978) - 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	$ 10,952.20	$ 11,870.01	$ 12,046.63	$ 12,363.81	$ 12,767.81	$ 13,196.92	$ 13,634.52	$ 14,076.50
Grades 4-6	$ 10,070.09	$ 10,913.99	$ 11,076.85	$ 11,367.98	$ 11,738.94	$ 12,134.65	$ 12,536.15	$ 12,942.02
Grades 7-8	$ 10,368.82	$ 11,237.00	$ 11,404.46	$ 11,704.29	$ 12,087.01	$ 12,494.57	$ 12,908.11	$ 13,326.01
Grades 9-12	$ 12,328.93	$ 13,361.48	$ 13,561.71	$ 13,917.61	$ 14,372.40	$ 14,856.52	$ 15,348.82	$ 15,845.50
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:	*41.17%*	*41.96%*	*44.21%*	*45.96%*	*47.27%*	*47.00%*	*47.00%*	*47.00%*
Grades TK-3	$ 833	$ 919	$ 979	$ 1,041	$ 1,103	$ 1,134	$ 1,172	$ 1,209
Grades 4-6	$ 766	$ 845	$ 900	$ 957	$ 1,014	$ 1,043	$ 1,077	$ 1,112
Grades 7-8	$ 789	$ 870	$ 926	$ 985	$ 1,044	$ 1,074	$ 1,109	$ 1,145
Grades 9-12	$ 938	$ 1,034	$ 1,102	$ 1,172	$ 1,241	$ 1,277	$ 1,319	$ 1,361
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 - Mountain Empire (136978) - 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	833	-
Grades 4-6	9,304	-	766	-
Grades 7-8	9,580	-	789	-
Grades 9-12	11,102	289	938	-

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	

Elite Academic Academy - Mountain Empire (136978) - 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

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 - Mountain Empire (136978) - 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 - Mountain Empire (136978) - 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	919	-
Grades 4-6	10,069	-	845	-
Grades 7-8	10,367	-	870	-
Grades 9-12	12,015	312	1,034	-

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	-	-	-	-	-	-	

Elite Academic Academy - Mountain Empire (136978) - 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

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 - Mountain Empire (136978) - 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 - Mountain Empire (136978) - 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	979	-
Grades 4-6	10,177	-	900	-
Grades 7-8	10,478	-	926	-
Grades 9-12	12,144	316	1,102	-

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

Elite Academic Academy - Mountain Empire (136978) - FY 26 First Interim Projection

NECESSARY SMALL SCHOOLS (NSS)

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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				-	-	-	-	-			

				NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
375	**NSS FUNDING CALCULATIONS**							
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 - Mountain Empire (136978) - 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 - Mountain Empire (136978) - 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

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 - Mountain Empire (136978) - 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

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	1,041	-
Grades 4-6	10,411	-	957	-
Grades 7-8	10,719	-	985	-
Grades 9-12	12,423	323	1,172	-

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

Elite Academic Academy - Mountain Empire (136978) - 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 - Mountain Empire (136978) - 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**						-

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*

Elite Academic Academy - Mountain Empire (136978) - FY 26 First Interim Projection

NECESSARY SMALL SCHOOLS (NSS)

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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	1,103	-
Grades 4-6	10,725	-	1,014	-
Grades 7-8	11,043	-	1,044	-
Grades 9-12	12,798	333	1,241	-

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

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NECESSARY SMALL SCHOOLS (NSS)

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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 - Mountain Empire (136978) - FY 26 First Interim Projection

NECESSARY SMALL SCHOOLS (NSS)

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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**					-

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 - Mountain Empire (136978) - 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	1,134	-
Grades 4-6	11,092	-	1,043	-
Grades 7-8	11,421	-	1,074	-
Grades 9-12	13,236	344	1,277	-

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	-	-	-	-	-	-	

Elite Academic Academy - Mountain Empire (136978) - 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

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 - Mountain Empire (136978) - FY 26 First Interim Projection

Charts and Graphs

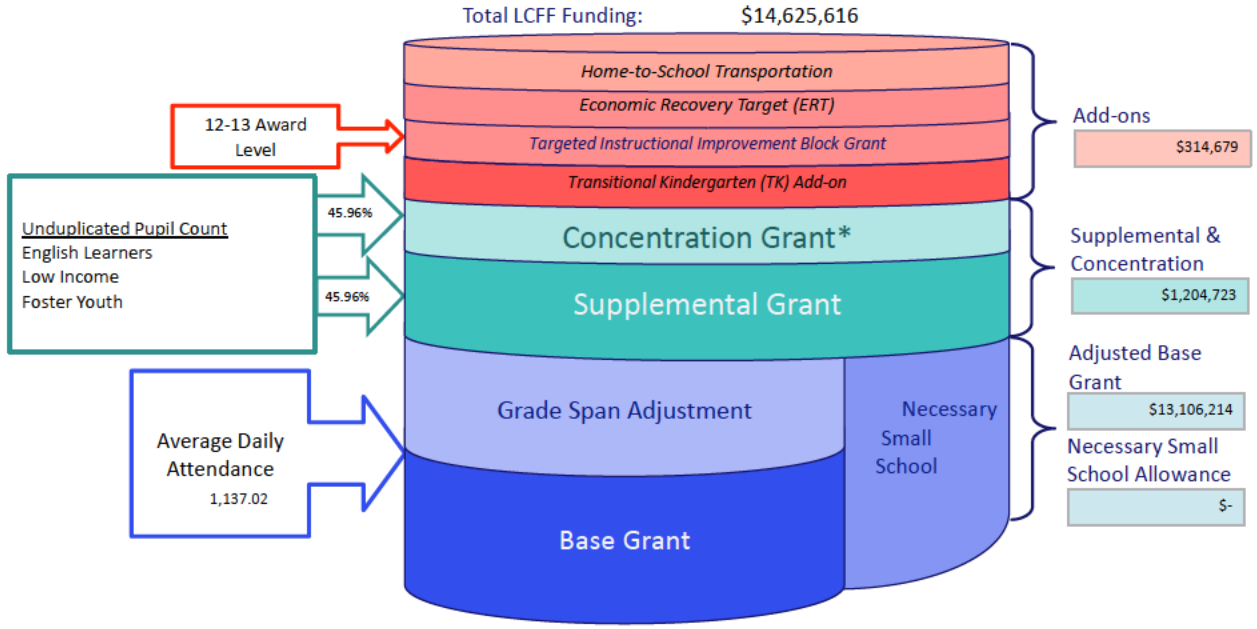
Charts and graphs provided on this tab represent one computational methodology and are not intended to set or communicate any standards of the California Department of Education (CDE) or the Fiscal Crisis and Management Assistance Team (FCMAT). **The Graphs tab remains unprotected to allow editing for 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	$ 12,629,995		1,137.02	ADA
Grade Span Adjustment	$ 476,219		$ 13,106,214	Adjusted Base Grant
Supplemental Grant	$ 1,204,723	45.96%		
Concentration Grant	$ -	45.96%	$ 1,204,723	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	$ -		$ 314,679	Add-ons
Add-on Economic Recovery Target	$ -			
Add-on: Transitional Kindergarten	$ 314,679			
Total	$ 14,625,616		$ 14,625,616	



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

Supplemental Grant Calculation-EC 42238.02 (e)

Elite Academic Academy - Mountain Empire (136978) - 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	45.96%	**$ 1,040.81**	328.31	**341,708**
Grades 4-6	$ 10,411	$ -	20.00%	$ 2,082.20	45.96%	**$ 956.98**	227.17	**217,397**
Grades 7-8	$ 10,719	$ -	20.00%	$ 2,143.80	45.96%	**$ 985.29**	191.72	**188,900**
*Grades 9-12	$ 12,423	$ 323	20.00%	$ 2,549.20	45.96%	**$ 1,171.61**	389.82	**456,718**
*Base Grant + Grade Span								**$ 1,204,723**

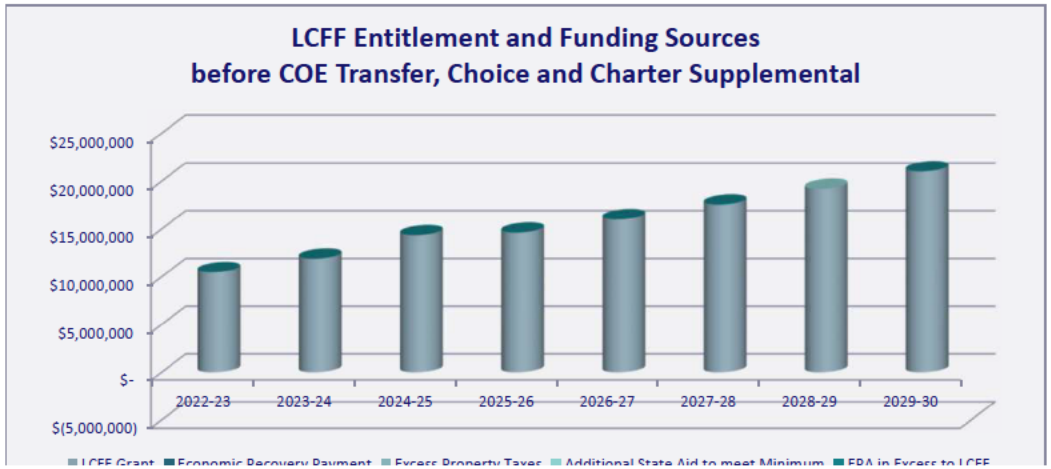
Concentration Grant Calculation-EC 42238.02 (f)

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%	$ -	328.31	-
Grades 4-6	$ 10,411	$ -	65.00%	$ 3,045.22	0.00%	$ -	227.17	-
Grades 7-8	$ 10,719	$ -	65.00%	$ 3,135.31	0.00%	$ -	191.72	-
*Grades 9-12	$ 12,423	$ 323	65.00%	$ 3,728.21	0.00%	$ -	389.82	-
*Base Grant + Grade Span								$ -

Elite Academic Academy - Mountain Empire (136978) - FY 26 First Interim Projection

Charts and Graphs

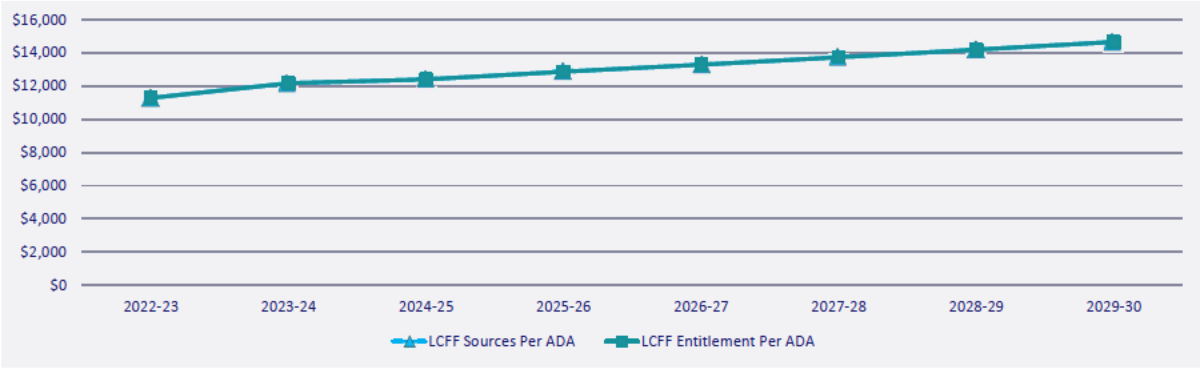
Funding Sources	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Excess Property Taxes	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Additional State Aid to meet Minimum	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
EPA in Excess to LCFF	$ -	$ -	$ -	$ -	$ 0	$ 0	$ (0)	$ 0
Economic Recovery Payment	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
LCFF Grant	$ 10,476,666	$ 11,885,116	$ 14,349,439	$ 14,625,616	$ 16,008,821	$ 17,540,924	$ 19,209,361	$ 21,021,290
Total General Purpose Funding	$ 10,476,666	$ 11,885,116	$ 14,349,439	$ 14,625,616	$ 16,008,821	$ 17,540,924	$ 19,209,361	$ 21,021,290



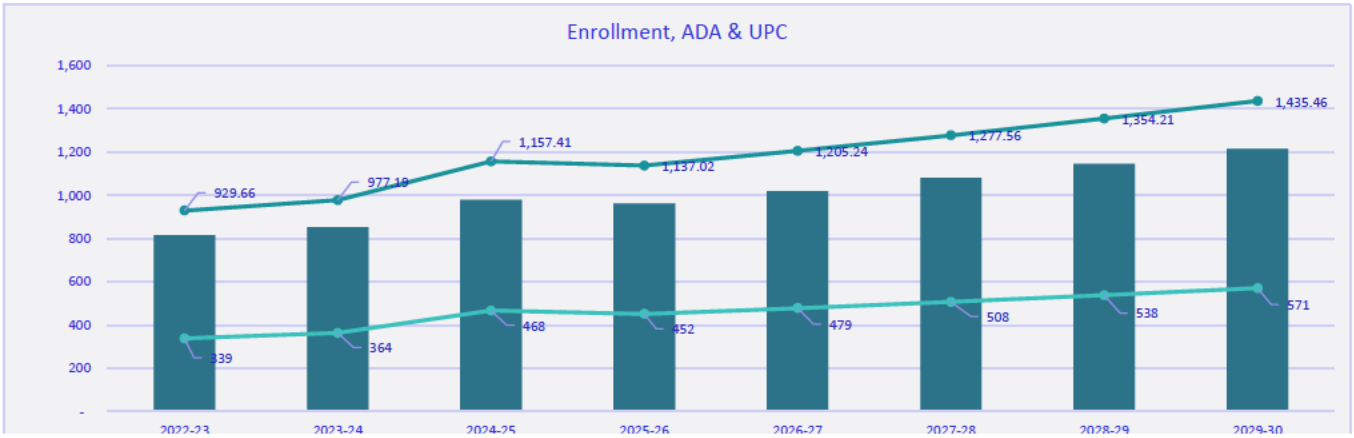
Elite Academic Academy - Mountain Empire (136978) - FY 26 First Interim Projection

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)	929.66	977.19	1,157.41	1,137.02	1,205.24	1,277.56	1,354.21	1,435.46
LCFF Sources per ADA, including NSS	$ 11,269.35	$ 12,162.54	$ 12,397.89	$ 12,863.11	$ 13,282.67	$ 13,730.07	$ 14,184.93	$ 14,644.27
Net Dollar Change per ADA		$ 893.19	$ 235.34	$ 465.22	$ 419.56	$ 447.40	$ 454.86	$ 459.34
Net Percent Change		7.93%	1.93%	3.75%	3.26%	3.37%	3.31%	3.24%
Estimated LCFF Entitlement per ADA (excludes minimum state aid)	$ 11,269.35	$ 12,162.54	$ 12,397.89	$ 12,863.11	$ 13,282.67	$ 13,730.07	$ 14,184.93	$ 14,644.27
Net Change per ADA		$ 893.19	$ 235.34	$ 465.22	$ 419.56	$ 447.40	$ 454.86	$ 459.34
Net Percent Change		7.93%	1.93%	3.75%	3.26%	3.37%	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	817	853	979	962	1,019	1,081	1,145	1,214
Unduplicated Pupil Count (UPC)	339	364	468	452	479	508	538	571
Average Daily Attendance (ADA)	929.66	977.19	1,157.41	1,137.02	1,205.24	1,277.56	1,354.21	1,435.46



Elite Academic Academy - Mountain Empire (136978) - FY 26 First Interim Projection

Charts and Graphs



Board of Directors
Elite Academic Academy - Mountain Empire
Temecula, California

We have audited the financial statements of Elite Academic Academy - Mountain Empire (the Academy) 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 - Mountain Empire 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 - Mountain Empire 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 - MOUNTAIN EMPIRE

CHARTER SCHOOL NUMBER: #1924

FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

YEAR ENDED JUNE 30, 2025

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ELITE ACADEMIC ACADEMY - MOUNTAIN EMPIRE
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INDEPENDENT AUDITORS' REPORT

Board of Directors
Elite Academic Academy - Mountain Empire
Temecula, California

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of Elite Academic Academy - Mountain Empire (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 - Mountain Empire 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 identified 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

DRAFT - For discussion purposes only - subject to change

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

DRAFT - For discussion purposes only - subject to change

ASSETS

CURRENT ASSETS	
Cash and Cash Equivalents	$ 1,868,227
Accounts Receivable - Federal and State	1,513,211
Prepaid Expenses and Other Assets	359,925
Total Current Assets	3,741,363
LONG-TERM ASSETS	
Operating Right-of-Use Asset	160,942
Total Long-Term Assets	160,942
Total Assets	$ 3,902,305

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES	
Accounts Payable and Accrued Liabilities	$ 1,348,387
Due to Related Parties	557,656
Deferred Revenue	251,444
Current Lease Liability - Operating	51,166
Total Current Liabilities	2,208,653
LONG-TERM LIABILITIES	
Long-Term Lease Liability - Operating	116,141
Total Long-Term Liabilities	116,141
NET ASSETS	
Without Donor Restriction	1,577,511
Total Net Assets	1,577,511
Total Liabilities and Net Assets	$ 3,902,305

See accompanying Notes to Financial Statements.

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

REVENUES, WITHOUT DONOR RESTRICTION	
State Revenue:	
State Aid	$ 12,865,474
Other State Revenue	989,655
Federal Revenue:	
Grants and Entitlements	272,091
Local Revenue:	
In-Lieu Property Tax Revenue	2,746,233
Other Revenue	28,259
Total Revenues	16,901,712
EXPENSES	
Program Services	12,265,651
Management and General	4,280,074
Total Expenses	16,545,725
CHANGE IN NET ASSETS WITHOUT RESTRICTION	355,987
Net Assets Without Donor Restriction - Beginning of Year	1,221,524
NET ASSETS WITHOUT DONOR RESTRICTION - END OF YEAR	$ 1,577,511

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See accompanying Notes to Financial Statements.

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

	Program Services	Management and General	Total Expenses
Salaries and Wages	$ 6,170,411	$ 1,214,079	$ 7,384,490
Pension Expense	1,006,785	198,224	1,205,009
Other Employee Benefits	449,062	88,415	537,477
Payroll Taxes	129,081	25,415	154,496
Accounting Fees	-	25,641	25,641
Legal Fees	-	9,657	9,657
Other Fees for Services	2,286,643	1,837,299	4,123,942
Advertising and Promotion Expenses	-	270,745	270,745
Office Expenses	-	23,514	23,514
Information Technology	562,123	269,991	832,114
Occupancy Expenses	-	84,502	84,502
Travel Expenses	26,151	-	26,151
Conference and Meeting Expenses	-	20,670	20,670
Interest Expense and Financing Costs	-	102,600	102,600
Instructional Materials	1,615,095	-	1,615,095
Insurance	-	56,340	56,340
Other Expenses	20,300	52,982	73,282
Total	$ 12,265,651	$ 4,280,074	$ 16,545,725

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See accompanying Notes to Financial Statements.

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

CASH FLOWS FROM OPERATING ACTIVITIES		
Change in Net Assets	$	355,987
Adjustments to Reconcile Change in Net Assets to Net Cash		
Used by Operating Activities:		
Change in Operating Assets:		
Accounts Receivable - Federal and State		(1,113,727)
Prepaid Expenses and Other Assets		52,951
Right of Use Assets, Net		52,155
Change in Operating Liabilities:		
Accounts Payable and Accrued Liabilities		833,080
Due to Related Parties		529,890
Deferred Revenue		(301,446)
Lease Liabilities		(51,290)
Net Cash Provided by Operating Activities		357,600
NET CHANGE IN CASH AND CASH EQUIVALENTS		357,600
Cash and Cash Equivalents - Beginning of Year		1,510,627
CASH AND CASH EQUIVALENTS - END OF YEAR	$	1,868,227
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION		
Cash Paid for Interest	$	102,600

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See accompanying Notes to Financial Statements.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

Elite Academic Academy - Mountain Empire (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 Mountain Empire 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.

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.

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NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

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 $251,444, of which $251,444 is recognized as deferred revenue in the statement of financial position.

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.

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.

Leases

In February 2016, the Financial Accounting Standards Board (FASB) issued Accounting Standards Update 2016-02, *Leases* (ASC 842). The Academy determines if an arrangement is a lease at inception. Operating leases are included in operating lease right-of-use (ROU) assets, and operating lease liabilities on the statement of financial position. Finance leases are included in financing ROU assets, and lease liabilities – financing on 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 the lease commencement date based on the present value of lease payments over the lease term.

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NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Leases (Continued)

As most of leases do not provide an implicit rate, the Academy uses its incremental borrowing rate based on the information available at commencement date in determining the present value of lease payments. The operating lease ROU asset also includes any lease payments made and excludes lease incentives. The lease terms may include options to extend or terminate the lease when it is reasonably certain that the Academy will exercise that option. 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 ROU assets on the statement of financial position.

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 $3,381,438 .

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

The Academy leases office facility under a long-term, non-cancelable lease agreement. The lease expire in December 2029.

The following table provides quantitative information concerning the Academy's lease 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%

The Academy classifies the total undiscounted lease payments that are due in the next 12 months as current. 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 are $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 Academy 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	$ 838,841	100%
2024	998,252	100%
2025	1,205,009	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 $24,296.

NOTE 6 RELATED PARTY TRANSACTIONS

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

NOTE 7 SUBSEQUENT EVENT

On July 17, 2025, the Academy factored its anticipated governmental accounts receivables with initial purchase value of $272,800 for total of $260,964.

In addition, on August 21, 2025, the Academy factored additional anticipated governmental accounts receivable with initial purchase value of $1,091,200 for a total of $1,001,873.

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NOTE 8 CONTINGENCIES AND COMMITMENTS

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 - MOUNTAIN EMPIRE
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 Notes to Supplementary Information.

ELITE ACADEMIC ACADEMY - MOUNTAIN EMPIRE
SCHEDULE OF DAILY AVERAGE 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	26,787	109	245.75
Track B	108,488	119	911.66
ADA Totals			1,157.41

	Average Daily Attendance
Grades K-3	327.00
Grades 4-6	249.12
Grades 7-8	180.15
Grades 9-12	401.14
ADA Totals	1,157.41

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	30,818	175	176.10
Track B	159,567	175	911.81
ADA Totals			1,087.91

	Average Daily Attendance
Grades K-3	326.05
Grades 4-6	247.54
Grades 7-8	181.83
Grades 9-12	332.49
ADA Totals	1,087.91

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

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

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

June 30, 2025 Annual Financial Report Fund Balances (Net Assets)	$	1,575,560
Adjustments and Reclassifications:		
Decrease of Fund Balance (Net Assets):		
Accounts Receivable - Federal and State		557,656
Operating Right-of-Use Asset		(128,165)
Accounts Payable and Accrued Liabilities		(306,833)
Long-Term Lease Liability - Financing		76,999
Net Adjustments and Reclassifications		1,951
June 30, 2025 Audited Financial Statement Fund Balances (Net Assets)	$	1,577,511

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See accompanying Independent Auditors' Report and 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 - MOUNTAIN EMPIRE
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
YEAR ENDED JUNE 30, 2025
(SEE INDEPENDENT AUDITORS' REPORT)

The Academy began serving students in September 2018 and is sponsored by the Mountain Empire Unified School District (the District).

Charter school number authorized by the State: 1924

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)
Kent Christensen	Board President	September 2025 (1 Year)
Lindsay Burkett	Board Vice President	December 2025 (1 Year)
Ronald Jackson	Board Treasurer/Secretary	July 26, 2024
Hector Valdez	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 - Mountain Empire
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 - Mountain Empire (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, functional expenses, and cash flows, 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.

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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 noncompliance 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 - Mountain Empire
Temecula, California

Report on Compliance

Opinion on State Compliance

We have audited Elite Academic Academy - Mountain Empire's (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 applicable State 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 Auditor's 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

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ELITE ACADEMIC ACADEMY - MOUNTAIN EMPIRE
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 - MOUNTAIN EMPIRE
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: *A252252 - Elite Academic Academy - Mountain Empire*
Engagement: *AUD 2025 - Elite Academic Academy - Mountain Empire*
Period Ending: *06-30-25*
Trial Balance: *0900.00 - TB- WFP*
Workpaper: *WTB - Working Trial Balance*

Account	Description	1st PP-FINAL 6/30/2024	UNADJ 6/30/2025	JE Ref #	AJE 6/30/2025	JE Ref #	RJE 6/30/2025	FINAL 6/30/2025	
Group : [1100]	**Cash and cash equivalents**								
Subgroup : [1100.10]	**Cash and cash equivalents**								
9102	Bill.com AP Clearing - Mountain	(105.00)	8,390.00		0.00		0.00	8,390.00	
9110	Cash in County Treasury - San Diego	1,017,518.00	516,282.00		0.00		0.00	516,282.00	
9122	Checking - Mountain	493,214.00	1,343,555.00		0.00		0.00	1,343,555.00	
Subtotal [1100.10]	**Cash and cash equivalents**	**1,510,627.00**	**1,868,227.00**		**0.00**		**0.00**	**1,868,227.00**	
Total [1100]	**Cash and cash equivalents**	**1,510,627.00**	**1,868,227.00**		**0.00**		**0.00**	**1,868,227.00**	1100.01 FS
Group : [1300]	**Receivables**								
Subgroup : [1300.10]	**Accounts and student receivable**								
9200	Accounts Receivable	9,500.00	15,500.00		0.00		0.00	15,500.00	
9201	Accounts Receivable - LCFF	42,365.00	948,189.00		0.00		0.00	948,189.00	
9202	Accounts Receivable - ILPT	438.00	223,198.00		0.00		0.00	223,198.00	
9203	Accounts Receivable - SPED	143,214.00	235,484.00		0.00		0.00	235,484.00	
9204	Accounts Receivable - Lottery	59,169.00	70,579.00		0.00		0.00	70,579.00	
9205	Accounts Receivable - Federal	111,587.00	20,261.00		0.00		0.00	20,261.00	
9210	Accounts Receivable - CTE Grant	33,211.00	0.00		0.00		0.00	0.00	
Subtotal [1300.10]	**Accounts and student receivable**	**399,484.00**	**1,513,211.00**		**0.00**		**0.00**	**1,513,211.00**	
Total [1300]	**Receivables**	**399,484.00**	**1,513,211.00**		**0.00**		**0.00**	**1,513,211.00**	1300.01 FS
Group : [1500]	**Prepaid expenses and other current a**								
Subgroup : [1500.10]	**Prepaid expenses and other assets**								
9330	Prepaid Rent	0.00	380.00		0.00		0.00	380.00	
9335	Prepaid Expense	409,784.00	554,159.00		(197,706.00)		0.00	356,453.00	
Subtotal [1500.10]	**Prepaid expenses and other assets**	**409,784.00**	**554,539.00**		**(197,706.00)**		**0.00**	**356,833.00**	
Subgroup : [1500.20]	**Deopsits and noncurrent**								
9340	Security Deposit - Rent	3,092.00	3,092.00		0.00		0.00	3,092.00	
Subtotal [1500.20]	**Deopsits and noncurrent**	**3,092.00**	**3,092.00**		**0.00**		**0.00**	**3,092.00**	
Total [1500]	**Prepaid expenses and other current a**	**412,876.00**	**557,631.00**		**(197,706.00)**		**0.00**	**359,925.00**	1500.01 FS
Group : [1800]	**RUA Accounts Lead**								
Subgroup : [1800.01]	**Right to Use Assets**								
9430	Right of Use Asset	289,107.00	289,107.00		0.00		0.00	289,107.00	160,942.00 FS
Subtotal [1800.01]	**Right to Use Assets**	**289,107.00**	**289,107.00**		**0.00**		**0.00**	**289,107.00**	
Subgroup : [1800.10]	**RUA Amort**								
9435	Accumulated Amortization	(76,010.00)	(128,165.00)		0.00		0.00	(128,165.00)	
Subtotal [1800.10]	**RUA Amort**	**(76,010.00)**	**(128,165.00)**		**0.00**		**0.00**	**(128,165.00)**	
Subgroup : [1800.20]	**RUA Lease Liabilities**								
9630	Other Current Liabilities	(51,291.00)	(51,166.00)		0.00		0.00	(51,166.00)	FS
9667	Capital Leases Payable	(167,306.00)	(116,141.00)		0.00		0.00	(116,141.00)	FS
Subtotal [1800.20]	**RUA Lease Liabilities**	**(218,597.00)**	**(167,307.00)**		**0.00**		**0.00**	**(167,307.00)**	
Total [1800]	**RUA Accounts Lead**	**(5,500.00)**	**(6,365.00)**		**0.00**		**0.00**	**(6,365.00)**	
Group : [2100]	**Accounts payable**								
Subgroup : [2100.10]	**Accounts payable**								
9500	Accounts Payable	(299,282.00)	(1,199,901.00)		197,706.00		0.00	(1,002,195.00)	
9501	A/P Manual	5,168.00	5,168.00		0.00		0.00	5,168.00	
9592	STRS Payable	(111,070.00)	(220,861.00)		0.00		0.00	(220,861.00)	
9598	CC - Mountain	(1,607.00)	(175.00)		0.00		0.00	(175.00)	
Subtotal [2100.10]	**Accounts payable**	**(406,791.00)**	**(1,415,769.00)**		**197,706.00**		**0.00**	**(1,218,063.00)**	
Subgroup : [2100.20]	**Grants payable**								
9590	Due to Grantor Governments	(60,545.00)	(55,986.00)		0.00		0.00	(55,986.00)	
Subtotal [2100.20]	**Grants payable**	**(60,545.00)**	**(55,986.00)**		**0.00**		**0.00**	**(55,986.00)**	
Subgroup : [2100.30]	**Due from (to) Intercompany or Related Party**								
9251	Due from (to) Lucerne	(27,766.00)	(557,656.00)		0.00		0.00	(557,656.00)	
Subtotal [2100.30]	**Due from (to) Intercompany or Relatec**	**(27,766.00)**	**(557,656.00)**		**0.00**		**0.00**	**(557,656.00)**	FS
Total [2100]	**Accounts payable**	**(495,102.00)**	**(2,029,411.00)**		**197,706.00**		**0.00**	**(1,831,705.00)**	2100.01
Group : [2400]	**Accrued liabilities**								
Subgroup : [2400.20]	**Accrued payroll and fringe benefits**								
9510	Accrued Payroll	(44,928.00)	(73,246.00)		0.00		0.00	(73,246.00)	
Subtotal [2400.20]	**Accrued payroll and fringe benefits**	**(44,928.00)**	**(73,246.00)**		**0.00**		**0.00**	**(73,246.00)**	
Subgroup : [2400.30]	**Accrued vacation**								
9515	Accrued Vacation	(3,043.00)	(1,092.00)		0.00		0.00	(1,092.00)	
Subtotal [2400.30]	**Accrued vacation**	**(3,043.00)**	**(1,092.00)**		**0.00**		**0.00**	**(1,092.00)**	
Total [2400]	**Accrued liabilities**	**(47,971.00)**	**(74,338.00)**		**0.00**		**0.00**	**(74,338.00)**	2300.01 (1,348,387.00) FS
Group : [2500]	**Deferred Revenue**								
Subgroup : [2500.10]	**Deferred Revenue**								
9650	Unearned Revenue	(552,890.00)	(251,444.00)		0.00		0.00	(251,444.00)	FS
Subtotal [2500.10]	**Deferred Revenue**	**(552,890.00)**	**(251,444.00)**		**0.00**		**0.00**	**(251,444.00)**	
Total [2500]	**Deferred Revenue**	**(552,890.00)**	**(251,444.00)**		**0.00**		**0.00**	**(251,444.00)**	2500.01
Group : [3000]	**Net assets**								
Subgroup : [3000.10U]	**Net assets - unrestricted**								
9790	Net Assets	(1,089,251.00)	(1,221,524.00)		0.00		0.00	(1,221,524.00)	
Subtotal [3000.10U]	**Net assets - unrestricted**	**(1,089,251.00)**	**(1,221,524.00)**		**0.00**		**0.00**	**(1,221,524.00)**	
Total [3000]	**Net assets**	**(1,089,251.00)**	**(1,221,524.00)**		**0.00**		**0.00**	**(1,221,524.00)**	3000.01 (1,577,511.00) FS
Group : [4000]	**REVENUES**								
Subgroup : [4000.02U]	**STATE AID REVENUE - UR**								
8011	State Aid	(9,439,004.00)	(11,443,229.00)		0.00		0.00	(11,443,229.00)	
8012	EPA	(195,438.00)	(231,482.00)		0.00		0.00	(231,482.00)	
8019	PY Adjustments	10,942.00	1,983.00		0.00		0.00	1,983.00	
Subtotal [4000.02U]	**STATE AID REVENUE - UR**	**(9,623,500.00)**	**(11,672,728.00)**		**0.00**		**0.00**	**(11,672,728.00)**	
Subgroup : [4000.04U]	**OTHER STATE REVENUE - UR**								
8381	Special Ed - State	(893,265.00)	(996,889.00)		0.00		0.00	(996,889.00)	(989,655.00) FS
8382	Special Ed - State, NPS/RTC Pool Contri	0.00	7,234.00		0.00		0.00	7,234.00	
8550	K-12 Mandate Block Grant	(29,435.00)	(31,795.00)		0.00		0.00	(31,795.00)	
8560	Lottery NonProp 20 (Unrestricted)	(230,569.00)	(194,326.00)		0.00		0.00	(194,326.00)	
8561	Lottery Prop 20 (Restricted)	(112,678.00)	(89,521.00)		0.00		0.00	(89,521.00)	
8590	All Other State Revenue	(1,187,502.00)	(877,104.00)		0.00		0.00	(877,104.00)	(12,865,474.00) FS
Subtotal [4000.04U]	**OTHER STATE REVENUE - UR**	**(2,453,449.00)**	**(2,182,401.00)**		**0.00**		**0.00**	**(2,182,401.00)**	
Subgroup : [4000.05U]	**FEDERAL REVENUE - UR**								
8181	Federal:Special Ed	(143,214.00)	(138,838.00)		0.00		0.00	(138,838.00)	
8291	Title I Revenue	(93,031.00)	(113,527.00)		0.00		0.00	(113,527.00)	
8292	Title II Revenue	(18,556.00)	(19,726.00)		0.00		0.00	(19,726.00)	
8299	Other Federal Revenue	(57,918.00)	0.00		0.00		0.00	0.00	
Subtotal [4000.05U]	**FEDERAL REVENUE - UR**	**(312,719.00)**	**(272,091.00)**		**0.00**		**0.00**	**(272,091.00)**	FS
Subgroup : [4000.06U]	**OTHER LOCAL REVENUE - UR**								
8096	In Lieu Property Taxes	(2,251,446.00)	(2,746,233.00)		0.00		0.00	(2,746,233.00)	
Subtotal [4000.06U]	**OTHER LOCAL REVENUE - UR**	**(2,251,446.00)**	**(2,746,233.00)**		**0.00**		**0.00**	**(2,746,233.00)**	FS
Subgroup : [4010.03U]	**OTHER REVENUE - UR**								
8660	Interest Earned	(14,438.00)	(17,286.00)		0.00		0.00	(17,286.00)	
8699	Misc. Revenue	(33,070.00)	(10,973.00)		0.00		0.00	(10,973.00)	
Subtotal [4010.03U]	**OTHER REVENUE - UR**	**(47,508.00)**	**(28,259.00)**		**0.00**		**0.00**	**(28,259.00)**	FS
Total [4000]	**REVENUES**	**(14,688,622.00)**	**(16,901,712.00)**		**0.00**		**0.00**	**(16,901,712.00)**	4000.01 FS
Group : [5000]	**EXPENSES**								
Subgroup : [5000.07]	**OTHER SALARIES AND WAGES**								
1100	Teachers	3,504,582.00	4,154,547.00		0.00		0.00	4,154,547.00	
1145	Special Education Teachers	459,260.00	625,890.00		0.00		0.00	625,890.00	
1200	Pupil Support & Counselors	252,933.00	416,451.00		0.00		0.00	416,451.00	
1300	Certificated Supervisors & Administrators	1,434,781.00	1,312,985.00		0.00		0.00	1,312,985.00	
1900	Other Certificated	76,621.00	57,016.00		0.00		0.00	57,016.00	
2100	Non-certificated Instructional Aides'	109,552.00	179,409.00		0.00		0.00	179,409.00	
2300	Non-certificated Supervisors' and Admini	163,745.00	238,735.00		0.00		0.00	238,735.00	
2400	Clerical and Office	154,934.00	241,842.00		0.00		0.00	241,842.00	
2900	Other Non-certificated	108,589.00	157,615.00		0.00		0.00	157,615.00	
Subtotal [5000.07]	**OTHER SALARIES AND WAGES**	**6,264,997.00**	**7,384,490.00**		**0.00**		**0.00**	**7,384,490.00**	
Subgroup : [5000.08]	**PENSION PLAN ACCRUALS AND CONTRIBUTIONS**								
3101	STRS	998,252.00	1,205,009.00		0.00		0.00	1,205,009.00	
Subtotal [5000.08]	**PENSION PLAN ACCRUALS AND CON**	**998,252.00**	**1,205,009.00**		**0.00**		**0.00**	**1,205,009.00**	
Subgroup : [5000.09]	**OTHER EMPLOYEE BENEFITS**								
3401	Health Insurance	416,645.00	462,493.00		0.00		0.00	462,493.00	
3501	SUI/ETT	18,364.00	2,595.00		0.00		0.00	2,595.00	
3601	Workers Compensation	47,035.00	48,093.00		0.00		0.00	48,093.00	
3901	Other Employee Benefits	15,628.00	24,296.00		0.00		0.00	24,296.00	
Subtotal [5000.09]	**OTHER EMPLOYEE BENEFITS**	**497,672.00**	**537,477.00**		**0.00**		**0.00**	**537,477.00**	
Subgroup : [5000.10]	**PAYROLL TAXES**								
3202	Social Security	35,100.00	50,253.00		0.00		0.00	50,253.00	
3301	Medicare	88,488.00	104,243.00		0.00		0.00	104,243.00	
Subtotal [5000.10]	**PAYROLL TAXES**	**123,588.00**	**154,496.00**		**0.00**		**0.00**	**154,496.00**	
Subgroup : [5000.11]	**FEES FOR SVC (NON-EE) - MANAGEMENT**								
5805	District Oversight Fees	130,220.00	150,265.00		0.00		0.00	150,265.00	
Subtotal [5000.11]	**FEES FOR SVC (NON-EE) - MANAGEN**	**130,220.00**	**150,265.00**		**0.00**		**0.00**	**150,265.00**	
Subgroup : [5000.12]	**FEES FOR SVC (NON-EE) - LEGAL**								
5845	Legal Fees	53,573.00	9,657.00		0.00		0.00	9,657.00	
Subtotal [5000.12]	**FEES FOR SVC (NON-EE) - LEGAL**	**53,573.00**	**9,657.00**		**0.00**		**0.00**	**9,657.00**	
Subgroup : [5000.13]	**FEES FOR SVC (NON-EE) - ACCOUNTING**								
5803	Accounting Fees / Audit	27,159.00	25,641.00		0.00		0.00	25,641.00	
Subtotal [5000.13]	**FEES FOR SVC (NON-EE) - ACCOUNT**	**27,159.00**	**25,641.00**		**0.00**		**0.00**	**25,641.00**	
Subgroup : [5000.17]	**FEES FOR SVC (NON-EE) - OTHER**								
5801	Educational Services	2,200,070.00	2,286,643.00		0.00		0.00	2,286,643.00	
5815	Back Office Fees	1,455,472.00	1,687,034.00		0.00		0.00	1,687,034.00	
Subtotal [5000.17]	**FEES FOR SVC (NON-EE) - OTHER**	**3,655,542.00**	**3,973,677.00**		**0.00**		**0.00**	**3,973,677.00**	
Subgroup : [5000.18]	**ADVERTISING AND PROMOTIONS**								
5851	Marketing	183,835.00	270,745.00		0.00		0.00	270,745.00	
Subtotal [5000.18]	**ADVERTISING AND PROMOTIONS**	**183,835.00**	**270,745.00**		**0.00**		**0.00**	**270,745.00**	
Subgroup : [5000.19]	**OFFICE EXPENSES**								
4300	Materials & Supplies - Office	45,621.00	21,394.00		0.00		0.00	21,394.00	
5605	Copier Lease, Service, Toner & Repair	232.00	696.00		0.00		0.00	696.00	
5914	Postage & Delivery - Business	2,646.00	1,424.00		0.00		0.00	1,424.00	
Subtotal [5000.19]	**OFFICE EXPENSES**	**48,499.00**	**23,514.00**		**0.00**		**0.00**	**23,514.00**	
Subgroup : [5000.20]	**INFORMATION TECHNOLOGY**								
4410	Technology Equipment - Staff	50,046.00	113,461.00		0.00		0.00	113,461.00	
4420	Technology Equipment - Students	79,610.00	106,782.00		0.00		0.00	106,782.00	
5886	Technology Services & Software - Busine	134,289.00	269,991.00		0.00		0.00	269,991.00	
5887	Technology Services & Software - Educa	540,652.00	341,880.00		0.00		0.00	341,880.00	
Subtotal [5000.20]	**INFORMATION TECHNOLOGY**	**804,597.00**	**832,114.00**		**0.00**		**0.00**	**832,114.00**	
Subgroup : [5000.22]	**OCCUPANCY**								
5505	Janitorial Services	4,938.00	4,796.00		0.00		0.00	4,796.00	
5611	Rent - Facilities Lease	78,808.00	79,706.00		0.00		0.00	79,706.00	
Subtotal [5000.22]	**OCCUPANCY**	**83,746.00**	**84,502.00**		**0.00**		**0.00**	**84,502.00**	
Subgroup : [5000.23]	**TRAVEL**								
5215	Mileage, Parking & Tolls	124.00	243.00		0.00		0.00	243.00	
5220	Travel, Lodging & Meals	17,488.00	25,908.00		0.00		0.00	25,908.00	
Subtotal [5000.23]	**TRAVEL**	**17,612.00**	**26,151.00**		**0.00**		**0.00**	**26,151.00**	
Subgroup : [5000.25]	**CONFERENCES, CONVENTIONS AND MTGS**								
5201	Board Stipends - Attendance	10,500.00	11,700.00		0.00		0.00	11,700.00	
5210	Registration Fees - conferences	5,527.00	5,780.00		0.00		0.00	5,780.00	
5510	Utilities - Gas/Electric/Water	3,010.00	3,190.00		0.00		0.00	3,190.00	
Subtotal [5000.25]	**CONFERENCES, CONVENTIONS AND**	**19,037.00**	**20,670.00**		**0.00**		**0.00**	**20,670.00**	
Subgroup : [5000.26]	**INTEREST**								
7438	Interest	69,472.00	102,600.00		0.00		0.00	102,600.00	
Subtotal [5000.26]	**INTEREST**	**69,472.00**	**102,600.00**		**0.00**		**0.00**	**102,600.00**	
Subgroup : [5000.29]	**INSURANCE**								
5400	General Liability Insurance	48,485.00	56,340.00		0.00		0.00	56,340.00	
Subtotal [5000.29]	**INSURANCE**	**48,485.00**	**56,340.00**		**0.00**		**0.00**	**56,340.00**	
Subgroup : [5000.30]	**Other Expenses**								
4340	Parent & Staff meeting food & supplies	9,143.00	7,960.00		0.00		0.00	7,960.00	
5300	Dues & Memberships	12,234.00	14,424.00		0.00		0.00	14,424.00	
5511	Fire, Alarm & Pest control	285.00	397.00		0.00		0.00	397.00	
5615	Repairs & Minor Site Improvements	3,237.00	3,296.00		0.00		0.00	3,296.00	
5807	Accreditation	1,190.00	5,230.00		0.00		0.00	5,230.00	
5809	Banking Fees	25.00	50.00		0.00		0.00	50.00	
5812	Business Services	2,675.00	1,333.00		0.00		0.00	1,333.00	
5830	Physical Examination - employees	37.00	0.00		0.00		0.00	0.00	
5836	Fingerprinting	2,057.00	4,401.00		0.00		0.00	4,401.00	
5855	Staff Recruiting	3,000.00	2,709.00		0.00		0.00	2,709.00	
5857	Payroll Processing Expenses	8,863.00	10,879.00		0.00		0.00	10,879.00	
5899	Misc. Operating Expense	7,683.00	6,422.00		0.00		0.00	6,422.00	
5910	Phone / Internet / Website Fees	23,523.00	16,181.00		0.00		0.00	16,181.00	
Subtotal [5000.30]	**Other Expenses**	**73,952.00**	**73,282.00**		**0.00**		**0.00**	**73,282.00**	
Subgroup : [5000.31]	**Instructional Materials**								
4100	Approved Core Curriculum, Teacher Mar	636,781.00	866,606.00		0.00		0.00	866,606.00	
4150	Core Teaching/Student Supplies	318,080.00	334,873.00		0.00		0.00	334,873.00	
5212	Professional Development	184,065.00	208,259.00		0.00		0.00	208,259.00	
5878	Student Assessments	15,582.00	26,172.00		0.00		0.00	26,172.00	
5880	Special Education Services	145,735.00	69,448.00		0.00		0.00	69,448.00	
5915	Postage & Delivery - Educational	155,868.00	109,737.00		0.00		0.00	109,737.00	
Subtotal [5000.31]	**Instructional Materials**	**1,456,111.00**	**1,615,095.00**		**0.00**		**0.00**	**1,615,095.00**	
Total [5000]	**EXPENSES**	**14,556,349.00**	**16,545,725.00**		**0.00**		**0.00**	**16,545,725.00**	5000.01 FS

Tickmarks

{a}

Mountain Empire Unified School District
Staff Renewal Report
Elite Academic Academy

On September 18, 2025, Elite Academic Academy submitted a request for renewal to Mountain Empire Unified School District. If approved the request would renew the charter term for the period from July 1, 2025 through June 30, 2031.

In compliance with Education Code 47605(b), the Mountain Empire Unified School District held a Public Hearing on November 12, 2025 to consider the petition's support level. The Mountain Empire Unified School District will conduct a second public hearing and render its decision on the request for renewal on December 9, 2025 This Staff Report, including findings of fact, was shared with Elite Academic Academy on November 12, 2025, which is at least fifteen (15) days prior to the determination.

Criteria for Renewal

Education Codes 47605 and 47607 guide the authorizer in reviewing petitions for the renewal of charter schools. The authorizer is also required to consider the schoolwide performance and performance of all student groups on state and local indicators with a greater weight on measurements of academic performance (EC 47607(b)(1)).

Petition Elements

Charter renewals are governed by the standards and criteria described in EC Section 47607(b) and 47605. These shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

Performance Levels

Based on the charter school's performance on the CA Dashboard, academic achievement indicators: CAASPP ELA and math; English Language Proficiency (ELPI) and the College Career Indicator (CCI) in the two consecutive years immediately preceding the renewal decision, the CA Department of Education places a charter school into one of the three performance level categories: ‘high,’ ‘medium,’ or ‘low.’ High level schools may be renewed for 5-7 years; medium level schools for five years, and low level schools are denied renewal or may receive a two-year conditional renewal.

In the ‘high’ and ‘middle’ levels, the charter is presumed to be renewed unless one or more denial criteria are met.

In the ‘low’ level, there is a presumption of denial unless there is sufficient evidence the school is making progress toward renewal. The authorizer may renew a charter that meets the following criteria:

1. The charter school is taking meaningful steps to address the underlying cause or causes of low level, and those steps are reflected, or will be reflected, in a written plan adopted by the charter school's governing body.
2. There is clear and convincing evidence showing either of the following:

    a. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

    b. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

    c. Growth shall be demonstrated by verified data.

Reasons for Denial

The authorizer may deny the renewal of a petition if it makes written factual findings that the charter school failed to meet the standard for renewal outlined in E.C. §47607:

1. The charter school will provide an unsound educational program for students during the term of its charter;

2. The charter school is demonstrably unlikely to successfully implement the program set forth in the petition;

3. The petition does not contain the necessary affirmations set forth in the Charter Schools Act (new petitions only);

4. The petition does not contain reasonably comprehensive descriptions of the fifteen required elements set forth in the Charter Schools Act.

5. The petition does not declare whether the charter school shall be deemed the exclusive public employer of the charter school employees for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.

Notwithstanding E.C. §47607(c), 47607.2(a), and 47607.2(b), pursuant to 47607(e), the board may also deny renewal of any charter school upon a finding that:

6. The charter school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors; or
7. The charter school is not serving the pupils who wish to attend, as documented by E.C. 47607(d).

The authorizer must provide 30 days' notice with a reasonable opportunity to cure the violation and make a finding that either:

- The corrective action proposed by the charter school has been unsuccessful; or
- The violations are sufficiently severe and pervasive as to render a corrective action unviable

Introduction and Procedural Background

Elite Academic Academy Mountain Empire was founded and granted its first charter in 2018. EAA's goal was to offer the community a personalized educational program that was different from those more commonly available. EAA offers opportunities for students who need a different educational experience, whether it be a home-supported instructional setting, one-on-one instructional setting, or seek more challenge. EAA offers a safe place to learn and thrive.

EAA has continuously reflected upon and improved their educational program, opportunities for student and family engagement, and student/teacher interactions. They actively participate in organizations such as the California Charter Schools Association, APlus+, and The Charter Schools Development Center.

EAA currently serves 989 students, 465 of whom are socioeconomically disadvantaged and 25 of whom are English Learners. EAA's current charter term expires on June 30, 2026 and it is seeking a five-year renewal term beginning July 1, 2026 and ending June 30, 2031.

On October 3, 2025, the District received a copy of Elite Academic Academy School's Renewal Petition, along with a signed certification from Ashlea Kirkland, Lead Petitioner and CEO , deeming the Renewal Petition to be complete.

On November 12, 2025, the District's Board of Trustees ("Board") held a public hearing to determine the level of support for the Renewal Petition by teachers, other District employees, and parents/guardians.

On December 9, 2025, the District's Board will hold a public hearing on the Renewal Petition during which time the Board will take action to either grant or deny the Renewal Petition.

As noted in the matrix and in further detail, District staff has conducted a comprehensive review of the Renewal Petition and academic performance of Elite Academic Academy School utilizing

the charter renewal criteria under Assembly Bill 1505. Based on this review, the District finds that Elite Academic Academy School is eligible for renewal for a five-year term, beginning July 1, 2026 and ending on June 30, 2031.

Findings of Fact

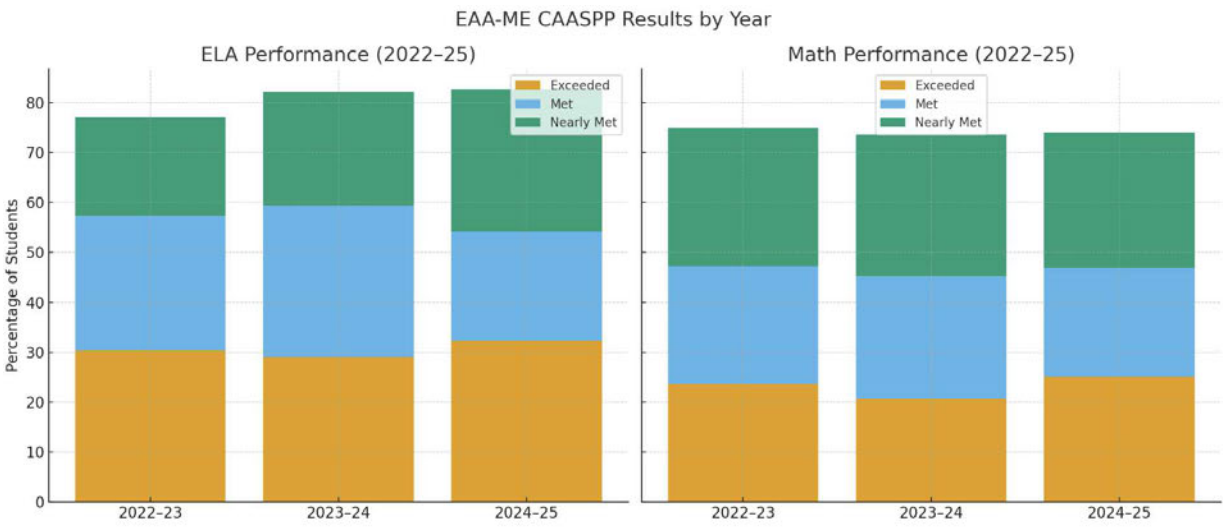
The consideration of a renewal petition requires the District to: (1) determine whether the charter school meets applicable eligibility requirements using the new accountability criteria under Assembly Bill 1505 and reflected in the Dashboard, and (2) evaluate whether the renewal petition meets the standards and criteria set forth in Education Code section 47605. An analysis of these two components of the charter renewal process is addressed and includes District staff's corresponding findings of fact.

Finding 1: Eligibility for Charter Renewal as a "Middle-Performing" Charter School

Elite Academic Academy – Mountain Empire (EAA-ME) meets the eligibility criteria for renewal as a Middle Performing charter school under California Education Code §47607.2(b). The school's verified data and multi-year California School Dashboard performance demonstrate measurable progress, compliance with all state requirements, and clear evidence that renewal is in the best interest of students.

EAA-ME has maintained consistent performance and grown across state indicators as shown on the three-year CAASPP Comparison and as shown on the 2024 dashboard:

- ELA scores remained steady over a 3-year period
- Math scores remained steady over a 3-year period
- The suspension rate sits at 0%
- Chronic Absenteeism was at 3.1%
- ELA scores are 22.2 points above standard
- Graduation rate is at 92.5%



Finding 2: The Renewal Petition presents a sound educational program for students enrolled in the charter school.

Elite Academic Academy – Mountain Empire (EAA-ME) presents a sound, research-based educational program designed to meet the needs of students across San Diego, Riverside, Orange, and Imperial counties. Its mission—providing flexible, rigorous, and personalized independent study options—ensures that every learner, from transitional kindergarten through grade twelve, can access high-quality instruction aligned to California State Standards. EAA-ME's learning model integrates homeschool, flex, and virtual academy pathways, supported by credentialed teachers and counselors, to accommodate students seeking alternatives to traditional classrooms due to geography, personal circumstance, or learning preference.

The program's foundation rests on individualized learning plans, Universal Design for Learning (UDL), and multiple pathways for mastery through synchronous and asynchronous instruction. This design enables students to meet and exceed California Content and Performance Standards through differentiated instruction, project-based learning, and targeted interventions delivered via Multi-Tiered Systems of Support (MTSS). Instructional tools such as i-Ready, Canvas LMS, StrongMind, and Tutor.com facilitate ongoing progress monitoring and intervention, ensuring equitable access for all students—including English Learners and students with disabilities—through inclusive and adaptive pedagogy.

EAA-ME's program aligns with state accountability systems and demonstrates measurable success over the charter term. The school has maintained a Green rating in English Language Arts and improved math performance year-over-year, with 2025 CAASPP results showing 54% meeting or exceeding ELA standards and 46.9% meeting or exceeding math standards, placing nearly 80% of students near or at proficiency. These verified data confirm sustained growth and

effective instructional practices. Graduation rates consistently above 90%, a 0% suspension rate, and steadily declining chronic absenteeism reflect a safe, supportive learning environment that promotes engagement and achievement.

EAA-ME has demonstrated measurable gains among historically underserved subgroups—Hispanic/Latino, Socioeconomically Disadvantaged, and Students with Disabilities—all performing closer to statewide averages than peers in comparable schools. Targeted supports include expanded CTE pathways, English Learner Foundation and Newcomer courses, and culturally responsive instructional practices. These efforts are complemented by parent engagement initiatives such as onboarding coaches, LCAP input sessions, and the Parent Academy, which together ensure a strong home-school partnership and sustained student progress.

Dashboard and local indicators support that EAA has shown growth or maintained in all areas.

Dashboard & Local Indicators Summary Table

Indicator	2023	2024	2025 (Latest)	Status
ELA (CAASPP)	21.9 pts above std. (Green)	22.2 pts above std. (Green)	54.03% met/exceeded	Growth
Math (CAASPP)	8.4 pts below std. (Yellow)	16.1 pts below std. (Yellow)	46.93% met/exceeded	Growth
Graduation Rate	95.7% (Blue)	92.5% (Yellow)	92.5%+ (maintained above 90%)	Sustained High
Chronic Absenteeism	3.8% (Green)	3.1% (Green)	Continues Green Band	Decline
Suspension	0% (Blue)	0% (Blue)	0% (Blue)	Maintained
College/Career (CCI)	50% (Medium)	45.3% (Orange)	22.5% (Orange, Below state)	Area for Growth
English Learner Progress	56.3% (No Color)	43.8% (No Color)	19.4% (decline)	Area for Growth
Local Indicators	Standard Met	Standard Met	Standard Met	Consistent

EAA-ME's academic offerings prepare students for both college and career readiness. The school provides 11 Career Technical Education pathways, dual-enrollment opportunities aligned to UC/CSU A-G requirements, and advanced learning options through its Students Obtaining Advanced Resources (SOAR) and Visual and Performing Arts (VAPA) programs. Through these diverse offerings, students gain industry-recognized skills and credentials, while also cultivating the Academy's core "6Cs"—Communication, Critical Thinking, Creativity, Compassion, Collaboration, and Curiosity—essential for success in postsecondary settings and civic life.

EAA-ME's integration of technology—such as artificial intelligence literacy, digital ethics, and virtual-reality immersive learning—demonstrates its commitment to preparing students for the evolving demands of the 21st-century workforce. These forward-looking practices, combined with verified academic data and consistent performance on local and state indicators, show that the school not only meets but exceeds expectations for a sound educational program.

The renewal petition for Elite Academic Academy – Mountain Empire reflects an academically rigorous, equitable, and future-ready educational program. The school's sustained growth in proficiency, high graduation rates, safe and engaging climate, and robust college- and career-readiness initiatives provide compelling evidence that EAA-ME fulfills its mission to develop self-motivated, competent, and lifelong learners. Its renewal is clearly in the best interest of students and the broader communities it serves.

Finding 3: The Renewal Petition contains an affirmation of each of the required conditions.

The Renewal Petition includes all required affirmations and assurances.

Finding 4: Does the petition contain reasonably comprehensive descriptions of all 15 elements?

Yes, with the exception of Element 1 Section 7: Description Requirements for Charter Schools Serving High School Students. Element 4 Number 2: Evidence that the organization technical designs of the governance structure. Special Education Section Numbers 2 and 5.

Element 1 Section 7:

a. Evidence was noted but minimally addressed; the plan for adaptive technology for SPED students lacks clarity and detail.
b. The plan to inform parents about course transferability to other high schools is unclear and needs further detail.
c. Evidence related to descriptor: how parents will be informed about the eligibility of courses to meet college entrance requirements, was noted in the virtual program description but not explicitly addressed.
d. No evidence was found addressing the descriptor: how each student will receive information on completing and submitting a FAFSA or California Dream Act Application before entering grade 12.

Element 4 Number 2

a. Seriousness of purpose and assurance of viability: Implied through compliance and detailed structure, but no explicit statement describing how governance ensures long-term organizational viability beyond compliance functions.

b. The bylaws define an independent nonprofit structure but do not explicitly describe autonomy or oversight distinctions if a management organization is involved.

Special Education Section Numbers 2 and 5

a. The proposal does include a policy that the charter will follow SELPA policies and procedures, however it does not detail a 'fiscal allocation plan'.
b. The proposal does not outline how it will communicate with the LEA and/or SELPA in terms of notifying when a student enters or exits the Charter.
c. There was no note of being fiscally responsible for expenses that would encroach on general funds.
d. There is a hyperlink on page 10 to the Charter's Special Education Procedural Handbook that details more about the policies and procedures of the Charter. However, it is not linked in the appendices-Supporting Documentation Links at the end of the proposal.

District Staff Recommendation

The District staff has determined that Elite Academic Academy School meets the minimum criteria to be eligible for Renewal Petition for a five-year term beginning on July 1, 2026 and ending on June 30, 2031. Further, any technical issues or omissions in the Renewal Petition can be effectively addressed as part of the District annual charter oversight and monitoring process, written action plans submitted to the District, an amendment to the nonprofit's corporate bylaws, as well as a memorandum of understanding negotiated between the parties.

School Intake Information and Timeline

Petitioner Information and Timelines

Charter School Name:	Elite Academic Academy
Petition Type:	Renewal
Petition Submission Date:	September 18, 2025
60 Days from Submission:	
90 Days from Submission:	
Public Hearing #1 Date:	November 12, 2025
Public Hearing #2 and Board Action Date:	December 9, 2025
Was an extension requested? If so, date.	

The Petition Review Team

Identify the individuals who will be responsible for reviewing which sections of the charter school petition document.

Required Petition Elements		
Area of Review (EC 47605(c))	**Department Responsible**	**Name(s) of Reviewer(s)**
I. Education Program	Ed Services	Conforth
II. Measurable Student Outcomes	Ed Services	Conforth
III. Student Progress Measurement	Ed Services	Conforth
IV. Governance Structure	Ed Services	Conforth
V. Employee Qualifications	McEvoy	McEvoy
VI. Health and Safety	Student Services	Brannon
VII. Racial & Ethnic Balance	Student Services	Brannon
VIII. Admissions Policies and Procedures	Student Services	Brannon
IX. Annual Financial Audits	Business Services	Harbauer
X. Suspension and Expulsion	Student Services	Brannon
XI. Staff Retirement System	Business Services	Harbauer
XII. Attendance Alternative	Student Services	Brannon
XIII. Post Employment Rights of Employees	Human Resources	McEvoy
XIV. Dispute Resolution Process	Student Services	Brannon
XV. Closure Procedures	Ed Services	Conforth

Supplemental Criteria		
Areas of Review EC 47605(c), 47605(e), 47605(h), 47641(a), 47646	**Department Responsible**	**Name(s) of Reviewer(s)**
Financial/Administrative Plan	Business Services	Harbauer
Charter Management Organization (i.e. “entities managing charter schools”)	Student Services	Brannon
Facilities	Business Services	Harbauer
Impact Statement	Business Services	Harbauer
Community Impact		
Special Education	Special Education	McEvoy
Required Declarations/ Affirmations	Ed Services	Conforth
Independent Study (if applicable)	Alternative Ed	Brannon
Alternative Charter Schools (if applicable)	NA	

Petition Review Matrix

Instructions To Charter School Petition Review Team/Evaluation Rubric

1. **Rate the charter school petition** in the various petition Elements and Supplemental section of the Evaluation Matrix.
    a. Mark either "met" or "not met" in the "Evaluation Standard Met" Column for each specific criterion. Criteria in **RED** indicates a description that is required under law to be included in the charter petition. Criteria in **BLACK** are description that are strongly suggested, but not required to be included to ensure that the charter petition is reasonably comprehensive. **HIGHLIGHTED** words and phrases are linked to a comment displayed in the right edge of the document.
    b. Use the state guidance and rating definitions below to guide your assessment.
    c. At the end of each section, elaborate in the comment section in the areas you rated as "not met".
2. **Analyze the results.** At the end of this process you will be able to determine whether the petition is reasonably comprehensive or if there are any identified Findings of Fact.

Evaluation Standards	
Evaluation Standard Met	The charter petition demonstrates solid preparation and grasp of key issues that indicates a reasonably comprehensive description. Overall, the charter petition contains many characteristics of concise, specific and accurate information. The standard may be met if the charter petition requires additional, non-substantive elaboration in places.
Evaluation Standard Not Met	The charter petition addresses some of the criteria but lacks meaningful detail. The description requires important or key additional information in order to be reasonably comprehensive. It demonstrates lack of preparation, is unclear, uses generic information, or otherwise raises substantial concerns about the petitioner's understanding of the issue in concept. Additional substantive information would be required to determine the charter petitioner's ability to implement or meet the requirement in practice.

Required Elements

I. Description of Vision, Mission and Educational Program			
Evaluation Criteria: EC 47605(c)(5)(A) [link] **THE PETITION DESCRIBES, AT MINIMUM**	**Standard Met**		**Located on**
	YES	**NO**	**Page(s)**
1. Targeted Student Populations and Community Need			
a. Students the charter school will attempt to educate and a demonstration of need for proposed educational program	X		8-11
b. Grade levels and number of students the charter school plans to serve	X		11-12
c. A clear, concise school mission and vision statement that align with the target population	X		12-13
d. The needs and challenges of the student groups to be served	X		12-15
2. Attendance			
a. School year/academic calendar, number of school days and instructional minutes	X		10-11, 45-47, Appendix L-1
b. Attendance expectations and requirements, including enrollment projections	X		11-12, 128-129, Appendix L-1
c. Master/daily schedule and proposed bell schedule	X		Appendix L-1
3. What It Means to Be an Educated Person in the 21st Century			
a. Goals that are consistent with enabling all pupils to become or remain self-motivated, competent, lifelong learners.	X		39-42
b. List of academic skills and qualities important for an educated person	X		39-42
c. List of general non-academic skills and qualities important for an educated person	X		39-42
4. How Learning Best Occurs/Instructional Design, including subgroup program (CCR 11967.5.1(f)(C))			

I. Description of Vision, Mission and Educational Program			
Evaluation Criteria: EC 47605(c)(5)(A) [link] **THE PETITION DESCRIBES, AT MINIMUM**	**Standard Met** **YES**	**NO**	**Located on** **Page(s)**
a. A framework for instructional design that is aligned with the needs of the students that the charter has identified as a target student population	X		39-42
b. Description of learning setting (e.g. site-based matriculation, independent study, tech-based)	X		40
c. Instructional approaches and strategies school will utilize that will enable the school's students, including subgroup populations such as English language learners (ELL), to master the content standards for the core curriculum areas adopted by the SBE	X		40-42, 51-53, 57, 58-63
d. Process for developing or adopting curriculum and teaching methods	X		40-42
e. How the charter school will identify and meet the needs of students with disabilities, ELLs, students achieving substantially above or below grade level expectations, and other special student populations: i. The description demonstrates understanding of the likely ELL population ii. Includes sound approach to identify and meet the needs of subgroup populations	X		40-42, 51-53, 57, 58-63
f. Special education plan including, but not limited to, the means by which the charter school will comply with the provisions of EC 47641 [link].	X		40-42
g. A plan for professional development that aligns with the charter school's proposed program.	X		47-50
5. **Materials, Including Technology**			
a. How staff's and students' technology resources are aligned to the instructional program and meet state assessment requirements	X		39-41, 47-49
b. What materials are available to students: student-to-computer ratio appears reasonable	X		51, 76-77, Appendix L-1
c. A description or plan for providing adaptive technology for SPED students	X		75

I. Description of Vision, Mission and Educational Program			
Evaluation Criteria: EC 47605(c)(5)(A) [link] **THE PETITION DESCRIBES, AT MINIMUM**	**Standard Met** **YES**	**NO**	**Located on Page(s)**
d. Common Core technology standards, digital assessments, and professional learning	X		4, 15, 39-42
6. Annual Goals			
a. Annual goals for all pupils and for each subgroup of pupils identified pursuant to section 52052 that apply to the grade levels served	X		Appendix L-2 (LCAP)
b. Goals tied to state priorities listed in EC 52060(d) and LCAP, as appropriate – Additional priorities related to unique aspects of the proposed charter school program include goals and specific annual actions	X		Appendix L-2 (LCAP)
c. Specific annual actions designed to achieve the stated goals	X		Appendix L-2 (LCAP)
7. Description Requirements for Charter Schools Serving High School Students			
a. How parents will be informed about the transferability of courses to other public high schools		X	
b. How parents will be informed about the eligibility of courses to meet college entrance requirements		X	61, Appendix L-1 (30)
c. How each student will receive information on how to complete and submit a FAFSA or California Dream Act Application at least once before the student enters grade 12.		X	
d. How the exit outcomes will align to mission, curriculum and assessments	X		40-41
e. Affirmation that all students will have the opportunity to take courses that meet the "A-G" requirements	X		40, 70-71

I. Description of Vision, Mission and Educational Program			
Evaluation Criteria: EC 47605(c)(5)(A) [link] **THE PETITION DESCRIBES, AT MINIMUM**	**Standard Met** **YES**	**NO**	**Located on** **Page(s)**
f. Planned graduation requirements and WASC accreditation are defined	X		WASC: 9, 79, Appendix B-2 Graduation: 42-45, Appendix L-2 (37)
Comments by review team:			
e. Evidence of 7.c was noted but minimally addressed; the plan for adaptive technology for SPED students lacks clarity and detail. **f. The plan to inform parents about course transferability to other high schools is unclear and needs further detail.** **g. Evidence related to descriptor: how parents will be informed about the eligibility of courses to meet college entrance requirements, was noted in the virtual program description but not explicitly addressed.** **h. No evidence was found addressing the descriptor: how each student will receive information on completing and submitting a FAFSA or California Dream Act Application before entering grade 12.**			

II. Measurable Student Outcomes			
Evaluation Criteria: EC 47605(c)(5)(B) [link] **THE PETITION DESCRIBES, AT MINIMUM**	**Standard Met** **YES**	**NO**	**Located on** **Page(s)**
1. Measurable pupil outcomes for all pupils and pupil subgroups served by the charter school.	X		15-38, 78-84
2. Outcomes shall address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school	X		15-38
3. The pupil outcomes are aligned to the state priorities as described in EC 52060(d) that apply to the grade levels served by the charter school	X		15-38

II. Measurable Student Outcomes			
Evaluation Criteria: EC 47605(c)(5)(B) [link] **THE PETITION DESCRIBES, AT MINIMUM**	**Standard Met**		**Located on**
	YES	**NO**	**Page(s)**
4. Description of how pupil outcomes will address state content and performance standards in core academic areas	X		15-38, 78-79, Appendix B-2, B-3
5. Description of how exit outcomes align to the mission and instructional design of the program	X		15-38, 81-84
6. Description or affirmation that "benchmark" skills and specific classroom-level skills will be developed	X		82-84
Comments by review team:			

III. Student Progress Measurement			
Evaluation Criteria: EC 47605(c)(5)(C) [link] **THE PETITION DESCRIBES, AT MINIMUM**	**Standard Met**		**Located on**
	YES	**NO**	**Page(s)**
1. Assessment tools that include all required state and federal assessment (SBAC, ELPAC, etc.) for purposes of accountability	X		15,
2. Chosen assessments are appropriate for standards and skills the charter school seeks to measure	X		15,
3. To extent practicable, the method for measuring pupil outcomes for state priorities is consistent with the school accountability report card.	X		15-16, 39-42, 49, 51-53, Appendix B-3 (SARC)
4. A plan for collecting, analyzing/utilizing the data continuously to monitor and improve the charter school's educational program	X		16

III. Student Progress Measurement			
Evaluation Criteria: EC 47605(c)(5)(C) [link] **THE PETITION DESCRIBES, AT MINIMUM**	**Standard Met**		**Located on**
	YES	**NO**	**Page(s)**
5. At least one assessment method or tool listed for each of the exit assessments	X		81-84
6. A variety of alternative assessment tools, including tools that employ objective means of assessment consistent with the measurable pupil outcomes	X		15, 39-42, 49, 51-53
Comments by review team:			

IV. Governance Structure			
Evaluation Criteria: EC 47605(c)(5)(D) [link] **THE PETITION DESCRIBES, AT MINIMUM**	**Standard Met**		**Located on**
	YES	**NO**	**Page(s)**
1. Evidence of the charter school's incorporation as a nonprofit benefit corporation (EC 47604 [link])	X		85, 87-88
a. Provides the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school	X		Appendix D-3
b. Includes a set of bylaws and basic policies	X		Appendix B-1
2. Evidence that the organization technical designs of the governance structure reflect: a. A seriousness of purpose to ensure that the charter will become and remain a viable enterprise b. Understanding and assurance of compliance with open meeting requirements		X	85-86
3. Compliance with applicable laws to charter school governance and open meeting requirements includes: The Brown Act, the Political Reform Act, Government Code Section 1090, and the California Public Records Act (EC 47604.1) [link]	X		85-89
4. Key features of governing structure including, but not limited to:			

IV. Governance Structure			
Evaluation Criteria: EC 47605(c)(5)(D) [link] **THE PETITION DESCRIBES, AT MINIMUM**	**Standard Met**		**Located on**
	YES	**NO**	**Page(s)**
a. Delineation of roles and responsibilities of the governing board and staff	X		90-91
b. A clear description of the flexibility and level of autonomy the charter school has from the charter management organization over budget, expenditures, personnel, and daily operations	X		88
c. Size/composition of board, board committees and/or advisory councils		X	88
d. Method for selecting initial board members and election/appointment for board member replacement	X		88,92
5. A process for involvement or input of parents/guardians in the governance of the charter school including:	X		91-92
6. Specific policies and internal controls that will prevent fraud, embezzlement, and conflict of interest and ensures the implementation and monitoring of those policies		X	
7. A description and frequency of board trainings/workshops	X		92
8. Other important legal or operational relationships between the charter school and granting agency	X		85-87
Comments by review team:			
c. Seriousness of purpose and assurance of viability: Implied through compliance and detailed structure, but no explicit statement describing how governance ensures long-term organizational viability beyond compliance functions. d. The bylaws define an independent nonprofit structure but do not explicitly describe autonomy or oversight distinctions if a management organization is involved. e. Size of board is stated, however no mention of size/composition of committees or advisory bodies. f. No explicit section referencing internal controls, fiscal oversight procedures, or fraud prevention policies.			

V. Employee Qualifications			
Evaluation Criteria: EC 47605(c)(5)(E) [link] **THE PETITION DESCRIBES, AT MINIMUM**	**Standard Met**		**Located on**
	YES	**NO**	**Page(s)**
1. Core and college preparatory teachers, and affirms all teachers will hold appropriate Commission on Teacher Credentialing certificates (EC 47605(l) [link])	X		93
2. Those positions that the charter school regards as key, and specifies the additional qualifications expected of individuals assigned to those positions, their responsibilities and accountability	X		93 - 97
3. General qualifications for the various categories of employees (e.g., other administrative, instructional support, non-instructional support). These qualifications shall be sufficient to ensure the health and safety of the charter school's faculty, staff and students.	X		94 - 97
4. A clear plan for recruitment, selection, development and evaluation of staff and charter school leader	X		94, 95
5. Roles and lines of authority for board and management positions	X		93, 94
6. Proposed teacher to student ratio		X	
Comments by review team:			
- There were no clear teacher to student ratios in section V.			

VI. Health and Safety Procedures			
Evaluation Criteria: EC 47605(c)(5)(F) [link] **THE PETITION DESCRIBES, AT MINIMUM**	**Standard Met**		**Located on**
	YES	**NO**	**Page(s)**
1. A comprehensive charter school safety plan and assurance that all charter school staff will be training on this plan and that the plan will be updated annually	X		Pg 98
2. Assurances that the charter school will review and update the charter school safety plan by March 1 of every year	X		Pg 98
3. Assurances that the charter school will require a criminal background clearance report, and proof of tuberculosis examination prior to employment	X		Pg 97 and 105
4. Assurances that the charter school will adopt procedures to prevent acts of bullying and cyberbullying, and make the CDE online training module available to all employees who interact with students	X		Pg 111
5. Affirmation that charter schools with grades K-6 and 7-12 will adopt a suicide prevention policy that is age appropriate.	X		Pgs 101-102
6. Health and safety practices for students and staff: references include health and safety related policies/ procedures or the date by which they will be adopted and submitted to the authorizer	X		Pgs 97-117
7. Assurances on the compliance with ADA (Americans with Disabilities Act)	X		Pg 5
Comments by review team:			

VII. Racial and Ethnic Balance			
Evaluation Criteria: EC 47605(c)(5)(G) [link] **THE PETITION DESCRIBES, AT MINIMUM**	**Standard Met**		**Located on**
	YES	**NO**	**Page(s)**
1. Specific practices/policies the charter school will design and implement to attract a diverse applicant pool/ enrollment that is reflective of the general population, including special populations residing within the territorial jurisdiction of the district	X		Pg 117-118
2. Practices and policies appear likely to achieve racial, ethnic, special education and English learning pupils.	X		Pgs 117-118
3. Outreach strategies, identifying specifically who the targeted groups will be, including developed or planned benchmarks for achieving balance	X		Pgs 117-118
4. Types of supports that will be provided to maintain enrollment balance (counselors, support staff, medical-related staff, etc.)	X		Pgs 117-118
Comments by review team:			

VIII. Admissions Requirements			
Evaluation Criteria: EC 47605(c)(5)(H), EC 47605(e) [link] **THE PETITION DESCRIBES, AT MINIMUM**	**Standard Met** **YES**	**NO**	**Located on Page(s)**
1. The following Assurances: a. The charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations b. The charter school shall not charge tuition c. The charter school shall not discriminate against a pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, equal rights, and opportunities in the educational institutions of the state.	X		Pg 119 and 123
2. A clear description of admission policies that meet the state and federal permissive preferences	X		Pg 3
3. A clear description of how students in the community will be informed and given an equal opportunity to attend the charter school. All promotional material must clearly state the charter school will serve ALL students	X		Pg 14 and 119
4. Proposed admissions and enrollment requirements, process and timeline and includes:	X		Pg 122
a. Information to be collected through the interest form, application form, and/or enrollment form	X		Pg 122
b. Assures enrollment preferences will not require mandatory parent volunteer hours as a criterion for admission	X		Pg 123-24
5. Description of the public random drawing processes that coincide with state and federal laws	X		Pg 122-123
6. Assurances that preferences, if given, are not likely to negatively impact the racial, ethnic and unduplicated balance the charter school strives to reflect.	X		Pg 123
Comments by review team:			

VIII. Admissions Requirements			
Evaluation Criteria: EC 47605(c)(5)(H), EC 47605(e) [link]	**Standard Met**		**Located on**
THE PETITION DESCRIBES, AT MINIMUM	**YES**	**NO**	**Page(s)**

IX. Annual Independent Financial Audits			
Evaluation Criteria: EC 47605(c)(5)(I) [link]	**Standard Met**		**Located on**
THE PETITION DESCRIBES, AT MINIMUM	**YES**	**NO**	**Page(s)**
1. The manner in which the audit will be conducted	X		126
2. Assurance that the annual audit will employ generally accepted accounting principles (GAAP)	X		126
3. Scope and timing of audit, as well as distribution of completed audit to authorizer, county office, State Controller and California Department of Education, and/or other agencies required under law	X		126
4. A process and timeline that the charter school will follow to address any audit findings and/or resolve audit exceptions	X		126
5. Assurance that the charter school will satisfy any audit deficiencies to the satisfaction of the authorizer	X		126
6. Procedures to select and retain an independent auditor including: a. Qualifications that will be used for the selection of an independent auditor b. Assurance that the auditor will be selected from the list of approved K-12 auditors per the State Controller's Office c. Assurance that the auditor will have experience in education finance	X		126
7. Who is responsible for contracting with and overseeing the independent audit	X		126
Comments by review team:			

IX. Annual Independent Financial Audits			
Evaluation Criteria: EC 47605(c)(5)(I) [link] **THE PETITION DESCRIBES, AT MINIMUM**	**Standard Met**		**Located on**
	YES	**NO**	**Page(s)**

X. Suspension and Expulsion Procedures			
Evaluation Criteria: EC 47605(c)(5)(J) [link], EC 47606.2 [link], EC 48901.1 [link] **THE PETITION DESCRIBES, AT MINIMUM**	**Standard Met**		**Located on**
	YES	**NO**	**Page(s)**
1. A process for suspensions of fewer than 10 days, including: a. Oral or written notice of the charges against the pupil b. If the pupil denies the charges, an explanation of the evidence that supports the charges c. How an opportunity will be provided for the pupil to present his/her rebuttal to the charges	X		Pg 130
2. A process for suspensions of 10 days or more and all other expulsions for disciplinary reasons, including: a. Timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights b. A process of hearing adjudicated by a neutral officer within a reasonable number of days, and at which the pupil has the right to bring legal counsel or an advocate	X		Pg 131
3. A clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice that ensures the written notice shall be in the native language of the pupil or the pupil's parent or guardian	X		Pg 7
4. A process for suspensions in grades 1 through 12, of two or more school days, in accordance with EC 47606.2		X	

X. Suspension and Expulsion Procedures			
Evaluation Criteria: EC 47605(c)(5)(J) [link], EC 47606.2 [link], EC 48901.1 [link] **THE PETITION DESCRIBES, AT MINIMUM**	**Standard Met** **YES**	**NO**	**Located on Page(s)**
5. In accordance with EC 48901.1, a charter school shall not recommend for expulsion students in grades K through 12, nor suspend a student in grades K through 8, for disrupting school activities or otherwise willfully defying the authority of school personnel in the performance of their duties	X		Pg 136
6. Understanding of relevant laws protecting constitutional rights of students	X		Pg 130-136
a. Provides for due process for all students and demonstrates understanding of the rights of students with disabilities in regard to suspension, expulsion and involuntary dismissal	X		Pg 130
b. Explanation of how authorizer may be involved in disciplinary matters	X		Pg 87
Comments by review team:			
4. Pg 131 has some language for 2+ days of suspension but refers to EC 48913.5 rather than 47606.2			

XI. Employee Retirement Participation			
Evaluation Criteria: EC 47605(c)(5)(K) [link] **THE PETITION DESCRIBES, AT MINIMUM**	**Standard Met** **YES**	**NO**	**Located on Page(s)**
1. A statement of what retirement options will be offered to employees	X		137
a. STRS (if STRS, then all teachers must participate)	X		137
b. PERS		X	137
c. Social Security	X		137

XI. Employee Retirement Participation

Evaluation Criteria: EC 47605(c)(5)(K) [link] THE PETITION DESCRIBES, AT MINIMUM	Standard Met YES	 NO	Located on Page(s)
2. Whether retirement will be offered with language clearly reflecting one of the following choices for each retirement system a. Coverage will be offered to eligible employees b. The charter school retains the option to elect coverage at a future date c. The charter school will not offer coverage	X		137
3. Who is responsible for ensuring that the appropriate arrangements for coverage have been made	X		137
Comments by review team:			
PERS is marked no because it is not offered. They have offered Social Security to Classified members and a 403 (b) plan.			

XII. Public School Attendance Alternatives

Evaluation Criteria: EC 47605(c)(5)(L) [link] THE PETITION DESCRIBES, AT MINIMUM	Standard Met YES	 NO	Located on Page(s)
1. Attendance alternatives for students residing within the county who choose not to attend the charter school	X		Pg 137-138
Comments by review team:			

XIII. Post-employment Rights of Employees			
Evaluation Criteria: EC 47605(c)(5)(M) [link]	**Standard Met**		**Located on**
THE PETITION DESCRIBES, AT MINIMUM	**YES**	**NO**	**Page(s)**
1. School district employee's return employment rights, including:			
a. Whether, and how staff may resume employment within the district or authorizer	X		138, 139
b. The ability to transfer sick/vacation leave to and from charter and another LEA	X		139
c. Whether staff will continue to earn service credit (tenure) in district while employed at charter	X		139
2. Whether collective bargaining contracts of charter authorizer will be a controlling document	X		138, 139
Comments by review team:			
- Section XIII insinuates Mountain Empire Unified's collective bargaining agreement will be the controlling document, however the petition does not explicitly state whether or not the collective bargaining contracts of the charter authorizer will be a controlling document.			

XIV. Dispute Resolution Procedures			
Evaluation Criteria: EC 47605(c)(5)(N) [link]	**Standard Met**		**Located on**
THE PETITION DESCRIBES, AT MINIMUM	**YES**	**NO**	**Page(s)**
1. A process for the charter and the authorizer to settle disputes relating to the provisions of the charter			
2. The process by which charter will resolve internal complaints and disputes			
a. Includes Uniform Complaint procedures and description of how this process is communicated to parents, staff and the community			

XIV. Dispute Resolution Procedures			
Evaluation Criteria: EC 47605(c)(5)(N) [link] **THE PETITION DESCRIBES, AT MINIMUM**	**Standard Met**		**Located on**
	YES	**NO**	**Page(s)**
3. Acknowledgement that except those disputes between the chartering authority and the charter school, all disputes involving the charter school shall be resolved by the charter school according to the charter school's own internal policies			
4. Statement that if any such dispute concerns facts or circumstances that may be cause for revocation of the charter, the authorizer shall not be obligated by the terms of the dispute resolution process as a precondition to revocation			
Comments by review team:			

XV. Closure Procedures			
Evaluation Criteria: EC 47605(c)(5)(O) [link] **THE PETITION DESCRIBES, AT MINIMUM**	**Standard Met**		**Located on**
	YES	**NO**	**Page(s)**
1. The procedures to be used if the charter school closes, including:	X		141-148
a. Who is the responsible entity/person that will conduct closure-related activities (5 CCR	X		141
b. Process for submission of final financial reports, expenditure reports for entitlement grants and the filing of any required final expenditure and performance reports (5 CCR 11962 [link])	X		141-148
2. The maintenance plan for pupil records and the manner in which parents/guardians may obtain copies of pupil records if the charter school closes, including how information ill be preserved and transferred.	X		87

XV. Closure Procedures			
Evaluation Criteria: EC 47605(c)(5)(O) [link] **THE PETITION DESCRIBES, AT MINIMUM**	**Standard Met**		**Located on**
	YES	**NO**	**Page(s)**
3. The process of how charter will ensure a final audit of the charter school	X		143
a. An assurance it will be conducted within six months of closure	X		143
b. The disposition of the charter school's assets	X		143
c. Plans for disposing net assets	X		143
4. The transfer and maintenance of personnel records in accordance with applicable law	X		142-143
Comments by review team:			
Pages 141, 146-147 - The district abbreviation is incorrect and should be updated to Mountain Empire Unified School District (MEUSD) instead of LVUSD.			

Required Supplemental Criteria

Criteria in **RED** indicates a description that is required under law to be included in the charter petition.

Criteria in **BLACK** are description that are strongly suggested, but not required to be included to ensure that the charter petition is reasonably comprehensive.

HIGHLIGHTED words and phrases are linked to a comment displayed in the right edge of the document.

Financial/Administrative Plan			
Evaluation Criteria: EC 47605(h) [link] **THE PETITION DESCRIBES, AT MINIMUM**	**Standard Met** **YES**	**NO**	**Located on Page(s)**
1. First Year Operational Budget			
a. Annual revenues and expenditures clearly identified by source		X	
b. Revenue assumptions in alignment with applicable state and federal funding formulas		X	
c. Expenditure assumptions that reflect the school design plan		X	
d. Expenditure assumptions that reflect market costs		X	
e. Revenues from grants or other proposed fundraising that are not critical to fiscal solvency		X	
f. Minimum reserve level and projected positive ending fund balance (as defined by 5 CCR 15450 [link])		X	
g. If expenditures exceed revenues in first year of operations, identifies sources of capital sufficient to cover deficits until the budget is projected to balance.		X	
h. Expenditures for property and liability insurance that name the district/authorizer as additional insured (and/ or a hold harmless agreement)		X	
i. Expenditures for reasonably expected legal services		X	
j. Expenditures for special education excess costs consistent with current experiences in the school district/county office		X	

Financial/Administrative Plan			
Evaluation Criteria: EC 47605(h) [link] **THE PETITION DESCRIBES, AT MINIMUM**	**Standard Met**		**Located on Page(s)**
	YES	**NO**	
k. Expenditures for facilities – if specific facilities not secured, reasonably projected cost		X	
l. Expenditures for required student meals that meet federal nutritional requirements		X	
m. The alignment of LCAP expenditures with the charter's budget	X		Additional Appendices
2. Financial Projections Include a Clear Description of Planning Assumptions			
a. Revenues and expenditures correlate with the number/ types of students by grade level in budget		X	
b. Expenditure assumptions correlate with the amount of staff in budget		X	
c. Expenditure assumptions correlate with the facility needs in budget		X	
d. Expenditure assumptions in alignment with overall school design plan		X	
e. Revenues based on state and federal funding guidelines		X	
f. Revenues based on reasonable potential growth in local, state and federal categories		X	
g. Revenues based on reasonable student growth projections		X	
h. Revenue from sources such as grants, loans, donations and other non-guaranteed funds not necessary for the charter to maintain fiscal solvency		X	
i. Timeline for any referenced grant applications to be submitted and funded		X	
j. Positive reserves are maintained in all three years		X	
k. Fund balances are positive, or sources of supplemental working capital are identified		X	
3. Start-Up Costs			

Financial/Administrative Plan			
Evaluation Criteria: EC 47605(h) [link] **THE PETITION DESCRIBES, AT MINIMUM**	**Standard Met**		**Located on Page(s)**
	YES	**NO**	
a. Reasonable allocation for all major start-up costs including: i. Staffing ii. Facilities iii. Equipment and supplies iv. Professional services (i.e. food services, etc.) v. Technology materials vi. Assessment systems/materials vii. Legal costs		X	
b. In alignment with overall school design plan		X	
c. Potential funding sources		X	
d. Timeline allows for grant applications and fundraising efforts to be completed in time, if included in the start-up costs		X	
4. Cash Flow Projections for First 3 Years			
a. Monthly projection of revenue receipts in line with local/state/federal funding disbursements		X	
b. Expenditures projected by month and corresponds with typical/reasonable schedules		X	
c. Balance sheet accounts projected by month		X	
d. Show positive cash balance each month and/or identify sources of working capital		X	
5. Structure for administrative Services and Operations			
a. Outline or process for how personnel transactions will be conducted (i.e. hiring, payroll, leaves and retirement)		X	
b. Accounting and payroll processes that reflect an understanding of school business practices and expertise to carry out the necessary functions		X	
c. Plan and timeline to develop and assemble school business practices and expertise		X	
d. Explanation of how school intends to manage risk, including any policies and procedures		X	

Financial/Administrative Plan			
Evaluation Criteria: EC 47605(h) [link] **THE PETITION DESCRIBES, AT MINIMUM**	**Standard Met**		**Located on**
	YES	**NO**	**Page(s)**
Comments by review team:			
There is an LCAP attached in the Additional Appendices, however, I could not locate these additional resources that reflect the entire section to demonstrate all items. Language for all required red is met throughout the document on pages 145-148.			

Charter Management Organization, i.e. Entities Managing Charter Schools			
Evaluation Criteria: EC 47605(h) [link] **THE PETITION DESCRIBES, AT MINIMUM**	**Standard Met**		**Located on**
	YES	**NO**	**Page(s)**
1. Names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing board of the charter school	X		Appendix D-3
2. Name and relationship of CMO to charter school, including a. Roles b. Responsibilities c. Payment structure d. Conditions for renewal/termination e. Investment disclosure		X	
3. CMO's role in the financial management of the charter and the associated internal controls		X	
4. Other schools and/or companies managed by the CMO		X	
5. CMO's history, philosophy, and past results operating other schools and/or companies		X	
6. CMO's Form 990s for up to prior three years		X	
7. Back office provider and description of support utilized by the charter		X	
8. Affirmation that the CMO/back office provider will provide timely submissions of calendar of due date items		X	

Charter Management Organization, i.e. Entities Managing Charter Schools			
Evaluation Criteria: EC 47605(h) [link] **THE PETITION DESCRIBES, AT MINIMUM**	**Standard Met** **YES**	**NO**	**Located on Page(s)**
9. Affirmation that the CMO/back office provider will provide timely submissions of request for information items		X	
Comments by review team:			
The only reference to Charter Management Organization,CMO, is on Pg. 85 and does not relate to these topics.			

Facilities			
Evaluation Criteria: EC 47605(h) [link] **THE PETITION DESCRIBES, AT MINIMUM**	**Standard Met** **YES**	**NO**	**Located on Page(s)**
1. Location of Facility			
a. The types and the location of the charter school facility that the petitioner proposes to operate, including: i. Size and resources ii. Safety iii. Educational suitability	X		11 and 144
b. The address of the facility or a schedule for securing the facility, including the person responsible for securing the location		X	
c. Assessment and analysis of anticipated facilities needs and viability of potential sites		X	
2. Current and Projected Availability			
a. Current and projected availability of each charter school site, and schedule for securing the facility	X		144-145
b. Assurances of all legal compliance with health and safety, ADA, and applicable building codes	X		144-145

Facilities			
Evaluation Criteria: EC 47605(h) [link] **THE PETITION DESCRIBES, AT MINIMUM**	**Standard Met**		**Located on Page(s)**
	YES	**NO**	
c. Adequate budget for anticipated costs, including renovation, rent, maintenance and utilities		X	
d. Statement whether a request will be made for use of Prop 39 facilities		X	
e. Lease or occupation agreement for privately obtained facilities, and/or provides a copy of the lease agreement		X	
Comments by review team:			

Impact Statement			
Evaluation Criteria: EC 47605(h) [link] **THE PETITION DESCRIBES, AT MINIMUM**	**Standard Met**		**Located on Page(s)**
	YES	**NO**	
1. Number of students anticipated to enroll	X		11-12
2. Identification of whether charter will request to purchase support services from authorizer		X	
3. Affirmation there will be a Memorandum of Understanding between the authorizer and charter school	X		147-148
4. Processes and policies between charter and authorizer		X	
a. Includes process, activities, and associated fees for oversight of charter		X	
b. Includes processes, timelines and evaluation criteria for annual review and site visits		X	
c. Includes regular, ongoing fiscal and programmatic performance monitoring and reporting		X	

Impact Statement			
Evaluation Criteria: EC 47605(h) [link] **THE PETITION DESCRIBES, AT MINIMUM**	**Standard Met**		**Located on Page(s)**
	YES	**NO**	
d. Includes process, timelines, and evaluation criteria for charter renewal		X	
e. Outlines other important legal or operational relationships between authorizer and charter school		X	
5. Criteria and procedure for the selection of a contractor, if applicable, including: a. Process for determining necessary expertise b. Selection of the contractor or contractors, if applicable		X	
6. Potential civil liability effects, if any, upon the school and the authorizer	X		146-147
Comments by review team:			
2020 to current enrollment no future projections on pages 11-12.			

Community Impact (Establishment/Material Revision)			
Evaluation Criteria: EC 47605(c)(7) [link] **THE PETITION DESCRIBES, AT MINIMUM**	**Standard Met**		**Located on Page(s)**
	YES	**NO**	
1. How the school will not substantially undermine existing school district services, academic offerings, or programmatic offerings	X		13-14
2. Whether the charter school petition duplicates a program currently offered by the district, and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate	X		11-15
Comments by review team:			

Community Impact (Establishment/Material Revision)			
Evaluation Criteria: EC 47605(c)(7) [link] **THE PETITION DESCRIBES, AT MINIMUM**	**Standard Met** **YES**	**NO**	**Located on Page(s)**

Special Education			
Evaluation Criteria: EC 47641(a) [link] and EC 47646 [link] **THE PETITION DESCRIBES, AT MINIMUM**	**Standard Met** **YES**	**NO**	**Located on Page(s)**
1. The school's special education structure (3 options) a. Charter school will be an independent LEA for special education purposes (member LEA) b. Charter school will be a school of the district for purposes of special education c. The charter school will be a SELPA	X		10X
2. How special education services will be provided consistent with SELPA Plan and/or policies and procedures. a. Includes a fiscal allocation plan in alignment with the SELPA the charter plans to join		X	
3. Affirmation that the charter school will assume full responsibility for appropriate accommodations to address the needs of any student	X		10, 74,
4. Acknowledgement that the charter is responsible for providing special education, instruction and related services to the students enrolled in the school regardless of students' district of residence	X		10
5. The process for notifying district of residence and authorizing LEA when a special education student enrolls, becomes eligible, ineligible and/or leaves the charter		X	
6. The transition to and from a district when a student with an IEP enrolls in or transfers out of the charter	X		10

Special Education			
Evaluation Criteria: EC 47641(a) [link] and EC 47646 [link]	**Standard Met**		**Located on**
THE PETITION DESCRIBES, AT MINIMUM	**YES**	**NO**	**Page(s)**
7. Evidence that the school has consulted with a SELPA, such as a letter from the SELPA confirming receipt of application		X	
8. Includes the following assurances:			
a. The charter will comply with all provisions of IDEA	X		10
b. No student will be denied admission based on disability or lack of available services	X		10
c. A Student Study Team process will be implemented	X		74
d. Any student potentially in need of Section 504 services will receive such services	X		5
If the charter will not be an independent LEA			
1. Clarifies in charter petition or MOU the responsibilities of each party for service delivery, including Referral, Assessment, Instruction, Due Process, Agreements describing allocation of actual excess costs			
2. An assertion that the charter will be fiscally responsible for its fair share of any encroachment on general funds		X	
If the charter school is an independent LEA within a SELPA			
1. Notifies SELPA Director of intent to participate prior to February 1 of the preceding school year		X	
2. Understands that the charter school is fiscally responsible for fair share of any encroachment on general funds		X	
3. Asserts responsibility for any legal fees relating to the application and assurances process		X	
4. Demonstrates it is located within SELPA's geographical boundaries		X	
5. Asserts all instruction will be in a safe environment	X		12, 27, 34, 74
6. Affirms the terms of the Agreement will be met regarding the organization, implementation, administration and operation of the SELPA	X		10, 75

Special Education			
Evaluation Criteria: EC 47641(a) [link] and EC 47646 [link]	**Standard Met**		**Located on**
THE PETITION DESCRIBES, AT MINIMUM	**YES**	**NO**	**Page(s)**
Comments by review team:			
a. The proposal does include policy that the charter will follow SELPA policies and procedures, however it does not detail a 'fiscal allocation plan'. b. The proposal does not outline how it will communicate with the LEA and/or SELPA in terms of notifying when a student enters or exits the Charter. c. There was no note of being fiscally responsible for expenses that would encroach on general funds. d. There is a hyperlink on page 10 to the Charter's Special Education Procedural Handbook that details more about the policies and procedures of the Charter. However, it is not linked in the appendices-Supporting Documentation Links at the end of the proposal.			

Required Declaration			
Evaluation Criteria: EC 47605(c)(6) [link]	**Standard Met**		**Located on**
THE PETITION DESCRIBES, AT MINIMUM	**YES**	**NO**	**Page(s)**
1. Declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.	X		4
Comments by review team:			

Required Affirmations			
Evaluation Criteria: EC 47605(e) [link] **THE PETITION DESCRIBES, AT MINIMUM**	**Standard Met**		**Located on Page(s)**
	YES	**NO**	
1. Affirmation that the school will be nonsectarian in its, programs, admission policies, employment practices, and all other operations	X		3
2. Affirmation that the school shall not charge tuition	X		3
3. Affirmation that the school shall not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the California Penal Code	X		3
4. Affirmation that the admission to a charter school shall not be determined in according to the place of residence of the pupil, or of the pupil's parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference ot pupils who reside within the former attendance area of that public school	X		3
5. Affirmation that the charter school shall admit all pupils who wish to attend the charter school	X		3
6. Affirmation that the school will comply with federal, state and local laws as required for charter schools	X		5-6, 85
Comments by review team:			

Independent Study			
Evaluation Criteria: EC 51745 [link] **THE PETITION DESCRIBES, AT MINIMUM**	**Standard Met**		**Located on Page(s)**
	YES	**NO**	
1. An assurance that the K-12 public school guidelines for independent study will be evident in the annual audit per Education Code 47612.5(b)	X		5
2. An assurance that the charter will meet the requirement related to the ratio of ADA to FTE certificated employees as prescribed under Education Code 51745.6(a)	X		68
3. An acknowledgement that independent study will be supervised by an appropriately credentialed teacher per EC 51747.5(a)	X		68
4. An acknowledgement that the charter may claim apportionment credit for independent study only to the extent of the time value of pupil or student work products, as personally judged in each instance by a certified teacher per EC 51747.5(b)	X		68
5. The maximum length of time, by grade level and type of program, that may elapse between the time an independent study assignment is made and the date by which the pupil must complete the assigned work		X	
6. The number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the best interest of the pupil to remain in independent study, or whether he/she should return to a regular school program		X	
7. An assurance that each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil		X	
8. A description of how the required Written Agreement for each pupil will be processed and maintained, including at a minimum the following:		X	
a. The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his/her progress		X	

Independent Study			
Evaluation Criteria: EC 51745 [link] **THE PETITION DESCRIBES, AT MINIMUM**	**Standard Met**		**Located on Page(s)**
	YES	**NO**	
b. The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work		X	
c. The specific resources, including materials and personnel that will be made available to the pupil		X	
d. A statement of the policies adopted pursuant to subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study		X	
e. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one semester, or one-half year for a school on a year-round calendar		X	
f. A statement of the number of course credits, or, for elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion		X	
g. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate		X	
Comments by review team:			



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-Mountain Empire	Elite Academic Academy- Mountain Empire	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.

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 the 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.

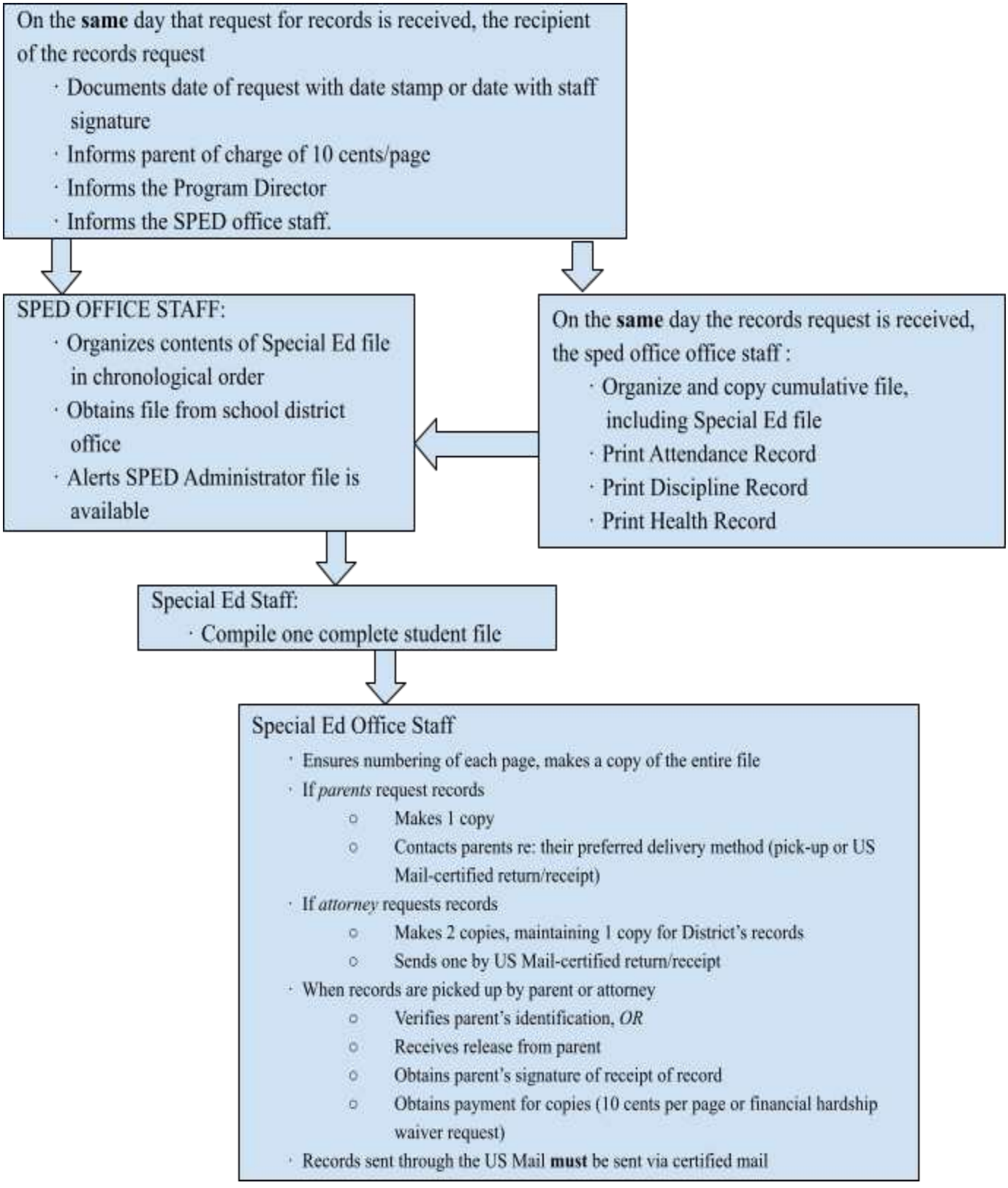
B. The parent will file a written request to correct or delete any information recorded in the student's record which they allege to be:

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.

Elite Academic Academy – Purple Star School Application Narrative Responses (2026)

1. Describe the duties assigned to the Purple Star School Point-of-Contact

At Elite Academic Academy, the Purple Star School Point-of-Contact, Citlalli Lora, School Counselor, serves as the primary liaison for military-connected students and their families. Her duties include supporting smooth transitions during enrollment and withdrawal, ensuring academic records are reviewed promptly for accurate placement, and connecting families with counseling, academic, and social-emotional resources. Citlalli collaborates with teachers and administrators to monitor progress, coordinates peer-to-peer welcome activities through our Learning Labs and virtual community events, and ensures staff are informed of the unique challenges faced by military families. She also maintains the school's Military Family Resources webpage, organizes participation in Military Child Month and Military Family Month, and acts as a direct communication bridge between families, counselors, and community partners to promote belonging, stability, and academic success for every military-connected student.

2. Professional development activities the Point-of-Contact has participated in

In 2025, Citlalli Lora completed the "Gone is Gone: Supporting Military-Connected Children During Absences" training through the Military Child Education Coalition (MCEC), gaining strategies to address academic and emotional challenges faced by students experiencing family deployment or relocation. She also engaged in self-paced learning using resources from the San Diego County Office of Education (SDCOE) Military Families webpage, deepening her understanding of California-specific supports and policies for military-connected youth. Additionally, her supervisor, Dr. Laura Spencer, an Army veteran, provided targeted coaching on how to build trust with military families and ensure continuity of care during transitions. Together, these experiences have strengthened Citlalli's capacity to respond compassionately and proactively to student needs. Future professional development includes participation in MCEC's "Supporting Military Children Through School Transitions" webinar series in spring 2026.

3. Professional development and supports the Point-of-Contact provides to staff

Each year, Citlalli Lora leads a professional development session for all Elite Academic Academy staff titled "Supporting Multilingual Learners, Students Experiencing Homelessness, and Military-Connected Students." The upcoming session on November 14, 2025, will focus on practical strategies to ensure academic continuity, emotional stability, and a strong sense of belonging for highly mobile students, including those from military families. Topics include understanding the impact of frequent relocation on student performance and social adjustment, coordinating timely transcript reviews and credit transfers, and implementing trauma-informed communication strategies. Staff will engage in scenario-based discussions and review available community and virtual resources, such as the SDCOE Military Families toolkit and MCEC guides. Citlalli will also introduce a Military Family Quick-Response Guide she developed for teachers to support newly enrolled students. Future sessions will include a 2026 workshop

series with peer counselors and learning lab coaches to strengthen schoolwide awareness and response systems for military-connected students.

4. Transition program to welcome and support military-connected students

Elite Academic Academy's transition program for military-connected students is designed to ensure every new student feels welcomed, supported, and connected from day one. Upon enrollment, Citlalli Lora, the Purple Star Point-of-Contact, reviews all new student records to identify military-connected students through enrollment forms and counselor intake interviews. She personally contacts each family to introduce available supports and coordinates a virtual welcome meeting to assist with orientation, course navigation, and community connections.

Each new student is paired with a Learning Lab Coach or peer ambassador, often a student leader or former military-connected student, who helps the newcomer adjust academically and socially. The program addresses educational needs through individualized academic planning, including guidance on credit transfer, special education or 504 services, and college or career pathways. Social-emotional support is provided through access to counseling check-ins, participation in small group workshops, and invitations to community-building activities and field trips. Together, these coordinated efforts help ensure that military-connected students experience a smooth transition, ongoing support, and a genuine sense of belonging within Elite's virtual and hybrid learning community.

5. Military-connected family initiatives

As a non-classroom-based school, Elite Academic Academy celebrates and supports military-connected students and families through virtual and community-based initiatives that honor their unique experiences and contributions. Each April, during Month of the Military Child, and each November, during Military Family Month, the school hosts interactive webinars where students meet active-duty service members and veterans who share their personal stories, leadership lessons, and career paths. These sessions foster understanding, pride, and connection between students and the broader military community.

The school also recognizes military families across its social media platforms, highlighting their resilience and service through student and family spotlights. In addition, counselors incorporate themed activities into advisory sessions, encouraging reflection on perseverance, adaptability, and community service—values shared by military families. Elite plans to expand these efforts in 2026 by launching a "Voices of Service" digital storytelling project, inviting students to create multimedia tributes to honor family members in the armed forces. Through these initiatives, Elite ensures military-connected students are not only recognized but also celebrated as vital members of the school community.

6. Dedicated web page for military-connected families

Elite Academic Academy maintains a dedicated webpage to support and connect military-connected families: https://www.eliteacademic.com/military-families/. This page provides comprehensive, easily accessible information designed to ease the transition process for students and families relocating due to military service.

The webpage prominently features the contact information for Citlalli Lora, School Counselor and Purple Star Point-of-Contact, ensuring families can directly connect for personalized

support. Resources include guidance on enrollment and registration procedures, academic planning and credit transfer, and counseling services, along with links to community organizations and military family support networks such as the Military Child Education Coalition (MCEC) and San Diego County Office of Education (SDCOE) Military Family Resources.

The page is accessible from the school's homepage under "Student Support," ensuring visibility to both current and prospective families. Through this digital hub, Elite Academic Academy reinforces its commitment to creating a welcoming, informed, and connected environment for all military-connected students and their families.

7. School board support for military-connected families

Elite Academic Academy's Governing Board actively supports initiatives that recognize and serve military-connected students and families. One of our board members is the spouse of a recently retired U.S. Navy officer, bringing firsthand understanding of the challenges faced by military families and reinforcing the board's commitment to this work. The board plans to adopt a formal resolution of support during the 2025–26 school year to acknowledge the sacrifices and resilience of military-connected students and to celebrate Elite's participation in the California Purple Star School program. This resolution will be highlighted on the school's website and shared with families during Military Family Month to reaffirm the school's dedication to ensuring every military-connected student is welcomed, supported, and celebrated as part of the Elite community.

8. Additional supporting information

Elite Academic Academy is uniquely positioned to meet the needs of military-connected students through our personalized, flexible learning model that ensures no student ever feels "behind" when they join us—regardless of how many schools they've attended or what life transitions they've experienced. Our individualized academic plans allow students to start coursework immediately upon enrollment, receive one-on-one teacher support, and progress at a pace that matches their learning needs and family circumstances.

Because we operate as a non-classroom-based, relationship-driven school, students can continue their education seamlessly during relocations, deployments, or other changes common to military life. Each student is surrounded by a team that includes teachers, counselors, and Learning Lab coaches who provide consistent academic and social-emotional support. Our flexible scheduling, virtual options, and personalized approach make Elite Academic Academy an ideal choice for military families seeking both stability and excellence in education. Being designated a Purple Star School would recognize the intentional, student-centered design that already serves military-connected students with care, respect, and continuity.

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www.eliteacademic.com

November 5, 2025

To Whom It May Concern:

I am writing to you as the CEO of Elite Academic Academy, a non-classroom-based school dedicated to providing exceptional educational experiences to our diverse student body. It is with immense pride and a deep sense of responsibility that I endorse our school for the esteemed Purple Star School designation, an honor recognizing schools that demonstrate a commitment to supporting the unique needs of military-connected students and their families.

Our school, although operating beyond the traditional classroom setting, has been a beacon of support and understanding for military families. We have fostered an environment where these students, often facing challenges such as frequent relocations and parental deployments, receive not just education but a community that stands by them.

We have implemented several initiatives that align closely with the criteria for Purple Star recognition:

Dedicated Point of Contact: We have established a dedicated staff member who serves as the point of contact for military-connected families, ensuring their needs and concerns are addressed promptly and effectively.

Tailored Educational Programs: Understanding the unique educational challenges faced by military-connected students, our curriculum is designed to be flexible and adaptable. We offer a range of online and hybrid learning options to accommodate frequent moves and varied learning styles.

Resource Availability: Our school website hosts a dedicated section for military families, providing easy access to resources, support services, and community programs.

Transition Support: We facilitate smooth transitions for military-connected students through personalized orientation programs and consistent academic and emotional support.

Awareness and Training: Our staff is informed about the challenges military families face and the best practices for supporting them. This ensures a school culture that is not only aware but actively supportive of our military-connected students.

Recognition of Military Holidays and Events: Our school calendar thoughtfully incorporates recognition of significant military holidays and events, fostering a sense of belonging and respect for our military families.

At Elite Academic Academy, we believe that our non-classroom-based approach does not diminish our ability to support and honor our military-connected students; rather, it amplifies it. Our commitment to flexibility, personalized support, and a deep understanding of the military lifestyle positions us as an ideal candidate for the Purple Star School designation.

We are proud of our military students and their families and are dedicated to continuing our efforts to support them. Recognizing our school with this prestigious designation would not only validate our efforts but also inspire us to reach new heights in serving those who serve our country.

Thank you for considering our application for the Purple Star School designation. We look forward to the opportunity to join this distinguished community of schools that share our commitment to supporting military families.

Please note that, as a charter school, I serve as both principal and superintendent for the purposes of these programs.

Sincerely,



Ashlea Kirkland-Haynes, M.A., M.Ed.
CEO, Elite Academic Academy

Encl:
Course Exemption Policy for Military Families

Course Exemption Policy

Elite Academic Academy (hereafter referred to as "the school") is committed to providing equitable educational opportunities to all students, in accordance with the requirements outlined in California Education Code Section 51225.1. This policy establishes procedures for exempting specific groups of students from additional coursework requirements beyond the statewide coursework requirements specified in Section 51225.3.

Section 51225.1 Exemptions

(a) Exemption Criteria
The school shall enroll the student in the Alternative Graduation Path, which exempts the following categories of students from coursework and other requirements adopted by the governing body that are in addition to the statewide coursework requirements specified in Section 51225.3, provided that the student is not reasonably able to complete the school's graduation requirements in time to graduate by the end of their fourth year of high school:

1. Pupil in Foster Care
2. Pupil who is a Homeless Child or Youth
3. Former Juvenile Court School Pupil
4. Pupil who is a Child of a Military Family
5. Pupil who is a Migratory Child
6. Pupil Participating in a Newcomer Program in their third or fourth year of high school

(b) Fifth-Year Option
If the school determines that a student within the categories listed in subsection (a) is reasonably able to complete the school's graduation requirements within their fifth year of high school, the school shall:

1. Consult with the student and the person holding the right to make educational decisions for the student regarding the option to remain in school for a fifth year to complete the school's graduation requirements.
2. Discuss how staying for a fifth year may affect the student's admission to a postsecondary educational institution.
3. Provide information about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay for a fifth year upon agreement with the student, if the student is 18 years of age or older, or upon agreement with

the person holding the right to make educational decisions for the student if the student is under 18 years of age.
5. For students in foster care or homeless students, consult with the student and the person holding the right to make educational decisions for the student regarding the option to remain in the student's school of origin.

(c) Determining Third or Fourth Year
To determine whether a student is in their third or fourth year of high school, the school may consider factors such as the number of credits earned to the date of transfer, length of school enrollment, or age compared to the average age of students in the third or fourth year of high school.

(d) Timely Notification
Within 30 calendar days of a qualifying student's transfer into the school, the school shall notify the student, the person holding the right to make educational decisions for the student, and any relevant parties, as specified in subsection (d)(1)-(6), of the availability of the exemption and whether the student qualifies for an exemption.

(e) Graduation Before Fourth Year
If a qualifying student completes the statewide coursework requirements specified in Section 51225.3 before the end of their fourth year of high school and would otherwise be entitled to remain in attendance at the school, the school shall not require or request that the student graduate before the end of their fourth year.

(f) Consultation
The school shall consult with the qualifying student and the person holding the right to make educational decisions for the student. This consultation shall include discussions on:

1. How waived requirements may affect the student's postsecondary education or vocational plans.
2. Other available options, such as a fifth year of high school and possible credit recovery.
3. Consideration of the student's academic data and relevant information to make an informed decision regarding the exemption.

(g) Choice to Accept or Decline
Qualifying students shall not be required to accept the exemption, and they shall not be denied enrollment in or the ability to complete courses for which they are otherwise eligible, including courses necessary for admission to an institution of higher education.

(h) Exemption Revocation
The school shall not revoke the exemption once granted.

(i) Continued Exemption
The exemption shall continue to apply to qualifying students even after the specified conditions are no longer met while the student is enrolled in school or if the student transfers to another school.

(j) Complaint Procedures
Complaints of noncompliance with this policy may be filed with the school under the Uniform Complaint Procedures as outlined in Chapter 5.1 of Division 1 of Title 5 of the California Code of Regulations. Unsatisfied complainants may appeal to the department under the same regulations.

(k) Annual Reporting
The school shall report annually to the department on the number of students who graduated with an exemption from local graduation requirements. This data shall be disaggregated by cohort, student category, race, and disability status, and made publicly available as required.

(l) Reevaluation
If a student was initially found ineligible for an exemption but is later determined to meet the criteria in a subsequent academic year, the school shall reevaluate and notify the student, the person holding the right to make educational decisions for the student, and other relevant parties.

(m) Unaccompanied Youth
For unaccompanied youth, the "person holding the right to make educational decisions for the pupil" is the unaccompanied youth themselves.

(n) Discretionary Acceptance
Acceptance of the exemption is at the sole discretion of the person holding the right to make educational decisions for the student, or the student themselves if they meet specified criteria.

(o) Reporting Requirements

The school shall adhere to all reporting requirements outlined in Section 51225.1.

(p) Definitions

For definitions of terms used in this policy, refer to Section 51225.1(t) of the California Education Code.