

1000 Series Community Relations

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1010 Civility Policy

CIVILITY POLICY**Civility Policy**

School personnel, parents, and students are required to be civil in all of their interpersonal school-related interactions. Civility does not require unqualified agreement or conformity of opinion. An expression of disagreement or a discussion of a controversial viewpoint is not uncivil if such expression or discussion is appropriately and respectfully presented and does not disrupt a school-related activity.

For purposes of this policy, “to be civil” means to act with self-discipline in a courteous, respectful, and orderly way in every interpersonal communication and behavior with the goal of providing a safe and harassment-free environment for our students and staff while maintaining individual rights to freedom of expression. Examples of uncivil conduct include, but are not limited to, using an inappropriately loud voice; using profane, vulgar, or obscene words or gestures; belittling, jeering, or taunting; using personal epithets; using violent or aggressive gestures or body language; repeatedly and inappropriately interrupting another speaker; repeatedly demanding personal attention at inappropriate times; purposefully and inappropriately invading personal space; purposefully ignoring appropriate communications; wrongfully interfering with another person's freedom of movement; wrongfully invading another person's private possessions; or any other behavior that inappropriately disrupts school-related activities. In the event that any party is uncivil during a school-related activity, the following steps will occur:

Communicate - The party experiencing the uncivil behavior will communicate that the behavior is not civil and that the uncivil behavior must cease immediately.

End Activity/Meeting - If the uncivil party fails to correct the uncivil behavior as directed, the affected party shall end the activity/meeting.

Referral - The reporting party shall refer the situation to the school administration with a written summary of the uncivil behavior and how he/she responded.

Determination - If it is determined that uncivil behavior occurred, proper disciplinary action will be taken, which may include suspension or expulsion.

1015 Social Media Policy

SOCIAL MEDIA POLICY

Elite Academic Academy recognizes that social media can be a meaningful way for employees to connect with others, share experiences, and express personal views. At the same time, social media use carries responsibilities—particularly in a school setting where trust, professionalism, and student privacy are essential.

This policy is intended to provide guidance for responsible use of social media by all employees. It applies to all forms of online and electronic communication.

Scope and Definition

For purposes of this policy, “social media” includes any form of online communication or content sharing, including but not limited to blogs, personal websites, social networking platforms, discussion boards, forums, chat rooms, and other digital or electronic communication tools—whether or not affiliated with the Organization.

Professional Standards and Responsibility

The same principles and expectations that apply in the workplace also apply to online conduct. Employees are responsible for their social media activity and should exercise good judgment at all times. Online conduct that negatively affects job performance, the work environment, students, families, colleagues, or the Organization’s legitimate interests may result in corrective action.

Employees are encouraged to address work-related concerns through appropriate internal channels, including supervisors, Human Resources, or the Organization’s Open-Door Policy, rather than through public forums.

Employees are expected to communicate respectfully and professionally online. Posts or content that could reasonably be viewed as malicious, obscene, threatening, intimidating, harassing, discriminatory, or demeaning toward students, families, colleagues, or partners of the Organization are not permitted.

This includes content that could contribute to a hostile or unsafe environment or that undermines the trust placed in the Organization by students and families.

Be Honest and Accurate

Employees should strive to be truthful and accurate in all online communications. If an error is made, it should be corrected promptly. Employees should avoid speculation,

exaggeration, or sharing unverified information, particularly about the Organization, its employees, students, or families.

Employees should not spread rumors or misleading information related to the Organization or its operations.

Legal Compliance

Employees must comply with all applicable laws when using social media, including laws related to privacy, copyright, trademark, defamation, employment discrimination, and student data protections.

Confidentiality and Organization Information

Employees must protect confidential and proprietary information at all times. Social media must not be used to disclose confidential Organization information, internal communications, student information, or proprietary materials, including internal policies, procedures, or non-public operational details.

Student information or student work may not be shared under any circumstances unless expressly authorized and compliant with applicable privacy laws.

Representation of the Organization

Employees should express only their personal views on social media and must not represent themselves as speaking on behalf of the Organization unless expressly authorized.

If an employee's role at Elite Academic Academy is relevant to a post, the employee should clearly state that the views expressed are personal and do not represent the Organization. A disclaimer such as the following is recommended:

“The views expressed here are my own and do not necessarily reflect the views of my employer.”

Use of Social Media During Work Time

Employees should refrain from using social media during work time or on Organization-provided equipment unless such use is work-related and specifically authorized by a supervisor. Organization email addresses should not be used to create or manage personal social media accounts.

Employee and Applicant Rights

Nothing in this policy is intended to interfere with or restrict employee rights under the National Labor Relations Act, the California Labor Code, or other applicable federal or state laws protecting lawful workplace activity.

The Organization will not request or require employees or job applicants to disclose personal social media usernames or passwords, or to access personal social media accounts in the Organization's presence, except as permitted by law in connection with a legitimate investigation of misconduct or policy violations. Any such access, if permitted, will be limited strictly to the scope of the investigation.

The Organization will not retaliate against any employee or applicant for exercising rights protected under this policy or applicable law.

Employees are expected to comply with this policy as well as related policies governing electronic communications and technology use.

1020 Field Trip Policy

FIELD TRIP POLICY

Elite Academic Academy offers students opportunities to participate in both local and overnight field trips designed to enrich learning and build community. All trips are communicated through ParentSquare, and families are encouraged to submit ideas using the Elite Family Field Trip Idea Form.

Field trips are a privilege. To participate, students must: Be making satisfactory academic progress; Have current coursework submitted; Be in good standing with attendance and engagement expectations.

Students who do not meet these expectations may be required to remain with their teacher to complete assignments or may be temporarily removed from the trip roster. Eligibility may be reinstated once academic progress is verified by the Teacher of Record.

Permissions & RSVP

Parent/guardian approval is required for all students.

All students must submit a permission form for any field trip, including in-person meet-ups and drop-off events.

Many trips allow parents/guardians and Elite student siblings to attend; tickets must be purchased in advance.

For student-only events, families may either pay out of pocket or use Educational Funds (if eligible) after submitting the required permission form.

Siblings are not under EAA supervision and must be supervised by the parent/guardian at all times.

Tickets & Educational Funds

Families may typically purchase up to two adult tickets per event to prioritize student participation (exceptions will be noted on ParentSquare).

Educational Funds may be applied if the student is in good academic standing.

Families are responsible for any remaining balance not covered by Educational Funds.

Transportation

Transportation to and from field trips is the responsibility of parents/guardians. EAA does not provide transportation.

Volunteer Chaperones

Chaperones must be 18 years or older and complete the Elite Volunteer Application.

Required clearances include LiveScan and a TB test (within the past four years), completed specifically for Elite (outside LiveScans are not accepted). Mandated Reporter training must be completed and certificate on file with Elite Academic Academy Human Resources.

Volunteers are responsible for all associated costs.

To begin the process, contact: fieldtrips@eliteacademic.com

Student Conduct Expectations

In accordance with California Education Code Sections 35330–35332 and 48900, students are expected to maintain appropriate behavior at all school-sponsored events.

Students must:

Treat staff, chaperones, peers, and the public with respect

Follow all school rules and staff directions

Remain with their assigned group or chaperone at all times

Report safety concerns immediately

Wear appropriate attire aligned with school dress code

Use electronic devices only at designated times

Respect property and understand they may be financially responsible for damages

Students may not:

Possess, use, or be under the influence of weapons, tobacco, alcohol, drugs, or controlled substances

Overnight Trip Expectations

For overnight trips, students must also:

Remain in assigned rooms during designated times

Follow curfew and supervision expectations

Stay only in assigned rooms and not enter others' rooms

Maintain personal hygiene and responsibility for personal belongings

Disciplinary Consequences

Failure to meet behavior expectations may result in:

Removal from the trip and return home at the family's expense

Loss of future field trip privileges

School disciplinary action, up to and including suspension or expulsion, in accordance with Education Code 48900

Student Cell Phone Use

Effective July 1, 2026, in alignment with California law (AB 3216), EAA may limit or prohibit smartphone use during school-sponsored events.

Exceptions may be made for emergencies, staff-approved use, health-related needs, or IEP accommodations.

Cancellations & Refunds

Cancellation requests must be submitted at least 10 business days (2 weeks) prior to the event.

Late cancellations and no-shows are generally non-refundable.

1025 Uniform Complaint Policy

UNIFORM COMPLIANT POLICY**Uniform Complaint Procedure**

It is the policy of Elite Academic Academy (the “School”) to maintain a positive and productive working and educational environment. The School does not discriminate on the basis of disability, gender, gender identity, gender expression, nationality, national origin, ethnic group identification, age, mental disability, physical disability, medical condition, genetic information, marital status, race, color, ancestry, or ethnicity, religion, sex, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in California Penal Code section 422.55, in its programs and/or activities and provides equal access to the Boy Scouts and other designated youth groups. OCR Notice of Non-Discrimination for Title VI, IX, Section 504, Age Disc. Act and Boy Scouts Act. The School is primarily responsible to ensure that it is compliant with all applicable federal and state laws and regulations. There are some circumstances, however, when employees or students may take issue with other employees or students, or someone may believe that a violation of federal or state law is occurring in certain educational programs. The School encourages complainants to first address the issue with the other person directly using conflict resolution skills when possible.

Types of Complaints to be Filed Using the UCP

A complaint regarding the violation of specific federal and state programs that use categorical funds such as:

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education

Career Technical and Technical Education and Career Technical and
Technical Training Programs

Child Care and Development Programs

Compensatory Education

Consolidated Categorical Aid Programs

Course Periods without Educational Content

Discrimination, harassment, intimidation, or bullying against any protected group as identified under sections 200 and 220 and Section 11135 of the Government Code, including any actual or perceived characteristic as set forth in Section 422.55 of the Penal Code, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.

Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families, pupils formerly in Juvenile Court now enrolled in a school district, pupils who are migratory, and pupils participating in a newcomer program.

Every Student Succeeds Act

Local Control and Accountability Plans (LCAP)

Migrant Education

Physical Education Instructional Minutes

Pupil Fees

Reasonable Accommodations to a Lactating Pupil

Regional Occupational Centers and Programs

School Plans for Student Achievement

Schoolsite Councils

State Preschool

State Preschool Health and Safety Issues in LEAs Exempt from Licensing

And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) or designee deems appropriate.

Dissemination

The School will send to students, employees, parents or guardians of its students, school advisory committees, and other interested parties a notice of rights under this policy on an annual basis. Upon request, a copy of this policy will be made available free of charge and is also available on the School's website.

1035 Access to Public Records Policy

ACCESS TO PUBLIC RECORDS POLICY

Board Policy: Public Records Act Request Fee

Policy Number: 20230730

Effective Date: 8.3.2023

I. Purpose

The purpose of this policy is to establish guidelines for charging a reasonable fee for the provision of digital copies in response to Public Records Act (PRA) requests made to Elite Academic Academy (referred to as "the charter"). This policy ensures compliance with the California Public Records Act (Government Code Section 6250 et seq.) while promoting transparency and the efficient processing of public records Requests.

II. Definitions

- A. A. Public Records Act (PRA): Refers to the California Public Records Act, which provides members of the public with the right to access and obtain copies of public records maintained by government agencies, subject to certain exemptions and limitations.
- B. Digital Copy: Refers to an electronic reproduction of a public record provided in response to a PRA request. Digital copies may include but are not limited to, PDF files, scanned images, or other electronic formats.

III. Fee for Digital Copies

- A. General Fee Structure: The Charter shall charge a reasonable fee for providing digital copies of public records requested under the PRA. The fee for each digital copy shall be set at \$0.10 (ten cents) per page.
- B. Calculation of Fee: The fee shall be calculated based on the number of pages in the requested digital copy, rounded up to the nearest whole page. If a requested record is not paginated, the fee shall be based on the estimated number of pages as determined by the Charter..

- C. Waiver or Reduction of Fee: The Charter recognizes that there may be circumstances in which the imposition of the full fee may cause an undue burden on the requester. In such cases, the Charter may consider waiving or reducing the fee on a case-by-case
- D. DocuSign Envelope ID: 4F79A80A-0E0E-4AC3-97D1-19C1755B6360 basis, taking into account factors such as the requester's ability to pay, the public interest served by the request, and any other relevant considerations.
- E. Payment of Fee: The requester shall be responsible for payment of the applicable fee prior to the release of the requested digital copies. The Charter may require payment to be made by check, or other acceptable forms of payment as determined by the Charter.

IV. Fee Schedule Disclosure

- A. Publicly Available Fee Schedule: The Charter shall make its fee schedule for digital copies of public records available to the public. The fee schedule shall be posted on the Charter's official website, prominently displayed at Charter offices, and provided to requesters upon request.
- B. Notice in Response to PRA Requests: In its response to a PRA request, the Charter shall include a clear and conspicuous notice informing the requester of the applicable fee for digital copies and payment instructions.

V. Review and Revision

This policy shall be reviewed periodically to ensure its continued relevance and compliance with applicable laws and regulations. Any necessary revisions or updates shall be proposed to the Elite Academic Academy Board of Directors for approval.

VI. Severability

If any provision of this policy or its application to any person or circumstances is held invalid, the remainder of the policy or the application of the provision to other persons or circumstances shall not be affected.

3000 Series: Business/Non-Instructional

3010 Fiscal Control Policy

FISCAL CONTROL POLICY

1. Purpose

The Board of Directors adopts this Fiscal Control Policy to ensure public funds are used effectively to support the school's mission, maintain fiscal stability, and comply with all applicable laws. This policy establishes the Board's governance framework while delegating day-to-day operations to management. Detailed procedures are contained in the Board-adopted *Fiscal Policies and Procedures* (FY 2025-26) for Lucerne and Mountain Empire.

2. Legal Authority and Compliance

The school shall comply with the California Education Code (including §§ 47600 et seq., 51747–51749.3, and 47612.5 for nonclassroom-based programs), CSAM, GAAP (accrual basis), LCFF, federal grants (2 CFR 200), and authorizer requirements. As a nonclassroom-based charter school, the school shall maintain records demonstrating compliance with State Board of Education (SBE) funding determination criteria.

3. Board Responsibilities and Oversight

The Board retains ultimate fiscal responsibility and shall:

- Approve the annual balanced, LCAP-aligned budget (by June 30 or earlier if required).
- Review monthly financial packets, budget-to-actual variances, cash-flow forecasts, multiyear projections, interim reports, unaudited actuals, audited financials, and monthly check registers.
- Approve contracts/expenditures exceeding established thresholds, debt, and significant budget amendments.
- Select the independent auditor and review the annual audit report, findings, and corrective actions.
- Review and approve this policy and the *Fiscal Policies and Procedures* annually.
- Ensure conflict-of-interest compliance (Gov. Code § 1090, FPPC, Form 700). Board members with a financial interest shall disclose and recuse.

4. Delegation of Authority

The Board delegates day-to-day management to the CEO (with CFO and back-office support). Approval thresholds and segregation of duties are detailed in Exhibit A and the Segregation of Duties Matrix. No single individual controls all aspects of a financial transaction.

5. Budget, Monitoring, and Fiscal Health

A balanced budget shall be developed collaboratively. The school shall maintain multiyear projections and monitor performance monthly. Prudent reserves shall be maintained (FCMAT guidance: minimum 5% of expenditures, building toward 3+ months operating cash). Significant variances require Board approval.

6. Financial Reporting and Transparency

Monthly internal reports (income statement, balance sheet, cash flow, reconciliations) shall be prepared. Required external filings (interims, unaudited actuals, audited financials) shall be submitted timely.

7. Internal Controls and NCB-Specific Controls

High-level internal controls (purchases, banking, payroll, assets) are set forth in Exhibit A. For nonclassroom-based operations, the school shall maintain accurate attendance records (time-value-of-work method), comply with SBE funding criteria (40%/80%/pupil-teacher ratio), and ensure annual audit verification.

8. Audits and Fiscal Health Monitoring

An annual independent audit (GAAP/Yellow Book) shall be conducted. The CEO shall present findings to the Board. FCMAT fiscal health indicators shall be used for ongoing monitoring.

9. Fraud Prevention and Ethics

Fraud, waste, or abuse is prohibited. Suspected issues shall be reported per the Whistleblower Policy.

10. Policy Review and Training

This policy and Exhibit A shall be reviewed annually. Staff with fiscal duties shall receive training. Amendments require Board approval.

3015 Investment Policy

INVESTMENT POLICY

1. Purpose

The Board adopts this Investment Policy to safeguard public funds, ensure liquidity for operations, and maximize yield within prudent risk parameters, consistent with FCMAT best practices and California law.

2. Investment Objectives (in priority order)

1. **Safety** – Preservation of principal is paramount.
2. **Liquidity** – Funds must be available to meet operating needs.
3. **Yield** – Reasonable return consistent with safety and liquidity.

3. Authorized Investments

Funds shall be deposited or invested only in:

- Federally insured checking/savings accounts.
- Non-speculative, federally-backed instruments.
- Standard money market accounts.
- Other investments permitted under Government Code § 53601 (if Board-approved).

Speculative or high-risk investments (e.g., stocks, derivatives) are prohibited.

4. Authority and Oversight

The Board authorizes the CEO and CFO to manage investments within this policy. Any investment outside the authorized list requires prior Board approval. Monthly investment reports (including balances, yields, and compliance) shall be included in the financial packet presented to the Board.

5. Review and Reporting

This policy shall be reviewed annually. The school shall comply with all CDE, authorizer, and audit requirements for investment reporting.

3115 General Terms and Conditions Purchase Order

GENERAL TERMS AND CONDITIONS PURCHASE ORDER

1. Purpose

This policy establishes the standard General Terms and Conditions that apply to all Purchase Orders (POs) issued by the school to ensure compliance, protect public funds, and clarify vendor obligations.

2. Applicability

All POs are governed by these terms in addition to the specific PO details, the school's Fiscal Policies and Procedures, and applicable law. Acceptance of a PO constitutes acceptance of these terms.

3. Key Terms (Summary – Full language incorporated by reference from operational procedures)

- **Governing Law:** California law.
- **Pricing & Payment:** Prices are firm; payment terms per PO (net 30 unless otherwise stated).
- **Delivery & Acceptance:** Goods/services must meet specifications; inspection and acceptance required.
- **Warranties:** Vendor warrants title, quality, and compliance with all laws.
- **Insurance & Indemnification:** Vendor must maintain required insurance and indemnify the school.
- **Termination:** School may terminate for convenience or cause.
- **Compliance:** Vendor must comply with all federal/state laws, including conflict-of-interest and fingerprinting where applicable.

4. Authority

The CEO or designee issues POs consistent with BP 3010 and the *Fiscal Policies and Procedures*. Board approval is required for POs/contracts exceeding \$10,000 (or as specified).

Full detailed terms are maintained in the school's purchasing system/procedures and shall be provided to vendors with every PO.

3020 Purchasing Card Fiscal Policy

PURCHASING CARD FISCAL POLICY

1. Purpose

The Board of Directors authorizes the use of purchasing cards through the Bill.com Spend & Expense platform to facilitate efficient, controlled discretionary purchases while preserving the integrity and security of the school's primary operating checking account. The main checking account maintains a limited list of authorized vendors that can initiate withdrawals; therefore, the school requires that all eligible discretionary purchases be made using the Bill.com Spend & Expense debit cards issued to authorized personnel. All purchasing activity (invoices via Bill.com Accounts Payable and discretionary purchases via Spend & Expense) is routed through the Bill.com platform to maintain strong internal controls, segregation of duties, and auditability.

2. Scope and General Rules

- Bill.com Spend & Expense cards are the preferred and required method for discretionary school-related purchases.
- Cards are to be used exclusively for purchases that directly support the lawful, mission-aligned operation of the charter school.
- Any use not tied to the school's educational mission, fiduciary responsibilities, or administrative obligations—including personal expenses, non-essential purchases, or items lacking clear operational relevance—is strictly prohibited, regardless of intent or reimbursement.
- Misuse of a card may result in disciplinary action, up to and including termination, and full repayment of unauthorized amounts.
- Debit cards issued through Bill.com are the only purchasing cards authorized under this policy. Traditional credit cards or other payment methods are not permitted unless expressly approved by the Board.

3. Issuance, Limits, and Pre-Approval

- Access to a Bill.com Spend & Expense card is restricted to pre-approved personnel whose work duties require occasional organizational spending.
- Spending limits and card issuance are managed by the Chief Financial Officer (CFO) under the direction and authorization of the Chief Executive Officer (CEO).
- All purchases must be pre-approved by the CEO. This is operationalized through Bill.com's budgeting mechanism, which defaults to a \$0 balance. Cardholders must submit a funding request within the Bill.com platform prior to making any purchase. CEO approval and allocation of funds to a specific budget constitutes pre-approval.

- In limited cases, the CEO may pre-authorize a discretionary spending allowance for a specific purpose and time-limited period, supported by written authorization.

4. Documentation and Reconciliation Requirements

- Following any transaction, cardholders are required to:
 - Upload the itemized receipt (or other printed documentation from the vendor);
 - Provide justification for the purchase;
 - Assign the correct budget or program tag; and
 - Select a preliminary expense category.
- This documentation must be completed within seven (7) calendar days of the transaction. Failure to comply will result in suspension of the cardholder's access.
- Cardholders are responsible for initial categorization; the CFO retains sole authority for final coding and reconciliation within the organization's accounting software. All final coding is subject to CEO review and approval.
- All transactions are reviewed monthly by the CFO (or designated agent) and manually synchronized into the accounting system. Reconciliations and audits of card activity are conducted monthly by the CFO and submitted to the CEO for final oversight and approval.

5. Board and Executive Oversight

- The Board delegates day-to-day administration of the purchasing card program to the CEO and CFO, subject to the detailed procedures in the Board-adopted *Fiscal Policies and Procedures* for Lucerne and Mountain Empire.
- Monthly card activity reports are included in the financial packet presented to the Board.
- The CEO and CFO shall ensure ongoing compliance with internal controls, segregation of duties (as documented in the Segregation of Duties Matrix), and all state and federal requirements.

6. Policy Review and Amendments

This policy shall be reviewed annually by the Board (or upon any material change in operations or law). Amendments require Board approval.

3125 Intraorganizational Loan Policy

INTRAORGANIZATIONAL LOAN POLICY

1. Purpose

The Board authorizes intraorganizational loans (or due-to/due-from transactions) between related charter school entities under the same governing board to manage temporary cash-flow needs while ensuring transparency, accountability, and auditability (per FCMAT guidance).

2. Policy Statement

Loans may be made only:

- From one school entity with surplus funds to another experiencing a temporary shortfall.
- With prior written Board approval.
- Documented by a formal intraorganizational loan agreement that includes amount, purpose, repayment terms, interest (if any), and signatures.

3. Restrictions

- No loans to third parties.
- Transactions must be recorded properly in the general ledger.
- Loans shall be repaid as soon as feasible and reconciled annually.
- All loans are subject to annual audit review.

4. Oversight

The CFO shall maintain records of all intraorganizational loans and include them in monthly/annual financial reporting to the Board.

3130 Document Retention Policy

DOCUMENT RETENTION POLICY

1. Purpose

The Board adopts this policy to ensure compliance with California Code of Regulations, Title 5, §§ 16020–16028 and all federal requirements for the retention, storage, and destruction of records.

2. Classification and Retention

Records shall be classified as:

- **Class 1 – Permanent:** Retained indefinitely (e.g., board minutes, annual audits, financial ledgers).
- **Class 2 – Optional:** Retained until no longer useful.
- **Class 3 – Disposable:** Destroyed after the required retention period (detailed schedule in the *Fiscal Policies and Procedures* and CSAM).

Fiscal records (e.g., bank statements, invoices, payroll) follow CDE minimums (typically 3–7 years).

3. Procedures

- Electronic and physical records shall be stored securely with backups.
- Destruction requires documentation and Board/CEO approval where required.
- Public records requests shall be handled per the California Public Records Act.

The *Fiscal Policies and Procedures* contains the detailed retention schedule. This policy shall be reviewed annually.

3145 Disposal of Surplus, Obsolete Policy

DISPOSAL OF SURPLUS, OBSOLETE POLICY**1. Purpose**

The Board establishes procedures for the proper disposal of surplus, obsolete, or unneeded books, equipment, supplies, and other personal property to avoid unnecessary storage costs and comply with law.

2. Determination and Approval

The CEO or designee shall identify surplus property and present it to the Board with estimated value and recommended disposal method. The Board shall declare the property surplus.

3. Disposal Methods

Property may be:

- Sold (to highest responsible bidder, public auction, or sealed bids).
- Donated to another public/non-profit educational entity (with donee independence and receipt).
- Destroyed/disposed of if no value.

Federal grant-funded property follows additional rules (34 CFR 80.32). Proceeds shall be deposited into the General Fund.

4. Capitalization/Depreciation Reference

Assets are capitalized at \$5,000+ per the *Fiscal Policies and Procedures*. Disposal shall be recorded in the general ledger and fixed-asset inventory updated.

3155 Scholarship Program Policy

SCHOLARSHIP PROGRAM POLICY

1. Purpose

The Board may establish or support scholarship programs to recognize student achievement, support educational opportunities, or assist with specific program costs consistent with the school's mission and non-tuition-based charter status.

2. Administration

- Scholarships shall be funded only from allowable sources (e.g., donations, fundraising, grants) and shall not supplant public funds for core educational services.
- Eligibility, selection criteria, amounts, and application processes shall be developed by the CEO/designee and approved by the Board.
- Awards shall be merit-based, need-based, or program-specific and free of discrimination.

3. Oversight and Compliance

- All scholarships require Board approval (or CEO approval within Board-established limits).
- Recipients shall provide documentation of use (if required).
- Records of all awards shall be maintained per the Document Retention Policy.
- The program shall be reviewed annually for effectiveness and compliance.

Data Retention

Board Policy: Student Digital Accounts and Data Retention

The Board of Directors recognizes the importance of providing digital tools, including email and cloud storage services, to support student learning and instruction. The Board also acknowledges its legal responsibility as a Local Educational Agency (LEA) to protect student privacy, maintain network security, comply with state and federal record retention mandates, and manage school resources responsibly.

The Chief Executive Officer (CEO) or designee shall establish procedures governing the creation, maintenance, data transfer, and deletion of student digital accounts, including school-issued Google Workspace for Education accounts (Gmail, Google Drive, and associated application data).

Student digital accounts and the files stored within them are provided solely for educational purposes. Upon a student's graduation, completion, or withdrawal from the school, access to digital accounts shall be revoked and account contents disposed of in accordance with school administrative regulations, contractual obligations, and state and federal laws.

(cf. 5125 - Student Records)

(cf. 6163.4 - Student Use of Technology)

Administrative Regulation: Student Digital Accounts and Data Retention

AR 5125.4 — Students

1. Classification and Scope of Digital Records

Digital files created, sent, or stored within school-issued Google Workspace accounts (including Google Drive, Gmail, and Google Classroom) are presumed to be **Permitted Pupil Records** under 5 CCR § 432(b)(3), unless specific content qualifies under a different regulatory tier:

- **Mandatory Permanent Pupil Records:** Indefinitely retained records (e.g., official transcripts, graduation dates) stored in the primary Student Information System (SIS).
- **Mandatory Interim Pupil Records:** Substantive educational, disciplinary, special education, or assessment records required to be retained for designated statutory periods (5 CCR § 432(b)(2)).

- **Permitted Pupil Records:** Routine coursework, informal communications, and student-generated drafts that have limited ongoing educational usefulness (5 CCR § 432(b)(3)).

Pre-Purge Review Requirement: Prior to account deletion, staff shall review and transfer any Mandatory Permanent or Mandatory Interim records housed within a student's Google account into the student's cumulative folder or SIS.

2. Account Deprovisioning and Data Deletion Timelines

Consistent with 5 CCR § 437(d) governing Permitted Pupil Records:

- **Standard Deletion Window:** All student Google Workspace accounts and associated data shall be permanently deleted **six (6) calendar months** following the effective date of the student's graduation, program completion, disenrollment, or withdrawal.
- **Harmonized Timeline:** Graduating seniors and early-withdrawing students are subject to the same six-month post-separation threshold to ensure complete regulatory compliance.

3. Student Control of Content and Data Export Notice

In accordance with Education Code § 49073.1:

- **Student-Generated Content Rights:** Departing students retain possession and control of their pupil-generated content (e.g., essays, digital portfolios, personal projects) created within the Google Workspace environment.
- **Notice Protocol:** At least thirty (30) days prior to graduation or upon official withdrawal processing, the school shall provide instructions for exporting files (e.g., Google Takeout, Google Transfer).
- **Adult Students:** Notifications and records rights for students who have reached eighteen (18) years of age shall be directed solely to the adult student, pursuant to 5 CCR § 431 and FERPA.

4. Mandatory Exceptions Halting Deletion (Litigation Holds & Records Requests)

Account deletion **must be immediately suspended** under the following circumstances:

1. **Pending FERPA Inspection Requests:** No account data shall be destroyed if an outstanding request to inspect and review student records exists under 34 CFR § 99.10(e).
2. **California Public Records Act (CPRA) Requests:** Deletion is paused for any account containing emails or documents responsive to a pending request under Government Code § 7920.000 et seq.

3. **Litigation Holds & Anticipated Disputes:** If an account's contents are relevant to active or reasonably anticipated litigation, administrative hearings, or special education due process proceedings, the CEO or designee shall issue a hold to preserve all data.

5. Special Education Records Protocol (IDEA)

Under 34 CFR § 300.624, parents/guardians (or adult students) must be informed when personally identifiable information (PII) collected or maintained for special education services is no longer needed to provide educational services. If special education work samples, progress monitoring logs, or IEP data are stored in Google Drive, the school must issue formal written notice before account deletion.

California Charter LEA Legal References

- **5 CCR §§ 430–438:** California Code of Regulations governing Pupil Records classification, retention, and destruction.
- **Education Code § 47605:** Charter Schools Act provisions governing charter school operations and LEA responsibilities. (*Note: Delete § 47605.6 unless county-authorized*).
- **Education Code § 49060 et seq.:** General provisions governing privacy and retention of pupil records.
- **Education Code § 49073.1:** Statutory requirements for cloud-based software contracts, student data privacy, and pupil-generated content retention.
- **Government Code § 7920.000 et seq.:** California Public Records Act (CPRA).
- **34 CFR § 99.10(e):** FERPA prohibition on destroying records subject to pending inspection requests.
- **34 CFR § 300.624:** IDEA notification requirements prior to destruction of special education records.

4000 Personnel Services Concepts and Roles

4015 Equal Employment Opportunity Policy

Personnel Services Concepts and Roles

4015-EAA

EQUAL EMPLOYMENT OPPORTUNITY POLICY

The Organization is an equal opportunity employer and makes employment decisions based on merit. We seek to attract, develop, and retain the best available employees for every position.

The Organization prohibits unlawful discrimination based on actual or perceived race (including natural hairstyle, hair texture, and protective hair styles such as braids, locks, and twists), color, creed, gender, gender identity, gender expression, transgender status, pregnancy or related medical conditions, childbirth or related medical conditions, breastfeeding or related medical conditions, religion (including religious dress and grooming practices), marital status, registered domestic partner status, military and veteran status, age (40 and above), reproductive health decisions, national origin or ancestry (including language use and possession of a driver's license), citizenship, physical or mental disability (including HIV and AIDS), medical condition (including cancer or a record or history of cancer), genetic characteristics, genetic information, sexual orientation, status as a victim of crime, protected medical leaves (including leave under the Family and Medical Leave Act or the California Family Rights Act), domestic violence victim status, political affiliation, off-duty cannabis use away from the workplace, employer-required drug screening tests that detect non-psychoactive cannabis metabolites in hair, blood, urine, or other bodily fluids, or any other status protected by applicable federal, state, or local law.

The Organization also prohibits unlawful discrimination based on the perception that an individual possesses any of the above characteristics or is associated with a person who has or is perceived to have any such characteristic.

The Organization is committed to full compliance with all applicable laws governing equal employment opportunity. This commitment applies to all aspects of employment and to all individuals involved in Organization operations, including applicants, employees, interns, and volunteers. Unlawful discrimination by any employee of the Organization, including supervisors or coworkers, is strictly prohibited.

4025 Tuberculosis Risk Assessment and Examination

Personnel Services Concepts and Roles 4025-EAA

TUBERCULOSIS RISK ASSESSMENT AND EXAMINATION

Following the acceptance of an offer of employment (i.e. a signed contract/offer letter), the Organization reserves the right to conduct drug screen tests, tuberculosis (TB) risk assessments, and/or tuberculosis (TB) tests, as part of the pre-employment process; and require an employee's participation in a health examination to determine the employee's ability for performing their essential job functions.

Following the extension of a conditional job offer, specific positions may require successful pass of a drug/alcohol screen and a job-related physical examination by a physician selected by the Organization before reporting to work. Testing requirements are fully set forth in the conditional offer of employment to the prospective employee well in advance of the start date.

The Organization will not use or rely on the results of a drug screening test that has found individuals to have non-psychoactive cannabis metabolites in their hair, blood, urine, or other bodily fluids.

The results of any health examination, tuberculosis (TB) risk assessment or test, or drug testing shall be kept confidential by the Organization subject only to legitimate requests for information from appropriate governmental agencies. The Organization is not liable for lab error.

The organization will reimburse the employee for any "out of pocket" fees, above the employee's medical insurance, for any of the above referenced required state testing.

4045 Professional Boundaries Policy

Personnel Services Concepts and Roles 4045-EAA

PROFESSIONAL BOUNDARIES POLICY

Elite Academic Academy is committed to creating a safe, supportive, and professional learning environment where students can thrive and where trust between families, students, and staff is honored. This policy is intended to guide all faculty and staff in maintaining appropriate professional boundaries that reflect the high standards of care, integrity, and responsibility required of Organization employees.

Staff members hold positions of trust and influence. Crossing or blurring professional boundaries within a student–staff relationship—whether intentionally or unintentionally—can undermine that trust and may be perceived as an abuse of power. For this reason, all interactions with students must remain professional, transparent, and aligned with the Organization’s mission and values.

Organization staff are expected to interact with students in ways that support learning, safety, and well-being. Each employee is responsible not only for complying with this policy as written, but also for honoring its intent by exercising sound professional judgment and avoiding situations that could reasonably raise concerns for students, families, colleagues, or Organization leadership.

This policy is not intended to discourage positive, supportive relationships between staff and students. Meaningful, caring interactions are foundational to learning. Rather, this policy exists to prevent relationships or behaviors that could lead to, or be perceived as, inappropriate conduct. Employees should be mindful that actions which may seem harmless from an adult perspective can be misinterpreted by students or parents. When students initiate inappropriate behavior or situations, staff members are expected to respond professionally and report the incident promptly.

Maintaining clear boundaries protects students, staff, and the Organization. Disagreement with the wording or intent of these boundaries does not exempt an employee from compliance. All employees are expected to understand and apply this policy consistently.

Required Boundaries

Employees must:

- Use only Organization-approved communication methods when interacting with students.
- Ensure all one-on-one meetings with students occur in visible, interruptible, or approved locations.
- Keep electronic communication with students professional, school-related, and accessible to supervisors when requested.

- Maintain physical contact with students only when it is appropriate, limited, and directly related to an educational or safety purpose.
- Notify a supervisor when a situation involving a student could reasonably be perceived as a boundary concern.

Prohibited Conduct

Employees may not:

- Engage in private, secretive, or personal communication with students, including texting, messaging apps, or social media on personal accounts.
- Meet alone with a student in non-visible or isolated locations.
- Transport students in personal vehicles unless expressly authorized in writing by administration.
- Give individual gifts, favors, or special privileges to a student unless part of an approved program.
- Socialize with students outside of school-related activities without prior administrative approval.
- Engage in physical contact that could be perceived as intimate, excessive, or unrelated to a legitimate educational purpose.
- Engage in grooming behaviors, favoritism, or conduct that creates the appearance of an inappropriate relationship.
- Use personal devices, personal email, or personal social media accounts to communicate with students.

Violations of these boundaries may result in disciplinary action, up to and including termination, and may be reported to law enforcement or licensing agencies as required by law.

4040 Corporal Punishment Policy

Personnel Services Concepts and Roles 4040-EAA

CORPORAL PUNISHMENT POLICY

Elite Academic Academy Corporal Punishment Policy

Elite Academic Academy (“Elite” or “Charter School”) adopts this Corporal Punishment Policy to establish that corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include the use of reasonable and necessary force by an employee to protect themselves, students, staff, or other persons, or to prevent damage to property.

For clarification purposes, the following examples are provided for guidance to all Elite Academic Academy employees and personnel:

A. Examples of PERMITTED Actions

1. Stopping a student from fighting with another student;
2. Preventing a student from committing an act of vandalism or damaging property;
3. Protecting oneself from physical injury or assault by a student;
4. Requiring a student to relinquish a weapon or dangerous object;
5. Participating in group calisthenics, team drills, physical education activities, or voluntary recreational activities.

B. Examples of PROHIBITED Actions (Corporal Punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of discipline or control;
2. Requiring students to perform push-ups, run laps, or engage in other physically painful or uncomfortable activities as punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise intentionally causing physical pain to a student.

Any employee who violates this policy may be subject to disciplinary action, up to and including termination of employment, in accordance with School policies and applicable law.

4050 Whistleblower Policy

Personnel Services Concepts and Roles

4050-EAA

WHISTLEBLOWER POLICY

The Organization is committed to integrity and ethical behavior. The Organization thus encourages employees and affiliated non-employees (such as a board member) of the Organization (collectively, "Persons") who reasonably believe that they are aware of any actual or suspected violation of a federal or state law, or of a local rule or regulation (each, a "violation"), to report any such violation, without any fear of retaliation, discrimination, or harassment with respect to their employment or affiliation. This policy does not replace or supersede the Organization's Harassment, Discrimination, and Retaliation Prevention Policy (Section 1.6 above), other grievance procedures and any relevant local, state and/or federal laws governing whistleblowing applicable to the Organization. Such policies, procedures and laws are important components of the Organization's commitment to providing a professional work environment.

Prohibition: Reporting in Good Faith. The Organization strictly prohibits any retaliation, discrimination, or harassment against any person who reports what the employee reasonably believes to be violations of a federal or state law, or of a local rule or regulation. This includes non-retaliation against an employee because a family member of the employee has engaged in or perceived to have engaged in a protected whistle-blowing activity. The Organization will not retaliate against any person who participates in an investigation of such complaints. The Organization also strictly prohibits any retaliation or harmful action against any person on the basis that the person provided truthful information to law enforcement authorities relating to the violation (or possible violation) of any federal or state law.

No Retaliation. The Organization will not retaliate, discriminate, harass, or cause adverse employment consequences against a Person who discloses, or may disclose (or who the Organization believes disclosed or may disclose) information regarding alleged violations to (i) a law enforcement or government agency, (ii) an employee with authority over the Person, or (iii) an employee who has authority to investigate, discover or correct the violation. Any employee within the Organization who retaliates against a Person who in good faith has reported a claim or has cooperated or participated in the investigation of a violation is subject to discipline, including termination of employment with the Organization. If a person believes that they (or someone else) are suffering from harassment, retaliation or other adverse employment/affiliation consequences as a result of reporting a violation or having cooperated in the investigation of a violation, such individual should contact such officer of the Organization as designated below.

Report Procedure. A person who becomes aware of any act or behavior described above is encouraged to report such incidents immediately to the Chief Executive Officer of the Organization ("CEO"). Reports may be provided in writing or in person. Reports should be as

complete as possible, including the details of the incident(s), names of the individual(s) allegedly involved, date(s), and the name(s) of any witness(es).

You may send the report or complaint by letter (which may be anonymous, at your discretion) to the CEO of the Organization, in a sealed envelope marked "Confidential" at the following address:

43414 Business Park Drive Temecula, CA 92590

If the subject of the report involves the Chief Executive Officer of the Organization, you should report your concern directly to Blank Rome, our Corporate General Counsel, at the Elite Academic Academy Corporate Administration Office.

Investigation and Confidentiality. The Organization will promptly investigate the complaint and will endeavor to protect the privacy and confidentiality of all parties involved, to the maximum extent possible, consistent with the Organization's obligations to conduct a thorough investigation, to comply with all applicable laws, and/or to cooperate with law enforcement authorities. The Organization will explore anonymous allegations to the extent possible but will weigh the prudence of continuing such investigations against the likelihood of confirming the alleged facts or circumstances from attributable sources. If necessary, legal counsel and/or an independent auditing firm will be involved in any investigation. Corrective action will be taken at the conclusion of the investigation if necessary.

The Organization's employees should be aware that certain violations of the Organization's policies and practices could subject the Organization and/or the individual(s) involved to civil and/or criminal penalties. Before issues or behavior rise to that level, employees are encouraged to report to the designated officer of the Organization any violation of federal or state law, or local rule or regulation, or any retaliation related to such reports.

4035 Mandated Reporter-Child Abuse Policy

Personnel Services Concepts and Roles 4035-EAA

Mandated Reporter - Child Abuse Policy

In conformance with the requirements of the Penal Code 11165.7, any district employee who has knowledge of or observes a child in his/her professional capacity or within the scope of his/her employment, whom he/she knows or reasonably suspects has been a victim of child abuse, shall report the known or suspected instance of child abuse to the Sheriff and/

or child protective agency immediately, or as soon as practically possible, by telephone; and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident. The mandated reporting duties are required of the individual and cannot be delegated to another individual except under circumstances set forth in Penal Code 11166.

For this reporting procedure and the Penal Code 11166.1, "reasonable suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like situation, drawing when appropriate on his or her training and experience, to suspect child abuse.

Definitions

1. "Child Abuse" includes the following:
 - a. A physical injury inflicted by other than accidental means on a child by another person.
 - b. Sexual abuse of a child.
 - c. Willful cruelty or unjustifiable punishment of a child, or willfully inflicting unjustifiable physical pain or mental suffering, or failure to safeguard a child from these injuries when the child is under a person's care or custody.
 - d. Unlawful corporal punishment or injury resulting in a traumatic condition.
 - e. Neglect of a child or abuse in out-of-home care.
2. "Mandated Reporters" are those people defined by law as "child care custodians," "health practitioners," "child visitation monitors," and "employees of a child protective agency." Mandated reporters include virtually all school employees. The following school personnel are required to report:
 - a. Teachers, administrators, supervisors of child welfare and attendance, certificated pupil personnel employees, school psychologists, licensed

nurses, counselors, and instructional aides or other classified employees trained in child abuse reporting.

3. "Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation
4. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the director, or the director's designee, as soon as possible after the initial verbal report by telephone.

Notified administrators shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law and school regulations. At the mandated reporter's request, the director may assist in completing and filing these forms.

If the mandated reporter does not disclose his/her identity to a director, he/she shall provide or mail a copy of the written report to the school without his/her signature or name.

Legal Responsibility and Liability

1. According to P.C. 11166 [c], if a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she is guilty of a misdemeanor punishable by confinement in jail for up to six months, a fine of up to \$1,000, or both. If the mandated reporter intentionally conceals his or her failure to report an incident known by the mandated reporter to be abuse or severe neglect, the failure to report is a continuing offense until a county designated agency to receive mandated reports specified in P.C. 11165.9 discovers the offense.
2. Any supervisor or administrator who violated P.C. 11166 [1], which prohibits impeding others from making a report, shall be punished by not more than 6 months in county jail or by a fine of not more than \$1,000, or both.
3. Any mandated reporter who willfully fails to report abuse or neglect, or any person who impedes or inhibits a report of abuse or neglect, where the abuse or neglect results in death or great bodily injury, shall be punished by not more than 1 year in county jail or by a fine of not more than \$5,000, or both (P.C. 11166.01 [b]).
4. No mandated reporter shall be civilly or criminally liable for any report required or authorized unless it can be proven that a false report was made and the person knew that the report was false or was made with reckless disregard of the truth or falsity of the report. Any person who makes a report of child abuse or neglect known to be false or with reckless disregard of the truth or falsity of the report is liable for any damage caused (P.C. 11172 [a]). When two or more persons who

are required to report have joint knowledge of a suspected instance of child abuse, and when they so agree, the telephone report may be made by either of them, and a single report made and signed by that person. However, if any person who knows or should know that the designated person failed to make the report, that person then has a duty to do so.

Child Protective Services Hotlines

1. Los Angeles County: 800-540-4000 (within CA), 213-639-4500 (outside CA), 800-272-6699 (TDD)
2. Kern County: 661-631-6011 -or- 760-375-6049
3. Riverside County: 800-442-4918 -or- 877-922-4453
4. Orange County: 714-940-1000 -or- 800-207-4464
5. San Bernardino County: 909-384-9233 -or- 800-827-8724
6. San Diego County: 858-560-2191 -or- 800-344-6000
7. Imperial County: 760-337-7750

Sheriff's Offices Contact Information:

1. Los Angeles County
 - a. Phone: 323-267-4800
 - b. Website: <http://www.lasd.org>
2. Kern County
 - a. Phone: 800-861-3110
 - b. Website: <http://www.kernsheriff.com>
3. Riverside County
 - a. Phone: 951-955-2400
 - b. Website: <http://www.riversidesheriff.org>
4. Orange County
 - a. Phone: 714-647-7000
 - b. Website: <http://www.ocsd.org>
5. San Bernardino County
 - a. Phone: 909-387-8313 (Valley)
 - b. Phone: 760-956-5001
 - c. Website: <http://www.sbcounty.gov/sheriff>
6. San Diego County
 - a. Phone: 858-565-5200
 - b. Website: <http://www.sdsheriff.net>
7. Imperial County
 - a. Phone: 800-452-2051, 442-265-2021
 - b. Website: <http://www.icso.org>

Within 36 hours, a written report must be sent, faxed, or submitted electronically. The written report should be completed on state form 8572, which can be downloaded at [BCIA 8572, Suspected Child Abuse Report](#). (Appendix B: Child Abuse Report Form)

Child Abuse Training Requirement:

- Per AB 1432, all school employees must annually complete the Mandated Reporter Training course within the first six weeks of school, or by the sixth week of employment.
- This course is fully compliant with California Assembly Bill 1432 and is available online through Safe Schools, the school's online training and tracking system designed specifically for education agency employees.
- The Safe Schools learning management system will generate the required reports for proof of completion. Employees should retain a copy of the training certificate and provide a copy to Human Resources.
- Staff can access online training courses at:
 - <http://www.mandatedreporterca.com> -or-
 - <https://eliteacademicacademy-ca.safeschools.com/login>
 - Employees must contact HR at thasper@eliteacademic.com for mandated reporter course assignment in order to complete the training through the Safe Schools interface.

Updated Requirements: Child Abuse Prevention, Reporting, and Professional Boundaries (Effective July 1, 2026)

- Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to [a police or sheriff's department, or to a county probation department (if authorized to receive mandated reports) or the county welfare office.] [NOTE: Given the options available, the School should determine whether the county probation department is authorized to receive mandated reports and if not, delete reference to that agency.]
- Child abuse is broadly defined as physical injury or death inflicted upon a child by another person other than accidental means, sexual abuse, neglect, unlawful corporal punishment or injury, or the willful harming or injuring of a child or the endangering of the person or health of a child. School employees are required to report instances of child abuse when the employee has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when

appropriate, on the person's training and experience, to suspect child abuse or neglect. Reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect; any reasonable suspicion is sufficient.

- Child abuse should be reported immediately by phone to a [list the appropriate agencies], or as soon as is practicably possible. The phone call is to be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by mail, fax or electronically. There is no duty for the reporter to contact the child's parents.

Reports of suspected child abuse or neglect shall include, if known:

- The name, business, address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
- The child's name and address, present location, and, where applicable, school, grade, and class.
- The names, addresses and telephone numbers of the child's parents/guardians.
- The name, address, telephone number and other relevant personal information about the person who might have abused or neglected the child.
- The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.
- The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her/them.
- The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code section 11166.05.
- Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, evidence by states of being or behavior, including, but not limited to, severe anxiety, depression, withdrawal or untoward aggressive behavior toward self or others, may make a report to the appropriate agency.
- Reporting the information regarding a case of possible child abuse or neglect to an employee's supervisor, the School principal, a School counselor, coworker, or other person shall not be a substitute for making a mandated report to [insert appropriate agencies]. When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report

has failed to do so shall thereafter make the report. No supervisor or administrator shall impede or inhibit a mandated reporter from making a report.

- A mandated reporter who fails to report an incident of known or reasonably suspected child abuse or neglect as required is guilty of a misdemeanor. When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the [include the title of the head of the school] or designee shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation.

4020 Background Check Policy

Personnel Services Concepts and Roles

4020-EAA

Background Check Policy

All candidates for employment must fully complete, date, and sign the Organization's standard Employment Application. The Organization relies on the accuracy of the information provided and expects applicants, employees, and references to supply complete, accurate, and truthful information throughout the hiring process and employment.

If the Organization later determines that information provided was misleading, false, or intentionally omitted, the Organization may reject the applicant from further consideration or terminate the employment relationship based on such misrepresentation.

Upon receipt of an employment application and applicable signed consent for background and reference checks, the Organization may obtain any or all of the following information, as permitted by law:

- Social Security Number verification
- Professional reference checks
- Educational (degree) verification reports
- Tuberculosis screening or assessment

Due to the Organization's status as a public school serving children and youth, a criminal history background check (e.g., Live Scan) is required following an offer of employment and prior to the employee's first date of employment, as permitted by law.

If a consumer credit report is requested, the Organization will provide written notice to the applicant that such a report will be used and that the applicant may request a free copy of the report by indicating that request on the notice provided. If the Organization takes an adverse employment action based in whole or in part on a consumer credit report, the applicant or employee will be provided with a copy of the report, a summary of rights under the Fair Credit Reporting Act, and any other documentation required by law.

The Organization will endeavor to maintain all information received through this process in the strictest confidence. Completed employment applications or resumes of individuals hired will be retained as part of the employee's personnel file.

At this time, the Organization does not exercise its right to obtain consumer credit reports.

4030 Immigration Compliance Policy

Personnel Services Concepts and Roles

4030-EAA

Immigration Compliance Policy

Policy 1: Collection and Handling of Student & Family Information

Elite Academic Academy (EAA) shall maintain written policies governing the collection, retention, and protection of student and family information. The Academy:

- Shall not collect or require information regarding immigration status, citizenship status, or national origin.
- Shall not discriminate based on a family's decision to withhold such information.
- Shall not use school resources to create registries based on immigration status, race, ethnicity, religion, gender, or sexual orientation.
- Shall ensure staff training on these policies annually.

Policy 2: Inquiries Regarding Immigration or Citizenship Status

EAA personnel shall not:

- Inquire about or document a student's or family member's immigration or citizenship status.
- Require documentation that reveals immigration status as a condition of enrollment.

Alternative, lawful documentation for age, residency, and eligibility shall always be accepted.

Policy 3: Social Security Number Collection

The Academy shall not collect full Social Security numbers.

- If the last four digits are required for federal benefit eligibility, families shall be informed that refusal does not impact enrollment or attendance.

Policy 4: Information Sharing, FERPA, and Legal Requests

No student or employee information shall be disclosed for immigration-enforcement purposes without a judicial warrant, court order, or subpoena.

Upon receipt of any such request, the Academy shall:

1. Notify the CEO or designee immediately.
2. Document the request.
3. Notify parents/guardians unless legally prohibited.
4. Consult legal counsel prior to any response.
5. Decline disclosure absent proper legal authority.

Policy 5: Immigration Enforcement on School Grounds

Immigration enforcement officers are considered visitors and must comply with all visitor registration procedures.

Absent exigent circumstances or a judicial warrant:

- Access to campus, students, or records shall not be granted.
- Staff shall document officer credentials, purpose, and actions.
- Legal counsel shall be contacted immediately.

A report shall be made to the governing board and the California DOJ Bureau of Children's Justice.

Policy 6: Parental Notification

Parents/guardians shall be notified immediately if:

- An officer seeks or gains access to a student for immigration enforcement purposes, unless prohibited by law.

Policy 7: Detention or Deportation of a Family Member

The Academy shall:

- Allow families to update emergency contacts at any time.
- Permit designation of trusted adults or caregivers.
- Release students only to authorized emergency contacts or individuals with a Caregiver's Authorization Affidavit.
- Contact Child Protective Services only as a last resort.

4055 Internal Complaint Procedures Policy

Personnel Services Concepts and Roles

4055-EAA

Internal Complaint Procedure

Any employee who believes they have experienced conduct that violates this policy should report the concern to a supervisor or the Human Resources Department.

When appropriate, an investigation will be conducted, and disciplinary action may be taken. The purpose of the investigation is to determine whether the alleged behavior occurred. Investigations may include interviews with the complainant, the individual accused, witnesses, supervisors, and others with relevant information.

Investigations will be conducted thoroughly, objectively, and with sensitivity, maintaining confidentiality to the extent possible and respecting the rights of all parties involved. Investigations will be completed as promptly as practicable.

Following the conclusion of the investigation, the Organization will determine what action, if any, is appropriate.

4060 Prohibiting Unlawful Harassment, Discriminat

Personnel Services Concepts and Roles

4060-EAA

Prohibiting Unlawful Harassment, Discrimination and Retaliation

The Organization is committed to providing a work environment free from unlawful harassment, discrimination, or retaliation. Harassment or discrimination based on race (including natural hairstyle, hair texture, hair texture, and protective hair styles such as braids, locks, and twists, color, creed, gender, gender identity, gender expression, transgender status, pregnancy or related medical conditions, childbirth or related medical conditions, breastfeeding or related medical conditions, religion (including religious dress and grooming practices), marital status, registered domestic partner status, military and veteran status, age (40 and above), reproductive health decisions, national origin or ancestry (including language use and possession of a driver's license), citizenship, physical or mental disability (including perceived disability, HIV, or AIDS), medical condition (including cancer or a history of cancer), genetic characteristics, genetic information, sexual orientation, status as a victim of crime, protected medical leaves (including leave under the Family and Medical Leave Act or the California Family Rights Act), domestic violence victim status, political affiliation, off-duty cannabis use away from the workplace, employer-required drug screening tests that detect non-psychoactive cannabis metabolites, or any other status protected by federal, state, or local law (collectively, "Protected Categories") will not be tolerated.

The Organization also strictly prohibits retaliation against any individual who engages in activities protected under this policy. Protected activities include reporting or assisting in reporting suspected violations of this policy and cooperating in investigations or proceedings related to alleged violations.

All employees share responsibility for maintaining a workplace free from harassment, discrimination, and retaliation. **Employees should promptly report conduct believed to violate this policy so the Organization has an opportunity to address and resolve concerns.** The Organization is committed to responding to reports in a timely and fair manner and to taking appropriate action to stop prohibited conduct.

4065 Meal and Rest Period Policy

Personnel Services Concepts and Roles

4065-EAA

Meal and Rest Period Policy

Applicable law requires that non-exempt employees who work more than five (5) hours in a workday be provided with a duty-free, uninterrupted unpaid meal period of at least thirty (30) minutes. Accordingly, it is the Organization's policy that non-exempt employees who work more than five (5) hours in a shift must take an unpaid meal period of at least thirty (30) minutes, unless the employee's shift is no more than six (6) hours and the employee voluntarily waives the meal period in writing.

If a non-exempt employee's workday exceeds ten (10) hours, the employee is entitled to a second duty-free, uninterrupted unpaid meal period of thirty (30) minutes. If the workday does not exceed twelve (12) hours, the second meal period may be waived by mutual written agreement between the employee and the Organization, provided the first meal period was not waived.

Meal Period Requirements

Number of Hours Worked Per Shift	Number of Meal Periods
5 hours or less	No meal period
More than 5 hours up to 6 hours	One unpaid 30-minute meal period (may be waived in writing)
More than 6 hours up to 10 hours	One unpaid 30-minute meal period
More than 10 hours up to 12 hours	Two unpaid 30-minute meal periods (may not be combined; second may be waived in writing if first is taken)
More than 12 hours	Two unpaid 30-minute meal periods (may not be combined)

Employees are relieved of all duties during meal periods. Employees working onsite may leave the Organization's premises during their meal periods. Employees working remotely may use their meal periods away from their designated work area.

Meal period scheduling may vary based on business needs and work schedules; however, the first meal period must begin by the end of the fifth hour of work, and when applicable, the second meal period must begin by the end of the tenth hour. Supervisors will advise employees of their scheduled meal periods. Unless approved by the employee's supervisor, meal periods may only be

taken at the scheduled time. Meal periods may not be skipped to accommodate late arrivals or early departures or for any reason unless waived in writing and approved by the supervisor.

Rest Period Requirements

Non-exempt employees who work a minimum of three-and-one half hours are provided duty-free, uninterrupted paid rest periods at the rate of ten (10) consecutive minutes for every four (4) hours worked, or major fraction thereof.

No rest period is provided for shifts of less than three and one-half (3.5) hours.

Number of Hours Worked Per Shift	Number of Rest Periods
Less than 3.5 hours	No rest period
3.5 hours up to 6 hours	One paid 10-minute rest period
6 hours up to 10 hours	Two paid 10-minute rest periods
10 hours up to 14 hours	Three paid 10-minute rest periods
14 hours up to 18 hours	Four paid 10-minute rest periods

Rest periods should be taken as close as possible to the middle of each four (4) hour work period. Non-exempt employees are relieved of all duties during rest periods and may leave the Organization's premises. Employees should coordinate with their supervisor regarding appropriate rest break timing.

Reasonable accommodations, including privacy and increased break time, will be provided upon request to accommodate lactating employees.

Compliance

Employees are required to take all meal and rest periods as described above, unless a meal period is properly waived in writing. It is absolutely prohibited for anyone (even a manager or supervisor) to ask an employee, or pressure an employee, to forego their right to take the meal periods and rest breaks described above. If an employee misses a meal or rest period (other than a properly waived meal period), the employee must notify their supervisor or the Human Resources Department and indicate whether the missed break was due to employer needs.

Failure to comply with this policy may result in disciplinary action, up to and including termination.

4070 Lactation Accommodation Policy

Personnel Services Concepts and Roles

4070-EAA

Lactation Accommodation Policy

Employees who wish to express breast milk for an infant child have the right to request lactation accommodation.

The Organization will provide a reasonable amount of break time each time the employee needs to express milk. A private space, other than a bathroom, will be provided in close proximity to the employee's work area. The space will be shielded from view, free from intrusion, safe, clean, and free of hazardous materials, and will include a surface for personal items, seating, and access to electricity. Access to a sink with running water and a refrigerator suitable for milk storage will also be provided.

When possible, lactation break time will run concurrently with existing rest breaks. Break time that does not coincide with rest breaks will be unpaid, except as required by law for exempt employees.

Employees may submit lactation accommodation requests to Human Resources. Human Resources will respond within two (2) business days. If accommodation cannot be provided, the Organization will issue a written response explaining the reasons.

Employees who believe their rights under California Labor Code Sections 1030, 1031, 1033, or 1034 have been violated may file a complaint with the California Labor Commissioner.

4135 Teachers and EAs Mileage Reimbursement Policy

Personnel Services Concepts and Roles

4135-EAA

Teachers and EAA's Mileage Reimbursement Policy

4.27 Business Travel and Use of Organization Vehicles

Employees who operate an Organization vehicle (owned, rented, or leased by the Organization) must maintain a valid driver's license. Employees who drive a personal vehicle for Organization business must maintain a valid driver's license and proof of insurance meeting California minimum requirements.

With employee consent, the Organization participates in a system that periodically checks Department of Motor Vehicles (DMV) records for roles where driving for Organization business is

an essential job function that cannot be comparably performed by alternative means.

Before engaging in Organization business travel or operating an Organization vehicle, employees

must coordinate with the Business Department regarding applicable travel and vehicle-use requirements. The Business Department will verify eligibility and review any additional policies related to business travel and vehicle use. Employees are prohibited from engaging in Organization business travel or driving Organization vehicles until this process is completed. Employees will be reimbursed for approved mileage in accordance with Organization guidelines. Reimbursement rates are subject to change at the Organization's discretion but will always meet or exceed the applicable Internal Revenue Service (IRS) rate.

Employees who receive travel or mileage stipends are not eligible for mileage reimbursement unless prior approval is granted by the Chief Executive Officer or designee.

2.18 Expense Reimbursement

EAA reimburses employees for necessary and reasonable business-related expenses incurred in

the course of performing job-related duties. Reimbursement is not automatic and is subject to review and approval in accordance with this policy.

Employees seeking reimbursement must submit a complete expense record along with itemized receipts for all expenses. Reimbursement requests must be submitted within thirty (30) days of the expense being incurred. Requests submitted after thirty (30) days will require executive review. Only expenses that are eligible, properly documented, and approved will be reimbursed. Requests with incomplete or unclear documentation will be placed on hold until all required information is received. Approved reimbursements are typically issued by check within two (2) weeks of receipt and approval of the request.

Employees who receive travel or mileage stipends are not eligible for mileage reimbursement

unless prior approval is granted by the Chief Executive Officer or designee.

4170/4170E Injury and Illness Prevention Policy PI

Personnel Services Concepts and Roles

4170/4170E-EAA

Injury and Illness Prevention Policy

RESPONSIBILITY

The Injury and Illness Prevention Program (IIPP) administrator, Ashlea Kirkland-Haynes, Chief Executive Officer, is responsible for implementing and maintaining this Program for Elite Academic Academy – Lucerne.

Managers, supervisors, and lead personnel are responsible for implementing and maintaining the IIPP in their work areas and for answering employee questions. A copy of this IIPP is available in the Business Office located at 43414 Business Park Drive, Temecula, CA 92590.

COMPLIANCE

Management is responsible for ensuring that all safety and health policies and procedures are clearly communicated and understood by all employees. Supervisors and lead personnel are expected to enforce rules fairly and uniformly.

Employees are responsible for using safe work practices, following all directives, policies, and procedures, and assisting in maintaining a safe work environment. Our system for ensuring compliance includes:

- Informing employees of the provisions of the IIPP
- Evaluating employee safety performance
- Providing training to employees whose safety performance is deficient

COMMUNICATION

Elite Academic Academy maintains a communication system designed to ensure a continuous flow of safety and health information between management, supervisors, and employees. Communication methods include:

- New worker orientation covering site-specific safety and health policies
- Workplace-specific safety and health training via Safe Schools
- Safety meetings held at least bi-annually, or more frequently as needed
- Effective written communication of safety concerns, including translation where appropriate
- Posted and distributed safety information
- A system for employees to anonymously report workplace hazards directly to Human Resources

HAZARD ASSESSMENT

Periodic inspections to identify and evaluate workplace hazards are performed by the on-site manager or Chief Personnel Officer according to the following schedule:

- When the IIPP is first established
- When new substances, processes, procedures, or equipment are introduced
- When new or previously unidentified hazards are recognized
- When occupational injuries or illnesses occur
- When employees are hired or reassigned to tasks requiring hazard evaluation
- Whenever workplace conditions warrant an inspection

Inspections utilize the Hazard Assessment Checklist and any other effective methods to identify and evaluate hazards.

ACCIDENT / EXPOSURE INVESTIGATION

Workplace accidents, hazardous substance exposures, and near-miss incidents are investigated

by the on-site manager and/or Chief Personnel Officer.

Investigations include:

- Visiting the scene as soon as possible
- Interviewing affected employees and witnesses
- Examining the workplace for contributing factors
- Determining the cause of the incident
- Taking corrective action to prevent recurrence
- Recording findings and corrective actions on OSHA Form 301

HAZARD CORRECTION

Unsafe or unhealthy work conditions, practices, or procedures are corrected in a timely manner based on the severity of the hazard.

Procedures include:

- Correcting hazards when observed or discovered
- Removing all exposed employees from areas with imminent hazards, except those necessary to correct the condition
- Providing necessary protection to employees correcting hazardous conditions
- Documenting all corrective actions on the Identified Hazards and Correction Record

TRAINING AND INSTRUCTION

All employees—including management, supervisors, and lead personnel—receive training and instruction on general and job-specific safety and health practices.

Training is provided:

- To all new employees
- When employees are given new job assignments
- When new substances, processes, procedures, or equipment introduce new hazards
- When new or previously unrecognized hazards are identified
- To supervisors regarding hazards faced by employees under their direction
- To all employees regarding hazards specific to their job assignments

Training includes:

- Explanation of the IIPP, emergency action plan, and fire prevention plan
- Procedures for reporting unsafe conditions and injuries
- Availability of toilet, hand-washing, and drinking water facilities
- Provisions for medical services and first aid
- Proper housekeeping
- Prohibition of horseplay or unsafe behavior
- Proper storage practices, including preventing unstable stacking and keeping exits and electrical panels clear
- Hazard communication and chemical safety
- Proper food and beverage storage

Where applicable, training also includes:

- Prevention of musculoskeletal disorders and proper lifting techniques
- Use of appropriate clothing, gloves, footwear, and personal protective equipment

RECORDKEEPING

Elite Academic Academy maintains the following records for at least one year:

1. Inspection Records

- Person(s) conducting inspections
- Identified hazards and unsafe work practices
- Corrective actions taken
- Recorded on the Hazard Assessment Checklist, Identified Hazards and Correction
- Record, and Investigation/Corrective Action Report

2. Training Records

- Employee name or identifier
- Training dates
- Type(s) of training
- Training provider
- Recorded on the Worker Training and Instruction Record

5000 Series: Student Services

5000 Concepts and Roles

Concepts and Roles

The goal of the Board of Directors of Elite Academic Academy (“EAA” or “Charter School”) is to provide students with a personalized, innovative, and supportive educational experience. The Board is committed to maintaining a safe, positive, and inclusive school environment that promotes student wellness, meaningful relationships, academic achievement, and college, career, and life readiness.

Students enrolled in Elite Academic Academy and its affiliated programs benefit from a flexible, individualized instructional model designed to support diverse learning pathways, pacing, and scheduling. With this opportunity comes the expectation that students demonstrate regular engagement, responsible conduct, academic integrity, and respect for others within the school community.

The Board of Directors is committed to providing equal educational opportunities for all students and maintaining schools free from discrimination, harassment, intimidation, bullying, and sexual harassment. The Board strictly prohibits unlawful discrimination or harassment on any protected basis. Any complaint of misconduct will be addressed promptly, thoroughly investigated, and, when appropriate, corrective action will be taken in accordance with applicable laws and Board policies.

The Chief Executive Officer or designee shall ensure that students and parents/guardians are informed of school rules, policies, procedures, and student rights and responsibilities. This includes, but is not limited to, policies and information regarding attendance and engagement, academics, student conduct, student records, health requirements, immunizations, student services, and protected programs. When conducting hearings or addressing matters related to discipline, attendance, or other student concerns, all students shall be afforded due process rights in accordance with applicable law and Board policy.

Consistent with California Education Code requirements, Elite Academic Academy shall annually notify students, parents, and guardians of their legal rights and responsibilities. Families shall also receive access to the Student and Family Handbook and all legally required student services and policy notifications on an annual basis.

5010 Educational Records and Student Info Policy

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT POLICY**Family Educational Rights and Privacy Act**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the school receives a request for access. Parents or eligible students should submit to the Program Director a written request that identifies the records they wish to inspect. The Program Director will make a decision regarding access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend a record should write to the Program Director, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. For this purpose, a school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel), or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees, and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that processes FERPA complaints are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and

review the record of disclosures. A school may disclose PII from the education records of a student without obtaining the prior written consent of the parents or the eligible student:

1. To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met.
2. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34.
3. To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the CDE. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, enforcement or compliance activity on their behalf.
4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid
5. To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38.

6. To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
7. To accrediting organizations to carry out their accrediting functions.
8. To parents of an eligible student if the student is a dependent for IRS tax purposes.
9. To comply with a judicial order or lawfully issued subpoena.
10. To appropriate officials in connection with a health or safety emergency, subject to §99.36.
11. Information the school has designated as “directory information” under §99.37.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. The primary purpose of directory information is to allow the school to include information from your child’s education records in certain school publications. Examples include:

1. A playbill, showing your student’s role in a drama production.
2. An annual yearbook.
3. Honor roll or other recognition lists; and graduation programs.

Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. If you do not want the school to disclose any or all of the types of information designated below to outside organizations as directory information from your child’s education records without your prior written consent, you must notify the school and “opt-out” of the directory.

All of the following items of directory information relating to a student may be released to a designated recipient unless a written request is on file to withhold its release:

- Name
- Address
- Date of birth

- Dates of attendance (e.g., by academic year or semester)
- Current and most previous school(s) attended
- Degrees and awards received

In addition, two federal laws require a school receiving assistance under the Elementary and Secondary Education Act of 1965, as amended, to provide military recruiters, upon request, with the following information: names, addresses and telephone listings, unless parents have advised the school that they do not want their student's information disclosed without their prior written consent.

5020 Suicide Prevention Policy

SUICIDE PREVENTION POLICY

The Governing Board of Elite Academic Academy recognizes that suicide is a leading cause of death among youth and that an even greater amount of California's high school students report having considered and attempted suicide. During 2019, 15 percent of California seventh graders and 16 percent of ninth and eleventh graders reported they seriously considered attempting suicide. (California Healthy Kids Survey 2019). The Governing Board is encouraged to review California School Climate, Health, and Learning Surveys (CalSCHLS) data specific to their students. See the CalSCHLS website at <https://calschls.org/>.

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of the school to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or "place the idea in someone's mind." Therefore, it is critical to address all behaviors directly and in a timely manner. Of significant importance is the education of students to recognize their own mental health, equip them with information and knowledge to solicit help, and learn to recognize symptoms within themselves and their peers.

In an attempt to reduce suicidal behavior and its impact on students and families, the CEO or Designated School Counselor shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff (afterschool) and other individuals in regular contact with students such as crossing guards, tutors, and coaches.

Recognizing that early prevention and intervention can drastically reduce the risk of suicide, the CEO or Designated School Counselor has developed and implemented preventive strategies and intervention procedures that include the following:

Overall Strategic Plan for Suicide Prevention

The CEO or Designated School Counselor shall involve school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating the school's strategies for suicide prevention and intervention.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the school shall appoint an individual (or team) to serve as the suicide prevention point of contact. This policy shall be reviewed and revised as indicated, at least annually, in conjunction with the previously mentioned relevant parties.

In alignment with California Senate Bill 1318, EAA is committed to the mental health and well-being of our students. This law, effective July 1, 2026, mandates that our school's suicide prevention policy include comprehensive crisis intervention protocols for students experiencing a mental health crisis. These protocols will prioritize the involvement of school mental health professionals and outline procedures for staff and external agency deployment. Law enforcement involvement will be limited to situations where a student's life is in imminent danger and their needs cannot be addressed by a mental health professional. Furthermore, our policy will detail the process for informing parents or guardians, while also considering the student's safety and well-being during such notifications. We are dedicated to fostering a safe and supportive environment where students in crisis receive appropriate care and support.

Resources:

The K-12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide. Additional information about this Toolkit for schools can be accessed on the Heard Alliance Web site at <http://www.heardalliance.org/>.

Prevention

A. Messaging about Suicide Prevention

Elite Academic Academy, along with its partners, have thoroughly and regularly reviewed all materials and resources used in awareness efforts to ensure they align with best practices for safe and effective messaging about suicide.

This policy and all related communication, documents, materials, etc. include clear, respectful, people-first language that encourages an environment free of stigma. As part of safe messaging for suicide, we use specific terminology when referring to actions related to suicide or suicidal behavior.

Examples of people-first language, include:

- People with (...mental illness, personality disorder, depression, etc.)
- Person who has died by suicide
- Person thinking about suicide
- People who have experienced a suicide attempt

Resources:

- National Suicide Prevention Lifeline: 988
- Crisis Text Line: Text “help” to 741-741
- Teen Line: Text “TEEN” to 839863
- Trevor Project 1-866-488-7386 or text “START” to 678678
- Trans Lifeline 1-877-565-8860

Additional crisis line numbers can be found on the CDE’s Help for Students in Crisis web page at: <https://www.cde.ca.gov/ls/mh/studentcrisishelp.asp>.

B. Suicide Awareness and Prevention Training For School Staff

Elite Academic Academy, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide. Training shall be provided for all school staff members (including intermittent staff, volunteers, interns, tutors, and support staff).

Training:

At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.

All suicide prevention trainings shall be offered under the direction of school-employed mental health professionals (e.g., school counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.

At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour general suicide prevention training. Core components of the general suicide prevention training shall include:

- How to identify youth who may be at risk for suicide including suicide warning signs, risk, and protective factors.
- Appropriate ways to approach, interact, and respond to a youth who is demonstrating emotional distress or having thoughts of suicide including skill building to ask directly about suicide thoughts.
- District-approved procedures for responding to suicide risk (including programs and services in a Multi-tiered System of Support (MTSS) and referral protocols). Such procedures will emphasize the student should be under constant supervision and immediately referred for a suicide risk assessment.
- Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
- Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
- Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.

In addition to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:

5025 Title IX, Sex-based Discrimination

TITLE IX, SEXUAL DISCRIMINATION POLICY AND GRIEVANCE PROCESS

Title IX Sexual Discrimination Policy And Grievance Process

In compliance with Title IX of the Education Amendments of 1972 ("Title IX"), Elite Academic Academy (the "Organization") does not discriminate on the basis of sex in its educational programs and activities, recruitment, admissions, course offerings, benefits or pay, athletics, or employment.

Definitions

Complaint: A complaint means an oral or written request that objectively can be understood as a request to investigate and make a determination about alleged discrimination under Title IX.

Complainant: A Title IX complainant is an individual who is alleged to be the victim of conduct that could constitute sexual harassment. - The Final Rule expressly recognizes the legal rights of parents and guardians to act on behalf of parties (including by filing formal complaints) in Title IX matters.

Confidential Employee: Confidential employees are employees who are not required to make a report to the Title IX office and will typically not share information without permission. However, they may be required or allowed to share information in certain circumstances.

Disciplinary Sanctions: Title IX disciplinary sanctions are consequences imposed on a person who is found to have violated Title IX, a federal law that prohibits sexual discrimination at institutions that receive federal funding.

Hostile Environment Harassment: A situation of discriminatory or sexual nature that has occurred and created an adverse setting, an intimidating or offensive environment that causes a person to be fearful or a setting that denies, limits, or interferes with a person's ability to participate in or benefit from a program, activity, or job

Parental Status: includes adoptive parents, stepparents, or legal guardians.

Pregnancy or Related Conditions: Title IX protects students and employees from discrimination based on pregnancy or related conditions (such as Pregnancy, childbirth, termination of pregnancy, lactation, medical conditions related to any of the above or recovery from any of the above).

Remedies: Title IX remedies are informal and case-specific actions that ensure students have equal access to educational opportunities. These remedies can include supportive measures, preventions and bystander intervention programs, new security procedures, campus climate surveys and policy revisions.

Respondent: A Title IX respondent is a person who has been alleged to have violated our policy on sexual harassment, sexual assault, domestic violence, dating violence, or stalking. The respondent is the target of a formal complaint filed by another person, known as the complainant.

Retaliation and Peer Retaliation: Under Title IX, retaliation is defined as any action that interferes with a person's rights or privileges under the law, including intimidation, threats, coercion, and discrimination

Sexual Harassment: Unwelcome conduct based on sex that is so severe, pervasive, and objectively offensive that it denies a person equal access to an educational program or activity. This includes quid pro quo harassment (an employee conditioning benefits on unwelcome sexual conduct) and hostile environment harassment (creating an intimidating or offensive educational environment). Sexual violence, dating violence, domestic violence, and stalking are also considered forms of sexual harassment under Title IX.

Supportive Measures: Title IX supportive measures are non-punitive services that help students and employees impacted by sexual misconduct, discrimination, or harassment: Restore equal access to education, protect safety, and deter sexual misconduct.

Applicability

This policy applies to all students, employees, volunteers, independent contractors, vendors, and members of the Organization community. It applies to conduct that occurs on

the Organization's campus, at Organization-sponsored events, and to events on or off campus that have sufficient ties to the Organization.

The purpose of this document is to outline the steps the Organization will take to provide the prompt and equitable and reliable resolution of student and employee complaints under the Organization's Title IX Policy. These procedures apply only to complaints alleging sexual discrimination, harassment, and/or violence prohibited by Title IX and as outlined in this policy. For all other complaints, please consult the relevant policies in the Organization's Parent/Student Handbook, or Employee Handbook, as applicable.

Students, parents/guardians, and employees are also encouraged to communicate with the Human Resources Department, with any questions or concerns regarding these policies.

The Organization believes that open communication about these sensitive topics is integral to preventing serious misconduct from occurring and is essential to fostering a culture of personal responsibility, mutual accountability, and positive leadership.

Discrimination Based on Sex Prohibited

Our organization is an equal opportunity employer and committed to providing a work environment that is free of discrimination, harassment, and retaliation. In keeping with this commitment, the Organization maintains a strict policy prohibiting sexual discrimination or sexual harassment in any of its operations.

The Organization shall not, on the basis of sex, exclude from admission or participation, deny the benefits of, or discriminate against any person in any academic, extracurricular, research, occupational training, or other education program or activity it offers or operates. Similarly, the Organization shall not discriminate against any student or exclude any student from any education program or activity, including any class or extracurricular activity, on the basis of such as student's pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery therefrom, unless the student requests voluntarily to participate in a separate portion of the program or activity. Additionally, the Organization shall not discriminate against any person in employment, recruitment, hiring, selection, benefits, pay, or any other term condition, or privilege of employment on the basis of sex.

As used in this policy, sexual harassment is defined as harassment based on sex or conduct of a sexual nature, and includes harassment based on pregnancy, childbirth, breastfeeding, or related medical conditions, gender, gender identity or gender expression. It may include unwelcome sexual conduct, such as unwelcome or unsolicited sexual advances, requests for sexual favors, conversations regarding sexual activities, or other verbal or physical conduct of a sexual nature that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the Organization's education program activity. It may also include an employee of the Organization conditioning the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct. It may also include sexual violence, including sexual assault, domestic violence, stalking, or violence while dating.

Sexual harassment may occur between students, between students and employees, between employees, between students and third parties, and between employees and third parties and is strictly prohibited.

Discrimination Based on Pregnancy

The Organization will protect students, employees, and applicants from discrimination based on pregnancy, childbirth, termination of pregnancy, lactation, related medical conditions, or recovery, including by providing reasonable modifications for students, reasonable break time for employees for lactation, and a clean, private lactation space for both students and employees. Likewise, the Organization will not treat parents differently on the basis of sex.

The Organization will ensure that when a student (or a student's parent or other legal representative) informs the Organization of the student's pregnancy or related conditions, the Organization will provide that person with the Title IX Coordinator's contact information and inform that person that the Title IX Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to the education program or activity.

Once a student or the student's representative notifies the Title IX Coordinator, the Organization will:

- Inform the student of the Organization's obligations to students who are pregnant or experiencing pregnancy- related conditions and restrictions on Organization disclosure of personal information, as well as provide the Organization's notice of nondiscrimination.
- Provide the student with the option of individualized, reasonable modifications as needed to prevent discrimination and ensure equal access to the Organization's education program or activity.
- Allow the student a voluntary leave of absence for, at minimum, the medically necessary time period and reinstatement upon return.
- Ensure the student's access to a clean, private space for lactation.

The Organization will not require supporting documentation from a student unless doing so is necessary and reasonable. For example, the Organization will not require documentation when it has already been provided or relates to lactation needs; the need is obvious or one of various routine and simple modifications; or when modifications, leave, or other steps are available to students for non-pregnancy related reasons without submitting supporting documentation.

Compliance Coordinator

The responsibility for administering and ensuring the Organization's compliance with Title IX has been assigned to the Compliance Coordinator. The Compliance Coordinator will coordinate with the administration to implement and administer this policy and the Organization's remedies for resolving Title IX complaints.

Upon being notified of conduct that reasonably may constitute sex discrimination, the Compliance Coordinator will:

- Treat the complainant and respondent equitably.

- Offer and coordinate supportive measures, as appropriate, for the complainant or respondent.
- Notify the complainant, or if the complainant is unknown, the individual who reported the conduct, and the respondent of the grievance procedures and the informal resolution process, if available and appropriate.
- In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, make a fact-specific determination by considering, at a minimum, required factors, and determining whether the conduct as alleged presents an imminent and serious threat to the health or safety of a complainant or other person or prevents the Organization from ensuring equal access based on sex to its education program or activity such that the Title IX Coordinator may initiate a complaint.
- Take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the Organization's education program or activity, in addition to providing remedies to an individual complainant.

The Compliance Coordinator is also responsible for working with law enforcement regarding such complaints when necessary; and ensuring that complaints are resolved promptly and appropriately to the extent possible. The Compliance Coordinator may delegate these duties to other Organization employees or external investigators, as necessary and in his or her sole discretion, to ensure the prompt and appropriate resolution of any complaint.

The Title IX Coordinator will also monitor for barriers to reporting information about conduct that reasonably may constitute sex discrimination and take steps reasonably calculated to address such barriers.

The Compliance Coordinator (or his or her designee) may also meet with the Organization's students, parents/guardians, and/or employees regarding their rights and obligations

under Title IX and to address any questions regarding the Organization's compliance with such obligations. Inquiries concerning this policy, Title IX, and any related issues of sexual discrimination or harassment should be directed to the School's Compliance Coordinator:

Name: Tracy Hasper

Title: Chief Personnel Officer

Office Address: 43414 Business Park Drive, Temecula, CA 92590 Telephone

Number: (866) 354-8302 Ext. 706

Email Address: thasper@eliteacademic.com

Reporting Complaint

Any person may report sexual discrimination and harassment in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.

Any non-confidential employee is obligated to notify the Title IX Coordinator. (§ 106.44(c)(1)). (Please note that elementary Organization and secondary Organization employees may have additional obligations under Federal, State, or local law to report sexual misconduct.)

Any non-confidential employee who either has authority to take corrective action or has responsibility for administrative leadership, teaching, or advising is obligated to notify the Title IX Coordinator of any conduct that may constitute sex discrimination and provide or the contact information of the Title IX Coordinator to the appropriate individual.

Complaints may be reported orally or by submitting the Organization's Title IX Complaint Form to the Compliance Coordinator. The Title IX Complaint Form may be obtained from the Human Resources Department.

The complaint, whether reported orally or in writing, shall contain information that describes the conduct that has allegedly occurred and caused the violation of the Organization's policy and Title IX prohibitions against sexual discrimination, harassment, and/or violence and identifies the complainant, respondent(s), and any witnesses to the alleged conduct.

Responding to A Complaint

The Organization will address all sex discrimination occurring under its education program or activity which includes conduct that is subject to the Organization's disciplinary authority.

When the Organization has knowledge of a complaint, the Organization will respond promptly and effectively, and the Coordinator will promptly contact the complainant and explain the process to file a formal complaint.

In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Title IX Coordinator may initiate a complaint only if the conduct presents an imminent and serious threat to someone's health or safety or prevents the Organization from ensuring equal access based on sex to its education program or activity.

Supportive Measures During Complaint Process

Once it has notice of a complaint, the Organization will take steps to ensure equal access to its educational programs and activities by providing "supportive measures" (as defined below) to the complainant, as appropriate, before the final outcome of an investigation. "Supportive measures" mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, to restore or preserve equal access to the Organization's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the educational environment, or deter sexual harassment. Supportive measures may include counseling,

extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

The Organization will maintain as confidential any supportive measures provided, to the extent that maintaining such confidentiality would not impair the ability of the Organization to provide the supportive measures.

The Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures during the complaint process, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

Grievance Process: Response to Formal Complaints

General Guidelines

Throughout the process of reporting, the Organization will:

- Ensure fair treatment of all parties and unbiased Title IX personnel.
- Presume the respondent is not responsible until proven otherwise.
- Adhere to prompt timelines and privacy protections for parties and witnesses.
- Objectively evaluate relevant evidence, excluding impermissible items.
- Provide clear criteria for selecting applicable procedures and notify parties of allegations.
- Allow dismissal or consolidation of complaints under certain conditions, with appeals and supportive measures as needed.
- Ensure equal opportunities for parties to present and access relevant evidence.

- Assess credibility when disputed and apply the preponderance of evidence standard, unless another standard is consistently used.
- If discrimination is found, provide remedies for complainants, sanctions for responsible parties, and steps to prevent recurrence.

Step 1: Notice of Allegations

When the Organization receives a complaint (which must be signed by the complainant, or complainant's parents if a minor), the Coordinator will promptly provide written Notice of Allegations to the parties who are known. Such written notice will contain the following:

Notice of the Organization's grievance process;

Notice of the allegations of sexual harassment, including sufficient details known and with sufficient time to prepare a response before any initial interview;

A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;

Notice that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and

Notice of any provision in the Organization's code of conduct that prohibits knowingly making false statements or knowingly submitting false information.

Step 2: Determining if Complaint is Covered by this Policy.

The Compliance Coordinator will review the information provided to determine whether the matter falls within the scope of this policy.

Within a reasonable amount of time after receipt of a complaint, the Compliance Coordinator will either initiate an investigation or inform the complainant in writing that the conduct alleged in the complaint is not within the scope of this policy and an

investigation will not be conducted. If the matter does not involve allegations of sexual discrimination, harassment, or violence within the scope of this policy, the Compliance Coordinator will forward the matter to the appropriate administrator to handle a review in accordance with applicable Organization policies and procedures.

If the complaint is determined to be within the scope of this policy and an investigation is initiated, the Organization may remove a respondent from its education program or activity on an emergency basis, provided that it undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. Additionally, the Organization may place a respondent non-student employee on administrative leave during the pendency of any investigation.

Step 3: Investigation if Complaint is Covered by this Policy.

If the complaint falls within the scope of this policy, the Compliance Coordinator will promptly after receipt of the complaint initiate an investigation within a reasonable amount of time.

The Compliance Coordinator may designate other Organization employees or an external investigator (the "Investigator") to assist with an investigation, as necessary, in his or her sole discretion. The Compliance Coordinator will advise the parties of the name of the Investigator assigned to the complaint. The Investigator will maintain a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the investigation.

To the extent practicable, the investigation shall:

- Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;

Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;

Provide the parties with the same opportunities to have others present during any proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, though the Organization may establish restrictions regarding the extent to which the advisor may participate in the proceedings;

Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate; and 5. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised, including the evidence upon which the Organization does not intend to rely in reaching a determination so that each party can meaningfully respond to the evidence prior to conclusion of the investigation.

The Investigator may take any additional actions as necessary to complete the investigation.

The Investigator will maintain documentation of all proceedings related to the investigation, which may include, but is not limited to, notes or transcripts from witness interviews, evidence provided by witnesses or involved parties, audio recordings, or written findings of fact.

The Organization will strive to complete investigations, including issuance of the Investigator's written report to the complainant and respondent, in as timely and efficient a manner as possible *within sixty (60) days* of receipt of a complaint. However, this timeframe may be extended based on factors such as, but not limited to, schedule and availability of witnesses, holidays or semester breaks including summer break, and complexity of the

complaint. If an investigation cannot be completed within sixty (60) days of receipt of the complaint, then the Investigator will notify the complainant and respondent of that fact in writing and provide a timeframe for completing the investigation. Both parties will be given periodic updates throughout the investigation process.

Prior to completion of any report by the Investigator, the Organization shall send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the Investigator will consider prior to completion of the investigative report.

After the completion of the 10-day period, the Investigator will create an investigative report with the results of the investigation that fairly summarizes relevant evidence, including the Investigator's findings and conclusions supporting the determination.

At least 10 days prior to the time of determination regarding responsibility, the Investigator will send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response. The Decision Maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.

Step 4: Making a Finding - Determination regarding Responsibility.

In reaching its finding, the Decision Maker will engage in an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and provide that credibility determinations may not be based on a person's status as a complainant, respondent, or witness. The standard of evidence to be used by the Investigator to determine responsibility will be the preponderance of evidence standard.

Step 5: Dismissal or Remedies.

Where the Decision Maker determines sexual harassment has not been found against the respondent, the Organization will dismiss the complaint and send written notice of the dismissal and the reason(s) therefore simultaneously to the parties. [Note: A Discretionary Dismissal will also be issued if: the respondent leaves the Organization; the complainant withdraws the complaint; and/or there are circumstances that prevent the Organization from making a determination.]

Where a determination of responsibility for sexual harassment has been found against the respondent, the Organization will provide the written determination to the parties simultaneously and after the determination becomes final, will impose remedies/disciplinary actions designed to restore or preserve equal access to the Organization's education program, activity, or employment. Such remedies may include counseling, course or class related adjustments, mutual restrictions on contact between parties, changes in work locations, leaves of absence, increased security and monitoring, or disciplinary action including suspension, warnings, termination of employment, or expulsion. The written determination will include the following: identification of allegations; description of procedural steps taken; findings of fact supporting the determination; conclusions based on the Organization codes; and procedures for appeals.

The Organization recognizes that false accusations, especially of sexual harassment, discrimination, and/or violence may have serious effects on innocent persons. Any individual found to have made false accusations of sexual harassment, discrimination, and/or violence may also be subject to appropriate disciplinary action.

Step 6: Appeals.

Any party not satisfied with the results of an investigation under this policy or the remedies taken because of: (a) a procedural irregularity that affected the outcome of the matter; (b) new evidence that was not reasonably available at the time the determination was made that could affect the outcome of the matter; or (c) the Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or

respondents that affected the outcome of the matter may submit a written appeal to the Compliance Coordinator within 10 days of receiving the final finding. Appeals shall be decided by the Appeal Decision Maker.

The written appeal shall state the nature of the disagreement with the result of the investigation, the reasons supporting the appeal, and how the outcome would be changed by reconsideration of the determination. The Appeal decision maker will consider all issues presented by the appealing complainant, respondent, or their parent/guardian and the relevant documentation.

As to all appeals, the Organization will:

- Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;

- Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;

- Ensure that the decision-maker(s) for the appeal does not have a conflict of interest and is not biased;

- Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;

- Issue a written decision describing the result of the appeal and the rationale for the result; and

- Provide the written decision simultaneously to both parties.

The Appeal Decision Maker will issue a written determination *no later than fifteen (15) days* after receipt of the appeal.

Confidentiality

The Organization shall keep confidential the identity of any complainant or individual who has made a report or complaint of sex discrimination or harassment, any respondent or individual who has been reported to be the perpetrator of sex discrimination or harassment, and any witness, except as may be permitted by law. The Organization will

not disclose personally identifiable information obtained in complying with Title IX, with limited exceptions.

Any information gathered during the investigation will only be shared with those who have a need-to-know, except in limited circumstances, including but not limited to, when the Organization is required by law to report the information or when such disclosure is necessary to protect the health, safety, or well-being of members of the Organization community.

Retaliation Prohibited

The Organization shall not intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under the policy.

Retaliation or reprisal by any student or employee against complainants, witnesses, or any other individual who reports allegations of sexual harassment, discrimination, and/or violence or provides information to assist in an investigation is strictly prohibited.

Retaliation is defined as intimidation, threats, coercion, or discrimination against any person by the Organization, a student, or an employee or other person authorized by the Organization to provide aid, benefit, or service under the Organization's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX or the regulations, or because the person has reported possible sex discrimination, made a sex-discrimination complaint, or participated or refused to participate in any way in a Organization's Title IX process. Peer retaliation, which is defined as retaliation by one student against another student, is also prohibited.

Individuals who believe they have been retaliated against in connection with such action should immediately report such conduct to the Compliance Coordinator. Anyone who is

found to have retaliated against a student or employee under this section will be subject to disciplinary action, up to and including expulsion and/or termination of employment.

5030 Immunization Policy

Student Services

5030-EAA

Immunization Policy

Elite Academic Academy ("EAA") follows California public school immunization requirements for student admission, enrollment, recordkeeping, and reporting.

California law requires students admitted to TK/K–12 schools to provide immunization records for required vaccines, including DTaP/Tdap, polio, hepatitis B, MMR, and varicella, with additional Tdap requirements for students entering or advancing to 7th grade.

Required Records

Before admission or advancement when applicable, the school will request and review each student's immunization record and determine whether the student is:

- fully immunized for the student's age/grade;
- conditionally admissible under California rules;
- covered by a valid medical exemption issued through CAIR-ME; or
- not subject to the immunization entry requirements because the student qualifies under the non-classroom-based independent study exemption described below.

Parents/guardians must provide current immunization records from a physician, clinic, or official immunization registry prior to enrollment, unless the student qualifies for an exemption permitted by law.

Personal belief exemptions are not accepted for currently required vaccines.

Conditional Admission

Students admitted conditionally must complete all remaining immunization requirements within the timelines established by California law or may be excluded from attendance until compliance is achieved.

Medical Exemptions

Students with a valid medical exemption issued through the California Immunization Registry – Medical Exemption website ("CAIR-ME") shall be admitted consistent with California law.

Non-Classroom-Based Independent Study Exemption

A student enrolled in an independent study program under California Education Code Article 5.5, beginning with Section 51745, who does not receive classroom-based instruction is not subject to California's immunization entry requirements.

Accordingly, for students enrolled in EAA's non-classroom-based independent study program, the school will not deny admission or enrollment based solely on missing required immunizations, provided the student does not receive classroom-based instruction.

Foster Youth and Homeless Students

Foster youth and homeless students shall be immediately enrolled even if immunization records are unavailable at the time of enrollment, consistent with state and federal law. The school will work with the family and appropriate agencies to obtain required records as soon as practicable.

Disease Exposure

In the event of exposure to a communicable disease for which immunization is required, the school may temporarily exclude any student who does not provide proof of immunization or lawful exemption, consistent with guidance from public health authorities.

Recordkeeping and Reporting

Even when a student is exempt from entry requirements because the student is in a home-based private school or non-classroom-based independent study program, schools must still request, maintain, and report immunization records that have been received.

EAA will maintain immunization documentation, medical exemptions, conditional admission records, and non-classroom-based independent study status documentation in accordance with California law and applicable reporting requirements.

5035 Student Freedom of Speech and Expression

STUDENT FREEDOM OF SPEECH/EXPRESSION POLICY**Student Freedom of Speech/ Expression Policy**

Students attending the School have the right to exercise free expression including, but not limited to the use of bulletin boards, distribution of printed materials or petitions, wearing buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities. The Board of Directors ("Board") respects students' rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, their writing, their clothing, and the printed materials they choose to post or distribute.

Student liberties of expression shall be limited only as allowed by law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the School community.

Students will not be disciplined solely on the basis of speech or other communication that would be constitutionally protected when engaged outside of school but may be disciplined for harassment, threats, or intimidation unless constitutionally protected. Education Code § 48950.

Freedom of Expression Procedures**Circulation of Petitions and Other Printed Matter**

Students shall be allowed to distribute petitions and other printed matter subject to these procedures.

The time of distribution shall be limited to the half hour before school begins, during the lunch period, and the half-hour after school is dismissed.

The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions. Materials are not to be left undistributed or stacked for pick-up while unattended at any place in the School or on School grounds.

Buttons, Badges, and Other Insignia of Symbolic Expression

Students will be permitted to wear buttons, badges, armbands, and other insignia as a form of expression.

Students will be subject to disciplinary action when expressive activities such as the distribution of materials, wearing of buttons or displays, or posting of notices or other materials:

- Are obscene, libelous, or slanderous;

- Incite students so as to create a clear and present danger of the imminent commission of unlawful acts on school premises or of the violation of lawful School regulations or of the substantial disruption of the orderly operation of the School;

- Express or advocate racial, ethnic, or religious prejudice so as to create a clear and present danger of the imminent commission of unlawful acts on School premises or of the violation of lawful School regulations, or of the substantial disruption of the orderly operation of the School;

- Are distributed in violation of the time, place, and manner requirements;

- Are in violation of current federal, state, and local laws.

Unofficial School Publications

School officials may not ban the distribution of non-School-sponsored publications on School grounds. Writers and editors of unofficial student publications who violate any state or federal law may be disciplined after distribution. Students distributing or posting any materials that are obscene, libelous, or slanderous, or which demonstrably incite students

to commit unlawful acts on School premises, violate School rules or substantially disrupt the School's orderly operation will be subject to disciplinary action.

The following points apply to unofficial student publications:

The School and its employees may disassociate themselves from the material printed inasmuch as it is not an official publication of the School.

School officials may reasonably regulate the time, place, and manner of distribution. This distribution will be limited to

One-half hour before school begins, during the lunch period, or the half-hour after dismissal.

In locations that do not obstruct the normal flow of traffic within the School or at entrances.

Without undue noise.

No student shall use coercion to induce students or any other persons to accept printed matter or to sign petitions.

"Distribution" means dissemination of a publication to students at a time and place of normal School activity, or immediately prior to or subsequent thereto, by means of handing out free copies, selling or offering copies for sale, accepting donations for copies of the publication, or displaying the student publication in areas of the School which is generally frequented by students.

School officials cannot:

Prohibit the distribution of anonymous literature or require that literature bear the name of the sponsoring organization or author.

Ban the distribution of literature because it contains advertising.

Create regulations that discriminate against non-School-sponsored publications or interfere with the effective distribution of non-sponsored

publications provided such publications abide by time, place, and manner regulations.

Official School Publications

Pupil editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations identified above. It shall be the responsibility of a journalism advisor(s) of pupil publications within the School to supervise the production of the pupil staff, to maintain professional standards of English and journalism and to maintain the provisions provided in the Education Code relating to student expression.

Other Forms of Student Expression

Forms of student expression may include but are not limited to speech, debate, assemblies, posters, bulletin board announcements, and the wearing of buttons, badges, and armbands. In general, the laws pertaining to all forms of student expression are the same. The rights of students to express their opinions are recognized by law and are not limited to verbal expression. The basic guidelines listed above for publications apply to all forms of student expression. No teacher or administrator shall interfere with such expression on the grounds that the message may be unpopular with students or faculty.

In conforming to state and federal laws, student expression must obey copyright laws; for example, student posters cannot use nationally registered and copyrighted characters such as those from Walt Disney or "Peanuts" publications.

A student shall be subject to discipline for off-campus expression, including the expression on off-campus Internet websites, when such expression poses a threat to the safety of other students, staff, or school property, or substantially disrupts the educational program. The School director will document the impact the expression had or could be expected to have on the school program.

Distribution of Procedures Governing Student Rights

Site administrators will distribute copies of this Administrative Procedure to all teachers who are advisors of students who produce publications or present public performances. It is the responsibility of the School and site administrators to see that these guidelines are kept up-to-date and accurate.

Appeals

The pupil and a School staff member shall attempt to resolve the problem before consulting the administrative staff. If the issue cannot be resolved between the staff member and the pupil, the pupil may appeal the decision to the site administrator, and then to the Charter School Director or his/her designee. As a final step, the pupil may follow the School's complaint procedures as outlined in the Student/Parent Handbook.

5045 Acceptable Use Policy

ACCEPTABLE USE POLICY

Elite Academic Academy (“EAA”) offers its educational community a wide range of technologies and online tools to support teaching and learning. EAA is committed to promoting a respectful, secure, and responsible learning environment in all areas of the educational setting, including the digital context. This Technology Acceptable Use Agreement (“AUA”) provides students and parents (all references to “parents” in this AUA include parents and/or legal guardians) with the rules, expectations, and guidance for a student’s appropriate use of EAA technology.

Acceptable Use Policy

Use of EAA technology shall comply with all Elite Academic Academy Board policies and procedures as well as all applicable federal and state laws. California Education Code 48900 also applies to this AUA.

EAA technology includes computing devices and peripherals (e.g., computers, laptops, tablets, wearable technology, etc.); communication devices/services (email systems, chat, etc.); EAA-managed online services (such as G-Suite/Google Apps For Education, Parent/Student Square, StrongMind, etc.); access to all online collaboration and information sources; and any and all future technology provided to students.

The use of EAA-provided online accounts and technology is a school-sponsored activity. Actions and behaviors while using school accounts and/or technology falls under the purview of this AUA. Students are cautioned to communicate responsibly while online at all times to ensure the school environment remains safe and welcoming to all.

By accepting and using EAA technology students and parents agree to the following:

Students and parents grant specific consent, as defined by the California Electronic Communications Privacy Act (also known as “CalECPA” or Senate Bill 178), for EAA to review and monitor all electronic communication information and electronic device information created with, stored on, or transmitted via EAA technology.

Student use of EAA technology may be monitored or accessed without any further advanced notice. Students have no reasonable expectation of any right to privacy while using EAA technology; which includes any and all files and communications traveling over or stored on its network, or while using EAA provisioned accounts and online resources including email and online collaboration tools.

Elite Academic Academy staff may act as an authorized agent for the creation of online student accounts solely for educational purposes in accordance with state and federal student information privacy laws (COPPA, FERPA, SOPIPIA, etc.). EAA-managed student accounts may include, but are not limited to, online accounts created to access Google G-Suite (Google Apps for Education), StrongMind, ParentSquare, Fast ForWord, and any other apps, programs, or online services and digital curriculum resources for the purpose of student learning.

Students and parents are not authorized to record any part of a virtual session unless prior written permission has been granted by school administration. All individuals have the right to privacy and confidentiality within the learning environment, and unauthorized recordings violate this right and are not permissible.

By law, parents may request to opt out of the implied parental consent for student online accounts by contacting the Academy Director to discuss the reasons for and consequences of opting out. However, because Elite Academic Academy is a virtual school, access to digital tools and platforms is essential for instruction. Choosing not to agree to the

Technology Acceptable Use Policy (AUP) will result in the student being unable to access the EAA curriculum and participate in school activities.

Elite-Issued Accounts

Students will use Elite-issued Google Suite accounts to complete assignments, communicate with their teachers, sign in to Chromebooks (when issued), and learn digital citizenship skills. Students will also be provided a Zoom account to be used for all online sessions. Students are responsible for following all Elite Academic Academy guidelines when using these tools. Although parents may request that students share the password with them, it should not be shared with anyone else.

Elite Student Email Accounts are intended solely for student use. Parents should not use their child's Elite Student Email Account to communicate with Elite Staff or for any other purpose. All parent communication must be conducted through the parent's own email account.

Elite-Issued Technology Devices

Students needing access to technology may be issued a device from Elite Academic Academy (EAA). This device may include, but is not limited to, a Chromebook, laptop, iPad, VR device, or other equipment deemed appropriate for the educational experience. Use of this equipment/property is intended solely for the student's educational benefit; any other use is not authorized.

Loaned equipment/property must be reasonably safeguarded and secured at all times. All devices remain the property of Elite Academic Academy and must be returned upon the student's withdrawal from the school or at the request of Elite staff.

Any loss or damage to equipment/property must be immediately reported to Elite Academic Academy. The borrower is fully liable for any damage or loss due to negligence

during the period of use. Costs for repairs or replacement will be deducted from educational funds. However, students will not be responsible for damage caused by normal wear and tear or internal hardware/software failures.

Students issued a Chromebook must use only their Elite-issued Google account when accessing the device.

Devices are filtered and monitored for inappropriate internet usage. Repeated violations may result in the forfeiture of device use and/or disciplinary action.

Devices are also monitored for student safety concerns (such as searches related to self-harm, violence, or mental health emergencies). Students are encouraged to use personal devices or a personal journal for private writing or activities.

When a student withdraws from Elite Academic Academy, the family is responsible for packaging the device securely to prevent damage and returning it within 14 days of withdrawal. Failure to return the device will result in a bill for the replacement cost being sent to the family.

Elite-Provided Internet Access

Elite Academic Academy (EAA) provides limited internet access through certain Elite-issued devices, such as LTE-enabled Chromebooks. However, the majority of students access the internet using personal or public networks. EAA cannot be responsible for the quality, availability, or content accessed through non-Elite internet connections.

Elite-issued devices and student accounts are equipped with a web filtering and monitoring system (Securly) that helps limit exposure to inappropriate content. This filtering applies when students are logged into their Elite Chrome browser, regardless of the network being used. Despite these protections, families should be aware that the global internet contains material that may be inaccurate, offensive, or potentially illegal.

While EAA makes every effort to provide a safe online environment, it is impossible to completely control all internet content. Therefore, EAA disclaims responsibility for any damages—direct, incidental, consequential, indirect, or punitive—that may arise from internet use. EAA believes the educational benefits of internet access outweigh the risks associated with potentially encountering inappropriate material.

Internet access is a privilege, not a right. Students, families, and staff must adhere to the school's guidelines for internet use. Violations may result in consequences including loss of technology privileges, academic penalties, suspension, or expulsion depending on severity. Examples of misuse include, but are not limited to:

- Using obscene, profane, lewd, vulgar, threatening, or disrespectful language (in violation of California law and EAA policies)

- Copying or plagiarizing content from the internet

- Creating or distributing viruses, malware, or harmful programs

- Hacking into or accessing unauthorized systems

- Sending spam or other unsolicited communications

Student Profile Picture on Elite Applications

When uploading your student picture in the LMS or to any other Elite account, it should be a school-appropriate headshot of just the student.

Responsible Use Expectations

To maintain a respectful and safe digital learning environment, students may not:

Use technology to threaten, bully, or harass others, including sending, accessing, uploading, downloading, or distributing text, images, or other materials that are offensive, threatening, profane, obscene, sexually suggestive, or that could be interpreted as harassment or disparagement based on race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs.

Search for, access, create, or possess inappropriate content, including materials that are lewd, sexually suggestive, graphically violent, illegal, or derogatory toward others.

Bypass or attempt to bypass school content filters, including the use of web proxies, anonymizers, or other methods to access restricted content on an EAA device.

Use of Artificial Intelligence (AI) Technology

AI is a powerful tool that can support learning, careers, and everyday life. Students must understand how to use AI responsibly.

Definitions:

Artificial Intelligence (AI): Computer programs that can learn, make decisions, and understand language.

Large Language Models (LLMs): AI that processes and generates human-like text (like ChatGPT).

Machine Learning: When computers learn from data to improve their performance.

Natural Language Processing (NLP): AI's ability to understand and use human language.

Generative AI: AI that can create new content like text, images, or video.

Our Expectations:

Students may use AI tools in ways that enhance their critical thinking, creativity, collaboration, and understanding. AI must be used to support, not replace, their original thinking, academic skills, and expression.

Using AI to complete coursework and submit it as your own is considered plagiarism and will result in disciplinary action in accordance with the school's academic integrity policy.

Students must verify any information provided by AI, recognizing that it may be inaccurate, incomplete, or biased. Critical evaluation of AI output is an expected part of responsible use.

Students must protect their personal information and must not input private or sensitive information into AI tools unless explicitly directed by school staff.

Examples of Responsible AI Use

Acceptable Uses

Brainstorming ideas or topics

Checking grammar, spelling, or organization

Generating practice questions or study guides

Explaining difficult concepts in a new way

Supporting research (with verification of accuracy)

Unacceptable Uses

Submitting AI-generated work as original student work

Completing assignments without demonstrating thinking or process

Using AI during assessments when not permitted

Uploading personal, private, or sensitive information

The goal of student work is to demonstrate each student's authentic understanding, skills, and growth, enabling teachers to provide meaningful feedback and support. When that goal is impeded—whether through overuse of AI, plagiarism, or other academic integrity concerns—teachers may require students to complete additional or alternative assignments to accurately assess and guide learning.

Important to Know:

Most AI tools require users to be at least 13 years old. Parent/guardian consent will be requested as needed for the use of age-appropriate AI tools. Students under 13 will only use AI tools in ways that are developmentally appropriate and guided by school staff.

Students and staff may only use AI tools that have been approved by Elite Academic Academy. To request approval of a new AI tool, students must submit a request to the Senior Director of Academic Innovation. Tools are not approved until official notification is received.

Approved AI tools must meet safety, privacy, developmental appropriateness, and educational value standards.

Use of AI Tools

Elite Academic Academy uses SchoolAI, an educational platform that leverages artificial intelligence to enhance learning, tutoring, and student support. SchoolAI provides real-time feedback, learning assistance, and interactive academic support aligned with our educational goals.

While SchoolAI is our current platform, Elite Academic Academy reserves the right to adopt, replace, or transition to a comparable artificial intelligence tool or service at its discretion to

ensure the highest quality of educational support and alignment with evolving technology and institutional needs.

What Families Should Know:

SchoolAI is an AI-powered platform designed for classroom and instructional use. It includes tools such as AI tutors, writing support, and formative feedback.

Student use of SchoolAI will always be monitored by teachers or school staff and will occur in the context of instructional activities.

Student data privacy is a priority. SchoolAI complies with all relevant federal and state privacy laws, including COPPA and FERPA, and has been vetted for safety and developmental appropriateness by school leadership.

Students will be instructed not to input private, sensitive, or personal information into SchoolAI. Only anonymized or academic content should be entered.

Use of SchoolAI is optional for students, and families may contact the school if they have questions or wish to opt out of specific uses.

Parental Consent:

By signing the Elite Academic Academy Student/Parent Handbook, parents/guardians acknowledge and consent to the use of approved AI tools, including SchoolAI, for instructional purposes.

If a parent/guardian wishes to opt their student out of using SchoolAI or has questions about its use, they should contact the student's Teacher of Record (TOR) to discuss alternative arrangements.

Students under 13 will receive developmentally appropriate guidance, and staff will ensure AI use aligns with age-appropriate expectations.

Responsible Use:

All general guidelines regarding AI use (see above section: "Use of Artificial Intelligence (AI) Technology") apply to SchoolAI.

Teachers may provide clear expectations for when and how SchoolAI may be used in the classroom.

Use of SchoolAI for plagiarism or to circumvent learning will result in disciplinary action under the academic integrity policy.

Developmentally Appropriate AI Use

AI use will be tailored to be developmentally appropriate. Younger students will receive additional guidance and protections, with higher expectations of independence and critical thinking for older students.

Privacy and Digital Rights:

Students' digital rights, including privacy and agency over their information, are a priority. All AI tools used must comply with federal and state privacy laws (such as COPPA and FERPA).

Bias Awareness:

AI systems may contain biases based on how they were trained. Critical evaluation of AI-generated content is an expected part of responsible use.

Transparency and Reporting Issues:

If students or families believe that an AI tool has provided inaccurate, unsafe, biased, or harmful information, they are encouraged to report it to school leadership.

While the school may not have the ability to modify or correct information produced by third-party AI tools, reported concerns will help inform decisions about the continued approval and use of such tools.

Students and families have the right to request information on how AI tools are used in instruction and how student data is protected.

Cyberbullying and Harassment

Elite Academic Academy has a zero-tolerance policy for cyberbullying or harassment of any kind. Students are responsible for behaving in an appropriate, responsible, ethical, and legal manner when communicating online or in person.

Harassment is defined as any unwanted conduct or behavior that creates an unpleasant, hostile, or intimidating environment, including conduct that may be based on a protected class or perceived bias.

Cyberbullying can be, but is not limited to, threats, insults, verbal abuse, racial slurs, and sharing negative, harmful, false, or mean content about someone else through digital devices and platforms (IM, email, discussion threads, chat rooms, websites, social media, etc.).

Offensive content is defined as, but is not limited to, sexual comments, sexual images, racial slurs, gender-specific comments, disabilities, color, race, or economic status. Examples of this behavior include but are not limited to:

- Sending false, cruel, vicious messages.

- Creating websites that have stories, cartoons, pictures, and jokes ridiculing others.

- Breaking into an email account and sending vicious or embarrassing materials to others.

- Engaging someone in electronic communication, tricking that person into revealing sensitive personal information and forwarding that information to others.

- Posting a picture of someone else without their permission.

In the EAA online environment, students must follow these communication guidelines:

- Instant messages (IMs) must be used appropriately for school purposes, with respectful communication free from cyberbullying or harassment.

- Emails and Live Session communications must be school-appropriate and free from cyberbullying or harassment.

- Cyberbullying or harassment by staff, parents/guardians, or students will not be tolerated online or in person.

Harassment, cyber-bullying, and offensive content are actions that present situations which interfere with the culture of Elite Academic Academy and student academic and social success; they will not be tolerated.

Student Reporting for Cyberbullying/Harassment

If a student feels they are a victim of cyber-bullying or harassment, the following steps should be followed:

Do NOT respond to the person accused of harassment or cyberbullying.

Keep evidence of cyber-bullying and record the times, dates, and descriptions or screenshots of the bullying.

If cyberbullying from another student occurs during a live session or group assignment, notify the Teacher of Record and send the Teacher of Record documentation as soon as possible.

If Cyberbullying or harassment occurs from another Elite student outside of the classroom environment, document the incident and send the documentation to the Program Director as soon as possible.

If the Cyberbullying or harassment is from an Elite Faculty member, document the incident and report it to the Program Director as soon as possible.

If the Cyberbullying or harassment is from an Elite Administrator, document the incident and report it to the School Counselor as soon as possible who will report it to the Chief Executive Officer.

Administrative Action Plan for Cyberbullying/Harassment

When a student reports an incident of cyber-bullying or harassment to a Teacher of Record, the Teacher of Record will follow the protocol below:

Review documentation of abusive communication from the student.

The Teacher of Record will discuss the incident with the accused student and determine the best course of corrective action. The Teacher of Record will consult with the Program Director as appropriate based on the nature of the incident. Documentation of the incident will be placed in the student's discipline file.

The Teacher of Record will schedule a phone conference with the accused student's parent(s)/guardian to discuss the matter.

If, in the sole discretion of EAA the incident warrants consideration of expulsion, EAA may initiate the expulsion process.

When a student reports an incident of cyberbullying or harassment to a Program Director, the following protocol will occur:

The Program Director will collect all available documentation concerning the incident.

The Program Director will discuss the incident with the student and will decide what further actions, if any, are appropriate. Documentation of the incident will be placed in the student's discipline file.

If a student reports harassment or cyberbullying by an EAA staff member or Community Partner, EAA will take necessary actions in accordance with EAA policies and as required by state and federal law.

Consequences for students who partake in Cyberbullying or Harassment may include:

Participate in a parent(s)/guardian conference.

Receive a warning about a possible expulsion for a repeated offense.

Work with the school counselor to complete a bullying prevention program.

Attend counseling sessions.

Referred to be a candidate for expulsion.

Notification sent to Law Enforcement.

The Program Director will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation; and, if bullying or harassment is found, what action is being taken to prevent further acts of bullying or retaliation. Because of the legal requirements regarding the confidentiality of student records, the Program Director cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

5050 Academic Integrity Policy

ACADEMIC INTEGRITY POLICY

At Elite Academic Academy, academic integrity is a core value. Students are expected to present their own ideas and original work in assignments, online discussions, presentations, essays, and other coursework. While research and collaboration are encouraged, all external sources must be properly cited to maintain honesty and avoid plagiarism. Citation styles may vary by course, and students should consult their teacher for guidance.

Examples of Plagiarism & Violation of Academic Integrity

Violations can take many forms, including but not limited to:

1. Copying answers from another student or using unfair methods during tests or assignments.
2. Reusing an assignment from a different class without significant modifications.
3. Falsifying information in any document or assignment.
4. Sharing past assignments with other students.
5. Using websites or other resources for ready-made answers instead of completing work independently.
6. Submitting AI-generated work without teacher permission and presenting it as original student-created work. For details, see the AI Policy in the Student Handbook.

Consequences for Violation of Academic Integrity

- **First Occurrence:** Student meets with the Teacher of Record and Highly Qualified Teacher (if applicable) to review the concern and is given an additional opportunity to demonstrate mastery.

- **Second Occurrence:** Parent-teacher conference required; student receives a zero on the assignment.
- **Third Occurrence:** Academy Director determines appropriate next steps, possibly involving the SST process.

Students with valid IEPs or 504 plans will have any actions reviewed by the Special Education Department Director to ensure compliance with applicable law.

Student/Parent Grievance Procedure for Academic Integrity Violations

Elite Academic Academy provides a fair process for addressing disputes regarding academic integrity, and prohibits discrimination based on disability, race, creed, gender, sexual orientation, color, national origin, or religion.

1. Submit a written explanation to the Senior Director of Academic Innovation (or designee) explaining why the accusation is disputed.
2. An administrator will investigate and respond in writing within ten (10) working days.
3. If unresolved, a review can be requested with the governing school board within ten (10) working days. The board will investigate and respond within ten (10) working days. A simple majority vote determines the final decision.

5060 Grade Acceleration Policy

GRADE LEVEL ADVANCEMENT POLICY

Provisions for successful student progress toward identified benchmark expectations in meeting the California Content Standards shall be made by offering educational experiences of increasing complexity.

Each student's Academic Learning Plan shall be an integral part of the educational experience; providing students in need with the appropriate prevention, early intervention, remediation, and ongoing assessment and support services to help ensure success.

Decisions on the grade placement of students shall be based on academic performance and analysis of appropriate student data within a standards-based education system.

Factors to be weighed in the decision include:

Achievement is demonstrated by academic performance and successful progress in meeting identified benchmarks as specified in the California Common Core Standards.

Multiple student data sources and supporting evidence including, but not limited to:

- Report card and General Learner Outcomes ratings;
- School assessments;
- Cognitive testing;
- Student portfolios;
- Student performance on the CAASPP; and
- Student progress on an Individualized Education Program (IEP).

Should the decision regarding promotion/retention/acceleration of a student be in question, the final decision of placement will be made by the Educational team upon

completion of an SST and review of documentation and recommendation of the student's teacher(s) and in consultation with parents, and may include:

Promotion – placement in the next succeeding grade.

Conditional promotion – placement in the next succeeding grade with reservation.

Retention – placement in the same grade.

Acceleration – placement in a grade higher than the next succeeding grade.

In accordance with California law and district policy, students enrolled in Transitional Kindergarten (TK) are not eligible for grade acceleration to Kindergarten nor may they skip Kindergarten for placement in first grade. TK is the first year of a two-year kindergarten program, and TK students must complete Kindergarten prior to enrollment in first grade.

Grade Level Acceleration/Advancement

This process is used when a request is made for a student to be placed one or more grade levels above the next sequential grade, also known as “double promotion.” Candidates can be identified through parent referral, Teacher of Record, or Academy Director.

Step 1 — Initial SST Review

The Academy Director explains the acceleration process to the parent.

An initial Student Support Team (SST) meeting is scheduled to determine whether a more advanced response is needed beyond enrichment activities.

Participants include the Academy Director or designee, parent, Teacher of Record, School Counselor (middle/high school), Special Education

representative, and potentially other staff (HQT, school psychologist, speech/language pathologist, or others).

The team reviews observations, test data, current curriculum, and social-emotional development.

Outcome: If the current curriculum meets the student's needs, no further steps are required. The Teacher of Record continues to provide enrichment and monitor progress.

Step 2 — Assessment Review

If more information is needed, the SST recommends assessments, which may include:

Above grade-level iReady assessments aligned with the grade the student may enter.

Cognitive assessment via the WISC-V (administered by the School Psychologist).

Additional academic or social-emotional evaluations as needed.

The team reviews all assessment results and observations. Any measure that does not meet double-promotion criteria stops the process.

Step 3 — Final Determination

The Academy Director or designee meets with the SST and parents to determine eligibility.

Criteria for double promotion are clearly applied, considering academic performance, cognitive ability, and social-emotional readiness.

Outcome:

If criteria are met, support for double promotion is provided.

If criteria are not met, the team discusses enrichment and differentiated learning options to appropriately challenge the student.

The Academy Director verifies the final decision in a letter to parents and places a copy in the student's record.

Transitional Kindergarten (TK) Acceleration

Students may not accelerate directly out of TK before completing the program. For additional details, please see the Grade Placement Policy.

5065 Enrollment Policy

ENROLLMENT POLICY**Re-enrollment After Exit for Noncompliance**

The Governing Board recognizes that independent study is an optional educational alternative in which students must demonstrate the ability to work independently and make satisfactory educational progress in accordance with the written agreement.

Exit Due to Noncompliance

A student may be involuntarily withdrawn from independent study when it is determined that the student has failed to make satisfactory educational progress or has violated the terms of the written agreement, as defined in administrative regulation. Prior to withdrawal, the Charter shall implement documented tiered reengagement strategies in accordance with law.

Re-enrollment Following Exit

A student who has been exited from independent study due to noncompliance may be considered for re-enrollment at the discretion of the CEO or designee.

Re-enrollment shall not be automatic and may be approved only when it is determined that independent study is in the best educational interest of the student and that the student is likely to succeed in the program.

Conditions for Re-enrollment

As a condition of re-enrollment, the CEO or designee may require one or more of the following:

- A conference with the student, parent/guardian, and certificated staff
- A review of the reasons for prior noncompliance
- Demonstration of the student's commitment to meet program requirements
- A probationary independent study agreement with specific academic and participation expectations
- Agreement to increased monitoring, support, or check-ins

Failure to meet the conditions of a probationary agreement may result in immediate exit from independent study and transition to another educational program.

Limitations

The Charter may deny re-enrollment in independent study if:

- The student has a documented pattern of noncompliance, or
 - The Superintendent or designee determines that the student is not likely to benefit from or succeed in independent study
-

5095 Grade Retention Policy

GRADE RETENTION POLICY

Grade Level Retention Provisions for successful student progress toward identified benchmark expectations in meeting the California Content Standards shall be made by offering educational experiences of increasing complexity.

Each student's Academic Learning Plan shall be an integral part of the educational experience; providing students in need with the appropriate prevention, early intervention, remediation, and ongoing assessment and support services to help ensure success.

Decisions on the grade placement of students shall be based on academic performance and analysis of appropriate student data within a standards-based education system.

Factors to be weighed in the decision include:

Achievement is demonstrated by academic performance and successful progress in meeting identified benchmarks as specified in the California Common Core Standards.

Multiple student data sources and supporting evidence including, but not limited to:

Report card and General Learner Outcomes ratings; School assessments; Cognitive testing; Student portfolios; Student performance on the CAASPP; and Student progress on an Individualized Education Program (IEP).

Should the decision regarding promotion/retention/acceleration of a student be in question, the final decision of placement will be made by the Educational team upon completion of an SST and review of documentation and recommendation of the student's teacher(s) and in consultation with parents, and may include:

Promotion – placement in the next succeeding grade.

Conditional promotion – placement in the next succeeding grade with reservation.

Retention – placement in the same grade.

Acceleration – placement in a grade higher than the next succeeding grade.

In accordance with California law and district policy, students enrolled in Transitional Kindergarten (TK) are not eligible for grade acceleration to Kindergarten nor may they skip Kindergarten for placement in first grade. TK is the first year of a two-year kindergarten program, and TK students must complete Kindergarten prior to enrollment in first grade.

Grade Level Retention

Students in grades K-8 are limited to one retention. Parents may request retention once during grades K-6, subject to school review and approval. This waiver can only be submitted after a meeting with parents. Additionally, students must be enrolled in their current grade level upon enrollment; mid-year retention is not allowed under any circumstances. Retention/Promotion meetings take place in May (Year Round) and August (Traditional) each school year for the next year placement.

Currently enrolled students in grades 7-8 can **only** be retained for academic purposes as deemed throughout the SST process.

Parents must attend an SST and be given research and literature on the benefits and risks both academically and socially for retention.

Students must have an academic plan in place to support continued growth.

Students being recommended for retention may need to complete at least two months of intervention using Fast ForWord or a designated program before retention is approved. Voluntary Retention is not a part of the enrollment process. Retention is something that must be discussed with the academic team AFTER enrollment has been completed.

Parents may appeal retention to the Senior Director of Student Development or designee with their decision being final.

Students who have been retained once and are still experiencing academic difficulty will be referred to a Student Study Team, to ensure appropriate supports and services are in place for student success.

If a student has an IEP, retention would be an IEP team decision.

If a student is newly enrolled, and parents bring up a concern, an SST meeting will take place within the first two weeks of enrollment as long as that enrollment is before October 31st. Enrollment after October 31st will lead to retention for the following school year.

5100 Immigration Enforcement Activity Policy

IMMIGRATION ENFORCEMENT ACTIVITY POLICY

SB 98 & Immigration Enforcement

I. Immigration Enforcement & Student Protection Policies (AG-Aligned)

Policy 1: Collection and Handling of Student & Family Information

Elite Academic Academy (EAA) shall maintain written policies governing the collection, retention, and protection of student and family information. The Academy:

- Shall not collect or require information regarding immigration status, citizenship status, or national origin.
- Shall not discriminate based on a family's decision to withhold such information.
- Shall not use school resources to create registries based on immigration status, race, ethnicity, religion, gender, or sexual orientation.
- Shall ensure staff training on these policies annually.

Policy 2: Inquiries Regarding Immigration or Citizenship Status

EAA personnel shall not:

- Inquire about or document a student's or family member's immigration or citizenship status.
- Require documentation that reveals immigration status as a condition of enrollment.

Alternative, lawful documentation for age, residency, and eligibility shall always be accepted.

Policy 3: Social Security Number Collection

- The Academy shall not collect full Social Security numbers.
- If the last four digits are required for federal benefit eligibility, families shall be informed that refusal does not impact enrollment or attendance.

Policy 4: Information Sharing, FERPA, and Legal Requests

No student or employee information shall be disclosed for immigration-enforcement purposes without a judicial warrant, court order, or subpoena.

Upon receipt of any such request, the Academy shall:

1. Notify the CEO or designee immediately.
2. Document the request.
3. Notify parents/guardians unless legally prohibited.
4. Consult legal counsel prior to any response.
5. Decline disclosure absent proper legal authority.

Policy 5: Immigration Enforcement on School Grounds

Immigration enforcement officers are considered visitors and must comply with all visitor registration procedures.

Absent exigent circumstances or a judicial warrant:

- Access to campus, students, or records shall not be granted.
- Staff shall document officer credentials, purpose, and actions.
- Legal counsel shall be contacted immediately.

A report shall be made to the governing board and the California DOJ Bureau of Children's Justice.

Policy 6: Parental Notification

Parents/guardians shall be notified immediately if:

- An officer seeks or gains access to a student for immigration enforcement purposes, unless prohibited by law.

Policy 7: Detention or Deportation of a Family Member

The Academy shall:

- Allow families to update emergency contacts at any time.
- Permit designation of trusted adults or caregivers.
- Release students only to authorized emergency contacts or individuals with a Caregiver's Authorization Affidavit.
- Contact Child Protective Services only as a last resort.

Policy 8: Hate Crimes, Harassment, and Bullying

Elite Academic Academy prohibits discrimination, harassment, intimidation, or bullying based on actual or perceived immigration status or national origin.

Complaints shall be addressed through the Uniform Complaint Procedure (UCP) with confidentiality safeguards and anti-retaliation protections.

II. Annual Parent & Guardian Notice (Required)

Each year, EAA shall provide notice that:

- Students have the right to a free public education regardless of immigration status.
- The Academy does not release information for immigration enforcement without a court order.
- Immigration status is not considered directory information.
- Families may opt out of directory information disclosures.
- “Know Your Educational Rights” resources are available.

5123 Student Recognition & Promotion Milestones

STUDENT RECOGNITION AND PROMOTION MILESTONES

Student Recognition and Promotion Milestones

The Governing Board recognizes the importance of celebrating student learning and growth throughout the educational journey. The Board also believes that high school graduation represents the culminating milestone of a student's K–12 education and should remain the primary formal graduation ceremony recognized by the school.

To preserve the significance of this achievement and maintain consistency across grade levels, the school shall not conduct formal promotion or graduation ceremonies for students completing kindergarten, fifth grade, or eighth grade.

Completion of these grade levels represents important academic transitions:

- Kindergarten marks the beginning of a student's formal educational journey.
- Fifth grade signifies a transition from elementary learning to middle school academic expectations.
- Eighth grade represents promotion to high school and continued progress toward earning a high school diploma.

While formal promotion ceremonies will not be held for these grade levels, schools and teachers are encouraged to recognize student accomplishments in age-appropriate, classroom-based, or school-based ways that celebrate learning, growth, and community.

Examples of recognition activities may include:

- Classroom celebrations or acknowledgements
- Student showcases or exhibitions of learning
- End-of-year assemblies or recognitions
- Family engagement activities
- Academic or character recognitions

These celebrations should emphasize student growth, community connection, and preparation for the next stage of learning rather than graduation from the educational program.

The official graduation ceremony of the school shall occur only upon a student's successful completion of high school diploma requirements.

The CEO or designee shall ensure that school recognition activities remain consistent with this policy and reflect the school's commitment to honoring student achievement while preserving the significance of high school graduation.

6000 Series: Instruction

6010 Independent Study Policy

INDEPENDENT STUDY POLICY

Elite Academic Academy (Charter School) shall offer independent study to meet the educational needs of pupils enrolled in the charter school. Independent study is an alternative education program designed to teach the knowledge and skills of the California core curriculum system.

Elite Academic Academy shall provide appropriate services and resources to enable pupils to complete their independent studies successfully.

A school district or county office of education (or charter school) may not be eligible to receive apportionments for independent study by pupils unless it has adopted policies and has implemented those policies. The following written policies have been adopted by the Board for implementation at the Charter School:

1. For pupils in all grade levels offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be thirty-five (35) school days.
2. An evaluation will be conducted to determine whether it is in the best interest of the pupil to remain in Independent Study if the pupil misses three (3) assignments and/or in the event the pupil's educational performance falls below satisfactory levels as determined by whether or not:
 - a. The pupil's achievement and engagement in the independent study program fulfills the standards indicated by the pupil's performance on applicable pupil level measures of pupil achievement and pupil engagement set forth in paragraphs (4) and (5) of subdivision (d) of Section 52060.
 - b. The pupil is completing assignments, assessments, or other indicators that serve as evidence that the pupil is working on assignments.
 - c. The pupil is learning required concepts, as determined by the supervising teacher.
 - d. The pupil is progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the aforementioned findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation, and if the pupil transfers to another California public school, the record shall be forwarded to that school.

3. The Charter School will provide content to pupils aligned to grade-level standards that is substantially equivalent to in-person instruction. For high school pupils, this includes access to all courses offered by the Charter School for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria.

4. The Charter School will implement procedures for tiered re-engagement strategies for the following pupils:

- a. All pupils who are not generating attendance for more than 10 percent of the required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar; or
- b. All pupils found not participatory in synchronous instructional offerings for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or
- c. All pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

Tiered re-engagement strategies shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

- a. Verification of current contact information for each enrolled pupil.
- b. Notification to parents or guardians of lack of participation within one (1) school day of the recording of a non-attendance day or lack of participation.

c. Creation of a plan for outreach from the school to determine pupil needs, including connection with health and social services as necessary.

d. Scheduling of a pupil-parent-educator conference (a meeting involving all individuals who signed the pupil's written independent study agreement) to review the pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.

5. Based on each pupil's grade level, the Charter School will offer synchronous instruction defined as classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher and pupil. Synchronous instruction shall be provided by a teacher or teachers of record for that pupil pursuant to Section 51747.5. Opportunities for synchronous instruction and/or daily live interaction will be offered at least as frequently as set forth below:

a. For pupils in transitional kindergarten through grade 3, inclusive, the school will offer pupils opportunities for daily synchronous instruction for all pupils throughout the school year.

b. For pupils in grades 4 through 8, inclusive, the school will provide opportunities for both daily live interaction and at least weekly synchronous instruction for all pupils throughout the school year.

c. For pupils in grades 9 through 12, inclusive, the school will provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year.

“Live interaction” means interaction between the pupil and local educational agency classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in person, or in the form of internet or telephonic communication.

The Charter School will document each pupil’s participation in live interaction and synchronous instruction on each school day for which these are provided as part of the independent study program. A pupil who does not participate in scheduled live interaction or synchronous instruction shall be documented as non-participatory for that school day for purposes of pupil participation reporting and tiered re-engagement.

6. In the event a family decides to return to in-person instruction, within five (5) instructional days, the school will provide the family with a transitional plan including, but not limited to, resources such as contact information for their school of residence, other classroom-based educational opportunities, and wellness support.

7. A requirement that a current written agreement for each independent study pupil shall be maintained on file including all legal requirements (see Written Agreement below).

Written Agreement Policy

1. The manner, time, frequency, and place for submitting a pupil’s assignments, for reporting the pupil’s academic progress, and for communicating with a pupil’s parent or guardian regarding a pupil’s academic progress.

2. The objectives and methods of study for the pupil’s work, and the methods used to

evaluate that work.

3. The specific resources, including materials and personnel, will be made available to the pupil. The specific resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.

4. 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, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in an independent study program.

5. The duration of the independent study agreement, including the beginning and end 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 school year.

6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.

7. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade-level, or need support in other areas, such as English learners, and individuals with exceptional needs in order to be consistent with the pupil's individualized education program (IEP) or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health support.

8. 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. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the

alternative of classroom instruction.

9.

a. Each independent study agreement shall be signed, before 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 the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with

Section

6550) of Division 11 of the Family Code.

b. Each signature required for an independent study agreement shall be dated as required by

Title 5 California Code of Regulations Section 11702. An agreement is not in effect until

it is complete as to all terms, signed and dated.

Before signing an independent study agreement, the parent may request that the Charter School

conduct a telephone, videoconference, or in-person pupil-parent-educator conference or other

school meetings during which the pupil, parent, or guardian, and, if requested by the pupil or

parent, an education advocate, may ask questions about the educational options, including which

curriculum offerings and nonacademic supports will be available to the pupil in independent

study, before making the decision about enrollment or dis-enrollment in the various options for

Learning.

Elite Academic Academy shall comply with the Education Code Sections 47612.5 and 51745 through 51749.3, Title 5 California Code of Regulations Sections 11700(b) through 11704,

16023 through 16026, and 11960(a) through 11963.7, and the provisions of the Charter School's

Act and the State Board of Education regulations adopted thereunder.

The Chief Executive Officer shall establish regulations to implement these policies in accordance with the law.

6005 Parent and Family Engagement Policy

PARENT AND FAMILY ENGAGEMENT POLICY

Title I, Part A Single-School LEA Parent and Family Engagement Policy

Elite Academic Academy (EAA) has jointly developed and mutually agreed upon this written policy with parents and family members of participating children. This policy meets both district-level (ESSA Section 1116[a][2]) and school-level (ESSA sections 1116[b] and [c]) requirements to ensure effective involvement and transparency.

Involvement in Policy Development

EAA actively involves parents and family members in the development of the Title I, Part A Parent and Family Engagement Policy. Input is systematically gathered through annual family surveys, discussion forums, and dedicated parent advisory committees to ensure the policy reflects the needs of our community.

Distribution and Planning Support

To ensure all stakeholders are informed, this policy is distributed through annual notifications, included in student-parent handbooks, and maintained on the school's website. Furthermore, parents are involved in the development of the LEA Plan and any necessary support and improvement plans through these same collaborative channels.

Coordination and Capacity Building

EAA provides the necessary coordination and technical assistance to implement effective family engagement activities that drive student achievement.

- **Administrative Collaboration:** EAA leadership works with academy administrators to plan and execute engagement strategies.

- **Dedicated Support:** A Marketing Coordinator assists in coordinating best practices and events.
- **Educational Activities:** The school hosts Literacy/Math nights, onboarding meetings, parent workshops, and family events to build parent capacity.
- **Community Consultation:** EAA may consult with business leaders, philanthropic organizations, or engagement experts to enhance these programs.

Integration with Federal and State Programs

Family engagement strategies are integrated into the **Local Control and Accountability Plan (LCAP)** and the **LCAP Federal Addendum**. These plans include specific actions, services, and expenditures dedicated to improving meaningful participation and providing opportunities for family input on school decisions.

Annual Evaluation and Barrier Identification

EAA conducts an annual evaluation of the content and effectiveness of this policy.

- **Feedback Mechanisms:** Evaluation is performed via LCAP surveys, school meetings, parent advisory committees, and brief surveys shared during every parent learning period meeting with the Teacher of Record (TOR).
- **Identifying Barriers:** The evaluation specifically identifies barriers to participation for parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are from racial/ethnic minority backgrounds.
- **Strategic Adjustments:** To address these barriers, EAA implements strategies such as flexible meeting times and providing information in multiple languages and accessible formats.

Use of Findings for Improvement

The findings from annual evaluations are used to design evidence-based strategies for more effective involvement. These results directly inform necessary revisions to the Parent

and Family Engagement Policy, the LCAP, and the School Plan for Student Achievement (SPSA).

Parent Advisory Committee (PAC)

EAA establishes and maintains a Parent Advisory Committee (PAC) comprised of a representative group of Title I parents. The PAC is responsible for:

- Reviewing annual evaluation results and stakeholder input.
- Developing, reviewing, and revising the school parent and family engagement policy.
- Acting as a representative voice for the needs of the student population.

Meeting and Communication Protocols

As a non-classroom-based school, EAA ensures accessibility through flexible virtual options:

- **Annual Title I Meeting:** An annual meeting is held via Zoom or Google Meet to inform parents of Title I requirements and their rights to be involved.
- **Flexible Participation:** To accommodate different schedules, meetings are recorded and posted on the school website for anytime viewing.
- **Regular Updates:** The Student Support Service Department provides timely information regarding Title I programs, curriculum, academic assessments, and state standards.

Parent Suggestions and Feedback

EAA provides regular opportunities for parents to formulate suggestions and participate in educational decision-making.

- **Weekly Interaction:** Students and parents meet weekly with their TOR to discuss progress and voice concerns.
- **Direct Access:** All department information is housed on the school website, and parents are encouraged to reach out to the school team at any time.

- **Dissatisfaction Protocol:** If the LEA plan under ESSA Section 1112 is not satisfactory to parents, the school will collect and submit parent comments along with the plan when it is submitted to the State.

Adoption: This policy was developed jointly with and agreed upon by parents and family members of children participating in Title I, Part A programs. It is distributed to all families annually.

6030 Education for Foster and Mobile Youth

EDUCATION FOR FOSTER AND MOBILE YOUTH POLICY

Elite Academic Academy (EAA) is committed to ensuring that all students in foster care have equal access to the same free, appropriate public education as provided to other youth. Under California law, foster youth have specific, legally protected educational rights, which include:

- **School of Origin:** The right to remain in their school of origin. The school of origin can be: the school the student attended when they first entered foster care, the school most recently attended, or any school the student attended in the last 15 months to which they feel most connected.
- **Immediate Enrollment:** The right to immediate enrollment in school, even if they are temporarily missing typical enrollment documents (e.g., transcripts or immunization records).
- **Partial Credits:** The right to receive partial high school credits for work satisfactorily completed at previous schools.
- **Graduation Exemptions (AB 167/216):** If a student transfers schools after their second year of high school and is behind on credits, they may be eligible to graduate by completing only the state minimum graduation requirements rather than EAA's standard graduation requirements. They also have the right to remain in high school for a fifth year to complete EAA's standard requirements.
- **School Discipline:** Specific legal protections and due process rights regarding school discipline and suspensions.
- **College & Financial Aid:** The right to university application fee waivers (such as for the UC and CSU systems), priority college registration, and specialized financial aid,

including maximum federal student aid and specific state grants (e.g., the Chafee Grant).

- School Records: The right to seamlessly access their educational records.

For an in-depth breakdown of these rights and how they are applied, please refer to the California Department of Education's Foster Youth Bill of Rights. If you have questions regarding foster youth enrollment, credit transfers, or support services, please contact your EAA School Counselor.

6015 Comprehensive Sex Ed Policy

Comprehensive Sexual Health & HIV Prevention Policy

1. Purpose and Philosophy

Elite Academic Academy (EAA) is committed to providing students with the knowledge and skills necessary to protect their sexual and reproductive health. Our program is designed to promote healthy relationships, informed consent, and respect for all individuals. In accordance with the **California Healthy Youth Act (CHYA)**, EAA ensures that all instruction is medically accurate, objective, and inclusive.

2. Instructional Delivery Model

EAA utilizes a specialized intensive model to ensure high-quality delivery of state-mandated content:

- **Format:** Instruction is provided via a **4-day intensive course** held each **Spring Semester**.
- **Expert Instruction:** Content is delivered by a **certified outside provider** specializing in sexual health education to ensure students receive the most current and professional guidance available.
- **Remote Environment:** As EAA is a virtual learning community, all instruction is delivered through our secure online platform.

3. Curriculum Standards & Accessibility

All instructional materials used by EAA's outside provider meet California Education Code requirements.

- **Content:** Instruction covers HIV prevention, STI education, FDA-approved contraceptives, the benefits of delaying sexual activity, and the legal/social importance of affirmative consent.
- **Inclusivity:** Materials are inclusive of all genders, sexual orientations, and ethnic backgrounds.
- **Reviewing Materials:** Because EAA operates without a central physical office, all curriculum outlines and instructional materials are **available for parental review upon request**. EAA will provide digital access or scheduled previews to any parent or guardian wishing to inspect the content prior to the start of the course.

4. Parental Rights and Opt-Out Procedures

EAA respects the rights of parents and guardians to supervise the education of their children regarding human sexuality.

- **Notification:** Parents/guardians will receive written notification via email at least **14 days** prior to the start of the 4-day Spring session.
- **Opt-Out (Passive Consent):** In compliance with CA Ed Code, parents may opt their student out of all or part of the sexual health instruction by submitting a written request (email or digital form) to the EAA administration.
- **Remote Attendance:** Students who are opted out will not be required to log in to the virtual sessions for the duration of the 4-day course. Because EAA is a remote academy, students excused from this instruction will simply not attend those specific sessions; no alternative on-site activities are required.

5. Compliance & Accuracy

EAA regularly vets its outside providers to ensure they maintain valid certifications and that their teaching methods remain non-biased and non-sectarian. The goal of EAA is to provide a safe, digital space for students to learn essential life skills that promote long-term health and safety.

6020 Education of Homeless and Youth Policy

EDUCATION OF HOMELESS AND YOUTH POLICY

If an EAA student lacks a fixed, regular, and adequate nighttime residence, they may qualify for protections under the McKinney-Vento Homeless Assistance Act. This includes students sharing housing due to economic hardship; living in motels, shelters, or public spaces; or migratory children in similar circumstances

Your Rights and Protections

Eligible students have the right to:

- Immediate Enrollment: Enroll and attend classes immediately, even if lacking typically required documentation.
- School Stability: Continue attending their school of origin or enroll in the local school.
- Comparable Services: Receive transportation (if requested), free school meals, and educational services provided to all other students.
- Verification: Receive a formal verification letter to assist with HUD housing priority, SNAP/WIC benefits, and independent status on the FAFSA.

Scope of School Support

The role of the McKinney-Vento Liaison is to remove educational barriers and serve as a bridge to community experts. While the school is not a long-term case management provider, we provide the following:

- Community Referrals ("Warm Handoff"): We partner with agencies like Care Solace to connect families with specialists for housing, mental health, medical/dental access, and food assistance.

- **Emergency Basic Needs:** To remove immediate barriers to school attendance, EAA may provide limited, short-term assistance via prepaid store cards (maximum \$75 per issuance; 2 per school year). These are restricted to food, essential clothing, and basic hygiene necessities. Itemized receipts are required within 30 days to maintain eligibility.
- **Referral Only Items:** Needs not directly required for educational access—such as rent/deposit assistance, furniture, or employment support—will be handled via referral to community providers.

Contact Information

For assistance or an in-depth breakdown of these rights, please contact our McKinney-Vento Liaison.

6025 Section 504 Policy

SECTION 504 POLICY

Elite Academic Academy adheres to all federal and state laws pertaining to students with disabilities including the California Education Code, the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA). As a public school, Elite Academic Academy provides eligible students with disabilities a free and appropriate public education (FAPE). For more information regarding Elite Academic Academy's policies and procedures related to the identification, evaluation, placement, and provision of FAPE to students with disabilities, contact your student's Academy Director.

Students With Disabilities And Special Education

Elite Academic Academy offers special education supports and services per all applicable federal and state laws. These services are available for students who have been identified as qualifying for special education through a battery of formal and informal assessments in the student's area(s) of suspected disability. Special education services are designed to meet the unique educational needs of students with disabilities and are provided at no cost to parents/legal guardians. The need for these specific supports and/or services are based on assessments and are determined by the Individualized Education Program (IEP) team, which includes the student's parent(s)/legal guardian(s). Each student's IEP team makes all decisions regarding the least restrictive environment/placement and services.

Students With Disabilities Under Section 504 Of The Rehabilitation Act

Elite Academic Academy offers educational accommodations and services per all applicable federal laws under the Section 504 of the Rehabilitation Act of 1973 (Section 504). A Section 504 Plan indicates the accommodations, supplementary aids, and/or services that will be

provided to assist the student in accessing the general education program. Elite Academic Academy collaborates with parents, teachers, and specialists to create Section 504 plans that address the unique needs of each eligible student.

6035 Mathematics and World Language Placement

Mathematics and World Language Placement Policy

I. Purpose and Scope

Elite Academic Academy recognizes that achievement in mathematics and world languages is critical for college and career readiness. In accordance with the California Mathematics Placement Act of 2015, this policy establishes a fair, objective, and transparent placement protocol for pupils entering Grade 9, and addresses advanced placement options for middle school students through concurrent enrollment.

II. Objective Placement Criteria

For pupils entering Grade 9, and for students seeking advanced placement in World Languages, the school utilizes a multi-measure approach. Placement decisions shall not be based on a single assessment but rather a composite view of the student's readiness.

Placement Category	Objective Measures & Protocols
Mathematics (Grade 9)	- Summative and interim assessments aligned to state-adopted content standards. - A placement checkpoint within the first month of the school year to ensure accuracy. - Annual examination of aggregate pupil placement data.
World Language	- Proficiency-based assessments measuring speaking, listening, reading, and writing. - Verification of successful completion of prerequisite levels or equivalent

Placement Category	Objective Measures & Protocols
	coursework. • Evaluation of prior language exposure or immersion experience.

III. Limitations on Subjective Measures

To ensure equity, subjective measures such as personal recommendations may not be used to exclude a student from a higher-level Mathematics or World Language course. However, an exception to this prohibition may be made by facilitators or counselors to **advance** a student to a higher-level class than objective data indicates, recognizing that some student talents may not be fully captured by standardized testing.

IV. Use of Prior Coursework for Advanced Placement

For students in seventh or eighth grade who complete a Mathematics or World Language course (including those taken through approved external institutions), the following protocols apply for placement purposes:

- **Transcript Documentation:** The course and final grade may be recorded on the student's high school transcript to demonstrate prerequisite completion.
- **GPA Calculation:** Under no circumstances will grades earned in these middle school courses be calculated into the student's high school GPA.
- **Placement Advancement:** Successful completion of these courses serves as a primary objective measure for placing students into the next sequential advanced course (e.g., advancing from Algebra I to Geometry or Spanish I to Spanish II) upon entering high school.

V. Recourse and Evaluation

The Academy Director shall maintain a clear and timely recourse process for parents or legal guardians to question a student's placement in either Mathematics or World Language. Furthermore, school staff shall annually review placement data to ensure that qualified pupils are not held back in a disproportionate manner based on racial, ethnic, gender, or socioeconomic subgroups.

6040 Assessment Policy

Assessment Policy

Assessment at Elite Academic Academy serves multiple purposes: tracking and demonstrating student progress, identifying areas for improvement, evaluating the effectiveness of instruction, and supporting both school-wide and individual learning goals. Assessments also provide families with an accurate understanding of their student's academic skills and growth.

No single assessment provides a complete picture, so EAA uses a comprehensive assessment system guided by the following principles:

- Assessments are an essential part of instruction.
- Multiple indicators are used to evaluate student success.
- High-quality data collection and maintenance are critical.
- Year-to-year comparisons support continuous improvement and charter accountability.
- Clear communication of results supports informed instructional decisions.

Types of Assessments

Required Assessments (State-mandated):

- **CAASPP:** Grades 3–8 and 11
- **CAST (Science):** Grades 5, 8, and once in high school
- **i-Ready Reading and Math:** Grades K–2, 9, 10, or any student not participating in CAASPP
- **Early Literacy Screener:** Grades K–2

Optional Assessments (School-selected):

- Local assessments administered up to three times per year to support instructional planning, personalized learning, and progress monitoring.

All students must participate in required end-of-year assessments as part of enrollment. These assessments ensure accurate, verified academic data and help meet both state and school accountability requirements.

State Standardized Testing

State testing helps measure student progress and school performance compared to grade-level standards across California. These results provide an objective indicator of how well students are meeting expectations, but they are only one part of a complete picture. For a holistic view of a student's academic performance, state test results should be considered alongside report card grades, classwork, and teacher observations.

In addition to informing families, state testing helps evaluate the effectiveness of our school's systems, processes, and staff. Test results are used by the State, County, and charter authorizers to ensure that Elite Academic Academy continues to meet accountability requirements.

As a public school, we are required to test at least 95% of eligible students. Participation and completion of these assessments within the designated testing window are essential for both student progress monitoring and maintaining the school's charter status.

Your child may be assigned one or more of the below state assessments:

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress consists of various assessments. Students are assigned assessments based on grade level. All CAASPP testing is administered in the month of May each year.

Smarter Balanced Assessments for English Language Arts/Literacy (ELA) and Math

Students in grades 3–8 and grade 11 take these tests annually. The test consists of four components: computer-adaptive tests in both ELA and math and a performance task computer task in both ELA and math.

California Alternate Assessments (CAAs) for ELA, Math or Science

Students whose Individualized Education Program (IEP) designates alternate assessments participate in the California Alternate Assessments (CAA) for ELA, Mathematics, and/or Science, as appropriate. The CAA for ELA and Mathematics are computer-based assessments administered individually by a trained test examiner who is familiar with the student and their communication and learning needs.

California Science Test (CAST)

The CAST is assigned to 5th and 8th grade students, as well as once in high school, either in grade 10, 11, or 12.

English Language Proficiency Assessments for California (ELPAC)

State and federal laws mandate that all K-12 (TK excluded) students, whose first home language has been documented as a language other than English on their Language survey , must undergo English Language Proficiency (ELP) assessment. The requirement for ELP testing is based on the legal principle that every student is entitled to an equal and appropriate education. If English language limitations are not detected and addressed, it could impede a student's access to this right.

Participation in ELPAC testing is mandated by the California Ed Code. The option to opt out is not available in this case.

* Students whose IEP identifies the use of an alternate assessment and who have a home language survey that lists a language other than English will take the Alternate Initial or Summative ELPAC.

Initial ELPAC

Upon initial enrollment in a California public school, K-12th (TK students are excluded) students who have a home language survey that lists a language other than English will take the Initial ELPAC test, which identifies students as an English learner student or as initially fluent in English. If a student scores as initially fluent, no additional testing is required. If a student does not score as initially fluent, they are identified as an EL student and are required to take the Summative ELPAC until they meet the requirements to be reclassified.

Summative ELPAC

The Summative ELPAC has two purposes:

- To determine the level of English Language proficiency (ELP) of EL students
- To assess the progress of EL students in acquiring the skills of listening, speaking, reading, and writing in English

The Summative ELPAC must be administered annually to students identified as EL students in K-12 until they meet the reclassification criteria in EC Section 313 and they are reclassified as fluent English proficient (RFEP).

Criteria for Reclassifying Fluent English Proficient (RFEP)

Reclassification Process for EL Students

Elite Academic Academy's designated reclassification team (including Individual Education Program teams for dually identified students) will utilize the state reclassification criteria and apply the criteria according to state guidelines.

All students including dually identified EL students or EL students with disabilities, must meet all the state-mandated reclassification criteria to exit EL status. These criteria are as follows:

1. Assessment of English language proficiency using the Summative English Language Proficiency Assessments for California (ELPAC) and the Summative Alternate ELPAC.
 - a. To meet Criterion #1 for reclassification, an EL student must achieve a Summative ELPAC Overall PL 4 or Summative Alternate ELPAC Overall PL 3.
 - i. Any educators making reclassification decisions (including Individual Education Program teams) must utilize these thresholds.
 - ii. Criterion #1 will not be modified for any student. This allows all students to be held to a consistent and rigorous standard in demonstrating English language proficiency to be exited from EL services.
2. Teacher evaluation(using the OPTEL observation form. Includes, but not limited to, a review of the student's curriculum mastery and performance on internally diagnostic assessments. Also includes comparison of student performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age demonstrates whether the pupil is sufficiently proficient in English to participate in a curriculum designed for pupils of the same age whose native language is English.
3. Parent opinion and consultation.

Physical Fitness Test

The test consists of five performance components: aerobic capacity, abdominal strength, trunk strength, upper body strength, and flexibility. At Elite we offer students the Do-it-Yourself option. Families/Students are provided with a link that provides them detailed instructions and a place to document their results. This gives students the flexibility to test at home or in the environment of their choice. We also offer various opportunities to test in-person under the guidance of our Athletic leads. Participation in

Physical Fitness Testing is mandated by the California Department of Education. The option to opt out is not available in this case.

Students in grades 5, 7, and 9 will take the FITNESSGRAM®, which is the test used in California.

Elite Internal Assessments

At Elite Academic Academy, internal assessments are a key tool for personalizing each student's academic journey and ensuring consistent growth. These assessments help teachers identify learning gaps, provide appropriate support or acceleration, and adjust instruction to meet each student's needs. Results also support AB1505 Verified Data requirements for charter renewal, which require a 95% or higher participation rate schoolwide and across significant subgroups.

All students in grades K–12 are required to take an internal diagnostic one to three times per year during predetermined windows. The type and timing of each diagnostic is determined by the Academy Director, who may also require assessments to evaluate academic ability for specific decisions (e.g., grade retention, acceleration, dual enrollment).

Assessment Administration Guidelines:

- Internal assessments are mandatory school appointments and take precedence over other activities.
- Assessments must be proctored by Elite staff and completed within the assigned window.
- Depending on proficiency level, students may take up to three assessments per year: fall (beginning-of-year), winter (mid-year), and spring (end-of-year).
- Students may not test for more than two hours in one day, and no student may complete both English and Math diagnostics on the same day, even if the first subject is finished early.

These assessments provide teachers and families with actionable data to support student growth while meeting both instructional and regulatory requirements.

iReady Diagnostic

Our school uses i-Ready for our Reading and Math local school assessments. i-Ready is an adaptive diagnostic assessment that provides beginning-of-the-year benchmark data, mid-year progress data, and end-of-year outcome data for our students in reading and mathematics. It is required for grades 1st through 11th. Some Grade 12 students with an IEP might also take i-Ready per the Special Education Department.

What is an Adaptive Diagnostic? Adaptive Diagnostics are not like a typical grade level test. Students will receive items at various levels, including some that are "too easy" and some that are "too hard" as it drills down to find the student's ability to the sub-skill level. This is normal and expected and students should read each item but be prepared to take a best guess and move on for any items that are taking more than a few minutes to answer. Those questions are likely above their current performance level.

- **Red Rush Flag Policy:** A student receives a Red Rush Flag if 25% or more of their diagnostic items are flagged as spending an average of 10 seconds or less on the items and they get more than 43% of those items incorrect. If your student gets a Red Rush Flag, they will need to retake the assessment because these are not considered valid scores and do not count toward completion of this required assessment.

iReady Diagnostic Windows

There will be multiple sessions during each two week window for students to complete the Reading and Math Diagnostics. Students cannot test for more than 2 hours per day, and are not allowed to complete both diagnostic subjects in a single day regardless of total testing time. Best practice is to test over multiple days in increments of 15-60 minutes depending on the student's age and ability to concentrate.

- Beginning Year Diagnostics window: September
- Mid-year Diagnostics window: December
- End of Year Diagnostics window: April-May (Non-CAASPP taking grades only)

Reporting i-Ready Student Results

Diagnostic Reports: A PDF copy of the student's i-Ready Diagnostics results are provided for each subject once completed. Students and parents can also see results within the iReady platform.

Kindergarten-2nd Reading Screener

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

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

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

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

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

This support may include, among other services:

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

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

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

6095 Repeated Courses Policy

REPEATED COURSES POLICY

Students may repeat a course when necessary to meet graduation requirements, restore A-G eligibility, or improve academic standing in accordance with school policy and California educational guidance regarding repeated coursework and transcript accuracy. For University of California and California State University A-G eligibility, courses must be completed with a grade of C or better. A-G completion is defined by California Education Code as completion of required A-G coursework with a grade of “C” or better in each required course.

Eligibility for Repeating a Course

A student may repeat the same course under the following circumstances:

- 1. A-G Course Completion**

Students pursuing A-G eligibility who earn a grade below C- in an A-G approved course may repeat the same course once to earn a qualifying grade for college admission purposes.

- 2. Graduation Requirement Completion**

Students who earn a failing grade in a required graduation course must repeat the course to earn credit toward graduation requirements.

- 3. Academic Improvement**

Students who earn a D or F in a course may repeat the same course once to improve academic performance and GPA.

Courses completed with a grade of C or higher generally may not be repeated for grade replacement unless specifically approved under exceptional circumstances.

Transcript and GPA Treatment

When a student repeats a course for a D or F, or for an A-G qualifying grade below C-, the following shall apply:

- Both the original course and the repeated course will remain listed on the official transcript as part of the student’s permanent academic record.

- Credit for the original D or F will be removed so that duplicate credit is not awarded.
- The original D or F grade will remain visible on the transcript but will no longer be included in the cumulative GPA calculation once the repeated course is successfully completed.
- The repeated course grade will be used in GPA calculation and graduation/A-G eligibility review.

This approach aligns with common California repeated-course practices in which prior substandard grades remain on the transcript while the repeated course is used for GPA purposes.

Limitations

- Students must repeat the same or an equivalent approved course for grade replacement to apply.
- Credit may only be awarded once for the same course content.
- Repeating a course does not remove the original grade from the permanent transcript.
- Students and families are encouraged to consult school counseling staff before repeating a course to ensure graduation, NCAA, college admission, and financial aid implications are understood.

Administrative Review

Approval for repeated coursework may be subject to administrative review to ensure proper placement, transcript accuracy, and compliance with graduation and college entrance requirements.

The school reserves the right to determine whether a repeated course meets graduation and/or A-G replacement requirements based on transcript review and institutional policy.

6140 Satisfactory Educational Progress

Satisfactory Academic Progress

Satisfactory academic progress means students are completing assigned work and demonstrating learning growth during each learning period.

At Elite Academic Academy, our goal is for each student to not only understand the material but also build skills essential for ongoing education and future success. Consistent practice and application of knowledge are key to effective learning.

Progress is evaluated each learning period based on the quality and amount of work completed. Goals are set collaboratively by the student and their Teacher of Record.

If a teacher needs additional assignments or information to assess understanding or progress, they will work with the student to determine the next steps.

Supports for students who are not making adequate progress may include:

1. Additional weekly support sessions with the Teacher of Record and/or Highly Qualified Teacher(s)
2. Academic support sessions through Elite's Learning Labs
3. Change of course or change of program placement
4. Online supplemental support programs

6115 Attendance, Support, Involuntary Disenrollment

ATTENDANCE, SUPPORT, AND 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:

Written notice must be provided to the parent/guardian or student aged 18+.

Notice must be sent via registered mail.

Notice must be in the family's home language.

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:

Deny the petition, upholding disenrollment; OR
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.

6150 Intervention Policy

Intervention Policy

Elite Academic Academy's MTSS (Multi-Tiered System of Supports) is a proactive, data-driven framework designed to provide varying levels of academic, behavioral, and social-emotional support. The goal is to meet the diverse needs of all students, identify learning barriers early, and foster positive, equitable outcomes. MTSS incorporates tiered interventions, regular progress monitoring, and collaboration among educators, families, and support staff.

Tiered Support Structure

Tier 1 — Universal Classroom Support

- High-quality instruction and support for all students
- Proactively addresses academic, behavioral, and social-emotional needs for ~80% of students
- Delivered through consistent, evidence-based practices across all academies

Tier 2 — Targeted Intervention

- Small-group instruction, specialized online programs, or focused interventions
- Supports students who need more than core Tier 1 instruction (~10–15% of students)
- Aims to keep students on track and address specific learning or behavioral challenges

Tier 3 — Intensive, Individualized Support

- One-on-one interventions or highly specialized programs

- For students with significant academic, behavioral, or social-emotional challenges (~5–10% of students)
- Provides comprehensive, tailored support to help students make meaningful progress

Student Study Team (SST) Process and Expectations

When a student is not making adequate progress, the Student Study Team (SST) brings together the student, family, teacher, and support staff to create a targeted support plan.

Initial SST Meeting:

- Review student strengths, challenges, and current data
- Develop a clear, actionable implementation plan with agreed-upon goals

Key Expectations:

- Parents must attend SST meetings and adhere to action plans
- Team determines the frequency of follow-up meetings
- Follow-ups monitor progress, adjust strategies, and ensure accountability
- Continued insufficient progress may prompt additional supports, such as changes in instructional strategies, teacher assignments, or academy placement

MTSS Tiered Re-Engagement Process

The MTSS Tiered Re-Engagement process helps students who are not completing schoolwork, attending sessions, or connecting with teachers. This structured, tiered approach identifies barriers and implements supports to restore consistent engagement.

Triggers for Tiered Re-Engagement:

- Not making satisfactory academic progress
- Absent more than 10% of learning sessions within four weeks

- No Teacher of Record contact for five or more days

6125 Report Card Policy

Report Card Policy

Report Cards are issued twice per academic school year, at the close of each semester. These official records demonstrate a student's progress toward meeting grade-level standards and course expectations. Student grades are determined using multiple measures. These include assessments, assignments, participation, quizzes, exams, and projects.

GPA Calculation & College Alignment

Cumulative GPA at Elite Academic Academy is based on course letter grades, with additional weight for approved Honors, Advanced Placement (AP), and concurrent community college courses.

- Elite uses a plus/minus (+/-) grading scale to provide a precise reflection of student performance.
- **Important:** Many universities, including the University of California (UC) and California State University (CSU) systems, recalculate GPA during admissions. They often:
 - Remove plus/minus modifiers (e.g., an A- is treated as an A)
 - Cap weighted honors points to standardize evaluation

Letter Grade	Percent Grade	Honors/AP/College Coursework	Grade Point
A+	97-100	5.3	4.0
A	93-96	5.0	4.0
A-	90-92	4.7	3.7
B+	87-89	4.3	3.3
B	83-86	4.0	3.0

B-	80-82	3.7	2.7
C+	77-79	3.3	2.3
C	73-76	3.0	2.0
C-	70-72	2.7	1.7
D+	67-69	2.3	1.3
D	65-66	2.0	1.0
F	Below 65	0.0	0.0

Weighted Coursework Guidelines

- Weighting Value: Each passing semester of an approved Honors, AP, or college course adds +1.0 point to the core grade.
- Grade Minimum: Courses with D+ or below do not qualify for weighted GPA.
- Grade Level Restrictions: Weighted GPA applies only to courses taken after 9th grade.
- Course Approval: All advanced or dual-enrollment courses must be pre-approved by school administration.

Additional Notes

- Transcript Updates: Any formal grade changes that affect GPA will be reflected in the student's official record.
- Transfer Credits: May be included in GPA calculation, subject to administrative review.
- For questions about transcripts, GPA, or college admissions, contact your School Counselor.

6210 Graduation Policy

Graduation Policy

Students must complete 230 total credits to graduate. EAA's graduation requirements emphasize university preparatory courses of English, Mathematics, Science, Social Science, a Language Other Than English (LOTE), and Visual and Performing Arts (VAPA). Additionally, students will complete 20 credits of Physical Education and 80 elective credits chosen from our elective course catalog, including CTE courses.

Minimum State Requirements:

Three years of English

Two years of Mathematics (including Algebra I)

Three years of Social Studies (including U.S. history and geography; world history, culture, and geography; one semester of American government and civics, and one semester of economics)

Two years of Science (including biology and physical science)

One year of Foreign Language or Visual/Performing Arts/Career Technical Education (ASL shall be deemed a course in foreign language)

Two years of Physical Education

Commencing with the 2027-28 school year, one-semester course in personal finance will be offered to students in grades 9 to 12

Alternative Graduation Policy

Eligibility for the alternative graduation pathway is determined on a case-by-case basis by a team consisting of school counselors and school directors. This pathway is intended for students facing exceptional circumstances that significantly impact their ability to complete the traditional 230-credit graduation track.

The standard and encouraged goal for all students remains completion of the traditional graduation requirements. The alternative graduation pathway should be considered only when it is clearly in the student's best interest and after all reasonable interventions—such as enrollment in year-round school, credit recovery, or additional coursework—have been attempted and proven insufficient.

Students must demonstrate adequate academic progress in their current courses before the alternative graduation pathway is considered. Additionally, students must have completed a minimum of three full years of high school enrollment before becoming eligible for this alternative pathway.

This option may not be used to facilitate early graduation. The intention of this pathway is to support students in reaching graduation and postsecondary readiness as defined by California's College and Career Indicator (CCI), including but not limited to completion of CTE pathways, dual enrollment, work-based learning, or other aligned postsecondary preparation opportunities.

Alternative Graduation determination categories:

- Expelled (EC Section 48925[b]) including situations in which enforcement of the expulsion order was suspended (EC Section 48917)
- Suspended (EC Section 48925[d]) more than 10 days in a school year
- Wards of the Court (Welfare and Institution Code [WIC] Section 601 or 602) or dependents of the court (WIC Section 300 or 654)
- Pregnant and/or Parenting
- Recovered Dropouts – State Board of Education (SBE) defines recovered dropouts based on EC Section 52052.3(b) as students who: (1) are designated as dropouts pursuant to the exit and withdraw codes in the California Longitudinal Pupil Achievement Data System (CALPADS), or (2) left school and were not enrolled in a school for a period of 180 days

- Habitually Truant (EC Section 48262) or Habitually Insubordinate and Disorderly whose attendance at the school is directed by a school attendance review board or probation officer (EC Section 48263)
- Retained more than once in kindergarten through grade eight
- Students who are substantially credit deficient (i.e. students who are more than 45 credits behind in the credits required to graduate on-time, per grade level, from the enrolling school's credit requirements) and would not reasonably be able to complete their needed credits during the year-round track or by adding additional courses.
- Students with a gap in enrollment (i.e., students who have not been in any school during the 45 days prior to enrollment in the current school, where the 45 days does not include non-instructional days such as summer break, holiday break, off-track, and other days when a school is closed)
- Students with high level transiency (i.e., students who have been enrolled in more than two schools during the past academic year or have changed secondary schools more than two times since entering high school)
- Foster Youth (EC Section 42238.01[b])
- Homeless Youth
- Determined to be a Highly Mobile Youth

High School Graduate "with Honors"

Honors distinctions, including determination of Valedictorian(s) and Salutatorian(s), for graduating years 2027 and above are determined by the unweighted, total GPA from the first semester of 9th grade through the first semester of students' graduating year. The unweighted, total GPA will also be used to determine high honors, National Honor Society determination, and used for college applications. Any grades that have been replaced by a higher grade from retaking a course will remain on the transcript but will not be calculated into the unweighted total for honors distinctions and determinations.

EAA graduates with an unweighted, total GPA of 3.5 or higher after the completion of the first semester of their graduation year will be distinguished with gold honor cords at graduation in recognition of their academic achievement. The top 10 students with the highest unweighted, total GPAs will receive "High Honors" and will wear white regalia at graduation in recognition of their accomplishments.