



PETITION FOR CHARTER RENEWAL FOR  
**ELITE ACADEMIC  
ACADEMY**  
*Mountain Empire*

**CHARTER TERM:  
JULY 1, 2026 TO JUNE 30, 2031**

RESPECTFULLY SUBMITTED TO:  
**MOUNTAIN EMPIRE UNIFIED SCHOOL DISTRICT**



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### **Assurances, Affirmations, and Declarations**

Elite Academic Academy Mountain Empire (also referred to herein as “EAA-ME” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Mountain Empire Unified School District (also referred to herein as “LVUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason,

including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)
- Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from Mountain Empire Unified School District for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.
- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1).]
- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of Elite Academic Academy Mountain Empire for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6).]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 (“Section 504”), Title II of the Americans with Disabilities Act of 1990 (“ADA”), and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”).
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C).]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. [Ref. Education Code Sections 47605(l)(1) and 47605.4(a)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including:
  - (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason;

(B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment;

(C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and

(D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D).]

- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n).]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2).]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d).]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1.]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610.]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, et seq. ("CPRA").

- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 (“FERPA”).
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, et seq. (“Brown Act”).
- The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1 (“Section 1090”).
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, et seq. (“PRA”).
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- The Charter School shall adhere to the requirements of Ed. Code §49010 and its mandate prohibiting unlawful pupil fees and complaint policy procedures.
- The Charter School shall comply with federal and state constitutional procedural and substantive due process requirements when a student is removed from school. No pupil shall be involuntarily removed from the Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action and provided an opportunity for a hearing before a neutral hearing officer prior to removal. [Ref: California Education Code § 47605(c)(5)(I)]

## **Element 1 - The Educational Plan**

**Governing Law:** A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. – California Education Code Section 47605(c)(5)(A)(i).

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. – California Education Code Section 47605(c)(5)(A)(ii).

If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. – California Education Code Section 47605(c)(5)(A)(iii).

### **Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP)**

Elite Academic Academy - Mountain Empire Unified(EAA-ME) acknowledges and agrees to comply with all applicable laws and regulations related to AB 97 (2013) and subsequent amendments regarding the Local Control Funding Formula (LCFF). In accordance with Education Code §§47604.33 and 47606.5, EAA-ME will annually prepare and submit its Local Control and Accountability Plan (LCAP) and annual update to its authorizer and the California Department of Education by July 1 of each year.

EAA-ME will use the State Board of Education–adopted LCAP template to update its goals and actions, and will consult with teachers, administrators, staff, parents, and pupils in the

development of the LCAP and the annual update, as required by Education Code §47606.5(d).

### **Academic Calendar and Instructional Minutes**

Elite Academic Academy - Mountain Empire Unified shall meet or exceed the instructional minutes outlined in Education Code §47612.5 and comply with the number of instructional days required by California Code of Regulations, Title 5, §11960.

### **Mathematics Placement**

EAA-ME will comply with the California Mathematics Placement Act of 2015, ensuring that all placement decisions are fair, objective, and transparent, with appropriate support provided to students.

### **Transitional Kindergarten**

EAA-ME will offer Transitional Kindergarten (TK) in accordance with state law. For purposes of admission, TK shall be considered part of kindergarten, and students enrolled in TK shall be treated as continuing students of the school in admissions, enrollment, and lottery processes.

### **WASC Accreditation**

EAA-ME shall maintain Western Association of Schools and Colleges (WASC) accreditation for its high school program prior to graduating its first class of students, and will continue to uphold accreditation requirements thereafter.

### **English Learners**

EAA-ME shall identify and serve English Learners (ELs) in a timely manner, in compliance with federal and state law. All English Learners will have access to an effective language acquisition program that ensures equitable access to the school's core curriculum.

Instruction for English Learners will be:

- Based on sound educational theory.
- Delivered by appropriately trained teachers with adequate resources.
- Evaluated regularly to measure success and revised as needed.

EAA-ME will administer the ELPAC annually and reclassify students in accordance with state and federal requirements. The school will also provide parent outreach services to ensure parents with limited English proficiency are meaningfully informed about school programs and student progress.

**Students with Disabilities**

Elite Academic Academy - Mountain Empire Unified shall fully comply with all provisions of federal law relating to students with disabilities, including Section 504 of the Rehabilitation Act of 1973, Title II of the ADA, and IDEA 2004.

- No student shall be denied admission based on disability or the school’s ability to provide services.
- EAA-ME will provide special education services in compliance with its selected Special Education Local Plan Area (SELPA) and the terms of any executed Memorandum of Understanding (MOU).
- The school may participate as a “school of the district” under its authorizer’s SELPA, or elect independent LEA status by joining another SELPA in accordance with Education Code §47641.
- EAA-ME will use the SELPA’s policies, procedures, and data systems to ensure proper implementation of Individualized Education Programs (IEPs) and related services.

**General Information**

<b>General Information</b>	
The contact person for the Charter School is:	Ashlea Kirkland, CEO
The contact address for the Charter School is:	43414 Business Park Dr., Temecula, CA 92590
The contact phone number for the Charter School is:	866-354-8302

The grade configuration for the Charter School is:	TK-12
The Charter School’s scheduled first day of 2026/2027 Instruction is:	August 26, 2026
The type of instructional calendar will be:	Multi-track
The term of this Charter for Middle Performing School is:	July 1, 2026 - June 30, 2032

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

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

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

**Term of Charter**

The Charter School requests a renewal charter term from July 1, 2026 to June 30, 2031, as it is a middle performing charter school, per the CDE’s renewal performance determination.

**Staff Demographics:** Currently, there are 82 certificated staff on campus and approximately 18 classified staff members. **Student Demographics:** Our current enrollment at EAA-ME is approximately 1,050 this school year. Please see the [EAA-ME Demographic data](#) for detailed enrollment information from 2020 to the current year.

Student Enrollment by Grade Level											
Grade	2020-21		2021-22		2022-23		2023-24		2024-2025		
	No. Students	Percentage	No. Students	Percentage	No. Students	Percentage	No. Students	Percentage	No. Students	Percentage	
TK-5	289	47.10%	353	51.90%	448	54.40%	442	51.70%	481	48.80%	
6-8	184	30.00%	158	23.20%	189	22.90%	211	24.60%	284	28.70%	
9th	33	5.30%	47	6.90%	51	6.20%	40	4.70%	51	5.20%	
10th	29	4.70%	42	6.20%	52	6.30%	49	5.70%	55	5.60%	
11th	43	7.10%	38	5.60%	41	5.00%	62	7.30%	64	6.50%	
12th	36	5.80%	42	6.20%	43	5.20%	50	5.90%	54	5.50%	
<b>Total</b>	<b>614</b>		<b>680</b>		<b>824</b>		<b>854</b>		<b>989</b>		

Student Enrollment by Gender											
Sex	2020-21		2021-22		2022-23		2023-24		2024-2025		
	No. Students	Percentage	No. Students	Percentage	No. Students	Percentage	No. Students	Percentage	No. Students	Percentage	
Female	309	50.40%	355	52.20%	446	54.10%	457	53.50%	494	49.90%	
Male	304	49.40%	322	47.40%	374	45.40%	395	46.30%	491	49.60%	
Other	1	0.20%	3	0.40%	4	0.50%	2	0.20%	4	0.40%	
<b>Total</b>	<b>614</b>		<b>680</b>		<b>824</b>		<b>854</b>		<b>989</b>		

Student Enrollment by Race											
Race	2020-21		2021-22		2022-23		2023-24		2024-2025		
	No. Students	Percentage	No. Students	Percentage	No. Students	Percentage	No. Students	Percentage	No. Students	Percentage	
American Indian	25	4.10%	16	2.40%	21	2.50%	22	2.50%	18	1.80%	
Asian	27	4.30%	37	5.30%	42	5.00%	27	3.20%	41	4.10%	
Black/African American	59	9.60%	53	7.80%	54	6.60%	46	5.40%	90	9.10%	
Filipino	9	1.50%	11	1.60%	10	1.20%	11	1.30%	17	1.70%	
Hispanic	86	13.90%	130	19.00%	173	21.00%	189	22.00%	247	25.00%	
Native Hawaiian/Other Pacific Islander	4	0.60%	10	1.50%	8	0.90%	9	1.10%	9	0.90%	
White	385	62.40%	403	59.30%	485	58.90%	504	59.00%	532	53.80%	
Multiple	5	0.80%	2	0.30%	2	0.20%	9	1.00%	6	0.60%	
Declined to state	17	2.80%	18	2.60%	29	3.50%	37	4.30%	29	2.90%	
<b>Total</b>	<b>617</b>		<b>680</b>		<b>824</b>		<b>854</b>		<b>989</b>		

Student Enrollment by Group											
Group	2020-21		2021-22		2022-23		2023-24		2024-2025		
	No. Students	Percentage	No. Students	Percentage	No. Students	Percentage	No. Students	Percentage	No. Students	Percentage	
English Learners	19	3.10%	29	4.30%	22	2.70%	28	3.30%	25	0.00%	
Foster Youth	2	0.30%	2	0.20%	0	0.00%	0	0.00%	0		
Homeless Youth	1	0.20%	22	3.20%	21	2.50%	12	1.30%	15	1.50%	
Migrant Education	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	
Students with Disabilities	56	9.10%	76	11.20%	85	10.30%	83	9.70%	62	6.30%	
Socioeconomically Disadvantaged	238	38.60%	268	39.40%	339	41.10%	352	41.20%	465	47%	
<b>Total</b>	<b>316</b>		<b>397</b>		<b>467</b>		<b>475</b>		<b>567</b>		

## Mission

Elite Academic Academy- Mountain Empire (EAA-ME) K-12 is the premier independent study educational option with the goal of ensuring college, career, and workforce readiness from all of our graduates. We believe learning best occurs in flexible individualized homeschool, virtual, and flex academies for students who need individualized learning and are not successful or choose not to attend traditional brick-and-mortar schools.

Elite Academic Academy will enable students to become literate, self motivated, lifelong learners by creating a safe, multicultural student center environment where they are held to high academic and behavioral standards. EAA-ME provides high quality and rigorous standards based virtual and traditional curriculum options. We also provide unique academies with emphasis on Elite Athletic Training, Visual and Performing Arts (VAPA), and Career Technical Education (CTE) opportunities to ensure our students graduate ready for the 21st century workforce.

## Vision

Elite Academic Academy-Mountain Empire harnesses the power of flexible learning

environments to provide a superior education for our students. Working with all stakeholders, we will create an individualized learning environment designed to enable each student to gain the skills necessary to achieve their long-term educational, professional, and personal goals and dreams.

### **Community Need for Charter School**

Elite Academic Academy – Mountain Empire serves families not only within the Mountain Empire Unified School District but also throughout the surrounding counties of San Diego, Riverside, Orange, and Imperial, where persistent educational challenges highlight the need for flexible and innovative learning opportunities.

### **Geographic, Demographic, and Socioeconomic Context**

These regions encompass both expansive rural areas and densely populated communities, creating unique barriers to equitable access. Many families face long commutes, limited access to diverse school models, and significant transportation burdens. In Riverside County, 81.1% of students are socioeconomically disadvantaged (California School Dashboard), while in neighboring Imperial County, student poverty levels are among the highest in the state. These factors contribute to elevated rates of chronic absenteeism and limit consistent engagement in traditional school models.

### **Graduation, College Preparedness, and Equity Gaps**

In Riverside County, the graduation rate for the class of 2024 reached 92.4%, the highest among California’s largest counties (Riverside County Office of Education). Elite Academic Academy mirrors this achievement, with its students also graduating at a 92.4% rate, underscoring the effectiveness of its instructional model.

Yet across the broader Southern California region—including San Diego, Riverside, Orange, and Imperial Counties—significant equity gaps remain. While 88% of high school students graduate, only 48% meet UC/CSU A-G requirements, far below the statewide rate of 60% (CalMatters). Furthermore, just 57% of graduates pursue higher education compared to 65% statewide, and only 31% of community college students transfer to a four-year institution within six years, compared to 40% statewide (CalMatters). These disparities demonstrate that high graduation rates alone are insufficient; students must also be prepared for college and career success.

### **Elite’s Role in Meeting Community Needs**

This is where Elite Academic Academy – Mountain Empire plays a vital role as a community school model. By providing flexible, non-classroom-based independent study across San Diego, Riverside, Orange, and Imperial Counties, Elite ensures equitable access to high-quality education for students who might otherwise be hindered by geography, poverty, or systemic inequities.

Elite’s Career Technical Education (CTE) pathways in digital marketing, game design, esports, medical administration, and music production directly align with regional workforce needs. At the same time, programs such as SOAR Advanced Academics and our emphasis on the Science of Hope & Mattering foster both academic rigor and social-emotional resilience, bridging critical gaps in college readiness and career preparation.

Without Elite Academic Academy – Mountain Empire, many students across San Diego, Riverside, Orange, and Imperial Counties would continue to face systemic barriers that leave them underprepared for higher education or the workforce. With Elite, those barriers are removed: graduation rates are sustained, equity gaps are narrowed, and students graduate with not only diplomas but also the skills, credentials, and confidence needed to thrive in college, career, and life.

EAA-ME’s renewal is essential to ensuring that personalized, rigorous, and equitable educational options remain available to students across these diverse and underserved communities.

### **Student Population to be Served**

Elite Academic Academy–Mountain Empire (EAA-ME) is open to all students in grades TK–12 in San Diego County and its contiguous counties of Imperial, Orange, and Riverside. EAA-ME is nonsectarian in its programs, admission policies, employment practices, and all other operations. The Academy does not charge tuition and does not discriminate against any pupil on the basis of ethnicity, gender, religion, national origin, ability, disability, or place of residence, in accordance with California Education Code and applicable federal laws.

EAA-ME currently serves students in grades TK–12 through a flexible, individualized learning model that includes virtual, blended, and homeschool pathways. The Academy provides options for high-performing students who seek more challenge, students who thrive in a one-on-one or home-supported instructional setting, and students who need an alternative to daily classroom attendance. This includes students who may face challenges such as bullying, teen pregnancy, transient family circumstances, employment obligations, or other personal or family needs. Through diverse curriculum options, individualized

teacher support, and a commitment to the 6Cs—Communication, Critical Thinking, Creativity, Compassion, Collaboration, and Curiosity—EAA-ME ensures that each student has access to a rigorous, supportive, and personalized education.

Since its opening in 2018, EAA-ME has grown from its initial enrollment of 284 students to serving approximately 1050 students across TK–12. Enrollment has remained stable over the charter term, reflecting the Academy’s strong reputation and consistent demand within the community. Growth has been carefully managed to align with staffing capacity, fiscal oversight, and program quality, ensuring that resources are allocated responsibly and that every student benefits from a well-supported, sustainable learning environment.

### **Goals and Philosophy**

Elite Academic Academy–Mountain Empire (EAA-ME) defines success for our students as the ability to set and pursue personal goals, demonstrate self-motivation, and apply the skills needed to thrive academically, socially, and personally. We prepare students to be independent and confident learners who also know how to seek support when needed, and who embody the Academy’s 6Cs: Communication, Critical Thinking, Creativity, Compassion, Collaboration, and Curiosity. These competencies, combined with measurable academic growth, ensure that our students are prepared to meet the challenges of college, career, and civic life.

To monitor progress toward these goals, EAA-ME uses a balanced system of assessments and performance measures. This includes statewide testing such as CAASPP and ELPAC, iReady Beginning-, Middle-, and End-of-Year diagnostic assessments, Multitudes assessments for grades TK–2, benchmark assessments, portfolio-based performance tasks, and report cards. Progress is further monitored through teacher-created formative and summative assessments, presentations, labs, quizzes, finals, and Learning Period meetings involving teachers, parents, and students. These measures provide multiple data points that inform instruction and ensure that each student is progressing toward mastery of California State Standards and college- and career-readiness benchmarks.

EAA-ME recognizes that student success encompasses more than academics alone. Building resilience, self-worth, and persistence toward personal goals are integral to lifelong learning. Instruction is designed to be meaningful and relevant, with a focus on both knowledge acquisition and application. Students are encouraged to connect their learning to real-world contexts, to value diverse perspectives, and to develop a growth mindset.

To achieve these outcomes, EAA-ME provides flexible and individualized educational options for students in grades TK–12, including virtual, blended, and homeschool pathways. Instructional practices integrate Universal Design for Learning (UDL),

personalized learning strategies, and independent study compliance requirements to ensure equitable access for all students. Through this model, students are equipped not only to meet but to exceed state expectations, with multiple pathways available to support their academic, social-emotional, and postsecondary success.

Each department at Elite Academic Academy–Mountain Empire engages in an annual Tactical Planning process to establish measurable goals that directly support student achievement and organizational effectiveness. These tactical plans are developed collaboratively, using data from assessments, attendance, engagement, and stakeholder feedback, and are aligned to the school’s four LCAP goals. Departments track progress toward these goals through clearly defined metrics, quarterly data reviews, and reflection meetings, ensuring that strategies remain responsive and targeted. This cycle of planning, monitoring, and alignment creates coherence across the Academy and ensures that every department’s work contributes directly to LCAP outcomes and the mission of preparing students for college, career, and life success.

**Academic Achievement: School Performance Over the Current Charter Term; Charter Renewal Criteria**

Pursuant to California Education Code §§47607(c)(2) and 47607.2, Elite Academic Academy–Mountain Empire (“EAA-ME”) demonstrates measurable student outcomes that meet the statutory requirements for charter renewal. Over the current charter term, EAA-ME has shown sustained performance in English Language Arts, maintaining a Green rating two consecutive years and scoring more than 20 points above standard. The Academy has consistently upheld a graduation rate above 90% (Blue in 2023 and Yellow in 2024), reflecting strong student persistence, while also achieving Blue suspension rates (0%) and Green chronic absenteeism. At the same time, Dashboard data highlight targeted areas for continued improvement, including Mathematics (Yellow, 16.1 points below standard in 2024), College/Career Indicator (declined from Medium in 2023 to Orange in 2024), and English Learner Progress (declined from 56.3% in 2023 to 43.8% in 2024). These outcomes, coupled with local assessment data, confirm that the Academy provides a rigorous and effective instructional program aligned with California State Standards and accountability measures, while also demonstrating resilience, growth, and a commitment to equity. The three-year trend illustrates both steady progress and clear areas for refinement, underscoring the Academy’s ability to adapt instructional practices to meet student needs.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 established a three-tiered system for evaluating charter school performance, with categories of High Performing, Middle Performing, and Low Performing, plus a separate designation for

Dashboard Alternative School Status (DASS) schools. Each category is defined by specific qualifying criteria:

- High Performing – Presumptive renewal if the school meets the established renewal criteria (Ed. Code §47607(c)(2)).
- Low Performing – Presumptive non-renewal if the school meets non-renewal criteria, unless granted a two-year term by the chartering authority (Ed. Code §47607.2(a)).
- Middle Performing – Renewal is permitted unless the school has failed to meet, or make sufficient progress toward, standards and closure is determined to be in the best interest of students (Ed. Code §47607.2(b)).

Based on the 2023 and 2024 California School Dashboards, Elite Academic Academy - Mountain Empire Unified(EAA-ME) falls within the Middle Performing category. While EAA-ME shows areas of growth, the Dashboard results reflect both strengths and challenges when compared to statewide indicators.

### **Renewal Eligibility**

Under Education Code §47607.2(b), schools in the *Middle Performing* category are eligible for renewal unless it is determined that closure is in the best interest of students. EAA-ME's data demonstrates:

- Consistent subgroup performance gains compared to state subgroup averages in Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities, even where overall schoolwide averages trail the state.
- Notable progress in English Learner Progress, with EAA-ME surpassing the state rate in 2023 before declining in 2024, highlighting both prior gains and the need for targeted support.
- A clear need for focused improvement in College/Career Indicator outcomes, which remain below the state average.

EAA-ME is therefore eligible for renewal under the *Middle Performing* category, and the school continues to implement targeted interventions through Elite X professional

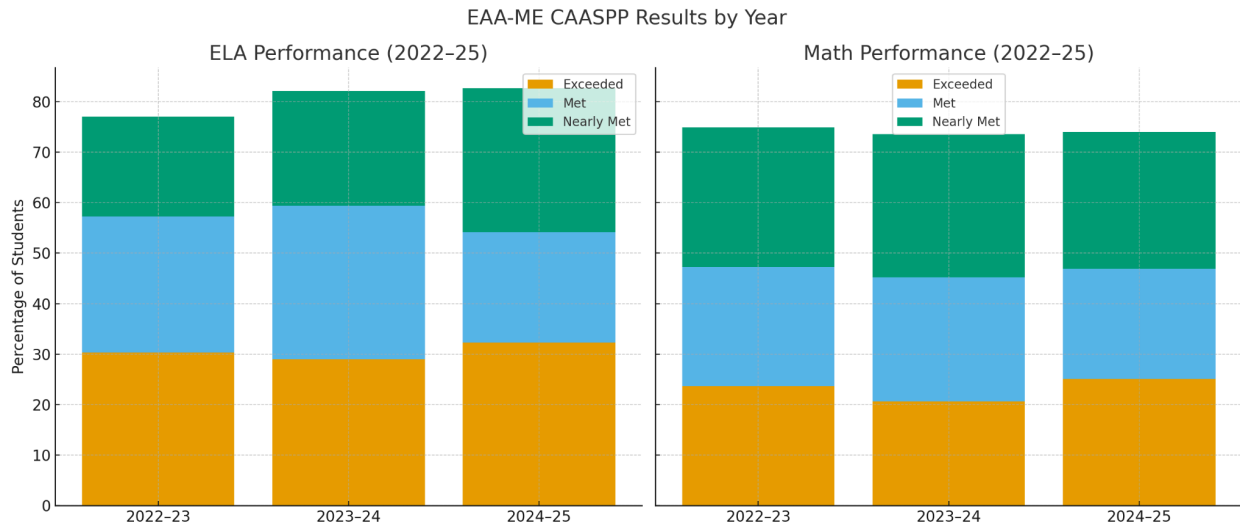
development, CTE expansion, and the Science of Hope & Mattering to ensure growth across all state indicators.

The verified data showed that EAA-ME was below the state average in 2023 and 2024, yet the 2025 CAASPP results confirm significant forward movement. In 2025, over 54% of students met or exceeded standards in ELA, with an additional 25% nearly meeting proficiency. This means that nearly 80% of students are now within striking distance of mastery, a clear indicator that reading and writing initiatives—such as cross-curricular writing strategies and small-group instruction—are producing strong results. Compared to 2023, when fewer than one-third of students were proficient, this represents a notable step forward.

Mathematics is emerging as an area of strength for EAA-ME. In 2023, math outcomes were lower than the state in several subgroups, but by 2024 the Dashboard already reflected a “Higher” DFS in overall math performance. The 2025 CAASPP results confirm that momentum has continued: 42% of students met or exceeded standards, with another 26% nearly meeting. This trajectory shows that targeted math supports—including tutoring, scaffolded online resources, and consistent monitoring of student progress—are closing gaps and accelerating achievement.

Subgroup performance data highlights the Academy’s commitment to equity. Between 2023 and 2024, Hispanic/Latino and Socioeconomically Disadvantaged students both made measurable progress, moving closer to state averages. Students with Disabilities also demonstrated growth, supported by expanded special education services and instructional accommodations. While performance for White and Two-or-More Race subgroups showed variance, the school is actively addressing these differences through personalized support and parent engagement initiatives.

Taken together, the verified data and 2025 CAASPP results demonstrate a school on the rise. ELA proficiency has grown substantially, math continues to strengthen, and subgroup equity is advancing. With intentional strategies in place for college and career readiness and English Learner success, EAA-ME is well-positioned to continue this positive trajectory, delivering on its mission to personalize learning and prepare students for the challenges of college, career, and life.



## Verified Data and Growth Analysis

### Three-Year CAASPP Comparison (2022-23 to 2024-25)

#### English Language Arts (ELA):

- In 2022-23, 59.66% of students met or exceeded standards (30.32% exceeded; 26.9% met; 19.80% Nearly Met).
- By 2023-24, results remained steady, with 59.39% meeting or exceeding (29% exceeded; 30.39% met; 22.74 Nearly Met).
- In 2024-25, EAA-ME performance remained steady with 54.0% of students meeting or exceeding standards (32.3% exceeded; 21.8% met; 28.57% Nearly Met).

#### Mathematics:

- In 2022-23, 47.32% of students met or exceeded standards (23.66% exceeded; 23.66% met; 27.56% Nearly Met)
- In 2023-24, math performance improved, with 45.24% meeting or exceeding (20.65 exceeded; 24.59% met; Nearly Met 28.31)
- By 2024-25, growth accelerated further: 46.93% of students met or exceeded standards (25.09% exceeded; 21.84% met; Nearly Met 27.12)

From 2022-23 to 2024-25, EAA-ME remained steady, in both ELA and Math outpacing state-level trends in multiple areas. ELA proficiency rates reflect stronger literacy foundations and effective cross-curricular strategies, while math results highlight the impact of targeted supports, tutoring, and curriculum alignment. Importantly, the

percentage of students in the “Standard Not Met” category has declined, in ELA showing that more students are moving closer to proficiency and long-term academic success.

## **Charter Renewal – California Dashboard & Local Indicators**

### **Multi-Year Growth and Academic Achievement**

2023 Baseline (Dashboard):

- ELA: *Green*, 21.9 points above standard (declined 4.8 points)
- Math: *Yellow*, 8.4 points below standard (maintained performance)
- College/Career Indicator (CCI): 50% prepared (*Medium*)
- English Learner Progress: 56.3% making progress (maintained, above state average)
- Graduation Rate: 95.7% (*Blue*)
- Chronic Absenteeism: 3.8% (*Green*)
- Suspension: 0% (*Blue*)

2024 Progress (Dashboard):

- ELA: *Green*, 22.2 points above standard (maintained)
- Math: *Yellow*, 16.1 points below standard (declined 7.6 points)
- CCI: 45.3% prepared (*Orange*)
- English Learner Progress: 43.8% making progress (declined 12.5 points)
- Graduation Rate: 92.5% (*Yellow*)
- Chronic Absenteeism: 3.1% (*Green*), improved from prior year

- Suspension: 0% (*Blue*)

#### 2025 Outcomes (CAASPP Results):

- ELA: 54.0% met/exceeded, 28.57% nearly met
- Math: 46.93% met/exceeded, 27.12% nearly met

Results confirm sustained growth in literacy and strong upward momentum in mathematics.

#### Local Performance Indicators – Standards Met

- Priority 1 – Basic Services: 100% of students with standards-aligned instructional materials; no facility deficiencies; all teachers fully credentialed.
- Priority 2 – State Standards: Implementation monitored through iReady, iXL, ELPAC, internal assessments, and EliteX professional development.
- Priority 3 – Parent & Family Engagement:
  - Dedicated onboarding coaches for all new families.
  - Parent Academy, surveys, and LCAP input sessions ensure two-way communication.
  - Ratings: 5/5 in building relationships and decision-making.
- Priority 6 – School Climate:
  - Surveys show 98.2% overall family satisfaction and 91.8% student connection.
  - Expanded clubs, SEL counseling, and Elite Care surveys address wellness and engagement.
- Priority 7 – Broad Course of Study:

- Students access UC A–G, dual enrollment (Outlier), CTE pathways, VAPA, PE, and TK–12 EL curriculum.
- Student interest surveys drive new course creation.
- Result: EAA-ME earned “Standard Met” across all Local Indicators.

### Equity and Subgroup Focus

- Strengths: Hispanic/Latino, Socioeconomically Disadvantaged, and Students with Disabilities perform closer to standard than state/county peers.
- Areas for Growth: White/Multiracial subgroup performance; EL progress (50% in 2023 → 43.8% in 2024); College/Career readiness (22.5% vs. 45% statewide). Many of our students come to EAA-ME very credit deficient, which has become an area of growth creating a credit recovery pathway where students can meet a CCI even at a Alternative Graduation pathway.
- Interventions:
  - Expanded CTE pathways (Marketing, Medical, Animation, Esports).
  - Dual enrollment expansion for UC/CSU eligibility.
  - Newcomer and Foundation EL courses with targeted ELD supports.
  - Cultural competency professional development and equity-focused family engagement.

### Positive Trajectory and Renewal Readiness

EAA-ME demonstrates a clear upward trajectory:

- ELA proficiency above 50% in 2025.
- Math proficiency consistently above 45%
- Graduation Rate above 90% (Green/Yellow band across three years).

- Chronic Absenteeism declining (Green).
- Suspension Rate Blue (0%).
- All Local Indicators Met.

This trajectory confirms that EAA-ME is leveraging verified data to refine programs, close equity gaps, and accelerate achievement. The Academy demonstrates the capacity, compliance, and innovation required to justify continued charter authorization.

### Dashboard & Local Indicators Summary Table

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

## 2025 Verified Data

In 2025, Elite Academic Academy–Mountain Empire (EAA-ME) achieved its strongest outcomes yet on the CAASPP, confirming steady growth in both literacy and mathematics.

### English Language Arts (ELA):

Overall, 54.0% of students met or exceeded standards, with 21.89% meeting and 32.3% exceeding. An additional 28.5% nearly met, meaning over 80% of students are now performing at or near proficiency.

### Mathematics:

Math showed continued growth, with 46.93% of students meeting or exceeding standards (21.84% met; 25.09% exceeded). Another 27.08% nearly met, bringing the total close-to-proficiency rate to nearly 70%. The results confirm that interventions such as math tutoring, scaffolded online supports, and consistent monitoring are supporting student achievement.

### Subgroup Performance:

Preliminary analysis indicates that Hispanic/Latino, Socioeconomically Disadvantaged, and Students with Disabilities continue to move closer to state averages, narrowing historical equity gaps. While White and Multiracial subgroups showed some variability, EAA-ME is actively addressing these differences through targeted support, parent engagement, and culturally responsive instructional practices.

The 2025 CAASPP results demonstrate a school on the rise. The decline in the percentage of students in the “Not Met” category in ELA confirms that more students are moving toward mastery. These outcomes validate EAA-ME’s intentional strategies—EliteX professional development, targeted math and literacy supports, and equity-driven interventions—and highlight a trajectory of sustained growth that positions the school for continued success.

## 2024 Verified Data

In 2024, Elite Academic Academy–Mountain Empire (EAA-ME) demonstrated measurable progress and stability on the California School Dashboard and CAASPP assessments.

### English Language Arts (ELA):

EAA-ME maintained performance in the Green band, scoring 22.2 points above standard. On CAASPP, 59.39% of students met or exceeded standards (29% exceeded; 30.39% met). Nearly six in ten students were performing at Levels 3 and 4, confirming stability and alignment with state averages.

## Mathematics:

Math performance remained in the Yellow band, scoring 16.1 points below standard. On CAASPP, 45.24% of students met or exceeded standards (20.65% exceeded; 24.59% met). The percentage of students in the “Nearly Met” category increased, signaling that targeted math supports are helping more students move closer to proficiency.

## College and Career Readiness (CCI):

The College and Career Indicator reported 45.3% prepared, below the statewide rate of 60%. To address this gap, EAA-ME has expanded CTE pathways, increased dual enrollment access, and strengthened alignment to UC/CSU A–G coursework.

## English Learner Progress:

The English Learner Progress Indicator reported 43.8% making progress, a decline of 12.5 points from 2023. This highlighted area of focus has led to new Foundation and Newcomer EL courses, increased monitoring, and targeted professional development to better support EL students.

## Subgroup Performance:

EAA-ME continued to demonstrate strengths in narrowing gaps for historically underserved subgroups.

- Hispanic/Latino students scored 15.9 points below standard in ELA and 52 points below in Math, outperforming county peers.
- Socioeconomically Disadvantaged students scored 26.6 points below in ELA and 61.1 below in Math, again better than county peers.
- Students with Disabilities scored 75.7 points below standard in ELA and 107.5 below in Math—still below proficiency, but above county-level subgroup averages. These outcomes confirm that EAA-ME is narrowing subgroup gaps while continuing to target growth for White and Multiracial students who trailed slightly below statewide averages.

## Engagement and Climate:

- Graduation Rate: 92.5% (*Yellow*), maintaining a strong performance above 90%.
- Chronic Absenteeism: 3.1% (*Green*), showing improvement over the prior year.

- Suspension Rate: 0% (*Blue*), demonstrating a safe and supportive school climate.

#### Local Indicators:

EAA-ME met the “Standard Met” benchmark across all Local Indicators, including Parent Engagement, School Climate, Standards Implementation, Access to Broad Course of Study, and Basic Conditions of Learning. This confirms strong stakeholder engagement and operational compliance.

### **2023 Verified Data**

In 2023, Elite Academic Academy–Mountain Empire (EAA-ME) demonstrated measurable strengths in literacy and engagement while identifying key areas for continued improvement.

#### English Language Arts (ELA):

EAA-ME performed in the Green band, scoring 21.9 points above standard on the Dashboard. On CAASPP, 30.3% of students met or exceeded standards (33.9% exceeded; 29.34% met). Nearly half of students scored in Levels 3 and 4, placing the Academy above both county and state subgroup averages in literacy.

#### Mathematics:

Math performance fell in the Yellow band, with results 8.4 points below standard. On CAASPP, 47.32% of students met or exceeded standards (23.66% exceeded; 23.66% met; 27.6% Nearly Met]. While more than half of students remained below proficiency, the data confirmed stability, with only minor changes from the prior year (maintained performance, +2.2 points).

#### College and Career Readiness (CCI):

The College and Career Indicator reported 50% of students prepared, placing EAA-ME in the “Medium” performance band. This indicated strong alignment to A–G and CTE readiness benchmarks, though slightly below the statewide average of 60%.

#### English Learner Progress:

The English Learner Progress Indicator reported 56.3% of ELs making progress, which was above the statewide rate. This strength highlighted the impact of targeted ELD supports, though continued monitoring was identified as essential for sustaining growth.

#### Subgroup Performance:

EAA-ME demonstrated relative strengths in closing subgroup gaps, particularly for historically underserved students. Hispanic/Latino, Socioeconomically Disadvantaged

(SED), and Students with Disabilities all performed closer to standard than county peers, showing that equity-driven interventions were positively impacting outcomes. White and Multiracial students trailed slightly below state averages, signaling a targeted focus area moving forward.

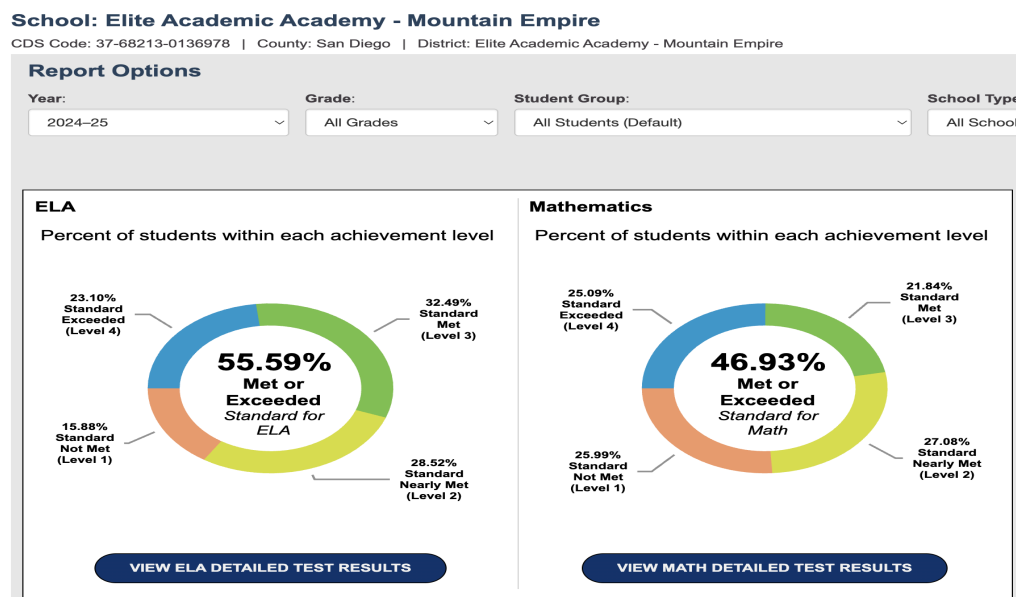
### Engagement and Climate:

- Graduation Rate: 95.7% (*Blue*), an increase of 2.2 points over the prior year.
- Chronic Absenteeism: 3.8% (*Green*), a 0.6-point improvement.
- Suspension Rate: 0% (*Blue*), reflecting a safe and supportive school climate.

### Local Indicators:

EAA-ME met the “Standard Met” benchmark across all Local Indicators, including Basic Services, Standards Implementation, Parent Engagement, School Climate, and Access to a Broad Course of Study. This demonstrates operational stability and full compliance with state expectations.

## 2025 CAASPP Results Summary



# 2024 Dashboard

**SCHOOL PERFORMANCE OVERVIEW**

## Elite Academic Academy - Mountain Empire

Explore the performance of Elite Academic Academy - Mountain Empire under California's Accountability System.

<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Blue	<b>English Learner Progress</b>  No Performance Color	<b>Graduation Rate</b>  Yellow
<b>College/Career</b>  Orange	<b>English Language Arts</b>  Green	<b>Mathematics</b>  Yellow	<b>Basics: Teachers, Instructional Materials, Facilities</b> STANDARD MET
<b>Implementation of Academic Standards</b> STANDARD MET	<b>Parent and Family Engagement</b> STANDARD MET	<b>Local Climate Survey</b> STANDARD MET	<b>Access to a Broad Course of Study</b> STANDARD MET

# 2023-24 CAASPP Results Summary

## School: Elite Academic Academy - Mountain Empire

CDS Code: 37-68213-0136978 | County: San Diego | District: Elite Academic Academy - Mountain Empire

**Report Options**

Year: 2023-24 | Grade: All Grades | Student Group: All Students (Default) | School Type: All Schools

**ELA**

Percent of students within each achievement level

**59.39% Met or Exceeded Standard for ELA**

[VIEW ELA DETAILED TEST RESULTS](#)

**Mathematics**

Percent of students within each achievement level

**45.24% Met or Exceeded Standard for Math**

[VIEW MATH DETAILED TEST RESULTS](#)

# 2023 Dashboard

SCHOOL PERFORMANCE OVERVIEW

## Elite Academic Academy - 2023 Mountain Empire

Explore the performance of Elite Academic Academy - Mountain Empire under California's Accountability System.

<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Blue	<b>English Learner Progress</b>  No Performance Color	<b>Graduation Rate</b>  Blue
<b>College/Career</b>  Medium	<b>English Language Arts</b>  Green	<b>Mathematics</b>  Yellow	<b>Basics: Teachers, Instructional Materials, Facilities</b> STANDARD MET
<b>Implementation of Academic Standards</b> STANDARD MET	<b>Parent and Family Engagement</b> STANDARD MET	<b>Local Climate Survey</b> STANDARD MET	<b>Access to a Broad Course of Study</b> STANDARD MET

# 2023 CAASPP Results Summary

## School: Elite Academic Academy - Mountain Empire

CDS Code: 37-68213-0136978 | County: San Diego | District: Elite Academic Academy - Mountain Empire

**Report Options**

Year: 2022-23 | Grade: All Grades | Student Group: All Students (Default) | School Type: All Schools

### ELA

Percent of students within each achievement level

**59.66% Met or Exceeded Standard for ELA**

30.32% Standard Exceeded (Level 4)  
29.34% Standard Met (Level 3)  
19.80% Standard Nearly Met (Level 2)  
20.54% Standard Not Met (Level 1)

[VIEW ELA DETAILED TEST RESULTS](#)

### Mathematics

Percent of students within each achievement level

**47.32% Met or Exceeded Standard for Math**

23.66% Standard Exceeded (Level 4)  
23.66% Standard Met (Level 3)  
27.56% Standard Nearly Met (Level 2)  
25.12% Standard Not Met (Level 1)

[VIEW MATH DETAILED TEST RESULTS](#)

## **Overall Implications**

The three-year data illustrates sustained academic growth, especially in ELA, where proficiency increased from 30.32% exceeding and 29.34% meeting standards in 2023 to 32.3% exceeding and 21.8% meeting standard in 2025. Mathematics continues to be a priority: In Math, scores showed consistency from 2023 to 2024, with 23.66% exceeding and 23.66% meeting standards in 2023, shifting slightly to 20.65% exceeding and 24.59% meeting in 2024. By 2025, outcomes improved with 25.09% exceeding and 21.84% meeting standards, demonstrating momentum toward advanced-level achievement and highlighting the impact of targeted math strategies.

The verified Dashboard and CAASPP data affirm that Elite Academic Academy–Mountain Empire is making measurable progress while maintaining stability in key academic areas. Strengths include sustained subgroup performance for Hispanic/Latino, Socioeconomically Disadvantaged, and Students with Disabilities, strong mathematics gains, and exceptional graduation (above 90%), attendance (Green band), and school climate (0% suspensions, Blue). Areas of focus—including English Learner progress (56% in 2023 → 44% in 2024), College and Career readiness (declining to 22.5% in 2024), and targeted supports for White and Multiracial students—are being addressed through expanded CTE pathways, dual enrollment, newcomer EL courses, and equity-focused family engagement.

Collectively, these results affirm EAA-ME’s capacity to deliver high-quality, standards-based education within the independent study framework while demonstrating consistent growth, equity-driven accountability, and renewal readiness through verified data and Dashboard indicators.

## **Verified Data Trends**

Indicator	2024 State	2024 EAA-ME	Comparison (DFS)
CAASPP ELA	13.2-	22.2+	Higher
CAASPP Math	47.6-	16.1-	Higher
College/Career	45.30%	45.3	Same
EL Progress	45.3	43.8	Lower
<b>2024 ELA CAASPP</b>			
Subgroup	2024 State	2024 EAA-ME	Comparison
Hispanic	39.3-	17.5+	Higher
SED	40.9-	16.7+	Higher
SWD	95.6-	45.2-	Higher
White	19.2+	22+	Higher
2+	24.3+	9.8+	Lower
<b>2024 Math CAASPP</b>			
Subgroup	2024 State	2024 EAA-ME	Comparison
Hispanic	79.2-	34-	Higher
SED	78.2-	39.4-	Higher
SWD	124.3-	77-	Higher
White	10.3-	.3+	Higher
2+	5.3-	38.5-	Lower
Indicator	2023 State	EAA-ME	Comparison (DFS)
CAASPP ELA	13.6-	21.9+	Higher
CAASPP Math	49.1-	8.4-	Higher
College/Career	43.90%	50%	Higher
EL Progress	48.7	56.3	Higher
<b>2023 ELA CAASPP</b>			

Subgroup	State	EAA-ME	Comparison
Hispanic	40.2-	2.5-	Higher
SED	42.6-	5.4+	Higher
SWD	96.3-	81.3-	Higher
White	20.8+	37.9+	Higher
2+	24.3-	.8-	Higher
2023 Math CAASPP			
Subgroup	State	EAA-ME	Comparison
Hispanic	80.8-	36.7-	Higher
SED	80.8-	36.1-	Higher
SWD	127.3-	130.3-	Higher
White	11.1-	14.4	Higher
2+	7.4-	36.2-	Lower

### Verified Data Narrative – Highlights for Renewal

Elite Academic Academy – Mountain Empire (EAA-ME) has demonstrated both measurable progress and stability over the past two years as evidenced by the California Dashboard and CAASPP results.

#### Academic Growth:

- In 2023, EAA-ME achieved a Green rating in ELA, scoring 21.9 points above standard, and a Yellow rating in Math, scoring 8.4 points below standard, both stronger than state averages.
- In 2024, ELA performance remained strong in the Green band (22.2 points above standard), while Math reflected resilience with a Yellow rating, at 16.1 points below standard, still outperforming the state’s -47.6 average.
- CAASPP results confirm progress: in 2024, 59.39% of students met or exceeded standards in ELA (with another 22.7% nearly meeting), and 45.24% met or exceeded in Math, with nearly 28.31% nearly meeting proficiency. These trends

show more students moving toward mastery and confirm that targeted literacy and math supports are driving readiness gains.

#### College & Career Readiness:

- EAA-ME reported 50% prepared in 2023, above the state average of 43.9%.
- In 2024, the CCI held at 45.3%, aligned to the state average. The Academy has proactively expanded Career Technical Education pathways, dual enrollment, and A-G aligned coursework to ensure that College & Career outcomes rebound and accelerate in the coming years.

#### English Learner Progress:

- In 2023, 56.3% of English Learners made progress, outperforming the state's 48.7%.
- In 2024, results dipped to 43.8%, slightly below the statewide 45.3%. This decline has directly informed new ELD instructional blocks, professional development, and increased reclassification support.

#### Subgroup Strengths:

EAA-ME has consistently demonstrated the ability to support historically underserved populations:

- Hispanic/Latino, Socioeconomically Disadvantaged, and Students with Disabilities performed closer to standard than county and state peers in both ELA and Math.
- White and Multiracial subgroups underperformed relative to state averages in some areas, identifying a targeted focus for intervention.

#### Engagement and Climate:

- Graduation Rate: Strong and consistent, maintaining above 90% (95.7% in 2023, 92.5% in 2024).
- Chronic Absenteeism: Improved from 3.8% in 2023 to 3.1% in 2024 (Green).

- Suspension Rate: 0% across both years (Blue), reflecting a safe and supportive environment.

#### Local Indicators:

Across both years, EAA-ME earned “Standard Met” in all Local Indicators, including Parent Engagement, School Climate, Access to a Broad Course of Study, Standards Implementation, and Basic Services.

EAA-ME has sustained high literacy outcomes, shown strong math gains, supported subgroup equity, and maintained exceptional graduation, attendance, and school climate metrics. While English Learner progress and College & Career readiness remain areas of focus, intentional program expansions are already in place to accelerate improvement. These outcomes confirm that EAA-ME continues to demonstrate capacity, compliance, and a clear upward trajectory, justifying renewal.

#### **Comparative Performance Analysis**

The 2025 CAASPP results highlight that Elite Academic Academy – Mountain Empire (EAA-ME) outperformed comparable independent study charter schools in multiple academic areas, while also demonstrating unique strengths that distinguish its program.

#### English Language Arts (ELA):

- EAA-ME: 54.0% of students met or exceeded standards (23.1% exceeded; 32.5% met), with another 28.5% nearly meeting.
- Compass Charter Schools of San Diego: 47.5% met or exceeded (18.1% exceeded; 29.5% met), with 23.4% nearly meeting.
- San Diego Virtual: 57.0% met or exceeded (18.6% exceeded; 38.4% met), with 27.9% nearly meeting.

EAA-ME surpassed Compass and aligned closely with San Diego Virtual in overall proficiency, while also outperforming both peers in reducing the percentage of students in the “Not Met” category (EAA-ME 15.9% vs. Compass 29.0% and Virtual 15.1%). This confirms significant momentum in literacy, particularly at the high school level where Grade 11 outcomes exceeded 66%.

## Mathematics:

- EAA-ME: 46.93% of students met or exceeded standards (25.1% exceeded; 21.8% met), with 27.1% nearly meeting.
- Compass Charter Schools of San Diego: 35.7% met or exceeded (14.5% exceeded; 21.2% met), with 23.0% nearly meeting.
- San Diego Virtual: 34.9% met or exceeded (15.1% exceeded; 19.8% met), with 19.8% nearly meeting.

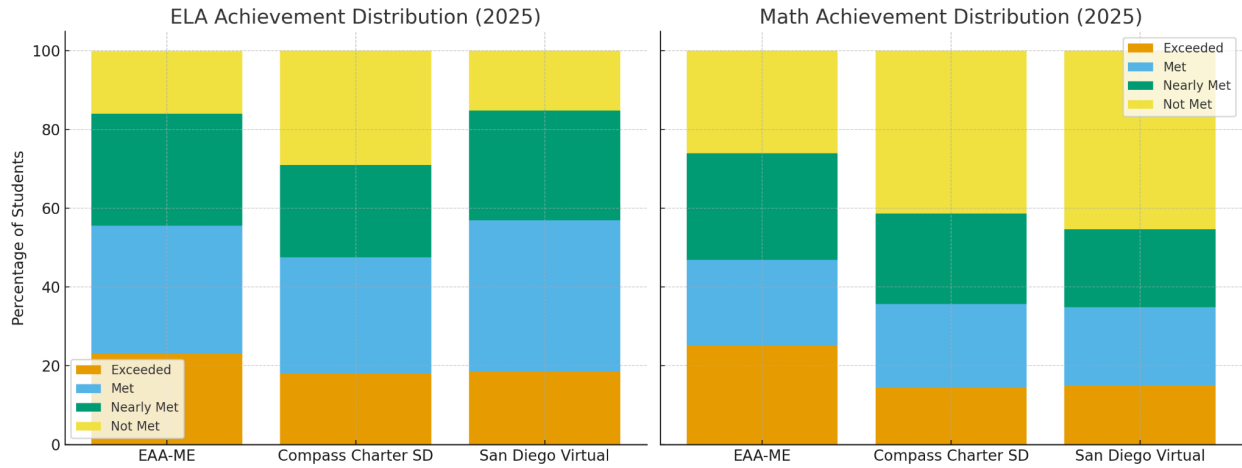
EAA-ME significantly outperformed both Compass and San Diego Virtual in Math proficiency (46.93% vs. 35.7% and 34.9%), while also demonstrating stronger rates of “Nearly Met,” indicating a broader base of students on the path to proficiency. The reduction in the “Not Met” category (EAA-ME 26.0% vs. Compass 41.3% and Virtual 45.4%) reflects the effectiveness of math interventions and progress monitoring.

## Overall Strengths:

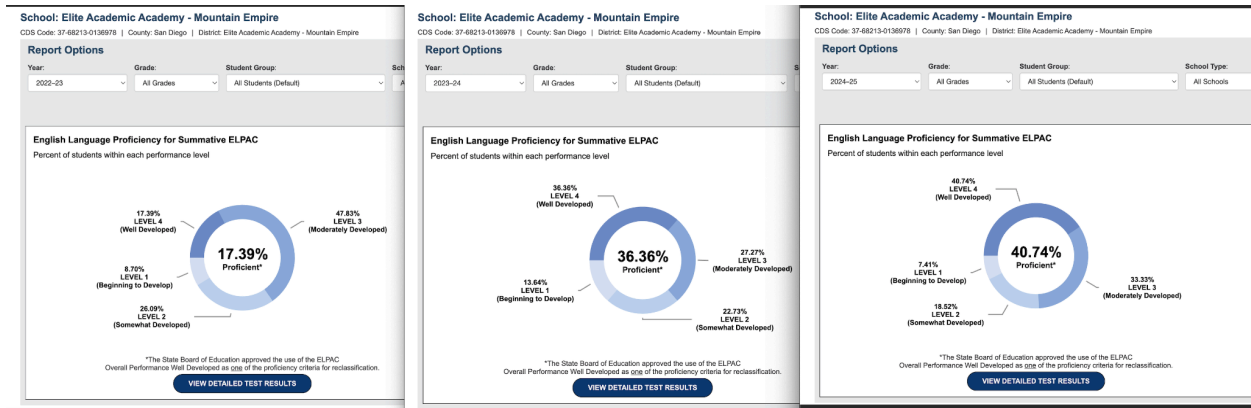
- EAA-ME outpaced peer schools in Math growth, narrowing long-standing gaps and moving nearly 70% of students into the proficient or nearly proficient range.
- In ELA, EAA-ME demonstrated stability and equity, placing it closer to or above peers while significantly lowering the percentage of students below standard.
- Compared to Compass, EAA-ME shows higher academic achievement across both subjects; compared to San Diego Virtual, it shows competitive ELA results and stronger Math outcomes.

The comparative data confirm that EAA-ME not only meets but often exceeds the performance of peer independent study charters in both ELA and Math. This achievement, combined with verified Dashboard indicators (graduation above 90%, absenteeism Green, suspension 0%), underscores EAA-ME’s ability to deliver high-quality instruction, sustain growth, and ensure equity for its diverse student population.

2024-25 Comparative Performance: EAA-ME vs Peers (ELA & Math)



English Learner Progress (2022-2025)



English Learner Progress

Over the past three years, Elite Academic Academy – Mountain Empire (EAA-ME) has demonstrated steady growth on the English Language Proficiency Assessments for California (ELPAC), reflecting the school’s intentional focus on supporting multilingual learners.

2022-23 Baseline

In 2022-23, 23 students participated in the Summative ELPAC. Results established a baseline of need: only 17.4% were “Well Developed” overall, with nearly half (47.8%)

scoring at “Moderately Developed” and 34.8% in the lower two bands. These results underscored the need for targeted oral language and writing support to accelerate progress.

### 2023–24 Improvement

By 2023–24, participation grew to 44 students. Outcomes showed improvement, with 36.4% “Well Developed” and an additional 27.3% “Moderately Developed.” Fewer than 14% were in Level 1, confirming a reduction in the lowest proficiency levels. Growth was particularly evident in writing, where structured interventions and increased opportunities for academic discourse supported measurable gains.

### 2024–25 Continued Gains

In 2024–25, 43 students were assessed, and outcomes reached the strongest levels in three years. 40.7% of students scored “Well Developed,” while another 33.3% were “Moderately Developed,” meaning nearly three-quarters of students are now at or near proficiency. The percentage of students at Level 1 fell to just 7.4%, confirming that more learners are moving toward reclassification readiness. Writing outcomes were especially promising, with 41.9% “Well Developed,” the highest across three years. These results reflect the effectiveness of integrated ELD instruction, scaffolded writing strategies, and oral language scaffolds embedded across content areas.

### English Learner Enrollment Context

EAA-ME continues to experience year-over-year enrollment increases and serves a highly transient student population, with students regularly entering and exiting the program. This dynamic means that longitudinal results do not always reflect the same student cohort, yet the positive trajectory across domains confirms program effectiveness for both long-term and newly arriving English learners.

### Trend Analysis (2022–25)

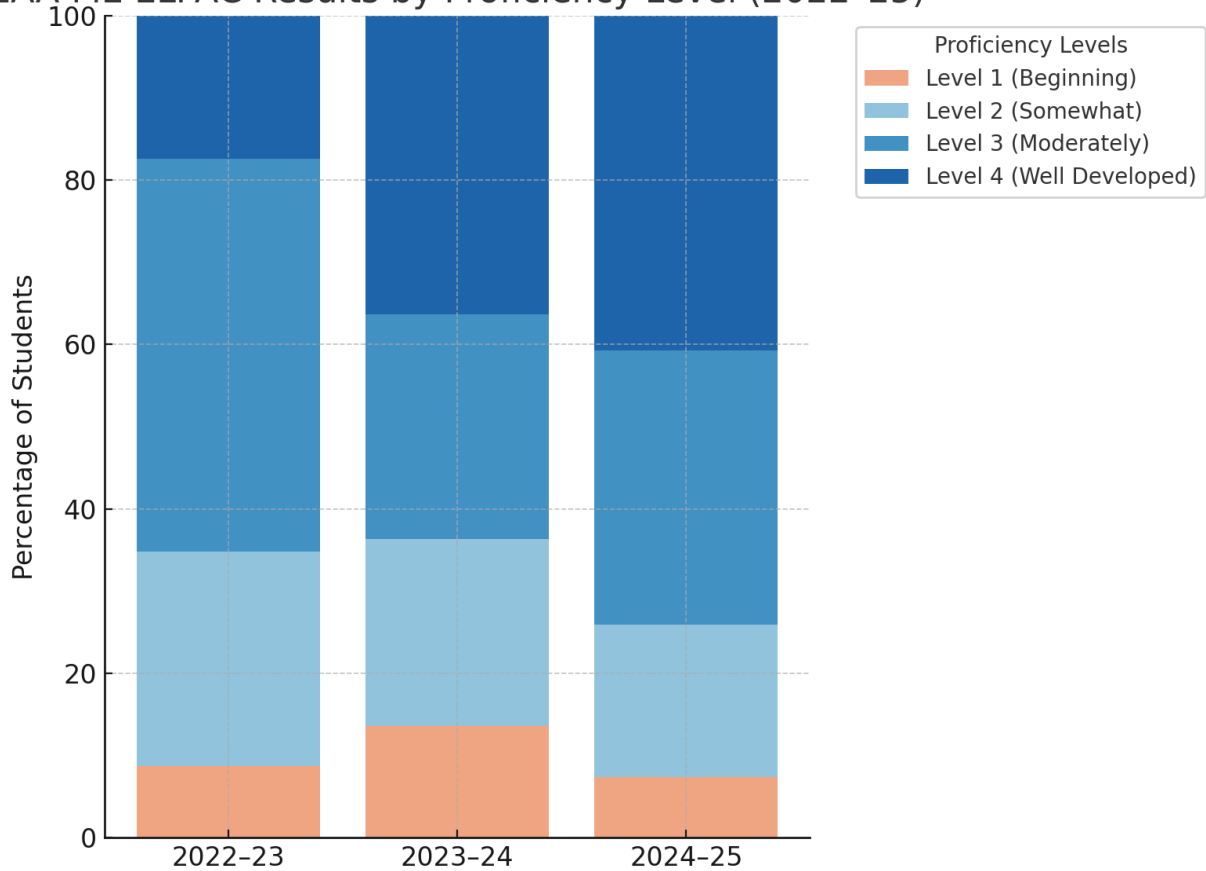
Over three years, EAA-ME has:

- Increased student participation in the ELPAC, strengthening data reliability.
- Improved writing outcomes each year (13.6% → 29.3% → 41.9% “Well Developed”).
- Sustained reading strengths, with consistently high percentages “Well Developed.”

- Enhanced speaking performance, moving more students into higher proficiency levels.

These outcomes confirm that EAA-ME is making consistent progress in advancing English learner proficiency, particularly in writing and oral language—domains critical for academic success and reclassification. The upward trend, despite the challenges of a growing and mobile student population, affirms the effectiveness of interventions such as integrated and designated ELD, scaffolded literacy instruction, and structured opportunities for academic discourse. Continued focus on sustaining reading while accelerating writing and speaking growth will further improve reclassification rates and long-term academic success for English learners.

EAA-ME ELPAC Results by Proficiency Level (2022-25)



## **How Learning Best Occurs – Instructional Design, Learning Theories, Methodologies**

Academic Academy–Mountain Empire defines student success as the ability to set and pursue goals responsibly, demonstrate self-motivation, and develop the skills needed to thrive academically, socially, and personally. We prepare students to be independent, confident learners who also know how to seek support when needed, and who embody the Academy’s 6Cs: Communication, Critical Thinking, Creativity, Compassion, Collaboration, and Curiosity. These competencies, combined with measurable academic outcomes, ensure that our students are prepared to meet the challenges of college, career, and civic life.

Success is assessed through multiple measures that provide a balanced and comprehensive view of growth and achievement. These include Beginning- and Middle-of-Year diagnostic assessments through iReady, Multitudes assessments for grades TK–2, statewide assessments including CAASPP and ELPAC, and ongoing portfolio-based performance tasks. Additional measures include teacher-created formative and summative assessments, benchmark assessments, report cards, and progress monitoring during Parent/Teacher/Student Learning Period meetings. These outcomes are aligned with California’s accountability metrics, including student growth on state assessments, graduation and college/career readiness indicators, and subgroup performance, ensuring that progress is both rigorous and transparent.

We recognize that student success is not solely academic; the development of resilience, a sense of self-worth, and persistence toward personal goals are also essential. Our instructional approach emphasizes meaningful, relevant learning experiences that connect to students’ lives and aspirations while fostering an appreciation for lifelong learning. To this end, students in grades K–12 are provided with flexible, individualized learning opportunities that integrate Universal Design for Learning (UDL), independent study best practices, and technology-enabled instruction. Student data serves as the foundation for these efforts, allowing us to create personalized pathways tailored to each learner’s strengths, challenges, and goals. By using data to drive instruction and support, we ensure that students receive the right balance of intervention, enrichment, and acceleration needed for long-term success.

In addition to these foundational practices, EAA-ME is forward-looking in preparing students for the evolving demands of the 21st century. Through the School of AI, students explore artificial intelligence literacy, digital ethics, and applied technologies that will define future careers. Teachers are not only integrating AI into lessons but also modeling responsible use, helping students distinguish between AI as a tool that can support critical

thinking, creativity, and efficiency versus uses that undermine academic integrity. This explicit guidance equips students to make informed, ethical choices about AI in their own learning.

Virtual Reality (VR) learning experiences further extend these future-ready opportunities. Beyond occasional classroom integration, EAA-ME provides students with VR Intensives—structured one- to two-week immersive experiences where learners dive deeply into subjects such as space exploration, medical science, historical simulations, and career technical fields. These intensives allow students to experience environments and problem-solving scenarios that would be impossible to replicate in traditional classrooms, increasing engagement, collaboration, and applied learning.

By embedding AI education, VR-enhanced instruction, intensive immersive opportunities, and data-informed personalization into our instructional design, EAA-ME ensures that students graduate not only proficient in core academics, but also equipped with digital fluency, adaptability, and an innovation mindset. This approach prepares students to thrive in a rapidly changing world where the ability to use technology ethically and effectively will define success in college, career, and civic life.

Students enrolled in grades TK–12 will therefore have different flexible learning opportunities and a variety of individualized educational options with which to meet and exceed the demands of being successful in the 21st century.

Grade Levels	Homeschool	Virtual	Flex
TK-5	x		x
6-8	x	x	x
9-12	x	x	

### **Subject Areas, Courses, Instructional Materials**

Elite Academic Academy–Mountain Empire (EAA-ME) offers a comprehensive TK–12 program aligned with California State Standards, ensuring students receive rigorous instruction in English Language Arts, Mathematics, History–Social Science, Science (NGSS), Visual and Performing Arts, Physical Education, and English Language Development. At the high school level, students access a full course of study that meets or exceeds graduation requirements, including A–G and NCAA-approved courses, Advanced Placement (AP), and

Career Technical Education (CTE) pathways that prepare them for postsecondary and workforce success.

Instruction is delivered through a blend of Elite-written curriculum and adopted resources (StrongMind, Edmentum, Bright Thinker, UC Scout), supported by the Canvas LMS and Google Workspace. Supplemental platforms such as iReady, Tutor.com, Freckle Math, IXL, and MTSS Learning Lab coaches provide targeted intervention, enrichment, and personalized learning. At each grade span, instruction builds sequentially—emphasizing literacy and numeracy in elementary, interdisciplinary and exploratory opportunities in middle school, and comprehensive core, elective, AP, and CTE options in high school.

Professional learning and instructional design are anchored in EliteX Professional Development and the Teaching With Intention Guide (TWIG), ensuring that teachers implement best practices, maintain high instructional quality, and align learning to the Academy’s mission and 6Cs. These frameworks provide staff with consistent strategies for intentional teaching, data-driven decision-making, and innovative practices such as independent study models, project-based learning, and differentiated supports.

All instructional materials are annually reviewed and approved by the Board of Directors to maintain alignment with standards, compliance with the Williams Act, and accessibility for all learners, including English learners and students with disabilities. Through this comprehensive system, EAA-ME ensures students are equipped with the knowledge, skills, and experiences needed for college, career, and civic readiness.

### **Instructional Methods and Strategies Used to Deliver the Curriculum, and How These Ensure Student Mastery of the California Content and Performance Standards**

EAA-ME employs a flexible, student-centered instructional model that ensures all students meet or exceed California Content and Performance Standards. Instruction is personalized through each student’s Individual Learning Plan, using Elite-authored curriculum and adopted resources (StrongMind, Edmentum, UC Scout), delivered through Canvas LMS and interactive platforms such as Engageli for live, collaborative learning. Teachers blend synchronous instruction (whole-class, small-group, and one-on-one) with asynchronous opportunities, providing both structure and flexibility.

Instructional practices are grounded in Universal Design for Learning (UDL) principles and guided by the Teaching With Intention Guide (TWIG) to ensure accessibility and intentional pedagogy. Differentiated instruction, project- and performance-based learning, and targeted interventions through MTSS support mastery of standards. English learners receive integrated and designated ELD aligned to the California ELD Standards, while

students with disabilities are supported through accommodations and modifications per IEPs. Teachers collaborate in PLCs and engage in EliteX Professional Development, which provides ongoing training in research-based strategies, data analysis, and innovative practices to close achievement gaps and enhance instructional quality.

To ensure mastery of standards, EAA-ME uses a comprehensive assessment system that combines local, state, and performance-based measures. Formative tools (iReady diagnostics, Multitudes assessments for TK–2, teacher-created checks) guide daily instruction, while summative measures (CAASPP, ELPAC, benchmarks, portfolios) track student growth and accountability outcomes. Parent/teacher/student Learning Period meetings provide regular opportunities to review progress, refine strategies, and align instruction to student needs.

Through this integrated model—anchored in Engageli’s interactive instruction, TWIG’s intentional teaching framework, and EliteX’s professional learning system—EAA-ME ensures equitable access to high-quality instruction. Students are supported to achieve grade-level mastery while developing the knowledge, skills, and competencies needed for college, career, and civic life.

### **High School Graduation Requirements**

EAA-ME’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. High school students will earn 230 credits for graduation

### Graduation Requirement Credit Table

Subject Area	A-G Education	General Education	Alt. Grad
English	40	40	30
Mathematics	30	20	20
Life Science	10	10	10
Physical Science	10	10	10
World History	10	10	10
US History	10	10	10
Government	5	5	5
Economics	5	5	5
VAPA & LOTE	30	20	10
Physical Education	20	20	20
Elective	60	80	20
<b>Credit Totals</b>	<b>230</b>	<b>230</b>	<b>150</b>

### Alternative Graduation Policy

Eligibility for the alternative graduation pathway is determined on a case-by-case basis by a team consisting of school counselors and school directors. This pathway is intended for students facing exceptional circumstances that significantly impact their ability to complete the traditional 230-credit graduation track.

The standard and encouraged goal for all students remains completion of the traditional graduation requirements. The alternative graduation pathway should be considered only when it is clearly in the student's best interest and after all reasonable interventions—such as enrollment in year-round school, credit recovery, or additional coursework—have been attempted and proven insufficient.

Students must demonstrate adequate academic progress in their current courses before the alternative graduation pathway is considered. Additionally, students must have completed a

minimum of three full years of high school enrollment before becoming eligible for this alternative pathway.

This option may not be used to facilitate early graduation. The intention of this pathway is to support students in reaching graduation and postsecondary readiness as defined by California's College and Career Indicator (CCI), including but not limited to completion of CTE pathways, dual enrollment, work-based learning, or other aligned postsecondary preparation opportunities. Eligibility for the alternative graduation pathway is determined on a case-by-case basis by a team consisting of school counselors and school directors.

**Alternative Graduation determination categories:**

EAA-ME serves a significant population of students who meet the eligibility requirements under the California Department of Education's Dashboard Alternative School Status (DASS). These students are often among the most vulnerable in the state and require alternative educational settings to succeed academically, socially, and emotionally.

Our student population includes:

- Expelled Students (EC §48925[b]) and students with suspended enforcement of an expulsion order (EC §48917).
- Students Suspended for more than ten days within a school year (EC §48925[d]).
- Court-Involved Youth, including Wards of the Court under WIC §§601 or 602 and dependents of the court under WIC §§300 or 654.
- Pregnant and Parenting Students, who require flexible scheduling and supportive services to continue their education.
- Recovered Dropouts, as defined by the State Board of Education (EC §52052.3[b]), including students previously identified as dropouts in CALPADS or those not enrolled in school for 180 or more days.
- Habitually Truant Students (EC §48262) or those determined habitually insubordinate and disorderly, whose attendance is directed by a school attendance review board (SARB) or probation officer (EC §48263).

- Students Retained Multiple Times in grades K–8, often requiring targeted interventions to address foundational skill gaps.
- Credit-Deficient Students, defined as being more than 45 credits behind and unable to reasonably complete the necessary coursework within a traditional track.
- Students with Enrollment Gaps, including those not enrolled in any school for at least 45 days prior to enrolling (excluding non-instructional breaks).
- Highly Mobile Students, such as those who have transferred between multiple schools within one academic year or changed secondary schools more than twice since entering high school.
- Foster Youth (EC §42238.01[b]) who require stability, advocacy, and flexible academic programming.
- Homeless Youth, in alignment with the McKinney-Vento Homeless Assistance Act, who face challenges of housing instability and inconsistent access to school.
- Highly Mobile Youth, a category inclusive of students whose educational pathways are disrupted by frequent moves or unstable living conditions.

EAA-ME’s independent study model, multi-tiered systems of support, and specialized programs are intentionally designed to meet the needs of these students. By providing a personalized and flexible learning environment, the Academy ensures that students who might otherwise disengage from school are able to re-engage, recover credits, and pursue a pathway toward graduation, college, and career readiness.

### **Academic Calendar and Schedules**

Elite Academic Academy operates on a unique multi-track calendar system to meet the diverse needs of students and families. This structure provides year-round access to high-quality instruction and flexible scheduling, ensuring that students can enroll, recover credits, or accelerate learning without being limited to a traditional school year. All Tracks operate on staggered calendars, allowing the Academy to maximize instructional days, provide multiple points of entry for new students, and maintain consistent academic support throughout the year. This multi-track system is particularly beneficial for students in independent study models, those requiring additional time to complete coursework, or



## 2025-2026 Year-Round Calendar

JULY							AUGUST							SEPTEMBER							OCTOBER							Important Dates	
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
	1	2	3	4	5						1	2		1	2	3	4	5	6					1	2	3	4	July 1	- First Day of School
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	July 4	- Independence Day Holiday
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	Aug 4 - 26	- Summer Break
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	Sep 1	- Labor Day
27	28	29	30	31			24	25	26	27	28	29	30	28	29	30				26	27	28	29	30	31	Nov 11	- Veteran's Day		
							31																		Nov 24 - 28	- Thanksgiving Break			
NOVEMBER							DECEMBER							JANUARY							FEBRUARY								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
						1	1	2	3	4	5	6				1	2	3	1	2	3	4	5	6	7	Dec 15 - Jan 2	- Winter Break		
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14	Jan 16	- End of Semester 1
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21	Jan 19	- Martin Luther King Jr. Day
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28	Jan 20	- Semester Break Non-School Day
23	24	25	26	27	28	29	28	29	30	31			25	26	27	28	29	30	31								Feb 13 - 16	- Presidents' Day Weekend	
30																										Mar 9 - 13	- Spring Break		
MARCH							APRIL							MAY							JUNE							Key	
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
1	2	3	4	5	6	7	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13	First Day of School	
8	9	10	11	12	13	14	12	13	14	15	16	17	18	12	13	14	15	16	17	18	14	15	16	17	18	19	20	End of Learning Period	
15	16	17	18	19	20	21	19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27	Holiday	
22	23	24	25	26	27	28	26	27	28	29	30		24	25	26	27	28	29	30	28	29	30					Non-school Days		
29	30	31																											



Board Approved 2/6/25

### Professional Development

Elite Academic Academy provides a comprehensive and forward-thinking professional development (PD) program designed to ensure that all staff are equipped with the knowledge, skills, and ongoing support necessary to deliver high-quality instruction while maintaining compliance with all state and federal requirements, including those specific to non-classroom-based (NCB) charter schools. At Elite, professional development is not treated as a compliance add-on; rather, it is the engine that drives student success. The Academy has redefined what it means to be a teacher in the age of AI, positioning professional learning as a layered, systemic investment that brings the Portrait of a Learner to life in daily practice. In doing so, Elite has built one of the most robust and impactful PD systems in California’s charter landscape.

The program is anchored by two large-scale, in-person events each year: Back to School Professional Development and Spring Professional Development. These gatherings bring together educators from across the organization to focus on evidence-based instructional practices, curriculum design, and California charter law compliance, with particular attention to the unique requirements of NCB programs. Each event is intentionally designed to align with schoolwide goals outlined in the Local Control and Accountability Plan (LCAP)

and the state's priorities for student achievement, engagement, and school climate. Importantly, the in-person model strengthens community and collaboration across all academies, ensuring every teacher receives consistent training on both instructional excellence and compliance expectations. Unlike many schools where PD is fragmented or perfunctory, Elite's large-scale events model cutting-edge practices—including the integration of AI, immersive technologies, and student-centered design—so that teachers not only learn about future-ready practices, but experience them directly.

Beyond these anchor events, professional learning continues throughout the year in multiple formats. Ongoing academy- and department-specific PD sessions are tailored to meet the needs of distinct student populations, including English learners, students with disabilities, and those requiring intensive intervention through MTSS support. Dedicated Professional Learning Community (PLC) time further provides teachers with structured opportunities to collaborate, analyze student data, and align instructional strategies with measurable schoolwide goals. By embedding cycles of inquiry into teacher practice and fostering cross-departmental collaboration, PLCs reinforce Elite's commitment to continuous improvement and equity across all student groups.

A signature feature of Elite's professional development system is its weekly Friday one-hour PD series. These sessions address instructional best practices, assessment literacy, compliance updates, and the integration of educational technology. Importantly, all sessions are staff-led and developed for staff, ensuring that content is relevant, timely, and directly aligned to school needs at that moment. Following each Friday PD, teachers complete a post-session survey to provide feedback on relevance and effectiveness. On average, these sessions score 4.6 or higher out of 5 on both relevancy to the teacher's role and overall satisfaction with the topic. This consistent positive feedback underscores the strength of a professional learning system that is responsive, collaborative, and grounded in the expertise of Elite's own educators. In most schools, weekly PD is seen as an obligation; at Elite, it is a valued space where teachers actively shape practice, demonstrating a culture of continuous professional growth.

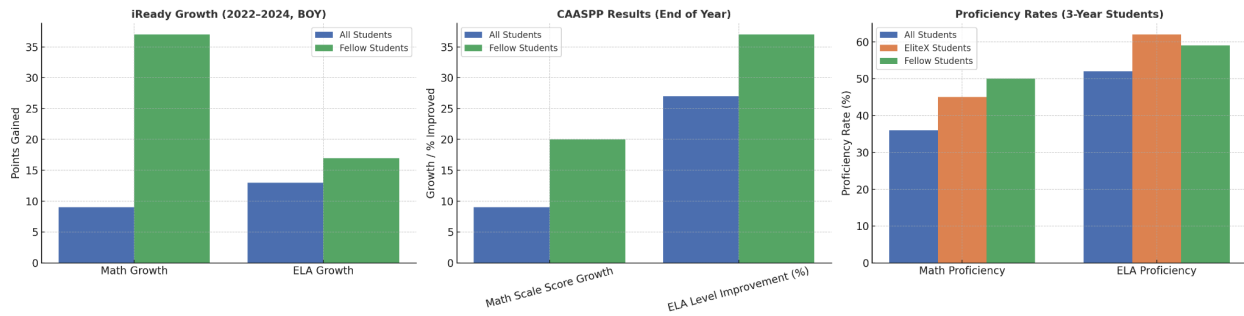
One of the most innovative and impactful components of the Academy's professional development system is the EliteX Fellows program. This year-long immersive coaching experience transforms instructional practice and cultivates leadership from within the organization. Launched with a pilot cohort of ten educators, the program has expanded to seventy participants and now impacts all three academies, as well as the SPED and MTSS departments. The Fellowship strand of the program requires a twelve-month commitment of two to three hours weekly and uses a coaching-driven model to shift instruction from teacher-centered delivery to student-driven facilitation. This approach directly addresses a challenge most schools have not yet solved: redefining the role of the teacher in an era

where content is readily available, but cultivating critical thinking, collaboration, and creativity requires a skilled facilitator.

At the center of the Fellowship is Elite's Portrait of a Learner Six C's—Curiosity, Critical Thinking, Collaboration, Communication, Creativity, and Compassion. These competencies serve as a framework for building metacognitive practices and shaping a culture of learning that is both rigorous and relational. Fellows engage in personalized one-to-one coaching, collaborative small group sessions, weekly video self-reflection, and whole-group PD. This rhythm is intentionally designed to create a culture of vulnerability and growth, where teachers feel supported to take risks, reflect deeply, and continually refine their craft. As one Fellow described, the experience was transformative, allowing her to minimize her teacher footprint and create more opportunities for students to collaborate, build confidence, and connect authentically with one another. Such testimony illustrates the way Elite has made its Portrait of a Learner actionable in classrooms, moving from aspirational competencies to lived daily practices.

The outcomes of this investment in teacher development are measurable and significant. Data from 2022 to 2024 show that all Elite students demonstrate meaningful growth on assessments when enrolled over multiple years. However, students assigned to teachers who are part of the EliteX Fellowship consistently achieve substantially higher gains. On iReady assessments, Elite students overall grew by nine points in mathematics and thirteen points in English Language Arts during this period. In contrast, students who were with Elite for three years and taught by Fellows grew thirty-seven points in mathematics and seventeen points in English Language Arts. Similar gains are visible in CAASPP results: students enrolled for three years overall increased by nine scale score points, while those assigned to Fellows increased by twenty points in mathematics. In ELA, twenty-seven percent of all EliteX students improved their performance level compared to thirty-seven percent of those assigned to Fellows, representing a ten percent advantage. Proficiency rates also highlight this difference: three-year EliteX students achieved a forty-five percent proficiency rate in mathematics compared to thirty-six percent for all students, while fellow-taught students achieved fifty percent proficiency. In ELA, three-year EliteX students reached sixty-two percent proficiency compared to fifty-two percent for all students, while students taught by Fellows reached fifty-nine percent.

Elite Academic Academy - Growth & Proficiency Outcomes



These outcomes demonstrate that while sustained enrollment at Elite produces significant academic gains on its own, the additional impact of being assigned to a Fellow teacher amplifies student success, particularly in mathematics. This finding is critical for charter renewal, as it provides strong evidence that Elite’s long-term investment in professional development is directly tied to measurable improvements in student achievement. Very few schools can demonstrate such a clear line between teacher development and student growth; Elite not only invests in its teachers but proves the return on that investment through consistent, quantifiable outcomes.

Finally, Elite extends its commitment to professional growth by investing in external opportunities. Staff are sent to professional conferences where they engage with national experts, explore emerging research, and return with innovative strategies that benefit the wider instructional community. These opportunities ensure that Elite educators remain on the cutting edge of educational practice while reinforcing the Academy’s culture of shared learning and continuous improvement.

In sum, Elite Academic Academy has built a professional development system that is layered, responsive, and demonstrably effective. It begins with annual in-person events that establish priorities, continues with weekly staff-led Friday sessions that maintain momentum and adaptability, deepens through department-level supports and PLCs, and reaches its highest level of transformation through the EliteX Fellowship program. Each component of this system is intentionally aligned with compliance obligations, LCAP goals, and state priorities for student achievement and equity. By integrating teacher leadership, staff-driven PD, continuous feedback loops, and measurable student outcomes, Elite demonstrates not only a commitment to professional excellence but also a proven model of how sustained teacher development drives long-term student success. Elite has redefined the role of the teacher in the age of AI and has created a professional development model that few schools can rival; one that makes the Portrait of a Learner not just aspirational, but fully alive in classrooms every day.

## **Meeting the Needs of All Students**

EAA-ME is committed to providing equitable access and individualized support to ensure that all students meet or exceed California Content and Performance Standards. Instruction is delivered through a personalized, flexible model that integrates Universal Design for Learning (UDL) principles and ensures accessibility for students of all backgrounds. EAA-ME complies fully with all state and federal requirements, including IDEA, Section 504, Title VI, Title IX, and California Education Code §220, to guarantee that students receive instruction and services free from discrimination and tailored to their unique needs.

English Learners (ELs): EAA-ME supports English Learners through integrated and designated English Language Development (ELD) aligned to the California ELD Standards. Teachers use scaffolding strategies, structured academic discourse, and formative assessments to promote language acquisition and content mastery. A dedicated MTSS coach specializing in ELD provides targeted support, professional development, and intervention strategies to ensure English Learners make steady progress toward reclassification and academic achievement, as measured by ELPAC and other local assessments.

Students also have access to research-based programs such as Fast ForWord® and ClearFluency™, which build listening, speaking, reading, and writing skills through brain-based learning, intensive practice, and guided oral reading. These tools are proven to accelerate English proficiency and produce lasting academic gains.

[Students with Disabilities \(SWD\)](#): EAA-ME is deeply committed to ensuring that all students, including those with disabilities, have equitable access to a high-quality education. To accomplish this, EAA-ME provides a comprehensive continuum of services designed to meet the diverse needs of students with disabilities and to support their participation in the general education curriculum to the greatest extent possible.

Credentialed special education teachers and highly qualified related service providers work collaboratively to design and implement individualized supports and services as outlined in each student's Individualized Education Program (IEP). These supports may include accommodations, direct instruction, specialized academic instruction, related services, and supplemental aids that promote both access and progress in the curriculum.

All services are provided in full compliance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and all applicable state and federal laws. EAA-ME continuously monitors the effectiveness of supports and services, uses data to guide instructional decisions, and ensures that students with disabilities receive the individualized attention they need to thrive academically, socially, and emotionally.

Socioeconomically Disadvantaged, Foster, and Homeless Youth: EAA-ME ensures that all students, regardless of socioeconomic status, have access to free instructional materials, devices, and connectivity resources. For foster and homeless youth, one of the Academy's school counselors serves as the McKinney-Vento liaison, working closely with families to ensure immediate enrollment, access to services, and coordination of support. The McKinney-Vento Liaison supports students experiencing homelessness by linking them and their families to school and community resources. EAA has partnered with Care Solace to connect families with housing, food, and medical services. Resources are also listed on our counseling website, and the liaison provides staff training to help ensure all students receive the support they need. Last year, 15 School Counseling referrals were specifically connected to students' resource needs. 39 cases were opened related to linkages to resources via Care Solace.

Gifted and High-Achieving Students: To ensure that gifted and advanced learners are appropriately challenged, EAA-ME offers the SOAR program, which provides honors-level courses, a variety of intensives, and enrichment opportunities for students of all ages. Intensives range from short, two-week explorations to semester-long experiences. Examples include NXTLVL, where students build curiosity, creativity, and critical thinking while collaborating in team challenges; SOAR Studio, which develops 2D and 3D art skills using professional techniques; SOAR Storytellers, where students write and publish their own books while gaining transferable skills; Eaglet Authors, where younger students co-author and illustrate books together; and AI/VR experiences, which immerse learners in advanced technologies for deeper understanding.

SOAR's Academic Leagues extend opportunities even further, with programs such as Model United Nations, where students research global issues, debate, and compete in virtual conferences, and Math Olympiad (MOEMS), which sharpens logic and problem-solving through nationwide competitions.

Across all courses and experiences, SOAR goes beyond the core curriculum, equipping students with essential future-ready skills, curiosity, critical thinking, collaboration, creativity, and problem-solving. Every class also incorporates Socratic seminar discussions and emphasizes student-led learning, empowering students to take ownership, lead inquiry, and guide discussions as they engage in advanced debate and reflective dialogue.

This past summer, SOAR experienced significant growth through both Level Up and K-8 Summer Enrichment programs. For the first time, Level Up launched with three Advanced Honors courses: Leading for Impact, Global Geography, and Financial Literacy. These courses achieved 100% attendance, a 100% pass rate, and an average grade of 92%, demonstrating both student commitment and instructional excellence. Meanwhile, K-8

Summer Enrichment grew by 88%, offering 6 intensives, expanding to 17 classes in response to strong student participation and demand. Building on this momentum, SOAR continues to grow as we head into the fall, now offering six middle school Advanced Honors courses and five high school Advanced Honors courses, further expanding opportunities for advanced learners across grade levels.

EAA-ME implements a comprehensive MTSS framework to address academic and social-emotional needs. The Director of MTSS works closely with Academy Directors to review data, identify students requiring additional support, and ensure personalized approaches are in place to close achievement gaps. Students receive tiered interventions, with progress monitored through iReady, portfolio assessments, and teacher feedback. Last year, 66 students were served through Tier 2 interventions and 22 students were moved into Student Success Teams (SSTs) for more intensive support. Encouragingly, 131 students either graduated from SSTs or successfully returned to Tier 1 through the MTSS framework. Despite these successes, 14 students across Elite were withdrawn after tiered reengagement efforts were not successful. Student Success Team meetings provide a structured process to engage families, identify barriers, and reinforce the importance of adherence to non-classroom-based independent study policies. In addition, in-house Learning Lab coaches and tutors provide direct intervention and support to struggling students.

Through this layered system of support—spanning English Learners, students with disabilities, socioeconomically disadvantaged students, foster youth, homeless youth, and gifted students—EAA-ME ensures that every student has access to a rigorous, equitable, and personalized educational experience. Progress is continuously monitored through PLC data cycles, Learning Period meetings, and Dashboard indicators to ensure that all subgroups are supported in meeting or exceeding California standards.

EAA-ME continuously monitors the effectiveness of its supports through state and local accountability measures, including the California School Dashboard indicators. Progress in English Language Arts and Mathematics is tracked through CAASPP and local diagnostics, English Learner growth is measured by the English Learner Progress Indicator (ELPI), and high school outcomes are evaluated through Graduation Rate and the College/Career Indicator (CCI). In addition, Chronic Absenteeism and Suspension data are reviewed to monitor student engagement and school climate. Data cycles within Professional Learning Communities (PLCs), Learning Period meetings, and MTSS reviews ensure that instructional adjustments are made in real time, with a focus on closing achievement gaps and ensuring continuous growth for all student subgroups.

## **Dual Enrollment and Career Technical Education Program Overview**

Elite Academic Academy offers students advanced academic opportunities through concurrent enrollment at local community colleges in alignment with California Education Code §48800. High school students may enroll in up to two college courses (or a maximum of seven units per semester with Director approval) while simultaneously completing a minimum of four Elite Academic Academy courses (20 credits). This model allows students to earn both college and high school credit, accelerating their academic progress while remaining grounded in the personalized support of Elite.

Dual enrollment is carefully structured to ensure that students are prepared for the rigor of college coursework. Students must remain in good academic standing, demonstrate consistent attendance, and show evidence of readiness in the discipline they wish to pursue. All courses require prior approval from the school counselor, who ensures that the selection aligns with graduation requirements and postsecondary goals. Students and parents must also complete the appropriate concurrent enrollment forms and secure counselor approval before registering at the college.

Grades earned in community college courses are part of the student's official college transcript and are factored into their permanent college academic record. As such, Elite emphasizes the importance of careful planning, awareness of college drop deadlines, and understanding the long-term impact of these courses. To recognize the rigor, community college courses at the 100-level or above are weighted on the GPA scale beginning in 10th grade (e.g., an A is worth 5 grade points instead of 4).

Credit is awarded based on course units, with three or more college units equating to one full year of high school coursework (10 credits). The unit conversion scale is as follows:

- 1 unit = 2.5 high school credits
- 2 units = 5 high school credits
- 3 or more units = 10 high school credits

Through this pathway, motivated students may find themselves on an accelerated track toward early graduation. For those not wishing to graduate early, school counselors work closely with students and families to design personalized pathways that may include advanced coursework, career technical education, or expanded enrichment opportunities.

Elite Academic Academy's dual enrollment program ensures equitable access to rigorous coursework, promotes college readiness, and provides students with the flexibility to explore academic and career interests while still in high school. By blending the personalized learning model of Elite with the expanded opportunities of community college, students are well-prepared for both postsecondary education and real-world success.

Elite Academic Academy Mountain Empire offers a robust and growing portfolio of Career Technical Education (CTE) pathways designed to provide students with relevant, hands-on learning experiences that align with California's College and Career Indicator (CCI) measures and regional workforce demands. Our CTE programs are intentionally structured to prepare students for both postsecondary education and immediate entry into high-demand industries, ensuring that graduates are equipped with the knowledge, skills, and certifications necessary for success beyond high school.

Currently, EAA-ME provides multiple state-approved pathways across sectors including Medical, Marketing, Fashion Merchandising, Animation & Game Design, and Esports. These pathways expose students to industry standards, integrate academic content with technical skill development, and culminate in capstone experiences that may include internships, industry certifications, or dual enrollment opportunities with local colleges. By offering these programs in a flexible independent study model, the Academy expands access for students who may not otherwise have the opportunity to engage in specialized courses within their local districts.

EAA-ME's CTE programs also serve as a critical intervention for credit-deficient, at-risk, and alternative accountability students, as hands-on, interest-based learning fosters re-engagement, builds confidence, and promotes persistence toward graduation. The integration of work-based learning, career exploration, and college readiness within each pathway reflects the Academy's commitment to preparing students not only to graduate, but to thrive in California's rapidly changing economy.

Through these offerings, Elite Academic Academy Mountain Empire ensures that students have equitable access to high-quality CTE experiences, supporting both the state's priority on college and career readiness and the community's demand for future-ready graduates.

### **Career Technical Education (CTE) Pathways Program Alignment & Philosophy**

Our CTE Program is fully aligned with California's CTE Model Curriculum Standards and supports the development of 21st-century skills including collaboration, communication, critical thinking, creativity, and problem-solving. Instruction emphasizes real-world,

project-based learning that connects academic knowledge with industry-specific applications within an independent study framework.

We view CTE not only as preparation for career entry, but as a vehicle for engaging students in meaningful, hands-on learning that develops transferable skills for both college and workforce readiness. Pathways are designed to reflect labor market trends, student interests, and industry certifications while preparing students for postsecondary education, advanced training, and competitive employment.

### Standards & Practices

Instruction across CTE pathways is guided by the California CTE Anchor Standards and Pathway Standards. Students are expected to:

- Demonstrate technical proficiency in industry-aligned tools and platforms.
- Apply problem-solving and design-thinking strategies to authentic challenges.
- Collaborate effectively in teams and professional networks.
- Communicate ideas through presentations, portfolios, and digital media.
- Engage in work-based learning experiences that reflect current industry practices.

### **Career Technical Education (CTE) Program**

EAA-ME offers a robust CTE program spanning grades 6–12, aligned with California’s CTE Model Standards and UC A–G requirements. Courses are designed to provide students with both academic rigor and industry-aligned technical skills, ensuring graduates are prepared for college, career, and life beyond high school.

### **Middle School Exploratory**

Students in grades 6–8 engage in introductory CTE experiences that spark interest and build foundational skills. Offerings include Intro to Coding, American Sign Language (ASL), 2D/3D Digital Media, and Fashion Lab, where students explore design, problem-solving, and cultural awareness. These exploratory courses emphasize creativity, digital citizenship, and career exploration.

### **High School Pathways**

Beginning in grade 9, students choose from multiple CTE pathways, each with sequenced coursework that develops technical expertise and culminates in capstone projects, certifications, or portfolios. Current pathways include:

- Game Design & Animation – Coding, 2D/3D animation, and interactive media, preparing students for certifications such as Unity and Adobe.
- Patient Care – Allied Health, Pathophysiology, and Administrative Medical Assisting, preparing students for health science careers and NCCT certifications.
- Marketing – Podcasting, social media, and digital/brand marketing, using platforms like Stukent simulations to mirror industry practice.
- Esports – Covers industry history, broadcasting, leadership, and event management.
- Child Development & Education – Early Childhood Education and Teaching Essentials, leading to careers in education.
- Music Production & Performance – Beatmaking, songwriting, and digital audio production using DAWs.
- Adventure Academy – Outdoor leadership, environmental literacy, and Wilderness Medicine with certification opportunities.
- Product Design – Design thinking, prototyping, entrepreneurial design using tools like Autodesk Fusion and Blender.
- Fashion Design & Merchandising – Fashion production, design, and retail/merchandising.
- ASL (Integrated World Language Pathway) – A full ASL sequence through Honors ASL 4, building language proficiency and cultural competency.

### **Instructional Practices & Resources**

Instruction combines direct technical instruction with project-based and problem-based learning, ensuring students connect coursework to real-world application. Teachers use industry-standard tools (Unity, Unreal, Fusion 360, Dean Vaughn Medical Terminology, Stukent) and scaffold support for English Learners and Students with Disabilities.

Advanced students pursue capstone projects, certifications, and Career Technical Student Organizations (CTSOs).

### **College & Career Readiness**

All pathways are UC A–G approved where applicable and aligned to regional labor market needs. Students graduate with portfolios, work-based learning experiences (via platforms like Pathful), and exposure to industry mentors. Certifications such as CPR/First Aid, Unity Certified User, and NCCT medical certifications provide graduates with tangible credentials. Instruction emphasizes transferable skills—communication, collaboration, digital literacy—that prepare students for postsecondary education, apprenticeships, or direct career entry.

### **Career Technical Student Organizations (CTSOs)**

EAA-ME proudly supports three nationally recognized CTSOs:

- HOSA–Future Health Professionals – First non-classroom-based chapter in California.
- DECA – Marketing pathway students compete in entrepreneurship, finance, and hospitality.
- SkillsUSA – Product Design students demonstrate technical innovation and creativity.

Through CTSOs, students gain leadership experience, compete statewide and nationally, and connect with peers and industry leaders, reinforcing professionalism and workplace readiness.

### **Flex Academy Description**

Elite Flex Academy (EFA) is a blended program with all online, all offline, or a blend of online and offline curriculum options. Students receive weekly instruction and support virtually. Students in Flex Academy participate in whole groups, small groups, and 1:1 learning opportunities to support them academically and socially. Flex Academy is designed for students who thrive with structure and routine. Flex Educators partner with parents/guardians to support students. Flex provides individualized pacing guides, schedules, and pre-selected curriculum options to assist your student with their daily

activities. Flex also hosts in-person project-based learning experiences to foster curiosity and build relationships within the Flex community.

### **A Day in the Life of a 6th Grade Flex Academy Student**

A typical day for a 6th grade Flex Academy student begins at 9:00 a.m. with a live Zoom session alongside grade-level peers and a credentialed teacher. Each day of the week offers something different—Novel Studies, English Language Arts, Social Studies, or Science. These sessions provide structure, routine, and the opportunity to collaborate and engage in real-time learning.

At 10:00 a.m., students join their Math session. Depending on the day, this may be a whole-class lesson, a small-group support session (such as LEAP or Intensive Math), or, on certain Fridays, a PE Enrichment session to get students moving and active.

Late morning often includes a quick, focused support session such as Easy Breezy Math, ELA Study Hall, or IXL Support. These opportunities help students reinforce skills, ask questions, and build confidence in a supportive environment.

In addition to their core classes, students also have the opportunity to take a world language course, an elective course, or an accelerated middle school course. These live sessions are offered at various times throughout the day, Monday through Friday, giving students flexibility in how they build their schedules. Depending on their academic pathway or personalized plan, students can choose from a range of courses to enrich their academic experience or explore their passions. Options include:

- Electives: Student Leaders 2A, CTE Intro to Coding 1, 2D Media Artwork, CTE Fashion Lab A
- Accelerated Courses: Honors Humanities, Honors Science
- World Language Courses: Various offerings depending on student interest

Once the live sessions are complete, the afternoon is flexible. Students work on assignments, projects, and independent practice at their own pace. Many also take part in enrichment opportunities, clubs, or physical activities. For additional help, students can attend Flex Study Hall, request one-on-one support from their Teacher of Record, connect with a community partner tutor, or use Tutor.com for on-demand support at any time of day.

Flex Academy combines structure and flexibility—giving students consistent live sessions for connection and accountability, while also providing the freedom to explore interests, accelerate learning, and manage their own academic journey. Below is an example of sessions:

#### Session Breakdown & Definitions

- **Easy Breezy Math (EBM):** Focused sessions that support students in building fundamental math skills such as addition, subtraction, multiplication, division, fractions, integers, expressions, and proportions.
- **Novel Study:** Interactive discussions designed to strengthen grade-level vocabulary, comprehension, and literary strategies through shared reading experiences.
- **Middle School Content Support (ELA, Math, Science, Social Studies):** Daily live sessions (Monday–Thursday) where students receive instruction in each core subject with their content support teacher.
- **Study Hall:** A flexible session where students can complete schoolwork alongside peers with guidance and support from a Flex educator.
- **LEAP (Math Support):** Targeted small-group sessions for students working one grade level below in math. These sessions provide intentional instruction to help students reach grade-level proficiency.
- **World Language & Electives:** Optional courses that allow students to explore new subjects and develop interests beyond the core curriculum. Courses span across Monday–Friday at varying times and may include leadership, coding, entrepreneurship, art, or fashion.
- **Accelerated Courses:** Honors-level courses such as **Honors Humanities, Honors Science, and Virtual Enterprise JV 1A (Advanced Honors)**, designed for students who are ready for advanced study and want to challenge themselves academically.

#### **Homeschool Program Description**

Elite Homeschool Academy (EHA) is for parents who are ready to take a more active role in their child’s education, and students who love the flexibility of learning from their own home. Parents work in conjunction with Elite Educators in this model. Every student

benefits from the expertise and support of a California Credentialed Educator. Elite Educators work with each student and family to develop a personalized learning plan based on the student's learning style and goals. Parents work daily with their students to complete the plan created with their Elite Educators and drive instruction to meet the student's interest and specific needs.

### **A Day in the Life of a 3rd Grade Homeschool Student**

Meet Emma, a 3rd grader in Elite's Homeschool Academy. With the support of her Teacher of Record, Emma's family selected a personalized curriculum, completed diagnostics, and built a tailored learning plan. Each week, her teacher provides pacing guides, feedback, and coaching to help Emma succeed.

Emma's days include core subjects like Language Arts, Math (with Dimensions Math and i-Ready), Science, and Social Studies, balanced with Eagle Explorer classes, enrichment clubs, and field trips. Mondays might begin with Mindful Mondays and Book Club, Wednesdays with live Story Elements or Cursive classes, and Fridays with hands-on enrichment at Rock Creek or local museums.

Daily routines blend structure and creativity: Language Arts, Math, Science and daily PE. Weekly check-ins ensure progress and provide support for both Emma and her family.

The Elite experience combines personalized instruction, live classes, enrichment, and community opportunities helping Emma thrive academically while keeping the joy in learning.

### **Virtual Program Description**

Elite Virtual Academy is designed for students in grades 6–12 who enjoy working independently, offering them the flexibility to complete 100% online courses at the time and place of their choice with support from highly qualified teachers and caring counselors. Counselors guide students in selecting classes that meet graduation requirements, reflect their interests, and support their personal and academic goals. Each student is assigned a Teacher of Record (TOR) who partners with families, develops individualized education plans, and provides consistent support through graduation, while subject matter expert Content Teachers deliver rigorous instruction, live sessions, personalized feedback, and small-group support. The engaging curriculum is aligned to California Common Core State Standards, meets A–G requirements, and is NCAA approved. Students also participate in Advisory with their TOR and peers to build community, engage in social-emotional learning, and apply knowledge to real-world projects. Beyond academics, students enjoy opportunities to join clubs, attend field trips (virtual and in-person), participate in

assemblies, talent shows, and more, creating a well-rounded and connected learning experience.

### **A Week in the Life of an 11th Grade Student at Elite Virtual Academy**

At Elite Virtual Academy, students design their week with the guidance of their Teacher of Record (TOR), balancing A–G coursework, dual enrollment, and enrichment while meeting California’s independent study charter requirements. This structure provides flexibility while ensuring that students engage in the equivalent of a full-time course of study.

#### Monday

The week begins with a live U.S. History session, where the student engages in discussions about the causes of the American Revolution and the development of the Constitution. After class, she works independently to reinforce key concepts before shifting into Algebra 2 problem sets. Midday, she joins the schoolwide Advisory, connecting with peers and staff in a community-building session. The afternoon includes Marine Science reading and Algebra 2 practice, followed by dedicated time for college-level English assignments. She rounds out her day with extended independent study, using the flexibility of independent learning to stay ahead in her courses.

#### Tuesday

The day starts with live CTE courses—Fashion Merchandising followed by Social Media Marketing—where students analyze industry trends, branding, and the evolution of marketing strategies. Independent sessions give her time to apply concepts through case studies and projects. She then attends MegaZoom Academic Support, an open session where multiple teachers are available for tutoring and check-ins. After lunch, she alternates between Poetry Club and individual study, then attends her Dual Enrollment English 100 college course, where she practices academic writing at a university level. The evening is spent in independent coursework, allowing her to customize her focus based on upcoming deadlines

#### Wednesday

Midweek begins with live Algebra 2, where she works through advanced functions before completing independent problem-solving practice. She transitions into U.S. History review and attends MegaZoom Academic Support, which also doubles as her weekly TOR check-in to review progress and set goals. The afternoon includes Marine Science assignments and preparation for Spanish 3. She finishes the day with a live Spanish 3 session, building fluency in both language and cultural knowledge. The independent study structure allows her to dedicate additional time to Spanish writing and speaking practice as needed.

## Thursday

The day opens with live Marine Science, where the class explores ecosystems and organism adaptations. Independent work follows, focused on math practice and marketing projects. At midday, she joins MegaZoom Academic Support for real-time help across multiple subjects. After lunch, she spends time on her Dual Enrollment English assignments before attending her college English class in the afternoon. The evening is dedicated to additional coursework, giving her flexibility to catch up or move ahead based on her pacing plan.

## Friday

The week closes with a rotation of independent work across core subjects—Algebra 2, Fashion Merchandising, U.S. History, and Spanish 3. She joins MegaZoom Academic Support for final check-ins before the weekend. On the first Friday of the month, she participates in the Meditation Art Club, combining creativity with mindfulness. The day continues with Social Media Marketing assignments, English homework, and ends with a flexible study block to review progress and prepare for the next week.

## The Elite Advantage

This student's schedule reflects the balance of rigor, flexibility, and support at Elite Virtual Academy. Through live classes, independent study, academic support sessions, and enrichment clubs, she meets the state's instructional time requirements while benefiting from personalized pacing and college-level opportunities. With teacher guidance, A–G aligned coursework, and dual enrollment, she builds the independence, skills, and confidence to thrive in both high school and her postsecondary future.

## Student Clubs

At Elite Academic Academy, student clubs play a vital role in creating a well-rounded educational experience that extends beyond the classroom. These clubs provide opportunities for students to explore their interests, develop leadership skills, build meaningful relationships, and engage in real-world applications of their learning. From academic enrichment and career technical pathways to arts, athletics, and creative expression, our wide variety of clubs ensures that every student can find a place to connect, grow, and thrive. Participation in clubs fosters collaboration, confidence, and community, aligning directly with our mission to personalize education while preparing students for success in college, career, and life.

## 579 Club

The 579 Club provides students in grades 5, 7, and 9 with a weekly physical education class designed to meet California standards. Students are introduced to a variety of sports while also participating in unique in-person opportunities such as pickleball, horseback riding, and golf. This club ensures that students develop lifelong fitness habits, teamwork, and confidence through diverse athletic experiences.

### **SkillsUSA**

SkillsUSA is a Career Technical Student Organization (CTSO) for grades 9–12 that empowers students to transform their ideas into viable products and businesses. Meeting twice a month, the program emphasizes student leadership, collaboration, and project-based learning. Through competitions and real-world applications, participants cultivate innovation, entrepreneurship, and career readiness.

### **HOSA – Future Health Professionals**

HOSA prepares grades 9–12 students interested in health and medical careers. Weekly meetings provide opportunities for leadership development, service, and competition at the regional and state level. Students gain valuable real-world skills while exploring the wide range of professions in healthcare.

### **DECA**

DECA is an international CTSO open to CTE students in grades 9–12. Weekly meetings guide students in developing career skills in marketing, finance, hospitality, and management. Participation builds confidence, sharpens professional skills, and creates a strong foundation for postsecondary and career success.

### **National Junior Honor Society (NJHS)**

NJHS recognizes students in grades 6–9 who demonstrate excellence in scholarship, leadership, service, character, and citizenship. Members, all maintaining a GPA of 3.0 or higher, participate in service projects and leadership activities that build responsibility and community spirit.

### **National Honor Society (NHS – High School)**

NHS honors grades 10–12 students with a GPA of 3.0 or above who exemplify scholarship, service, leadership, and character. Monthly meetings provide opportunities for high school students to engage in community service, leadership roles, and collaborative academic support.

### **MOEMS (Mathematical Olympiads for Elementary and Middle Schools)**

MOEMS invites students in grades 4–8 to strengthen their problem-solving and reasoning skills through math contests. Weekly sessions challenge students with non-routine problems that foster logical thinking, perseverance, and creativity. The program builds confidence and encourages a love of mathematics.

### **Model United Nations (MUN)**

MUN introduces grades 5–8 students to international relations and diplomacy. Weekly simulations of UN debates challenge students to research, negotiate, and collaborate on solutions to global issues. Members build skills in public speaking, writing, and critical thinking.

### **Poetry Club**

The Poetry Club offers grades 6–12 students a creative outlet for self-expression through writing, reading, and sharing poetry. Meetings foster appreciation of both original works and established poets, culminating in a semester Poetry Slam where students showcase their voices and creativity.

### **Esports Club**

The Esports Club welcomes both casual gamers and competitive players in grades 6–12. Weekly meetings foster social connections, teamwork, and strategy development, while competitive teams prepare for interscholastic tournaments. Students learn communication, sportsmanship, and digital literacy through gaming.

### **LEGO Club**

The LEGO Club invites grades 6–12 students to unleash creativity through collaborative building projects. Meeting twice a month, the club fosters design thinking, problem-solving, and teamwork while creating a fun community of young innovators.

### **STEAM for Girls**

STEAM for Girls engages grades 4–8 students in hands-on science, technology, engineering, art, and math. Through coding, building projects, and group discussions, the club builds confidence, collaboration, and problem-solving skills in a supportive, inclusive environment.

### **Filmmakers Fellowship**

The Filmmakers Fellowship provides grades 6–12 students with opportunities to explore the art of filmmaking. Students study audio, production, film history, and techniques while

creating their own projects. The club nurtures creative voices and technical skills for aspiring filmmakers.

### **K-Club**

K-Club invites grades 6–12 students to explore the world of Korean culture through K-pop and K-dramas. Meetings include music, drama viewings, games, and discussions that foster global awareness and cross-cultural appreciation.

### **Songwriting Club**

The Songwriting Club engages grades 6–12 students in the craft of writing and performing original music. Students collaborate, share work, and receive guidance in a supportive environment, with opportunities to perform and showcase their creativity.

### **Petal Pages**

Petal Pages is a creative fellowship for grades 6–12 students. Through scrapbooking, journaling, and artistic expression, students build connections and preserve memories in a fun and collaborative environment.

### **Peak Performance Huddle**

The Peak Performance Huddle supports grades 6–12 student-athletes through weekly workshops, discussions, and tours. The program emphasizes balancing athletics with academics, while fostering resilience, leadership, and growth.

### **3D Printing & Makers Club**

The 3D Printing & Makers Club introduces grades 6–12 students to design, technology, and creative production. Members collaborate on projects, explore digital design, and bring their ideas to life using 3D printing tools.

### **Dungeons & Dragons Club**

The Dungeons & Dragons Club engages grades 6–12 students in collaborative storytelling and adventure. Through role-playing, students strengthen creativity, problem-solving, and teamwork while building friendships in a fun, imaginative environment.

### **Book Club**

The Book Club serves students in grades 3–8. Separate age groups meet twice a month to explore literature, share insights, and engage in creative activities, fostering a love of reading and community.

### **Meditation Art Club**

The Meditation Art Club blends mindfulness and creativity for grades 3–12. Each monthly session focuses on seasonal themes, using art and meditation to promote reflection, wellness, and focus.

### **Elite Athletes Club**

The Elite Athletes Club empowers grades 4–12 students to enhance both athletic and academic performance. Through cognitive training, mental performance strategies, and resilience coaching, members strengthen mind-body connections for peak performance in sports and life.

### **Master Builders Club**

The Master Builders Club provides grades 4–8 students with opportunities to explore STEAM concepts through hands-on LEGO design challenges. Students apply engineering, creativity, and collaboration to building projects that inspire innovation.

### **Elite Math Union**

The Elite Math Union is open to grades 6–12 students who share a love of mathematics. Meetings provide a supportive space for problem-solving, exploration, and celebrating the beauty of math.

### **American Sign Language (ASL) Club**

The ASL Club introduces students of all grade levels to the fundamentals of sign language and Deaf culture. Meetings incorporate games and interactive activities, promoting communication, inclusivity, and cultural appreciation.

### **Quest Crew**

Quest Crew offers outdoor enrichment opportunities for students of all grade levels. Through hiking, camping, and exploration, students develop an appreciation for nature, environmental stewardship, and hands-on learning in the natural world.

### **Be Elite Podcast**

The Be Elite Podcast is a student-led media project where participants learn interviewing, audio, and video production skills. Students create podcasts that highlight school life, build confidence, and develop professional communication skills.

### **Creative Kids Corner**

Creative Kids Corner is a TK–5th grade club that celebrates imagination through storytelling, arts, crafts, puzzles, and games. Weekly meetings engage students in collaborative and creative projects across the visual and performing arts.

### **Cooking Club**

The Cooking Club is open to grades K–8 and meets twice a month. Students learn healthy recipes, cooking techniques, and explore the culture of food while sharing experiences with peers and families.

### **Legal Compliance - Monitoring the IS Program and IS Student Progress**

Elite Academic Academy - Lucerne operates a comprehensive Independent Study (IS) program in full compliance with California Education Code §§51745–51749.6. The Academy ensures that independent study is implemented as an equitable, rigorous, and accountable instructional model, designed to meet the same academic standards as traditional classroom-based instruction while offering flexibility for students and families.

### **Monitoring of Independent Study Agreement**

Each student enrolled in Independent Study is required to sign a written learning agreement developed collaboratively among the student, parent/guardian, and Teacher of Record (TOR). This agreement clearly outlines the courses, course value, methods of study, specific resources, methods of evaluation, manner of reporting, parent/guardian communication, underperforming educational assistance, expectations for participation as noted in the board policy, and a statement that participation in independent study is optional. All agreements are maintained in compliance with state audit requirements.

### **Teacher Oversight and Instructional Support**

- Every student is assigned a credentialed Teacher of Record who provides direct oversight of the Independent Study program.
- TORs meet regularly with students and families (virtually and/or in person) to review assignments, provide instruction, assess learning, and ensure compliance

with attendance and work completion requirements.

- Content teachers, counselors, and learning coaches provide additional academic and social-emotional support, ensuring students receive targeted interventions when necessary.

### Student Progress Monitoring

- Student work is evaluated daily/weekly by credentialed teachers to determine satisfactory progress toward state standards, course objectives, and credit attainment.
- Formal progress reviews occur at least once every learning period. During these reviews, TORs verify completion of assignments, evaluate academic progress, and document whether the student is “making adequate progress” as defined by EAA-ME’s board-approved IS policy.
- Students not making adequate progress are placed on a Tiered RE-Engagement Plan, which may include mandatory tutoring, increased teacher check-ins, small group instruction, or adjustments to course load.
- Progress is further monitored through academic dashboards, i-Ready diagnostics, and ongoing credit audits to ensure students remain on track for graduation and A-G/CCI measures.

### Accountability and Compliance

EAA-ME maintains compliance with state requirements by ensuring:

- Assignment and evaluation records are maintained for each student.
- Students’ weekly participation in live interactions, synchronous instruction, and academic progress are documented by credentialed teachers.
- Time value and daily engagement are certified by the credentialed teacher of record.
- Instructional minutes per grade span are being met.
- Advisory, one on one teacher/student check-ins are taking place on a regular basis.

Through these monitoring structures, EAA-ME ensures that independent study students receive rigorous, standards-aligned instruction, while providing the flexibility and

personalized support necessary for success in college, career, and life.

### **Course Lists & 4- Year Graduation Plan**

At Elite Academic Academy, every high school student works closely with their assigned school counselor to create and refine a personalized 4-Year Plan that ensures progress toward both graduation and postsecondary readiness. This process begins in 9th grade, when counselors meet individually with students to map out the sequence of core academic courses, electives, and Career Technical Education (CTE) opportunities. Counselors use the EAA 4 Year Graduation Plan: A-G Eligibility as a guiding framework, ensuring that students understand the requirements for both high school graduation and University of California/California State University A-G eligibility.


Counselors emphasize early planning for balance, rigor, and opportunity. Each student's plan includes:

- Core Academic Coursework aligned to A-G requirements: 4 years of English, 3 years of mathematics (including Geometry for A-G), 2 years of science (with 3 recommended), 2 years of social science, and 2 years of a language other than English (with 3 recommended).
- Required Graduation Elements such as Physical Education, electives, and personal fitness courses.
- College, Career, and Technical Pathways, including endorsement options, CTE concentrator courses in 11th grade, and CTE capstone courses in 12th grade.

Counselors revisit the 4-Year Plan with students annually, making adjustments as goals evolve. This includes helping students evaluate dual enrollment opportunities, honors/AP courses, and alignment with career pathways. Plans are also reviewed to ensure students remain on track with credit accumulation, graduation requirements, and college admissions eligibility.

Beyond course sequencing, counselors use the 4-Year Plan as a tool for student agency: students see how daily academic choices build toward long-term goals. This aligns with the school's mission to provide both flexibility and accountability in a non-classroom-based setting. The planning process incorporates student interest inventories, career exploration activities, and parent/guardian input, creating a shared roadmap for student success.

Through this structured, counselor-guided planning process, every Elite Academic Academy student graduates with a clear academic record that supports college entrance, career readiness, or both, fulfilling the dual commitment to personalized learning and high academic expectations.

	<b>EAA 4 Year Graduation Plan: A-G Eligibility</b> Student Name: _____ CTE Endorsement: _____ <i>For A-G eligibility, all classes must be passed with a grade of C or higher</i> Please contact your Teacher of Record or your assigned School Counselor with any questions.			
	9th Grade	10th Grade	11th Grade	12th Grade
<b>A. Social Science/History</b> <u>2 Years</u> World History A/B US History A/B Economics* Government*		World History A/B (10 credits)	US History A/B (10 credits)	Economics Civics & Government (10 credits)
<b>B. English</b> <u>4 Years</u> English 9 A/B English 10 A/B English 11 A/B English 12 A/B	English 9A/B (10 credits)	English 10A/B (10 credits)	English 11A/B (10 credits)	English 12A/B (10 credits)
<b>C. Mathematics</b> <u>3 Years</u> Algebra 1 A/B Geometry A/B Algebra 2 A/B <i>*Geometry is required for A-G Eligibility*</i>	Algebra 1A/B (10 credits)	Geometry A/B (10 credits)	Algebra 2 A/B (will roll toward electives) (10 credits)	
<b>D. Science</b> <u>2 Years</u> 3 Recommended Life Science A/B Phy	Biology A/B (10 credits)	Chemistry A/B (10 credits)		Third Year Science A/B <b>OR</b> Elective A/B (10 credits)
<b>E. Language Other Than English (LOTE)</b> 2 Years in the same language, 3 Years Recommended	LOTE 1 A/B (10 credits)	LOTE 2 A/B (will roll toward electives) (10 credits)	LOTE 3 A/B <b>OR</b> Elective A/B (10 credits)	
<b>F. Visual and Performing Arts (VAPA)</b> 1 Year in the same discipline			VAPA A/B (10 credits)	
<b>G. Electives</b> 1 Year any approved A-G classes	CTE Concentrator A/B (10 credits)			
<b>Physical Education*</b> 2 Years Required	PE 1 S1/S2 (10 credits)	Personal Fitness S1/S2 (10 credits)		
<b>Electives*</b> (70 additional units required to graduate)			CTE Capstone A/B (10 credits)	Elective A/B Elective A/B (20 credits)
<b>230 Credits</b> Total required for graduation	60 credits planned	60 credits planned	60 credits planned	50 credits planned

*\* indicates courses not required for A-G, yet still required for high school graduation.*

## **Student Supports, Culture, and Social & Emotional Learning**

EAA-ME is committed to supporting the whole child through a comprehensive system that integrates academic, behavioral, social-emotional, and wellness supports. The Academy implements a Multi-Tiered System of Supports (MTSS) that provides tiered interventions tailored to student need. Tier I supports ensure that all students have access to high-quality instruction, standards-aligned curriculum, and inclusive classroom practices. Students who require additional assistance receive Tier II targeted interventions, including small-group instruction, tutoring through Freckle Math and Tutor.com, and in-house Learning Lab support. For students requiring more intensive services, Tier III interventions are provided through individualized academic plans, Student Success Team (SST) meetings, and coordination with special education staff for IEP and 504 implementation.

[MTSS Staff Survey Data](#)

[MTSS Student Data](#)

In addition to academic support, EAA-ME prioritizes the social and emotional well-being of its students. School counselors provide ongoing guidance, SEL check-ins, and crisis response as needed. The Academy partners with Care Solace to connect families to mental health and community-based resources, ensuring wraparound services are available when needed. Social-emotional learning is embedded into the instructional model through practices grounded in the Science of Hope and Mattering, helping students build resilience, develop a strong sense of self-worth, and recognize their role in a supportive community. Staff are trained in trauma-informed practices to ensure that student needs are identified early and addressed with compassion and responsiveness.

[SEL Profile](#)

A positive and inclusive school culture is central to EAA-ME's mission. The Academy's 6Cs: Communication, Critical Thinking, Creativity, Compassion, Collaboration, and Curiosity serve as the foundation for schoolwide culture and are intentionally modeled and reinforced by staff. Despite operating within a flexible, non-classroom-based model, EAA-ME ensures students experience connection and belonging through in-person park days, extracurricular clubs, student leadership opportunities, and community events. Recognition systems, such as student spotlights and academic celebrations, highlight growth and success, fostering a culture of encouragement and achievement.

To better understand the impact of coursework, students were surveyed about the usefulness of their classes across three areas: content learned, skills gained, and personal growth. Results showed consistently high agreement that the information and skills gained

in both Science and ELA would be useful to them. Notably, personal growth often scored even higher than content and skills, suggesting that students view their courses as meaningful beyond academics. For example, a majority of students in Science courses reported that they “grew as a person” because of the class, with similarly strong responses in ELA. These findings indicate that courses at EAA-ME not only build academic knowledge but also nurture resilience, self-awareness, and confidence, which are key outcomes aligned with the Academy’s mission and 6Cs.

Through this integrated approach, EAA-ME ensures that students are supported academically, socially, and emotionally in a safe and inclusive environment. By weaving SEL, wellness supports, and culture-building into its instructional program, the Academy equips students with not only the academic skills to meet California Content and Performance Standards, but also the resilience, confidence, and sense of belonging needed to thrive in school and beyond.

### **Special Education**

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. EAA-ME’s internal method for referral for assessment will be the Student Study Team. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by EAA-ME within 15 days. If EAA-ME concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parental permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent’s written consent for assessment.

### **SpEd Assessment**

Information gathered through a battery of formal and informal assessments will be used to determine a student’s eligibility for special education services, and the nature and extent of those services. Assessments will be conducted in the student’s primary language, with an interpreter provided if needed. Methods may include, but are not limited to:

- Individual testing
- Teacher observations
- Interviews
- Review of school records, reports, and work samples

- Parent/guardian input

Unless otherwise directed by District or SELPA policies, EAA-ME will follow the guidelines below. If a conflict arises, Mountain Empire Unified School District policies will govern.

- Parents/guardians must provide written consent before an assessment is administered. Once consent is received, the assessment and subsequent IEP meeting will be completed within 60 days.
- Students will be assessed in all areas of suspected disability.
- Assessments must be conducted by personnel trained in the student's suspected area of disability and in accordance with publisher guidelines. Tests of intellectual or emotional functioning must be administered by a credentialed school psychologist.
- Assessments must not be racially, culturally, or sexually discriminatory.
- Tests must be valid, reliable, and used only for their intended purposes.
- Assessments will be adapted as needed for students with impaired sensory, physical, or communication skills.
- A multidisciplinary team, including a teacher familiar with the suspected disability, will participate in the process.

Upon completion, an IEP team will review results and determine eligibility for special education. EAA-ME will schedule, coordinate, and facilitate the IEP meeting, ensuring parents are notified in writing and that meetings occur at a mutually agreeable time and place. Qualified educators will interpret assessment results at the meeting.

#### Development and Implementation of IEPs

Every assessed student has an IEP meeting documenting results and eligibility. In collaboration with the District or SELPA, EAA-ME will ensure IEP implementation, modifications, and accommodations within the general education setting. Students will be served in the Least Restrictive Environment (LRE).

The IEP team includes:

- Parent/guardian
- Student (if appropriate)
- An EAA-ME administrator
- At least one special education teacher
- A general education teacher
- A District or SELPA special education representative, as needed
- The assessor or a qualified individual to interpret results
- Other individuals familiar with the student, as appropriate

EAA-ME recognizes parents as key stakeholders and will provide interpreters as needed. If parents cannot attend, alternate participation methods (e.g., phone conferencing) will be arranged. Parents will receive a copy of the IEP, written on SELPA-approved forms, in accordance with state law.

The IEP document include:

- Present levels of academic and functional performance.
- Placement rationale.
- Services to be provided, with details on frequency, duration, provider, and setting.
- Measurable annual goals and short-term objectives.
- Methods for measuring and reporting progress.
- Required accommodations for state/district assessments.
- For students age 16+, measurable postsecondary goals and transition services.

#### *IEP Review Schedule*

IEP meetings occur:

- Annually, to review progress and update goals.
- Every three years, as part of a mandatory reevaluation.
- Following any formal assessment/reassessment.
- Within 30 days of a parent request if concerns arise.
- When an Individual Transition Plan (ITP) is required.
- Prior to suspensions/removals of 10+ days, to determine if behavior was a manifestation of disability.

Progress toward IEP goals will be reported to parents two times per year, attached to the General Progress Report.

#### Staffing

EAA-ME employs a fully credentialed Special Education Director responsible for:

- Ensuring compliance with IEP implementation.
- Coordinating team meetings and parent communication.
- Monitoring student progress and due process rights.
- Managing records and documentation in compliance with FERPA and IDEIA.
- Consulting with school leadership to ensure student goals are met.

#### Reporting and Confidentiality

In compliance with IDEIA, EAA-ME collects data on student demographics, services, placement, suspensions, assessment participation, and exit status. All records are securely maintained, with access limited to authorized personnel.

#### Procedural Safeguards and Dispute Resolution

Parents/guardians must consent to evaluations and placements, participate in decision-making, and receive written Procedural Safeguards annually. Disagreements will be addressed within five days, with meetings scheduled to seek resolution. Parents may pursue mediation, due process, or file complaints with the District or CDE.

#### **Section 504 Compliance**

EAA-ME ensures compliance with Section 504 of the Rehabilitation Act and the ADA. Students with disabilities that substantially limit major life activities may qualify for accommodations under a 504 Plan. The 504 team—consisting of parents, staff, and administrators—will review data, determine eligibility, and develop necessary accommodations. Plans will be reviewed annually and shared with all staff responsible for implementation.

#### **Mental Health Education**

Pursuant to Senate Bill 224 [2021], if the Charter School offers one or more courses in health education to pupils in middle school or high school, those courses must include instruction in mental health that meets the requirements of Senate Bill 224, including, among other things, reasonably designed instruction on the overarching themes and core principles of mental health, instruction and related materials that are appropriate for use with pupils of all races, genders, sexual orientations, and ethnic and cultural backgrounds, pupils with disabilities, and English learners.

#### **Ed Code sections 51225.1 and 51225.2**

Pursuant to California Education Code section 51225.1 and Section 51225.2 the charter school shall comply with the requirements of Senate Bill 532, which allows foster youth, homeless youth, former juvenile court school students, children of military families, and migratory children to be exempted from local graduation requirements or be afforded the option of a fifth year of school if certain conditions are met.

#### **Instructional Materials and Curriculum**

Pursuant to the requirements of Ed. Code section 242 and 243, the Charter School governing board shall not refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it

includes a study of the role and contributions of any individual or group consistent with the requirements of Ed. Code sections 51204.5 and 60040, unless the study of the role and contributions violates Section 51501 or 60044.

Any action taken by the governing board that violates this requirement constitutes unlawful discrimination pursuant to Section 220.

A complaint regarding such an alleged violation may be filed with the charter school under its Uniform Complaint Procedures or may be filed with the State Superintendent directly.

### **Climate Change**

Commencing with the 2024-2025 school year, the charter school shall include in its science area of study in grades 1 through 12 an emphasis on the causes and effects of climate change and methods to mitigate and adapt to climate change.

### **Mendez v. Westminster**

The charter school includes Mendez v. Westminster, the precursor civil rights case to Brown v. Board of Education, as a part of its social science curriculum.

### **Native American History**

The charter school shall include the treatment of and perspectives from Native Americans during the Spanish colonization period and the Gold Rush Era in appropriate courses during grades 1-6 and 7-12.

## **Element 2 - Measurable Pupil Outcomes**

**Governing Law:** The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Ed. Code section 47605(c)(5)(B)

The measurable pupil outcomes identified for use by Elite Academic Academy Mountain Empire ("EAA-ME") define the extent to which all pupils enrolled demonstrate mastery of the skills, knowledge, and attitudes articulated as goals in the Academy's educational

program. For purposes of this petition, “pupil outcomes” shall include outcomes that reflect increases in pupil academic achievement both schoolwide and for all subgroups served by EAA-ME, as defined in Education Code § 52052(a). These outcomes are aligned with the state priorities described in Education Code § 52060(d), as applicable to the grade levels served by the Academy.

### **WASC Mid-Cycle Accreditation Update**

Elite Academic Academy remains fully accredited by the Western Association of Schools and Colleges (WASC). In 2024, the Academy completed its WASC Mid-Cycle Visit, during which the visiting committee validated the school’s progress toward its action plan goals and alignment with state accountability measures. The committee commended EAA for its strong student support systems, the expansion of Career Technical Education (CTE) pathways, and the development of innovative programs such as EliteX and SOAR that directly support college and career readiness.

The WASC Mid-Cycle Report also identified focus areas, including strengthening data-driven instructional practices and increasing subgroup performance on the California School Dashboard. Elite Academic Academy has already taken action to address these recommendations through expanded professional development, targeted intervention support, and stakeholder engagement strategies aligned with our LCAP.

A copy of the full WASC Mid-Cycle Report, including commendations and identified critical areas of follow-up, is included in the Appendix.

EAA-ME affirms that, to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on the School Accountability Report Card (SARC). The Academy recognizes that its educational program has evolved and will continue to evolve over time to meet the changing needs of its diverse student body. Accordingly, EAA-ME has established a cycle of scheduled, systematic evaluations of the educational program’s effectiveness. Faculty and administration meet regularly to review the curriculum, assess student progress, and analyze the alignment of instructional practices with state standards and schoolwide goals.

This self-assessment process incorporates multiple sources of data, including educators’ evaluations of curriculum and instruction, student self-reflection, standardized assessments, and performance-based measures. The results are presented to the Governing Board—composed of educators, parents, and community members—who use the findings to guide decisions about curricular and programmatic modifications in the best interests of EAA-ME students.

### **Measurable Goals of the Educational Program**

EAA-ME shall meet all statewide content and performance standards and targets (Ed. Code §§ 47605(d)(1), 60605) and will comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484 (statewide assessment system), as amended from time to time. A completed LCFF State Priorities Table is included in Element 1 of this petition, which outlines measurable goals aligned to state priorities, summative assessment performance targets, and additional local performance measures.

#### Methods for Measuring Pupil Progress Toward Outcomes

Assessment at EAA-ME is designed to measure both individual student growth and overall school performance, while providing timely, reliable feedback to students, parents, and teachers. The Academy utilizes a system of multiple measures of student achievement, including:

- Standards-Based Skills Assessments: CAASPP (SBAC), CAST, California Alternate Assessments, and teacher-developed assessments.
- Additional Performance Indicators: i-Ready diagnostics, A-G course completion rates, ELPAC, AP Exams, PSAT, SAT, and other college readiness benchmarks.
- Internal Measures: student portfolios, project-based assessments, rubrics for writing and performance tasks, curriculum-embedded assessments, and student-led conferences.
- Schoolwide Benchmark Assessments: Administered multiple times per year to identify at-risk populations, differentiate instruction, and inform intervention planning.

This system ensures that teachers and administrators can monitor progress on an ongoing basis, make instructional adjustments, and provide targeted support for students not yet demonstrating mastery.

#### **Standardized Testing**

EAA-ME shall comply with all state requirements for participation in and administration of statewide assessments, including computer-based CAASPP and CAST, as required under Education Code § 60605 and § 47605(d)(1). As a condition of apportionment, EAA-ME will certify annually that all eligible students participate in state testing, in compliance with Education Code § 47612.5(a)(3).

The Academy shall submit and maintain complete, accurate, and up-to-date CALPADS data (Title 5 CCR § 861). Test results shall be available to the authorizing District, the State of California, and EAA-ME, and will be used as one of multiple measures for monitoring student achievement, identifying students in need of remediation or acceleration, and refining the Academy's instructional program.

## **Additional Assessments**

- English Language Proficiency: All English Learners participate annually in the Summative ELPAC to monitor growth in listening, speaking, reading, and writing. Initial ELPAC is administered within 30 days of enrollment, in compliance with state law.
- Physical Fitness Test: Administered in 5th, 7th and 9th grade, in alignment with state requirements.
- Portfolio and Performance Assessments: Students compile portfolios demonstrating growth over time, supported by teacher- and peer-reviewed rubrics.
- Student-Led Conferences: Students actively participate in evaluating their own progress, setting goals, and revising learning plans in collaboration with parents and teachers.

## **School Accountability Report Card**

EAA-ME prepares an annual School Accountability Report Card (SARC), in accordance with state and federal law, to provide parents, staff, and the broader community with information regarding school conditions and student performance. The SARC follows the model template developed by the California Department of Education and includes descriptive information about the Academy, its mission, demographics, safety data, staffing, curriculum, assessment results, and fiscal expenditures. The SARC is published on the schools website and distributed to parents of current and prospective students.

### **Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured**

**Governing Law:** The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Ed. Code section 47605(c)(5)(C)

Elite Academic Academy–Mountain Empire (EAA-ME) employs multiple measures of pupil progress to ensure that students meet or exceed the California Content and Performance Standards. Teachers use a balanced system of formative and summative assessments to provide ongoing feedback, adjust instruction, and ensure mastery of standards. Statewide assessments, including the California Assessment of Student Performance and Progress (CAASPP) in English Language Arts, Mathematics, and Science, as well as the English Language Proficiency Assessments for California (ELPAC), provide annual measures of student achievement and growth. Local measures such as iReady Beginning-, Middle-, and End-of-Year diagnostic assessments in ELA and Math, and Multitudes assessments for

students in grades TK–2, provide regular benchmarks of student progress. Additional assessments include teacher-created formative tasks, unit assessments, benchmark assessments, projects, portfolios, labs, and performance-based demonstrations of learning. Student progress is also reviewed through Learning Period meetings, where teachers, parents, and students meet regularly to evaluate work samples, attendance, and mastery of standards. Together, these measures ensure that student growth is closely monitored and that instruction is responsive to individual needs.

### **Assessment Schedule**

EAA-ME administers assessments on a systematic schedule to ensure timely data collection and instructional responsiveness. Formative assessments such as quizzes, teacher observations, and discussion-based checks for understanding occur daily and weekly within courses. Each Learning Period (approximately every 20 school days), student progress is reviewed through meetings that include the teacher, student, and parent/guardian, with work samples collected to demonstrate mastery of standards. At the beginning, middle, and end of the school year, students complete iReady diagnostic assessments in ELA and Math, while TK–2 students participate in Multitudes assessments to track early literacy and numeracy growth. Statewide assessments, including CAASPP (grades 3–8 and 11), CAST (science), and the ELPAC (initial and summative), are administered annually in accordance with the state testing calendar. In addition, student portfolios, benchmark assessments, and semester course finals provide summative evidence of achievement throughout the year. This assessment schedule ensures that teachers, parents, and administrators have ongoing and reliable data to monitor student progress, identify gaps, and provide timely support.

# Elite Assessment Calendar 2025-2026

August '25						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1st - Initial ELPAC Testing Begins  
27th - Beginning-of-Year iReady Opens

September '25						
Su	M	Tu	W	Th	F	S
	⊗	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

12th - Beginning-of-Year iReady Closes  
15th - K-2 Reading Screener Opens

October '25						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November '25						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	⊗	12	13	14	15
16	17	18	19	20	21	22
23	⊗	⊗	⊗	⊗	⊗	29
30						

7th - K-2 Reading Screener Closes

December '25						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	⊗	⊗	⊗	⊗	⊗	20
21	⊗	⊗	⊗	⊗	⊗	27
28	⊗	⊗	⊗			

1st-12th - Mid-Year iReady Window

January '26						
Su	M	Tu	W	Th	F	S
				⊗	⊗	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	⊗	⊗	⊗	21	22	23
24	25	26	27	28	29	30
31						

February '26						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	⊗	17	18	19	20	21
22	23	24	25	26	27	28

March '26						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	⊗	⊗	⊗	⊗	⊗	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	⊗				

2nd-31st - Physical Fitness Test Window  
16th - Summative ELPAC Testing Opens

April '26						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	⊗	

1st - Middle-of-Year iReady Opens  
30th - Summative ELPAC Testing Closes

May '26						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	⊗	26	27	28	29	30
31						

1st - End-of-Year iReady Window Opens  
4th-15th - CAASPP Window  
18th-23rd-CAST and Make-ups

June '26						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

5th - End-of-Year iReady Closes

July '26						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	



Assessment	Grade Levels	Timeline/ Frequency
CAASPP	3-8; 11	Annually in May
CAST	5; 8; 11	Annually in May
ELPAC	K-12	Spring
Physical Fitness Testing	5; 7; 9	Spring
Curriculum Embedded Assessments	K-12	Throughout the year
Progress Reports	K-12	November; March
Report Cards	K-12	January; June
iReady	K-8	September; January; May

**Grading System, Progress Reporting, Promotion/Retention**

EAA-ME uses a transparent and standards-aligned grading system. In grades TK–5, student progress is reported using a standards-based grading scale that reflects mastery of grade-level standards. In grades 6–12, students earn letter grades (A–F) based on cumulative performance in standards-aligned coursework, with all grades recorded and reported through the school’s Canvas Learning Management System (LMS). Student progress is communicated formally through report cards issued at the end of each semester, as well as interim progress reports made available to families during each grading period. Parents and students receive ongoing feedback through Learning Period meetings, during which teachers review work samples, assessment results, and progress toward mastery.

Promotion and retention decisions are guided by multiple measures of student achievement. Students are promoted to the next grade level upon demonstration of mastery of grade-level standards and successful completion of coursework. For students who are not meeting grade-level expectations, retention decisions are considered through a collaborative process involving teachers, parents, and administrators, and include a review of assessment data, work completion, and Student Success Team (SST) recommendations. In high school, promotion is based on the successful completion of board-approved graduation requirements, with students advancing in grade level upon the accrual of sufficient credits. Graduation is contingent upon meeting all credit and course requirements, ensuring that students are prepared for postsecondary opportunities.

## **Element 4 – Governance**

**Governing Law:** The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(c)(5)(D))

As an independent charter school, Elite Academic Academy Mountain Empire (“EAA-ME”), operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for its debts and obligations.

EAA-ME shall not be operated as, or by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

EAA-ME shall ensure that, at all times throughout the term of this Charter, the bylaws of its governing board and/or nonprofit corporation remain consistent with the provisions of the Charter. In the event that the governing board and/or nonprofit corporation amends the bylaws, EAA-ME shall provide a copy of the amended bylaws to the authorizer within 30 days of adoption.

EAA-ME shall comply with the Ralph M. Brown Act. All meetings of the governing board shall be called, held, and conducted in accordance with Education Code § 47604.1 and the Brown Act, including those related to public access, notice, agenda posting, and reporting. The Academy shall send the authorizer copies of governing board meeting agendas at the same time they are posted in accordance with the Brown Act, and copies of board meeting minutes within one week of governing board approval. Timely posting of agendas and minutes on the school’s website shall satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code § 47604(c).

### **Legal and Policy Compliance**

EAA-ME shall comply with all applicable federal, state, and local laws and regulations, as well as all authorizer-adopted charter school policies. The Academy shall comply with federal and state reporting requirements, including but not limited to CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code § 47604.33.

EAA-ME shall comply with the Brown Act, the California Public Records Act, the Political Reform Act of 1974 (Gov. Code § 81000 et seq.), and Government Code § 1090, et seq., as referenced in Education Code § 47604.1.

All board members, administrators, employees, and representatives of EAA-ME shall comply with applicable ethics and conflict-of-interest laws and standards, including nonprofit integrity rules. All transactions shall be conducted at arm's length, or, where permitted, in a manner equivalent to arm's length.

EAA-ME shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice by the authorizer.

### **Title IX, Section 504, and Uniform Complaint Procedures**

EAA-ME shall designate at least one employee to coordinate compliance under Title IX and Section 504, including investigations of complaints alleging discrimination. The Academy shall notify all students and employees of the name, office address, and telephone number of the designated compliance officer.

The Academy shall adopt and publish complaint procedures that provide prompt, equitable resolution of complaints under Title IX, Section 504, and all other applicable federal and state laws. Parents, guardians, students, applicants, and employees shall be notified that EAA-ME does not discriminate on the basis of sex, disability, or any other protected category in its programs or activities.

EAA-ME shall implement a uniform complaint procedure consistent with 5 CCR § 4600 et seq., applicable to issues including but not limited to pupil fees (Ed. Code §§ 49010–49013), LCFF provisions (Ed. Code § 52075), and other compliance areas.

### **Responding to Inquiries**

EAA-ME, including its nonprofit corporation, shall promptly respond to all reasonable inquiries from its authorizer, including those regarding financial records, and shall fully cooperate with any oversight investigations. The Academy acknowledges that it is subject to audit, including by the District's Office of Inspector General. Current, complete, and accurate contact information for school administrators and board members shall be maintained on file.

## **Notification to the District**

EAA-ME shall notify the authorizer in writing within one week of receiving any citations or notices of workplace hazards, investigations by regulatory agencies, lawsuits, changes in legal/corporate status (e.g., loss of IRS 501(c)(3) status), or other formal complaints. EAA-ME shall notify the authorizer within 24 hours of any dire emergency or serious threat to student or staff health and safety.

## **Student Records**

EAA-ME shall comply with all laws regarding student records, including FERPA and Ed. Code §§ 49060–49068. Student cumulative files shall be transferred within 10 days of a records request by another public school. Special education records shall be transferred in compliance with 5 CCR § 3024. In the event of school closure, EAA-ME shall comply with Element 15 of this Charter regarding records transfer and archiving.

## **Parent Engagement**

EAA-ME shall ensure robust opportunities for parental involvement in school governance, committees, and student learning, while also complying with Ed. Code § 47605(n), which prohibits requiring parent volunteer hours or monetary contributions as a condition of admission, enrollment, or participation. Parents will be encouraged, but not required, to contribute time, feedback, and expertise to support the Academy’s mission.

## **Federal Program Compliance**

As a recipient of federal funds, EAA-ME shall comply with all requirements of the Every Student Succeeds Act (ESSA) and other applicable federal programs. The Academy acknowledges its status as a Local Educational Agency (LEA) for reporting and compliance purposes and shall make all necessary documentation available to its authorizer.

## **Nonprofit Public Benefit Corporation**

EAA-ME is a directly funded independent charter school operated as a California Nonprofit Public Benefit Corporation. The Academy operates autonomously from its chartering authority, except as required for statutory oversight. Pursuant to Ed. Code § 47604(d), the chartering authority shall not be liable for the debts or obligations of the school, provided it fulfills its oversight responsibilities under law.

Copies of EAA-ME’s bylaws, articles of incorporation, conflict of interest code, and policies are included in the appendices of this petition.

### **Board of Directors**

EAA-ME is governed by its Board of Directors consisting of 3 members whose major roles and responsibilities include, but are not be limited to: establishing and approving all major educational and operational policies, approving all major contracts, approving EAA-ME’s annual budget, overseeing EAA-ME’s fiscal affairs, meeting corporate requirements and selecting and evaluating the administrative staff.

Directors shall be elected at each annual meeting of the board of directors to hold office until the next annual meeting. If any such directors are not elected at such annual meetings, the directors may be elected at any special meeting held for that purpose.

In accordance with Education Code Section 47604(b), the District may appoint a representative to serve on the Board of Directors.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee or designee of EAA-ME any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

### **Organizational Structure**

Elite Academic Academy–Lucerne employs a clearly defined employee organization that ensures effective leadership, accountability, and support across all departments. The Academy is led by the Chief Executive Officer and Cabinet team, with directors and associate directors overseeing core divisions including Academics, Homeschool, Flex, Virtual, Special Education, Career Technical Education (CTE), Student Support, Community Relations, Technology, and Operations. Within each division, lead teachers, program coordinators, and specialists provide instructional and operational support to staff and students, ensuring that services remain personalized and responsive. Human Resources and Business Services are managed through Prime Educational Services, supporting recruitment, compliance, and fiscal management. This organizational structure allows for streamlined communication, collaborative decision-making, and a system of shared leadership that sustains the Academy’s mission and vision.

## **Stakeholder Involvement in Governance**

### **Board Meetings and Duties**

The Governance Board of Elite Academic Academy (EAA) meets regularly, between seven to ten times throughout the school year, in full compliance with the Brown Act and Education Code Section 47604.1(c). Each year, the Board adopts a calendar of regular meetings at its annual organizational meeting.

Agendas for regular meetings are published at least 72 hours in advance, distributed to each Board member, posted on the Charter School's website, and made publicly available at the main office of the Academy. Agendas for special meetings are posted at least 24 hours in advance in the same manner. Copies of Board minutes are maintained by the Academy and posted on the Charter School's website for transparency and public access.

A quorum of directors then in office shall constitute the minimum number required for the transaction of business. All acts and decisions of the Governance Board require a majority vote of the quorum present. Proxy voting is not permitted, and the vote or abstention of each member is publicly reported in the minutes.

### **Teleconferencing**

Members of the Governance Board may participate in meetings via teleconference so long as all requirements of the Brown Act are met, including but not limited to:

- A quorum of members participating from locations within the county in which the Charter School is authorized;
- Roll call votes for all actions;
- Posting of agendas at each teleconference location, which must be fully accessible to the public;
- Ensuring that the public can hear all deliberations and has the opportunity to address the Board at each teleconference location;
- Identification of each teleconference location on the published agenda; and
- Allowing public participation without requiring personal identification.

## **Duties of the Governance Board**

The Governance Board of EAA is fully responsible for the operation and fiscal affairs of the school, including but not limited to:

- Hiring, supervising, evaluating, and, if necessary, dismissing the CEO;
- Approving all contractual agreements;
- Monitoring and approving human resource policies, compensation structures, and staff career growth opportunities;
- Reviewing, approving, and revising the annual budget;
- Acting as the fiscal agent, including receipt and management of funds, grants, and donations in accordance with law and mission;
- Contracting with an external independent auditor to conduct the annual audit;
- Establishing operational committees as necessary;
- Monitoring student achievement, staff performance, and organizational effectiveness;
- Approving the school calendar and Board meeting schedule;
- Approving out-of-state or overnight field trips;
- Approving charter amendments and requests for material revisions;
- Approving the annual independent audit and performance report;
- Engaging in long-term strategic planning and approving the Local Control and Accountability Plan (LCAP) and annual update;
- Consulting with stakeholders including families, students, and staff;
- Hearing appeals in student expulsion matters, either as a full body or through appointed panels.

The Board may delegate certain duties to the CEO or other staff but retains ultimate authority over matters such as budget approval, adoption of Board policies, and approval of the fiscal audit. All delegations of authority must be in writing and approved by a majority of the Board.

### **Conflict of Interest and Ethics**

The Board operates under a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090 et seq., and the California Corporations Code. Updates are made in alignment with charter school-specific statutes and regulations. The Conflict of Interest Code is submitted to the appropriate County Board of Supervisors for approval.

Board members participate in annual in-service governance training, covering topics such as conflicts of interest, fiduciary responsibility, and compliance with the Brown Act. Beginning January 1, 2025, Board members will also comply with state ethics training requirements.

### **Governance Procedures and Operations**

The Governance Board conducts its work as a whole and may form standing or ad hoc committees to address specific needs, all operating under Brown Act requirements. Committees may include Board members, staff, parents, and community stakeholders and are charged with formulating recommendations for final Board approval.

Meeting agendas, notices, and minutes are maintained by the Corporate Secretary and made available on the Academy's website. At least seven regular meetings are scheduled annually, with additional meetings convened as needed to address urgent or emerging issues.

### **Annual Strategic Planning**

The Governance Board holds an annual strategic planning session to evaluate the school's operations, review the educational program, assess progress toward goals, and update the Academy's Strategic Plan. As part of this process, the Board adopts the LCAP and annual update, which are made widely available to the community prior to approval at a public meeting.

### **Stakeholder Involvement**

EAA emphasizes shared governance and community partnership. Families, students, and staff provide input through surveys, advisory committees, and public comment at Board

meetings. Parents and community members are encouraged to participate in committees, workshops, field trips, and other activities that support the Academy’s mission. Regular communication—including newsletters, website updates, virtual meetings, and direct outreach—ensures stakeholders remain informed and engaged.

### **Local Control and Accountability Plans**

The law requires charter schools, on or before July 1, 2015, and each year thereafter, to adopt a local control and accountability plan to update the goals and annual actions to achieve those goals identified in the charter petition. Pursuant to Assembly Bill 967 [2019-2020], charter school must develop, adopt and meet the transparency requirements for local control and accountability plans and the updates to those plans in the same manner as governing boards of school districts, superintendents of school districts, and county superintendents of schools.

### **Pupil Board Members**

Pursuant to Assembly Bill 824 [2021], charter school governing boards may appoint one or more high school pupils as members of their governing bodies in response to petitions from high school pupils enrolled in the charter school. the Charter School shall develop policies and procedures for the selection of pupils to serve on the board, including a policy that allows the terms of student board members to be adjusted only in cases where a vacancy occurs or to provide more pupils with an opportunity to serve on that governing board.

The Charter School board may award a student board member either or both of the following: 1) Elective course credit based on the number of equivalent daily instructional minutes for the student member's service provided; 2) Monthly financial compensation as determined by the governing board.

### **Ethics Training**

Effective January 1, 2023, board members and other employees designated by the board must now complete the “AB 1234 Ethics Training” every two years commencing on or before January 1, 2026.

Agencies must keep a record of training completion for five years and make it available for public inspection.

## **Element 5 – Employee Qualifications**

**Governing Law:** *The qualifications to be met by individuals to be employed by the charter school. Ed. Code section 47605(c)(5)(E)*

### **All Employees**

All EAA-ME staff must demonstrate expertise appropriate to their roles. The school ensures compliance with all applicable legal requirements, including the Every Student Succeeds Act (ESSA), for teachers, paraprofessionals, administrative staff, and other personnel.

Employees are expected to maintain the highest standards of professionalism in interactions with students, families, colleagues, and the broader community. EAA-ME fosters a culture of academic rigor, respect, and continuous learning. Staff must be receptive to constructive feedback and committed to collaborative growth alongside dedicated peers.

EAA-ME is nonsectarian in its employment practices and operations. The school does not discriminate against any employee based on race, religious belief, color, sex, pregnancy, sexual orientation, gender identity, age, national origin, ancestry, physical or mental disability, medical condition, marital status, or any other classification protected under applicable law.

### **Teachers and Educational Support Staff**

In alignment with ESSA and California Education Code Section 47605(l), all instructional staff must meet state certification and licensure requirements:

“Teachers in charter schools shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold... It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, noncollege preparatory courses.”

All EAA-ME teachers will hold valid California Teaching Credentials, which are publicly listed on the [California Commission on Teacher Credentialing website](#).

### **Administrative and Non-Instructional Staff**

EAA-ME will recruit administrative and operational staff with demonstrated expertise relevant to their responsibilities. Sample job descriptions and key roles are outlined in the following:

**[Director of Academy \(\\*Virtual, Homeschool or Flex\)](#)** - The Director of \*Academy at Elite Academic Academy is a certificated administrative leader responsible for overseeing the

design, implementation, and continuous improvement of the school's academy program. This remote, year-round role includes instructional leadership, staff supervision, compliance oversight, and strategic planning to ensure student success and program excellence. The Director collaborates with educators, families, and community partners to foster a dynamic virtual learning culture aligned with Elite's mission, while managing curriculum, professional development, student performance, and operational systems. Candidates must hold a valid California credential, possess strong leadership and organizational skills, and demonstrate a deep understanding of online education, charter school operations, and student-centered practices.

**Assistant Director of Academy (\*Virtual, Homeschool or Flex)** - The Associate Director of Academy\* at Elite Academic Academy is a certificated, year-round leadership role that supports the Director of Academy\* in overseeing all operational and instructional aspects of the school's virtual program. This remote position involves strategic planning, staff supervision, curriculum development, compliance monitoring, and student performance oversight. The Assistant Director collaborates with educators, families, and community partners to foster innovation, ensure academic success, and maintain a supportive virtual learning environment. Candidates must hold a valid California credential and demonstrate strong leadership, organizational, and communication skills, with a deep understanding of charter school operations and online education.

**Executive Administrative Assistant - Ed Services** - The Executive Administrative Assistant – Ed Services at Elite Academic Academy is a classified, full-time role that provides high-level administrative and clerical support to the Chief Executive Officer and the Education Department. This position ensures smooth department operations by managing schedules, coordinating meetings, preparing reports, maintaining records, and facilitating communication across staff, families, and external partners. The role requires strong organizational skills, discretion with confidential information, and the ability to work independently while supporting a collaborative and responsive educational environment. Candidates should have at least three years of administrative experience and be comfortable navigating modern office technologies and procedures.

### **Professional Development**

EAA-ME prioritizes ongoing professional growth. Staff will participate in relevant conferences and regular professional development sessions aligned with charter-wide goals, as outlined in the Local Control and Accountability Plan (LCAP).

In compliance with AB 1432 and California Penal Code Section 11165.7, all mandated reporters will receive annual training. Additional required trainings include:

- Bloodborne pathogen safety
- Sexual harassment prevention
- Emergency response protocols (including updates under EC Section 32282 for cardiac emergencies effective July 1, 2025)

### **Oversight and Accountability**

The CEO or designee is responsible for verifying that all instructional staff meet credentialing requirements. School administrators will collaborate with teachers to develop individualized professional development plans. The CEO/designee ensures compliance with all state mandates across EAA-ME campuses.

Oversight is further supported by the EAA-ME Board of Trustees, which monitors adherence to legal and professional standards.

### **Key Employee Positions and Qualifications**

The following are some of the key certificated employee positions, along with a summary of their qualifications, at Elite Academic Academy; each designed to support student success in a flexible, virtual learning environment. From instructional leadership to counseling and academic guidance, these positions reflect the Academy's commitment to personalized education, equity, and whole-child support. Together, they form the backbone of Elite's innovative approach to TK-12 learning.

**Teacher of Record (\*Virtual, Homeschool or Flex)-** The Teacher of Record\* position at Elite Academic Academy is a certificated position supporting students in grades TK-12 through remote instruction, with occasional in person support. Reporting to the Director of the Academy, this role requires a California teaching credential and strong communication, technology, and time management skills. Teachers are responsible for managing a homeroom caseload, delivering engaging and differentiated instruction, monitoring student progress, and collaborating with families and staff to support academic and emotional growth. Duties include compliance tracking, curriculum ordering, attending IEPs and staff meetings, and participating in professional development and school events. The position demands flexibility, professionalism, and a commitment to fostering inclusive, creative learning environments both online and in person.

**Content Teacher -** The Content Teacher at Elite Academic Academy is a certificated, remote position responsible for delivering subject-specific instruction through online courses. The content teacher leads weekly live sessions to support student mastery, provide timely feedback, and determine final grades. Content Teachers set up and maintain their courses, create personalized pacing guides, and collaborate with Teachers of Record, parents, and

administrators to support student success. They also offer office hours and tutoring, attend field trips, and participate in meetings to develop individualized support plans. Candidates must hold a valid California teaching credential, demonstrate strong communication and tech skills, and be committed to fostering a positive, inclusive learning environment. The role requires flexibility, integrity, and a passion for student growth, with occasional in-person meetings and travel.

**Independent Study Counselor** - The Independent Study Counselor (TK–12) at Elite Academic Academy is a certificated, year-round position that provides comprehensive academic, social, and emotional support to students in a remote independent study setting. This role involves guiding students through course selection, college and career planning, and progress monitoring, while collaborating with families, teachers, and administrators to develop individualized success plans. The counselor also leads professional development, supports compliance and assessment processes, and fosters inclusive learning environments through strong communication, data-driven decision-making, and student-centered advocacy. Occasional travel and flexible hours are required.

**Guidance Counselor (grades 9-12)** - The Guidance Counselor (Grades 9–12) at Elite Academic Academy is a certificated, remote role focused on supporting high school students in an independent study setting. This position provides comprehensive counseling services, including academic planning, college and career readiness, and personalized support for first-generation college-bound students. The counselor collaborates with families, staff, and community partners to address students' academic, social, and emotional needs, while also leading workshops, teaching leadership courses, and coordinating mental health resources. Responsibilities include maintaining accurate records, facilitating individualized academic plans, and ensuring compliance with school policies. Candidates must hold a valid PPS credential and demonstrate strong communication, organization, and tech proficiency. Occasional travel and flexible hours are required, along with a commitment to equity, student growth, and a supportive school culture.

**Special Education - Education Specialist**- The Special Education – Education Specialist is a certificated position responsible for providing consultation, instruction, and support services to students with disabilities across grades TK–12 and adult programs up to age 22. This role includes case management of IEPs, conducting educational assessments, coordinating services, and collaborating with families, staff, and external providers. Candidates must hold a valid California Education Specialist Credential, possess strong academic and technological skills, and demonstrate proficiency in curriculum planning, communication, and data systems like SEIS. The position requires physical stamina, reliable

transportation, and adherence to legal and professional standards, including child protection laws and timely communication.

**Instructional Aids (Classified)** - The Instructional Aide supports the educational team at Elite Academic Academy by assisting with student learning, instructional materials, compliance documentation, and assessment proctoring in both remote and on-site settings. This classified, non-exempt role requires a high school diploma (or equivalent experience), fingerprint and TB clearance, and strong communication, organizational, and technology skills. Responsibilities include working with small student groups, maintaining records, responding to communications within 24 business hours, and supporting disciplinary and compliance procedures. The position demands physical stamina, confidentiality, and the ability to collaborate effectively while navigating a dynamic school environment.

### **Employee Code of Conduct**

The Charter School shall develop and provide a written employee code of conduct concerning employee-pupil interaction to parents/guardians each July 1 and will post the code on the school's web site.

### **Transitional Kindergarten**

Credentialed teachers assigned to a transitional kindergarten classroom must have one of the following pursuant to Ed. Code section 48000(g):

- a) at least 24 units in early childhood education or child development, or both;
- b) as determined and documented by the local educational agency employing the teacher; professional experience in a classroom setting with preschool age children meeting the criteria established by the governing board or body of the local educational agency that is comparable to the 24 units of education; or
- c) a Child Development Teacher Permit, or an early childhood education specialist credential, issued from the Commission on Teacher Credentialing (CTC).

## **Element 6 – Health and Safety Procedures**

### **Governing Law:**

The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

The development of a school safety plan, which shall include the safety topics listed in

subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Ed. Code section 47605(c)(5)(F)

In order to provide safety for all students and staff, EAA-ME will adopt and implement full health and safety procedures and risk management policies. The development of these procedures and policies will take place in consultation with the school's insurance carriers and risk management experts and will be incorporated, as appropriate, into the school's student and staff handbooks.

### **Safe Place to Learn Act**

Elite Academic Academy shall comply with all applicable requirements of the Safe Place to Learn Act (Education Code § 234 et seq.), ensuring that all students learn in an environment that is safe, supportive, and free from discrimination, harassment, intimidation, and bullying.

EAA fosters a safe and supportive environment through proactive staff training, student workshops, and parent education. The Academy incorporates anti-bullying policies into student handbooks, provides annual digital citizenship lessons, and monitors climate through surveys. Student support teams and counselors are available to address incidents swiftly and with restorative practices.

### **School Safety Plan**

The Charter School has developed its comprehensive school safety plan pursuant to the requirements of the Education Code, including the safety topics listed in subparagraphs Education Code Section 32282(a)(2)(A) – (J), inclusive and shall review and update the plan annually by March 1.

As required by Education Code sections 32280, 32281, 32282, 32288, 47605, and 47605.6, the Charter School shall develop its comprehensive school safety plan pursuant to the requirements of the relevant Education Code and shall review and update the plan annually by March 1.

Pursuant to the requirements of Ed. Code section 49390, the school safety plan shall

include content developed by the California Department of Education, on or by July 1, 2023, that includes, at minimum:

Parent/guardian annual notice regarding California's firearms child access prevention laws and laws relating to the safe storage of firearms;

Require school officials whose duties involve regular contact with pupils in grades 6 to 12, and who is alerted to or observes any firearm threat or perceived threat, to immediately report the threat or perceived threat to law enforcement;

Law enforcement must immediately conduct an investigation and threat assessment, including a review of the firearm registry of the Department of Justice and, if justified by a reasonable suspicion that it would produce evidence related to the threat or perceived threat, a schoolsite search.

Pursuant to Ed. Code section 32282, 47605, 47605.6, 49414.4 and 49428.16, the Charter School's safety plan when the Charter School serves pupils in any of grades 7 to 12 will include the development of a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose, including the use alternatives to a referral of a pupil to a law enforcement agency in response to an incident involving the pupil's misuse of an opioid, to the extent not in conflict with any other law requiring that referral, to include the use of Multi-Tiered System of Supports.

The plan shall include adaptations, also reviewed annually, consistent with the Individuals with Disability Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973.

School safety plans shall include procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school.

## **Sexual Harassment**

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, immigration status, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, immigration status, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. the Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

The Charter School will require all employees to undergo sexual harassment and abusive conduct training for the duration and frequency as required by California law.

The Charter School shall develop a written policy on sexual harassment and to display that policy in a prominent location in the main administrative building or other area of the educational institution's campus or school site. the Charter School shall provide the policy to students as part of any orientation program conducted for new or continuing students at the beginning of each quarter, semester, or summer session and , as applicable.

The Charter School shall also create a poster that notifies pupils in grades 9 through 12 of that policy and shall prominently and conspicuously display the poster in each bathroom and locker room at the school site and in public areas at the school site. The poster shall be age appropriate and culturally relevant, be displayed in English and any primary language spoken by 15% or more of the pupils enrolled at the school, be no smaller than 8.5 by 11 inches, use at least 12-point type, and display certain information pertaining to the written policy, including the rules and procedures for reporting a charge of sexual harassment.

## **Suicide Prevention Policy 7 to 12**

Pursuant to the requirements of Ed. Code §215, the Charter School's governing board shall ensure that its policy on pupil suicide prevention in grades 7 to 12, inclusive, was developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention, including the needs of high-risk groups, including, but not limited to, all of the following, youth bereaved by suicide, youth with disabilities, mental illness, or substance use disorders, youth experiencing homelessness or in out-of-home settings, such as foster care, lesbian, gay, bisexual, transgender, or questioning youth. In addition, the policy shall address any training to be provided to teachers of pupils in grades 7 to 12, inclusive, on suicide awareness and prevention.

All materials approved by the charter school for training shall include how to identify appropriate mental health services, both at the school site and within the larger community, and when and how to refer youth and their families to those services, and these materials may also include programs that can be completed through self-review of suitable suicide prevention materials.

The policy shall be written to ensure that a school employee acts only within the authorization and scope of the employee's credential or license. Nothing in the policy shall be construed as authorizing or encouraging a school employee to diagnose or treat mental illness unless the employee is specifically licensed and employed to do so.

The policy shall be modeled after the CDE's model policy.

## **Suicide Prevention Policy K to 6**

The governing board or body of a local educational agency that serves pupils in kindergarten and grades 1 to 6, inclusive, shall, before the beginning of the 2020–21 school year, adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in kindergarten and grades 1 to 6. The policy shall be developed in consultation with school and community stakeholders, the county mental health plan, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention.

The policy for pupils in kindergarten and grades 1 to 6 shall be age appropriate and shall be delivered and discussed in a manner that is sensitive to the needs of young pupils.

The policy for pupils in kindergarten and grades 1 to 6 shall be written to ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a pupil who is a Medi-Cal beneficiary.

The policy shall be written to ensure that a school employee acts only within the authorization and scope of the employee's credential or license. Nothing in the policy shall be construed as authorizing or encouraging a school employee to diagnose or treat mental illness unless the employee is specifically licensed and employed to do so.

The policy shall be modeled after the CDE's model policy.

### **Human Trafficking Prevention Resources**

In compliance with Education Code § 49381, Elite Academic Academy shall identify and implement appropriate methods for informing parents/guardians of human trafficking prevention resources if the school serves students in grades 6–12.

EAA provides information to families through newsletters, ParentSquare communications, and counseling sessions. Staff are trained to recognize indicators of trafficking, and parents are connected to county-level prevention and reporting resources.

### **Feminine Hygiene Products**

Pursuant to the requirements of Ed. Code §35292.6, the Charter School shall, if it serves pupils in grades 3 through 12, on or before the start of the 2024–25 school year, stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom.

The Charter School shall not charge for any menstrual products provided to pupils, including, but not limited to, menstrual products as that term is defined in Ed. Code §35292.6(d).

The Charter School shall post a notice regarding the requirements of Ed. Code section

35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, available and accessible, free of cost. This notice shall include the text of this section and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

The Charter School include instruction in the topic of menstrual health in grades 7 through 12, as required by the California Healthy Youth Act. **Nutritionally Adequate Free or Reduced-Price Meal**

Elite Academic Academy shall provide each needy student, as defined in Education Code § 49552, with one nutritionally adequate free or reduced-price meal each school day, consistent with Education Code § 49553(a).

Through community partnerships and vendor contracts, EAA ensures students in need have access to daily meals, whether attending in-person events, learning hubs, or participating in athletics. The Academy regularly communicates eligibility and access procedures to families, removing barriers to participation.

### **California Healthy Youth Act**

Elite Academic Academy shall provide comprehensive sexual health education and HIV prevention education to students in grades 7–12, at least once in middle school and at least once in high school, in compliance with the California Healthy Youth Act (Education Code § 51930 et seq.).

EAA provides age-appropriate, medically accurate instruction delivered by credentialed teachers and/or approved external providers. Families are notified in advance and may review materials. Curriculum includes respect, healthy relationships, and prevention, aligning with EAA’s focus on student well-being.

### **Bullying Prevention**

Elite Academic Academy shall adopt and enforce procedures for preventing acts of bullying, including cyberbullying, in compliance with Education Code § 32280 et seq. The Charter School shall annually provide access to the online training module developed by the CDE for certificated school employees and all staff with regular student interaction.

Bullying prevention is embedded in EAA’s culture. Staff complete required training, while students participate in digital citizenship modules, advisory lessons, and leadership

activities that promote inclusivity. Parents are provided with resources on recognizing and addressing bullying behaviors.

### **LGBTQ Resources Training**

Elite Academic Academy recognizes the importance of supporting LGBTQ+ students to foster an inclusive school climate. Consistent with Education Code § 218, EAA is encouraged to provide training at least once every two years for teachers and certificated staff in grades 7–12 using CDE and community resources.

EAA staff participate in cultural competency and inclusivity training, often led by community partners. Student clubs and leadership groups promote acceptance, while staff ensure that LGBTQ students feel represented, safe, and supported in both virtual and in-person environments.

### **Transportation Safety Plan**

Elite Academic Academy shall develop and maintain a Transportation Safety Plan consistent with Education Code § 39831.3 and Vehicle Code § 28160, including procedures to:

- Ensure no student is left unattended on a school or activity bus;
- Designate adult chaperones when appropriate; and
- Require child safety alert systems unless exempted by law.

While EAA does not operate a daily bus service, safety is prioritized for all student travel to events, athletics, and field trips. The Academy contracts only with licensed vendors that meet state safety requirements and trains chaperones and staff to follow safety protocols.

### **Health, Safety, and Risk Management**

The CEO, in collaboration with the administrative team, Governance Board, insurance carriers, and risk management experts, shall establish and enforce all health, safety, and risk management policies, procedures, and practices for Elite Academic Academy. The Academy prioritizes compliance with all applicable state and federal laws and regulations to ensure the well-being of students and staff.

EAA's leadership conducts annual safety reviews, updates emergency operations plans, and ensures staff are trained in CPR, AED, and first aid. Partnerships with local agencies strengthen preparedness, while ongoing monitoring ensures policies remain responsive to community needs.

### **Family Educational Rights and Privacy Act (FERPA)**

Elite Academic Academy, including all employees, officers, and representatives, shall fully comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times, ensuring the confidentiality, access rights, and protection of student records.

### **Criminal Background Check**

Prior to employment and within thirty (30) days of hiring, each employee will submit to a criminal background check, through a LiveScan fingerprint process, as required by Education Code §44237. These services will occur where the LiveScan service is offered. EAA-ME will adhere to California laws including fingerprinting, drug testing, and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony.

All employees, and any volunteer who may have frequent or prolonged contact with students, must undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code Section 49406. Employees must also furnish proof of documents establishing legal employment status. The CEO and/or administrative designees will be responsible for monitoring and maintaining documentation of medical and criminal investigation clearances, as required by California and federal laws.

### **Vision, Hearing, and Scoliosis**

When required by federal or state law, EAA-ME will provide its students screening for vision, hearing, and scoliosis and will maintain confidential records of legally required tests.

### **Immunizations**

All EAA-ME students are required to provide immunization records, which will be maintained in the student's mandatory permanent file. Under California law (Chapter 1, commencing with §120325 of Part 2 of Division 105 of the Health and Safety Code), students must obtain proper immunizations prior to matriculation. However, students enrolled in a California independent study program that does not involve

classroom-based instruction are not required to be immunized, pursuant to Senate Bill 277. Despite the exemption, parents must still submit immunization records to the school. Families experiencing difficulty obtaining immunizations will be provided with information on local community facilities that offer these services.

### **Facilities Compliance**

Because of the nature of EAA-ME's academic programs, there is minimal need for a facility to hold classes on a daily basis. For its administrative facilities, EAA-ME will comply with all federal, state, and local building codes and requirements applicable to California charter schools, including the Americans with Disabilities Act and other applicable fire, health, and structural safety requirements.

If EAA-ME determines a definite need for a locally authorized resource center, we will obtain all necessary permits for its facilities, including a building and fire marshal inspection and/or a certificate of occupancy. The school will maintain fire extinguishers and fire alarms at its facilities to ensure they are in operable condition at all times. Records of facilities compliance shall be maintained on file at the location. (See Misc. Charter Provisions below for more details)

EAA-ME shall adhere to a School Safety Plan drafted specifically to the needs of its facility site in conjunction with law enforcement and the Fire Marshall.

### **Student Health**

The school will maintain the required number and type of emergency epinephrine auto-injectors onsite. Staff will be provided training in the storage and use of the epinephrine auto-injector as required by Education Code Section 49414 and Section 4119.2 of the Business and Professions Code, as they may be amended from time to time. EAA-ME shall function as a drug, alcohol, and tobacco free workplace.

### **Blood-borne Pathogens**

EAA-ME shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The school shall establish a written infectious control plan designed to protect its employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

Whenever exposed to blood or other body fluids through injury or accident, staff and students should follow the latest medical protocol for disinfecting procedures.

## **Child Abuse Prevention and Reporting**

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, including Penal Code Section 11166. EAA-ME will establish and maintain detailed policies and procedures for the immediate reporting of suspected child abuse, neglect, acts of violence, or other improprieties. Such policies will detail the role and obligation of staff in the reporting of child abuse pursuant to Penal Code Section 11164 et seq. The school shall provide all employees, and other persons working on behalf of EAA-ME who are mandated reporters, with annual training on child abuse detection and reporting. This training shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment, if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014) and AB 1913. This and all other training above will be completed by staff in Vector Safe Schools and all training records will be stored here.

All certificated and non-certificated staff are mandated reporters of suspected child abuse or neglect and shall comply with all applicable reporting laws and procedures. In accordance with Education Code § 44691, the Charter School shall provide annual mandated reporter training to all employees.

## **Diabetes Information**

In compliance with Education Code § 49452.7, Elite Academic Academy shall provide an information sheet on Type 2 diabetes to the parent/guardian of all incoming 7th grade students. The information sheet shall include, but not be limited to:

- A description of Type 2 diabetes;
- Risk factors and warning signs associated with Type 2 diabetes;
- A recommendation that students displaying such risk factors be screened;
- A description of treatments and prevention methods; and
- A description of the different types of screening tests available.

## **Drug-Free / Smoke-Free Environment**

Elite Academic Academy maintains a drug, alcohol, and smoke-free environment at all school-related functions, in alignment with state and federal law.

## **Facility Safety**

Elite Academic Academy's facilities shall comply with Education Code § 47610 and all applicable state and local building, fire, and safety codes. The Charter School shall:

- Test sprinkler systems, fire extinguishers, and fire alarms annually;
- Maintain all equipment in operable condition; and
- Conduct required fire and emergency drills in compliance with Education Code § 32001.

## **Comprehensive Sexual Harassment Policies and Procedures**

Elite Academic Academy is committed to maintaining a school free from discrimination, harassment, intimidation, and bullying, including sexual harassment, in compliance with Education Code § 231.6 and related federal/state laws.

The Charter School shall:

- Develop and enforce a comprehensive sexual harassment policy covering students, staff, and third parties;
- Provide the policy to all students, staff, and parents annually;
- Prominently display posters in restrooms, locker rooms, and other public spaces notifying students of the policy; and
- Provide staff training on sexual harassment every two years.

## **Mental Health Education and Information**

- **Instruction:** If Elite Academic Academy offers health education courses in middle or high school, the curriculum shall include instruction in mental health, consistent with Education Code § 51925 et seq.
- **Resources:** In compliance with Education Code § 49428.5, the Charter School shall create and post a mental health resources poster in English and any language

spoken by 15% or more of the student body. Posters shall be prominently displayed in common areas and digitized for distribution through websites, portals, and online platforms at the start of each school year.

### **Workplace Violence Prevention Plan**

In compliance with Labor Code § 6401.9, Elite Academic Academy shall establish, implement, and maintain an effective Workplace Violence Prevention Plan at all times. This plan will outline procedures, training, and protocols to prevent, respond to, and report incidents of workplace violence.

### **Homicide Threats**

Elite Academic Academy shall comply with Education Code §§ 49390–49395 regarding the mandatory reporting of homicidal threats. Any employee or Board member who becomes aware of a threat, written or verbal, that creates reasonable suspicion a student may commit a homicidal act related to school or a school activity shall immediately report the threat to law enforcement.

### **Gun Safety Notice**

Beginning in the 2023–24 school year, and annually thereafter, Elite Academic Academy shall provide to parents/guardians of all students a gun safety notice, consistent with California’s child access prevention laws and firearm safety requirements, utilizing the most updated model language published by the California Department of Education.

### **Tribal Regalia/Objects of Religious or Cultural Significance**

The Charter School shall allow students to wear traditional tribal regalia or items of religious, cultural and tribal significance to school graduation ceremonies held by the charter school and may, under specific circumstances as set forth in the law, limit items that would create a substantial disruption of, or material interference with, the school ceremony.

### **Public School Fair Debt Collection Act**

The Public School Fair Debt Collection Act (Education Code section 49014) mandates that a pupil can never owe or be billed for a debt owed to a charter school. As such, the Charter

School shall comply with all provisions of the Public Schools Fair Debt Collection Act, including the prohibition on taking any negative actions against a pupil because of a debt, prohibiting a debt collector from making a negative credit report for such a debt and prohibiting a charter school from selling debt to debt collector.

### **Student Mental Health Services**

As required by Education Code section 49428, the Charter School notifies pupils and parents or guardians of pupils no less than twice during the school year on how to initiate access to available pupil mental health services on campus or in the community, or both, as provided and shall comply with all other applicable provisions of the Education Code.

As required by Education Code section 51925, if the Charter School offers one or more courses in health education to pupils in middle school or high school, those courses must include instruction in mental health that meets the requirements of Education Code section 51925 et seq., including, among other things, reasonably designed instruction on the overarching themes and core principles of mental health, instruction and related materials that are appropriate for use with pupils of all races, genders, sexual orientations, and ethnic and cultural backgrounds, pupils with disabilities, and English learners.

Beginning in the 2023–24 school year, schools serving any grades from 6 to 12 must:

- Create a poster that identifies approaches and shares resources regarding pupil mental health, and
- Prominently and conspicuously display the poster in public areas that are accessible to, and commonly frequented by, pupils.

As required by Education Code sections 48205 and 49428.15, the Charter School shall excuse (an “excused absence”) a student between the ages of 6 and 18 for behavioral or mental health services.

In addition, as required by Education Code section 51925, the Charter School offers one or more courses in health education to pupils in middle school or high school that includes in those courses reasonably designed instruction on the overarching themes and core principles of mental health.

The instructional and related materials must be appropriate for use with pupils of all races, genders, sexual orientations, and ethnic and cultural backgrounds, pupils with disabilities, and English learners.

The CDE must also develop a plan to expand mental health instruction in California public

schools on or before January 1, 2024, and the Charter School shall comply with all applicable requirements.

Pursuant to the requirements of Ed. Code section 49428.5, the charter school has created a poster that identifies approaches and shares resources regarding pupil mental health, and prominently and conspicuously displays that poster in public areas that are accessible to, and commonly frequented by, pupils.

As required by Education Code section 49428.5, the Charter School offers one or more courses in health education to pupils in middle school or high school that include reasonably designed instruction on the overarching themes and core principles of mental health. The instructional and related materials are appropriate for use with pupils of all races, genders, sexual orientations, and ethnic and cultural backgrounds, pupils with disabilities, and English learners.

The Charter School shall include in its courses on health education in high school instruction regarding the dangers associated with fentanyl use.

The charter school shall also inform parents of the dangers associated with using synthetic drugs, such as fentanyl, that can be found in counterfeit pills at the beginning of the first semester or quarter of the regular school term. The notification shall also be posted on the charter school's website.

### **Pregnant and Parenting Students**

The Charter School shall comply with all the requirements of Education Code sections 221.5, 221.51, 222.5, 46015, 48205 and 48980 by providing required protections for pregnant and parenting students, including but not limited to an annual notice to students about their rights in school year welcome packets and independent study packets.

### **Bullying Prevention**

Pursuant to the requirements of Education Code section 32283.5, the Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying and shall make available to certificated school site employees and all other school site employees who have regular interaction with pupils an online training module developed by the California Department of Education regarding bullying and bullying prevention.

### **Prevention of Human Trafficking**

Pursuant to the requirements of Education Code sections 49381 and 51934, the Charter School shall provide information to its students about how social media and mobile device

applications are used for human trafficking and shall identify the most appropriate methods of informing parents and guardians of pupils in grades 6-12 of human trafficking prevention resources and implement these methods.

### **Child Hunger Prevention and Fair Treatment Act**

The Charter School shall comply with the requirements of the Child Hunger Prevention and Fair Treatment Act of 2017 (Education Code section 49557.5), and ensure that a pupil whose parent or guardian has unpaid school meal fees is not denied a reimbursable meal of the pupil's choice because of the fact that the pupil's parent or guardian has unpaid meal fees and ensure that the pupil is not shamed or treated differently from other pupils.

Pursuant to Education Code section 49501.5, the charter school will provide two nutritiously adequate school meals free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period.

In all other respects, the Charter School shall comply with the pupil meal requirements set forth in Ed. Code sections 49492, 49501.5, 49503, 49506, 49512, 49531, 49531.1, 49547.5, 49557.5 and 49559.

### **Hotlines**

If the Charter School issues pupil identification cards to students in any of grades 7 to 12, inclusive, it shall ensure to have printed on the identification cards the telephone number for the National Suicide Prevention Lifeline, the National Domestic Violence Hotline and other suicide-prevention and emergency-response telephone numbers, as appropriate.

### **Migratory Children**

The Charter School will allow a pupil who is a migratory child to continue attending their school of origin regardless of any change of residence of the pupil. The Charter School will inform a pupil who is a migratory child and that pupil's parent or guardian of the impact of remaining in the school of origin on the eligibility of that pupil to receive migrant education services.

### **Automated External Defibrillator (AED)**

Pursuant to Assembly Bill 1595 [2019-2020], commencing July 1, 2019, if a charter school elects to offer any interscholastic athletic program, the charter school shall acquire at least one AED for each school that participates in the program within the jurisdiction of the charter school. The charter school is encouraged to ensure that the AED or AEDs are

available for the purpose of rendering emergency care or treatment within a recommended three to five minutes of sudden cardiac arrest to pupils, spectators, and any other individuals in attendance at the athletic program's on-campus activities or events, and shall ensure that the AED or AEDs are available to athletic trainers and coaches and authorized persons at these activities or events.

## **CPR**

Pursuant to Assembly Bill 1214 [2019-2020], charter schools must offer a course in CPR for purposes of allowing school staff and teachers to participate in CPR training that includes certain instruction, including, but not limited to, an individual program of professional growth that includes a basic course in CPR that includes certain instruction. If the charter school elects to offer any interscholastic athletic program, the charter school is required to ensure that certain personnel with a valid certification of CPR training are present at the athletic program's on-campus activities or events at all times.

Pursuant to Assembly Bill 1719 [2016], a charter school that requires a course in health education for graduation from high school must include instruction in performing compression-only cardiopulmonary resuscitation. The law encourages those entities to provide to pupils general information on the use and importance of an automated external defibrillator. The law also requires the State Department of Education to provide guidance on how to implement these provisions, including, but not limited to, who may provide instruction.

The law also states that a charter school that sponsors, authorizes, supports, finances, or supervises, and a public employee who provides or facilitates, the instruction of pupils in compression-only cardiopulmonary resuscitation or the use of an automated external defibrillator pursuant to this law shall not be liable for any civil damages alleged to result from the acts or omissions of an individual who received such instruction, except as provided in the law.

Any charter school electing to offer any interscholastic athletic program shall include the location and procedures to be followed in the event of heat illness related to the athletic program's activities or events.

## **McKinney Vento Homeless Assistance Act**

Pursuant to the requirements of Assembly Bill 27 (2022) and Senate Bill 400 (2022), the Charter School shall: Identify all homeless youth enrolled at the school; Annually administer a housing questionnaire, to be developed by the CDE, to identify homeless youth; Post on its web site the name and contact information for the homeless youth liaison

and the educational rights and resources available to homeless youth; Establish three county offices of education throughout the State to act as technical assistance centers for schools regarding homeless youth rights and school responsibilities.

The charter school will continue to adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children and youths.

Pursuant to the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11301 et seq.) and Ed. Code section 48850(a)(3)(A), the Charter school shall immediately enroll a homeless child or youth seeking enrollment except where the enrollment would conflict with Ed. Code section 47605(e).

Pursuant to the requirements of Education Code section 48850 et seq., the Charter School shall: Identify all homeless youth enrolled at the school; Annually administer a housing questionnaire, to be developed by the CDE, to identify homeless youth; Post on its web site the name and contact information for the homeless youth liaison and the educational rights and resources available to homeless youth.

Annually, the Charter School will administer a housing questionnaire to all parent/guardians and all unaccompanied youths. The questionnaire will provide an explanation of the rights and protections a student has as a homeless child or youth. The questionnaire will be available in paper form. The questionnaire must be made available in the primary language other than English spoken by 15 percent or more of the pupils enrolled in Charter School and must be translated into other languages upon request of the parent/guardian or unaccompanied youth. Charter School will collect the questionnaire and, at least annually, update information about homeless and unidentified youth enrollment in CALPADS. (Ed. Code § 48851.)

The Charter School will ensure that its Liaison(s) for Homeless Children and Youth and any personnel who provide services to homeless youth receive training in meeting the requirements of McKinney Vento. (Ed. Code § 48851.3.)

The Liaison shall do both of the following:

- (1) Ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of foster children.
- (2) Assist foster children when transferring from one school to another school or from one school district to another school district in ensuring proper transfer of credits, records, and grades.

In accordance with Education Code section 48852.6, the following items be posted on the charter school's website:

- (1) A list of the Homeless Youth Liaison(s) in the charter school;
- (2) Specific information on homelessness, including information regarding the educational rights and resources available to persons experiencing homelessness. This can be satisfied by posting Charter School's Education of Homeless Children and Youth Policy; and
- (3) Contact information for the liaison(s) and any employee/contracted person who will also implement liaison duties.

### **Health, Safety and Emergency Procedures Training**

The Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on blood-borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

### **Athletics**

If the Charter School offers an athletic program, it shall annually provide information sheets about concussions/head injuries and sudden cardiac arrest to athletes and their parents/guardians, which must be signed and returned to the school before the athlete initiates practice or competition. In the event that an athlete is suspected of sustaining a concussion or head injury, passes out, or faints during or immediately after participation in an athletic activity, the student shall be immediately removed from the activity for the remainder of the day and shall not be permitted to return to the activity until the student is evaluated by a licensed health care provider and receives written clearance to do so.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire at least one automated external defibrillator (AED) for the school, and make the AED available at on-campus athletic activities or events.

### **Seizure Safe Schools Act**

The Charter School shall comply with the requirements of the Seizure Safe Schools Act. (Ed. Code, §§ 49468 et seq.) Charter School, upon the request of the parent/guardian of any student diagnosed with seizures, a seizure disorder, or epilepsy who has been prescribed

an emergency anti-seizure medication (as described in Education Code section 49468.2(a)(1)), must distribute a notice at least once, but no more than twice, per school year to all staff with the following information:

1. A description of the request for volunteers to be trained to administer emergency anti-seizure medication to a student diagnosed with seizures, a seizure disorder, or epilepsy if the pupil is suffering from a seizure;
2. A description of the training that the volunteer will receive;
3. The right of an employee to rescind their offer to volunteer; and
4. A statement that there will be no retaliation against any individual for rescinding an offer to volunteer.

Upon receipt of the request, and again if there are no volunteers at the school of the pupil who suffers from seizures, the Charter School shall notify the parent or guardian of the pupil's right to be assessed for services and accommodations under Section 504 of the federal Rehabilitation Act of 1973, and the federal Individuals with Disabilities Education Act, and assist the parent/guardian in exploring that option.

### **Safe and Supportive Schools Act**

Pursuant to Ed. Code section 218 and 218.3, commencing with the 2025-2026 school year, the Charter School shall use the State Department of Education's online training delivery platform and online training curriculum (or an in-service alternative) to support LGBTQ cultural competency training for teachers and other certificated employees, for schools serving pupils in grades 7 to 12. The training shall be at least one hour annually to teachers and other certificated employees, and the Charter School shall maintain records documenting the training.

### **Recess**

Commencing with the 2024-25 school year and in compliance with Ed. Code section 49056, the Charter School shall provide a recess that is at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall prohibit school staff members from restricting a pupil's recess unless there is an immediate threat to the physical safety of the pupil or the physical safety of one or more of the pupil's peers.

### **All Gender Restrooms**

Pursuant to Ed. Code sections 35292.5 and 17585, on or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary pupil use

at each of its schoolsites that the criteria specified by law.

**Cellphone Use**

The Charter School shall adopt, by July 1, 2026, update every 5 years, a policy to limit or prohibit the use by its pupils of smartphones while students are at school or under the supervision of employees.

**Human Papillomavirus (HPV)**

Upon entering the 6th grade, the charter school shall provide student and parents a notification that students must adhere to HPV immunization guidelines before entering into the 8th grade.

**Element 7: Racial and Ethical Balance**

**Governing Law:** The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. Ed. Code section 47605(c)(5)(G)

**Charter School / District Demographics**

The Charter School will strive to maintain a demographic profile that closely matches the District. The current demographic profile of the Charter School is shown below.

	<b>EAA - Mountain Empire %</b>	<b>Authorizing District - MEUSD %</b>
<b>Race/Ethnicity</b>	Black or African American 4.5%	Black or African American 2.7%
	American Indian or Alaska Native 0.4%	American Indian or Alaska Native 2.4%
	Asian 1.7%	Asian 1.1%
	Filipino 0.9%	Filipino 0.6%
	Hispanic or Latino 33.1%	Hispanic or Latino 48.9%

	Other Pacific Islander 0.3%	Other Pacific Islander 0.1%
	White 45.4%	White 35.8%
	Two or More Races 11.7%	Two or More Races 7.7%
	Not Reported 1.9%	Not Reported 0.6%
<b>Special Education</b>	6.3%	7.0%
<b>English Language Learners</b>	2.9%	16.3%
<b>Redesignated ELL</b>	4.7%	8.5%

From within its legally prescribed service area, the District, San Bernardino County, and its contiguous counties, **Elite Academic Academy Lucerne** (“EAA-ME”) will actively recruit a diverse student population that reflects the racial and ethnic composition of the communities it serves. Within this boundary, admission will be open to any California resident. All students will be considered for admission without regard to race, ethnicity, national origin, gender, disability, sexual orientation, religion, or any other characteristic listed in Education Code § 220, Title VI of the Civil Rights Act, Title IX, Section 504 of the Rehabilitation Act, or the Individuals with Disabilities Education Act (IDEA).

EAA-ME will implement the following strategies to achieve a racial and ethnic balance among its pupils that is reflective of the District and surrounding communities:

- **Community and Regional Outreach:** Active participation in local and regional events to inform families about the school’s programs and attract applicants from diverse backgrounds.
- **Enrollment Timeline:** An application and enrollment process with clear timelines that allow for broad-based recruiting and equal opportunity access for all families.
- **Multilingual Communication:** Development and distribution of promotional and informational materials that are culturally relevant and available in languages other than English to reach limited English proficient families.
- **Media and Digital Outreach:** Use of the school’s website, social media platforms, and other digital tools for outreach, while also employing strategies to reach families with limited or no internet access.
- **Traditional Media and Print Outreach:** Creation of brochures, newsletters, public service announcements, and both print and non-print media to communicate with the broader community.

- **Targeted Recruitment:** Focused outreach to groups historically underrepresented in the school’s population, including low-income students, foster youth, homeless youth, and English Learners. This will include partnerships with community-based organizations, public information meetings, and door-to-door outreach efforts.
- **Ongoing Monitoring:** Maintenance of accurate records on the racial and ethnic composition of the student body. EAA-ME will provide annual demographic reporting to demonstrate alignment with District and county demographics, and these records will be made available for review or audit by the District at any time.

### **Element 8: Admission Requirements**

#### **Governing Law:**

Admission requirements, consistent with Ed. Code 47605 subdivision (e).

In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against a pupil on the basis of the characteristics listed in Section 220. Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil’s parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school.

A charter school shall admit all pupils who wish to attend the charter school.

If the number of pupils who wish to attend the charter school exceeds the charter school’s capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the school district except as provided for in Section 47614.5. Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school’s teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be determined in the charter petition in accordance with all of the following:

Each type of preference shall be approved by the chartering authority at a public

hearing.

Preferences shall be consistent with federal law, the California Constitution, and Section 200.

Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and shall not take any action to impede the charter school from expanding enrollment to meet pupil demand.

If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the charter school within 30 days if the charter school demonstrates that the pupil had been enrolled in the charter school. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200.

A charter school shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in clause (iii) of subparagraph (B) of paragraph (2).

A charter school shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment.

A charter school shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in clause (iii) of subparagraph (B) of paragraph (2). This subparagraph shall not apply to actions taken by a charter school

pursuant to the procedures described in subparagraph (J) of paragraph (5) of subdivision (b).

The department shall develop a notice of the requirements of this paragraph. This notice shall be posted on a charter school's internet website. A charter school shall provide a parent or guardian, or a pupil if the pupil is 18 years of age or older, a copy of this notice at all of the following times:

When a parent, guardian, or pupil inquires about enrollment.

Before conducting an enrollment lottery.

Before disenrollment of a pupil.

A person who suspects that a charter school has violated this paragraph may file a complaint with the chartering authority.

The department shall develop a template to be used for filing complaints pursuant to clause (i).

Notwithstanding any other law, a charter school in operation as of July 1, 2019, that operates in partnership with the California National Guard may dismiss a pupil from the charter school for failing to maintain the minimum standards of conduct required by the Military Department. Ed. Code section 47605(c)(5)(H)

EAA-ME will comply with all laws establishing minimum and maximum age for public school attendance in charter schools as defined in Education Code §§ 47612(b) and 47605(d)(1). No student will be denied admissions based on ethnicity, creed, gender, national origin, disability or achievement level.

The school will actively seek to enroll students who would benefit from an independent study model of instruction. Prospective students and their parents/guardians will be briefed regarding EAA-ME's instructional and operational philosophy, along with the school's student-related policies. EAA-ME has no requirement for admission and will admit any student who wishes to attend. Admissions to the school will require a commitment from students and their parents/guardians as outlined in the student's independent study agreement. Admissions will be limited to students living within the sponsoring district's county and its contiguous counties.

All students' continued enrollment shall depend upon them fulfilling the terms of the independent study agreement. Enrollment space will be based on need in the

community and availability of an Elite highly qualified California credentialed teacher to serve as the teacher of record.

### **Admission Preferences**

#### **Recruiting and Admissions Cycle**

EAA-ME will establish an annual recruiting and admissions cycle, which shall include reasonable time for all of the following: (1) outreach and marketing, (2) orientation sessions for students and parents, (3) an admissions application period, (4) an admissions lottery, if necessary, and (5) enrollment. The school may fill openings that become available after this process using either a wait list or another non-discriminatory process.

#### **Timeline for Recruiting and Enrollment**

EAA-ME will recruit and enroll students from areas that the school can legally serve. The school will adopt a rolling admissions policy that will allow students to enroll at any time during the school year, on an open-ended basis in order, to best serve the needs of students. Applications for admission will be accessible through EAA-ME's website.

### **Admission Lottery and Admission Priority List**

#### **Lottery – Public Random Drawing**

If the number of applications does not exceed the school's capacity, all qualified students will be admitted. If applications exceed capacity, a public random drawing (lottery) will be held, with preference given to currently enrolled students and those residing within the district, consistent with Education Code. Applicants not selected will be placed on a waiting list in the order drawn, and the school will make reasonable efforts to expand enrollment where possible to meet student demand.

Pursuant to Education Code Section 47605(d)(2)(B), if the maximum number of slots in a particular grade is reached, a public lottery is held in accordance with the procedures below. Once classes are full, a waiting list is created. Students that apply for enrollment after the open enrollment period has ended are placed on the waiting list in the order that applications are received. Once a child has been enrolled as a student at EAA-ME, they have the right to continue enrollment until they have completed the highest grade offered. Students who are currently enrolled at EAA-ME must re-commit for the following school year by the end of open enrollment by submitting an Intent to Enroll Form or signing a Written Agreement.

Enrollment preferences as described in Education Code Section 47605(d)(2)(B) shall be given to the following students applying to enroll:

1. Current students (exempt from the lottery);
2. Students who have siblings enrolled in the school;
3. Students who are the children of staff of the school;
4. Students who reside in the district boundaries; and,
5. Students previously enrolled in EAA-ME

Admission will not be based on the student's prior academic performance or admission testing. Post matriculation, various assessments may be administered to determine the student's readiness for the grade of entrance requirements or maintenance of said grade. These instruments aid in the development of individualized learning plans for students.

EAA-ME will be nonsectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origin, gender, disability, or any other characteristic listed in Education Code Section 220 (or association with an individual who has any of those characteristics).

### **Application for Admission**

#### **Required Documentation for School Entry**

- Birth Certificate (or other documentation to establish student age and identity of parent/legal guardian)
- Proof of Immunization Records
- Proof of Residency
- Oral Health Assessment (TK/New Kindergarten and 1st Grade)
- Report of Health Examination (TK/New Kindergarten and 1st Grade)
- Transcript/Report Card (9th-12th Grade only)

#### **Non-Discrimination**

Elite Academic Academy shall not require or request any information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, immigration status, or any other characteristic protected under Education Code § 220 or Penal Code § 422.55 as a condition of admission, lottery participation, or enrollment.

The Charter School shall not:

- Request or require submission of a student’s IEP, Section 504 Plan, or related records prior to admission;
- Discourage any student from enrolling or seeking to enroll for any reason, including academic performance, disability status, or demographics;
- Encourage currently enrolled students to disenroll or transfer for any reason;
- Require or solicit volunteer hours, financial contributions, or fees as a condition of enrollment or continued attendance, in accordance with Education Code §§ 47605(e)(2)(B)(iv) and 49011.

Elite Academic Academy shall post on its website, and distribute to parents upon inquiry and prior to lottery or disenrollment, the California Department of Education notice outlining these requirements, consistent with Education Code §§ 47605(e)(4)(A)–(D).

### **Immigration Status and Student Rights**

In accordance with Education Code § 234.7, Elite Academic Academy shall:

- Adopt a policy consistent with the model developed by the California Attorney General regarding immigration enforcement;
- Notify parents/guardians of their child’s right to a free public education regardless of immigration status or religious beliefs;
- Prohibit the collection of information or documents regarding immigration status of students or family members.

### **Pregnant and Parenting Student Accommodations**

Elite Academic Academy shall provide accommodations to pregnant and parenting students, including but not limited to:

- Parental leave;

- Reasonable accommodations for lactating students, including time and space to express breast milk, breastfeed, or address other needs related to breastfeeding.

In compliance with Education Code §§ 222, 222.5, and 46015, the Charter School shall notify pregnant and parenting students, and their parents/guardians, of their rights and options.

### **Sexual Harassment Policy Notice**

Elite Academic Academy shall maintain comprehensive sexual harassment policies and procedures in compliance with Education Code § 231.6. The Charter School shall:

- Prominently display posters in each restroom, locker room, and public area notifying students of their rights and complaint process;
- Provide training and resources to staff and students to prevent harassment and discrimination.

### **SB 75**

The Charter School will at all times abide by the requirements of SB 75 (2019-2020), which prohibits charter schools from discouraging students from enrolling or encouraging existing students to disenroll for any reason and requires charter schools to provide specified information to parents and students regarding enrollment in the school.

### **Directory and Other Student Information**

Pursuant to the requirements of Ed. Code sections 49076.7, the Charter School shall not collect or solicit social security numbers or the last four digits of social security numbers from students or their parents or guardians unless otherwise required to do so by state or federal law.

The Charter School may disclose directory information, as defined in Ed. Code section 49061(c), without consent only if it has notified parents/guardians and eligible students of the: a) types of information the Charter School has designated as directory information; and, b) right of parents/guardians and eligible students to opt out of disclosure of directory information.

Pursuant to Ed. Code section 49073.2, except when required by law or judicial order, the Charter School shall not include directory information or personal information of a pupil or pupil's parent/guardian in the board's meeting minutes if it has received a written request from the adult student or parent/guardian to exclude such information.

## **Element 9 – Annual Financial Audits**

**Governing Law:** The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. California Education Code § 47605(c)(5)(I)

Elite Academic Academy - Mountain Empire Unified (“EAA-ME”) plans and manages its own budget for all applicable State and Federal categorical funds, lottery funds, discretionary funds, additional ADA monies, grants, donations, fundraisers, and gifts. The Board of Directors functions as the audit committee, overseeing audit processes, addressing any audit exceptions, and approving the Academy’s financial affairs.

Annual independent financial audits will continue to be conducted in accordance with generally accepted accounting principles (GAAP), as applicable to California LEAs, and in accordance with the most current California School Accounting Manual (CSAM). EAA-ME shall continue to select an auditor with expertise in education finance, and the audit will, at a minimum:

- Verify the accuracy of the Academy’s financial statements;
- Review revenue-related data collection and reporting practices;
- Examine internal controls and procedures; and
- Include expanded audit scope as required under federal law, including compliance with applicable Office of Management and Budget (OMB) Circulars.

The annual audit will continue to be completed and submitted by December 15th of each year to the following entities:

- Mountain Empire Unified School District;
- The County Superintendent of Schools;
- The California Department of Education; and
- The State Controller’s Office.

The EAA-ME Chief Executive Officer shall review all audit findings and present them to the Board of Directors, along with a corrective action plan to address any exceptions or deficiencies. All audit exceptions and deficiencies will be resolved to the satisfaction of Mountain Empire Unified School District.

### **Required Financial Reports**

In compliance with Education Code § 47604.33, EAA-ME shall provide the District with the following financial reports annually:

- Preliminary Budget – on or before July 1st. For a first-year charter school, financial statements submitted with the charter petition pursuant to Ed. Code § 47605(g) shall satisfy this requirement.
- LCAP Annual Update – on or before July 1st, pursuant to Ed. Code § 47606.5.
- First Interim Financial Report – on or before December 15th, reflecting changes through October 31st.
- Second Interim Financial Report – on or before March 15th, reflecting changes through January 31st.
- Final Unaudited Actuals Report – on or before September 15th for the prior fiscal year.

### **Oversight, Collaboration, and Site Visits**

EAA-ME and the District shall jointly develop annual performance reports, including content, evaluation criteria, timelines, and processes. Additionally, EAA-ME and the District will establish a site visitation process and protocol to allow the District to verify compliance and confirm the Academy's performance under this Charter.

EAA-ME affirms its commitment to work collaboratively and in good faith with Mountain Empire Unified School District to ensure transparency, fiscal accountability, and timely resolution of financial audit matters.

### **Historical Performance**

EAA-ME has demonstrated exemplary fiscal stewardship, maintaining robust financial health throughout its operations. Since its establishment in FY 2018-19, EAA-ME has consistently achieved positive certifications on all quarterly financial reports (Interims,

Budget, Unaudited Actuals). Independent audits conducted annually since FY 2018-19 have returned without any findings or exceptions, affirming the schools adherence to the highest standards of financial accountability. EAA-ME’s Average Daily Attendance has increased by a substantial 234.25% since beginning operations, reflecting the strength and appeal of its educational program, program efficacy and value to students and families, and the school’s ability to strategically navigate the ever changing public school fiscal landscape. EAA-ME’s transparent and disciplined financial practices have enabled sustainable operations while delivering exceptional value to the community, and underscore the school’s commitment to fiscal excellence and educational quality.

### Average Daily Attendance Growth

	18-19	19-20	20-21	21-22	22-23	23-24	24-25	GROWTH
ADA	335.21	677.22	677.22	721.23	929.66	977.19	1,120.43	234.25%

### Year over Year Historical Financials

	18-19	19-20	20-21	21-22	22-23	23-24	24-25
<b>REVENUES</b>	\$3.48m	\$7.01m	\$7.82m	\$8.72m	\$12.28m	\$14.69m	\$16.41m
<b>EXPENSES</b>	\$3.75m	\$6.23m	\$7.12m	\$8.69m	\$12.21m	\$14.56m	\$15.89m
<b>NET</b>	-\$0.26m	\$0.78m	\$0.7m	\$0.03m	\$0.07m	\$0.13m	\$0.52m
<b>FUND BALANCE</b>	-\$0.49m	\$0.29m	\$0.99m	\$1.02m	\$1.09m	\$1.22m	\$1.74m

### Five Year Projection

	24-25	25-26	26-27	27-28	28-29	29-30
ADA	1,120.43	1,224.07	1,285.27	1,349.54	1,383.28	1,417.86
<b>REVENUES</b>	\$16.41m	\$17.93m	\$18.82m	\$19.77m	\$20.26m	\$20.77m
<b>EXPENSES</b>	\$15.89m	\$17.37m	\$18.46m	\$19.33m	\$19.91m	\$20.59m
<b>NET</b>	\$0.52m	\$0.56m	\$0.36m	\$0.44m	\$0.35m	\$0.17m

<b>FUND BALANCE</b>	\$1.74m	\$2.3m	\$2.66m	\$3.1m	\$3.46m	\$3.63m
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**Prior Year Audits**

<a href="#"><u>2019</u></a>	<a href="#"><u>2020</u></a>	<a href="#"><u>2021</u></a>	<a href="#"><u>2022</u></a>	<a href="#"><u>2023</u></a>	<a href="#"><u>2024</u></a>
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**Element 10 – Suspension and Expulsion Procedures**

**Governing Law:** The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled

and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Ed. Code section 47605(c)(5)(J)

### **Student Discipline Philosophy**

Elite Academic Academy - Mountain Empire Unified (“EAA-ME”) is committed to maintaining a safe, respectful, and supportive learning environment for all students. The Academy’s discipline philosophy emphasizes progressive discipline, restorative practices, and alternatives to suspension and expulsion.

EAA-ME’s expectations cover attendance, school behavior, safety, mutual respect, and work habits. Students and parents are informed of these expectations at the start of each school year. The Academy’s approach seeks to:

- Promote responsibility and accountability.
- Support social-emotional growth through restorative practices.
- Address misconduct with proportional consequences that consider context and student needs.
- Prioritize student engagement and re-entry rather than exclusion.

While certain zero-tolerance offenses may require mandatory consequences under law, the Academy’s overarching goal is to keep students connected to learning, with parents and guardians actively involved in the process.

### **Suspension and Expulsion Policies**

EAA-ME shall comply with Education Code § 47605(c)(5)(J) and all applicable federal and state due process requirements.

Suspensions of Fewer than 10 Days:

- The student will receive oral or written notice of the charges.
- If denied, the student will be provided an explanation of the evidence.

- The student will have the opportunity to share their version of events.

#### Suspensions of 10 Days or More:

- Parents/guardians will receive timely, written notice of the charges and a statement of the student's basic rights.
- A hearing will be held before a neutral officer within a reasonable number of days.
- The student will have the opportunity to present testimony, evidence, and witnesses, confront adverse witnesses, and be represented by counsel or an advocate.

#### Homework for Suspended Students:

In compliance with Ed. Code § 48913.5, students suspended for two or more days may request homework. Work submitted within the required timeframe will be graded on the same basis as other students' work.

#### Students with Disabilities:

EAA-ME shall follow IDEA and Section 504 procedures for disciplinary actions. This includes manifestation determinations for students with IEPs and link determination meetings for students with 504 Plans, ensuring students are not disciplined for conduct directly related to their disability or a failure to implement their plan. Interim placements and continued services will be provided when required.

#### **Grounds for Suspension and Expulsion**

EAA-ME, a non-classroom-based charter school authorized by Mountain Empire Unified School District, affirms that student discipline shall be applied fairly, consistently, and in compliance with law. While EAA-ME operates primarily through independent study and non-classroom-based instruction, disciplinary actions apply to all contexts related to school activity or attendance, including but not limited to:

- While on EAA-ME facilities or learning centers.
- While engaging in virtual instruction, meetings, or communications with staff/students.

- While going to or coming from school-related activities.
- During the lunch period, whether virtual or in-person.
- During, going to, or coming from any EAA-ME sponsored event.

### **Enumerated Offenses**

EAA-ME adopts a tiered framework of Discretionary Suspension Offenses, Non-Discretionary Suspension Offenses, Discretionary Expellable Offenses, and Non-Discretionary Expellable Offenses, consistent with California Education Code §§ 48900–48915 and detailed in the Parent/Student Handbook.

#### **1. Discretionary Suspension Offenses**

Students may be suspended for conduct such as:

- Causing or threatening physical injury to others.
- Unlawful possession, use, or furnishing of controlled substances, alcohol, or intoxicants.
- Theft, damage, or misuse of school or private property (including electronic files and databases).
- Obscene acts, habitual profanity, or possession of tobacco/nicotine products.
- Harassment, intimidation, hazing, bullying (including cyberbullying and “electronic acts”).
- Possession of imitation firearms or dangerous objects without permission.
- Terroristic threats against students, staff, or property.

#### **2. Non-Discretionary Suspension Offenses**

Students must be suspended and recommended for expulsion for:

- Possession, sale, or furnishing of a firearm, explosive, or destructive device (without written permission as defined in law).

- Brandishing a knife at another person.
- Unlawful sale of a controlled substance.
- Committing or attempting to commit sexual assault or battery.

### **3. Discretionary Expellable Offenses**

Students may be expelled for repeated or severe misconduct, including:

- Physical injury or use of force (except self-defense).
- Robbery, extortion, or theft of property.
- Hate violence or harassment (grades 6–12).
- Bullying, including cyber sexual bullying and online impersonation.
- Possession or sale of Soma or drug paraphernalia.

### **4. Non-Discretionary Expellable Offenses**

Students must be expelled for:

- Possessing, selling, or furnishing a firearm, explosive, or destructive device.
- Brandishing a knife at another person.
- Unlawful sale of a controlled substance.
- Committing or attempting sexual assault or sexual battery.

### **Suspension Procedures**

*In-School Suspension* in an Independent Study School:

- May be imposed for discretionary offenses if supervision and academic progress can be maintained.

- Students will continue independent study work under staff supervision but may not attend in-person field trips, use educational funds for extracurricular activities, or attend in-person learning experiences.
- In-school suspensions may not exceed 5 consecutive days or 20 total days per year (10 for students with disabilities).

*Out-of-School Suspension:*

- Preceded by a conference with the student and parent/guardian unless an emergency exists.
- Notice of suspension provided verbally (when possible) and in writing, including reasons, length, and return date.
- Out-of-school suspensions may not exceed 5 consecutive days or 20 total days per year (10 for students with disabilities).
- Students shall have access to requested homework and assignments (Ed. Code § 48913.5).

*Appeals:*

Parents/guardians may appeal suspensions in writing to the Governance Council within five (5) days of the decision.

**Expulsion Procedures**

Authority to Expel:

- Expulsion hearings are conducted before a neutral Administrative Panel or the Governance Council.
- The panel must consist of at least three certificated individuals not directly involved with the student.
- Decisions are based on substantial evidence and consistent application of EAA-ME's Parent/Student Handbook.

Due Process:

- Written notice of charges and hearing at least 10 calendar days in advance.
- Right to counsel or advocate, to present evidence, and to question witnesses.
- Expulsion hearings held within 30 schooldays unless postponed for good cause.
- Hearings held in closed session unless a student requests an open session (FERPA compliance applies).

#### Rehabilitation & Readmission:

- Expelled students receive a written rehabilitation plan, including criteria and a re-application date not later than one year.
- Readmission requires Board approval following evidence of rehabilitation and assurance that the student will not pose a threat or disruption.

#### Records and Notice:

- Expulsion packets submitted to Mountain Empire Unified School District promptly.
- Notice of expulsion sent to the district of residence within 30 days.
- Student records transferred within 10 schooldays upon request (Ed. Code § 49068).

#### **Students with Disabilities**

EAA-ME will fully comply with IDEA, Section 504, and ADA requirements:

- Manifestation determination review held within 10 days of a disciplinary change of placement.
- Students shall continue to receive educational services during suspensions/expulsions exceeding 10 days.
- Interim alternative educational settings may be used when legally required.

#### **Outcome Data**

EAA-ME will maintain and monitor data on suspensions, expulsions, involuntary removals, and reinstatements, and make this data available to the District upon request.

## **Federal Compliance**

EAA-ME shall comply with the Gun-Free Schools Act and all other applicable laws.

## **Willful Defiance**

No pupil enrolled in a charter school in kindergarten or any of grades 1 to 12 shall be suspended on the basis of having disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties, and those acts shall not constitute grounds for a pupil enrolled in a charter school in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

A certificated or noncertificated employee may refer a pupil to charter school administrators for appropriate and timely in-school interventions or supports from the list specified in Ed. Code section 48900.5(b) for any such acts.

The charter school administrator shall, within five business days, document the actions taken pursuant to that referral and place that documentation in the pupil's record to be available for access, to the extent permissible under state and federal law, pursuant to Ed. Code section 49069.7. The charter school administrator shall, by the end of the fifth business day, also inform the referring certificated or noncertificated employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

## **Seclusion and Behavioral Restraint**

The Charter School prohibits seclusion and behavioral restraint of students as a means of discipline, and only uses such methods to control student behavior that poses a clear and present danger of serious physical harm to a student or others that cannot be immediately prevented by a less restrictive response. Pursuant to Ed. Code section 49006, if the Charter School meets the specified federal definition, it will collect and, by no later than 3 months after the end of each school year, report to the State Department of Education regarding the use of behavioral restraints and seclusion for pupils enrolled in, or served by, the Charter School for all or part of the prior school year. The Charter School shall post its report on its internet website.

## **Element 11 – Employee Retirement Systems**

***Governing Law:*** *The manner by which staff members of the Charter Schools are covered by the State Teachers' Retirement System, or Federal Social Security. - California Education Code Section 47605(c)(5)(K)*

All certificated staff positions participate in the State Teachers' Retirement System ("STRS"), and EAA-ME complies with all applicable law including, but not limited to, Education Code Section 47611. In accordance with Education Code Section 47611.3, the District shall create and submit reports required by STRS on behalf of EAA-ME, and EAA-ME shall reimburse the District and any other applicable entities for the actual costs of the reporting services. Designated administrations are responsible for ensuring that mandatory deductions and contributions are made for all employees.

EAA-ME also offers a 403(b) Retirement Savings Plan and all employees, certificated and classified, are eligible to participate in this 403(b) plan. All classified staff positions also participate in Social Security.

## **Element 12 – Public School Attendance Alternatives**

***Governing Law:*** *The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(c)(5)(L)*

Enrollment in Elite Academic Academy – Mountain Empire ("EAA-ME") is strictly voluntary. Students who reside within the District and choose not to attend EAA-ME have the option of attending schools operated by the District in accordance with District policy. Students may also apply to attend schools in another district or another school within the district through intra-district and inter-district transfer processes, as determined by applicable policies.

Parents and guardians will be informed during the admissions process that enrollment in EAA-ME does not confer a right to admission to any particular school within the local education agency, except to the extent such rights are extended by the District or another local education agency.

EAA-ME emphasizes that regular attendance is critical to student success and to the fiscal health of the school. As a public charter school, EAA-ME is funded based on *average daily attendance (ADA)*, as defined in 5 C.C.R. 11960(a). For non-classroom-based independent study programs, ADA is determined by the completion of required educational activities as

outlined in each student's independent study written agreement. The teacher of record evaluates the time value of work submitted by students by the established due dates to determine whether the work is equivalent to a full day of attendance.

Elite's California credentialed teacher will review student learning and work product each learning period and will assign the correlating amount of attendance based on the completion of assignments and daily engagement. For virtual students, instructional time is systematically logged by the learning management system. Attendance in live sessions and offline work will be recorded on a daily learning log created within the SIS. All attendance will be recorded and verified in the student information system.

EAA-ME will offer a multi-track year round calendar with a minimum of 175 school days for each track.

### ***Additional Parent/Student Responsibilities***

The parent/guardian is also responsible that/to:

- The student completes all mandated school assessments
- Providing any necessary documentation and information to school in order to record attendance in accordance with applicable law
- The school receives all required documentation for continued enrollment, such as proof of residency
- Respond to the school's communication and if unable to be reached within the first 10 school days, the student will be involuntarily withdrawn.

### **Element 13 - Rights of Employees**

***Governing Law:*** *The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. (Ed. Code § 47605(c)(5)(M).*

Employees of Mountain Empire Unified School District ("the District") who choose to leave District employment to work at Elite Academic Academy - Mountain Empire Unified (EAA-ME) shall have no automatic rights of return to the District after employment at the Charter School, unless such rights are specifically granted by the District through a

leave of absence, memorandum of understanding, or other agreement consistent with the District's collective bargaining agreements and policies.

- **Voluntary Employment:** No District employee shall be required to work at EAA-ME.
- **Return Rights:** Any return rights for District union-represented employees or other former District employees will be determined and administered solely by the District in accordance with collective bargaining agreements, District policy, and applicable judicial rulings.
- **Leave and Service Credit:** Sick leave, vacation leave, and years of service credit earned at the District or another school district will not transfer to EAA-ME.
- **No Guarantee of Future Employment:** Employment at EAA-ME does not confer rights to employment with any other public school, school district, or entity, including in the event of Charter School closure.

#### Rights of Charter School Employees Upon Leaving Employment

Employees of Elite Academic Academy - Mountain Empire Unified(EAA-ME) who resign, are non-reelected, or otherwise separate from employment with the Charter School shall not have any automatic rights of employment with Mountain Empire Unified School District or with any other school district.

- **No District Employment Rights:** EAA-ME employees do not acquire rights of employment in the District by virtue of having been employed at the Charter School.
- **No Transfer of Benefits:** Sick leave, vacation leave, years of service credit, or other employment-related benefits earned at EAA-ME will not transfer to the District or any other public entity.
- **Closure Contingency:** In the event of Charter School closure, EAA-ME employees shall have no claim to employment in the District or in any other entity, unless otherwise agreed upon by the District pursuant to law or applicable agreements.
- **At-Will Employment (unless otherwise specified):** EAA-ME employees shall be employed consistent with the Charter School's adopted employment policies and individual contracts, and separation from employment will not entitle an individual to reinstatement, placement, or priority consideration in the District.

## **Element 14 – Mandatory Dispute Resolution**

**Governing Law:** The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. (Ed. Code § 47605(c)(5)(N))

### General Provisions

Any claim, controversy, or dispute between Mountain Empire Unified School District (the District) and Elite Academic Academy - Mountain Empire Unified (EAA-ME) arising out of, or relating to, this Charter (hereinafter “Dispute”)—except for claims related to authorization, non-renewal, revision, and/or revocation of this Charter—shall be resolved pursuant to the procedures in this section.

Each party shall be responsible for its own attorneys’ fees, costs, and expenses associated with any Dispute. Mediation and arbitration fees shall be shared equally by the parties, regardless of outcome.

### Dispute Resolution Steps

1. **Written Notification** – Any Dispute shall be communicated in writing and include a description of the nature of the Dispute and supporting facts (“Dispute Statement”). Written notice may be delivered by certified mail, personal delivery, or email.
  - Written notices shall be sent to:
    - Mountain Empire Unified School District – Superintendent’s Office
    - Elite Academic Academy - Mountain Empire Unified– CEO/Executive Director
2. **Informal Conference** – Within five (5) business days of receipt of the Dispute Statement, the District’s designee and the EAA-ME Executive Director (or designee) shall meet and attempt to resolve the issue informally.
3. **Board-Level Discussion** – If unresolved, within fifteen (15) business days, two members from each governing board (District and EAA-ME) shall meet with the designees to attempt to resolve the Dispute.
4. **Mediation** – If still unresolved, the designees shall jointly identify a neutral mediator within sixty (60) business days of the original Dispute Statement. The costs of the mediator shall be split equally. Mediation will be held in a format agreed upon by

both parties.

5. Other Remedies – If mediation is unsuccessful, either party may pursue remedies available under law. Nothing in these procedures precludes the District from exercising its statutory oversight responsibilities, including revocation procedures under Education Code § 47607.

### **Proposition 39 Disputes**

Disputes related specifically to facilities under Proposition 39 (Ed. Code § 47614) shall follow the timelines and procedures set forth in applicable law and regulations. Written notices for Proposition 39 disputes shall follow the same notification process outlined above.

### **Internal Disputes**

EAA-ME shall maintain its own internal dispute resolution process for all disputes involving the school's operations, including disputes among staff, administration, Board members, volunteers, and families. This includes compliance with the school's Uniform Complaint Procedures (UCP) as required by law. Parents, students, and staff will receive information about the UCP and internal resolution process in the Parent/Student Handbook.

The District shall refer all disputes not related to possible violations of the Charter or law back to EAA-ME for resolution through its internal procedures.

### **Element 15 – Charter School Closure Procedures**

**Governing Law:** The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. (Ed. Code § 47605(c)(5)(O))

The decision to close Elite Academic Academy Lucerne ("EAA-ME"), whether by action of the Governance Council, by non-renewal or revocation of the charter by Mountain Empire Unified School District (LVUSD), or by voluntary action, will be documented in a formal Closure Action. This action will identify the reason for closure, the effective date, and the individual(s) designated to carry out closure-related activities.

Closure proceedings are not subject to the charter's dispute resolution procedures.

Notification of Closure

Within 72 hours of the Closure Action, EAA-ME will notify, in writing, the following parties:

- Parents/Guardians and Students – with information on how to access pupil records, transcripts, credits, and guidance for enrolling in other schools.
- Mountain Empire Unified School District (MEUSD) – including a copy of the Closure Action and designation of responsible person(s).
- San Diego County Office of Education (SDCOE).
- California Department of Education (CDE).
- Special Education Local Plan Area (SELPA).
- Retirement Systems – including CalSTRS, CalPERS, and Social Security, as applicable.
- All Employees and Vendors – including notice of effective date and employment verification timelines.

Each notice will include:

- The reason for closure.
- Effective closure date.
- Contact information for the person(s) handling inquiries.
- Instructions for obtaining student records and transcripts.
- Information on transferring or enrolling students in another appropriate school.

### **Student and Personnel Records**

- All original student cumulative records will be transferred to MEUSD within 7 calendar days of closure, consistent with Ed. Code § 49068 and FERPA.
- EAA-ME will provide an electronic master list of all students, including name, SSID, grade, district of residence, courses completed, and contact information for parents/guardians.

- Special education, Section 504, and EL records will be separately identified and transferred.
- Personnel records will be maintained in accordance with law, with a designated custodian identified for access after closure.

### **Financial Close-Out**

- EAA-ME will complete an independent final audit within six months of closure, conducted by a licensed CPA using generally accepted accounting principles.
- The audit will include:
  - An accounting of all assets (cash, receivables, property, intellectual property).
  - An accounting of all liabilities (payables, loans, employee compensation, benefits, and other obligations).
  - Disposition of restricted funds.
- Any remaining assets, after payment of liabilities, shall be distributed in accordance with the Articles of Incorporation, applicable laws, and IRS regulations for nonprofit public benefit corporations. Assets purchased with public funds shall be returned to the appropriate public entity. Restricted grant funds shall be returned to their source.

### **Disposition of Liabilities and Assets**

- All debts and liabilities of EAA-ME will be satisfied first from unrestricted funds.
- Any remaining net assets will be distributed to another California public school or public educational program in accordance with law.
- Donated property and grant funds will be returned per the terms of donation or grant.

### **Additional Provisions**

- The Governance Council shall adopt a written plan for winding up the corporation consistent with the California Corporations Code.
- EAA-ME will complete all final state and federal reporting, including but not limited to: IRS Form 990, final tax filings, W-2s, Form 1099s, and all reports required by Ed. Code § 47604.33.
- The reserve fund will be used to cover closure expenses.

### **Survival of Provisions**

These closure procedures shall survive the termination, revocation, or non-renewal of the charter and remain enforceable until all close-out activities are completed.

### **Additional Provisions**

- **Acknowledgment** – EAA-ME is primarily nonclassroom-based but may request district facilities when needed.  
Agreement – EAA-ME and LVUSD may enter into a facilities use agreement or resource center created within accordance with the law.
- **Compliance** – All facility use will comply with Ed. Code §§ 47605, 47605.1, and district policies.

### **Facilities & Operations**

Elite Academic Academy Mountain Empire (EAA-ME) operates as a non-classroom-based independent study charter school and does not regularly utilize District-owned facilities.

However, EAA-ME and Mountain Empire Unified School District (LVUSD) may enter into a facilities use agreement to support the operation of EAA-ME students. Such agreements will be developed in good faith and will outline terms for safe, equitable, and legally compliant access to District facilities for program activities at any time.

If EAA-ME occupies or leases any non-district or district facilities in the future, the school will:

- Ensure compliance with Education Code §§ 47605, 47605.1, and 47602(a) regarding geographic and site limitations.
- Provide a valid Certificate of Occupancy (or equivalent documentation) prior to student or staff use.

- Maintain compliance with building, fire, health, safety, accessibility (ADA/Section 504), and zoning codes.
- Comply with the Healthy Schools Act (Ed. Code § 17608) and Asbestos Hazard Emergency Response Act (AHERA), as applicable.
- Keep readily accessible records documenting facilities compliance and provide them to LVUSD upon request.

**Assurance Statement:**

EAA-ME affirms that it will only operate from facilities that fully comply with all state and federal requirements. When District facilities are used under agreement for EAA-ME, the Charter will work in collaboration with LVUSD to ensure safe, effective, and compliant facility use.

**Fiscal Oversight & Insurance**

Insurance Requirements - EAA-ME shall secure and maintain insurance coverage at minimum in the following areas:

- Commercial General Liability – \$5,000,000 per occurrence/aggregate.
- Workers’ Compensation & Employer Liability – as required by law.
- Commercial Auto Liability – \$1,000,000 (or \$5,000,000 if transporting students).
- Errors & Omissions/Directors & Officers – \$5,000,000.
- Sexual Molestation & Abuse Liability – \$5,000,000.
- Employment Practices Liability – \$5,000,000.
- Crime/Fidelity Bond – \$1,000,000 minimum.
- Cyber Liability – \$500,000 minimum.

Mountain Empire Unified School District shall be named as an additional insured on all applicable policies. Certificates of insurance will be furnished annually and updated upon policy renewal or modification.

Fiscal Oversight and Reporting - EAA-ME acknowledges LVUSD's statutory oversight authority (Ed. Code § 47604.32) and responsibility. The District may charge an oversight fee in accordance with Ed. Code § 47613 (up to 1% of revenues, or 3% if facilities are provided substantially rent-free).

EAA-ME will:

- Maintain a recommended cash reserve of 5% of expenditures (5 CCR § 15450).
- Ensure all third-party contracts comply with state and federal law.
- Authorize LVUSD to deduct amounts owed (e.g., for special education services) from in-lieu property taxes, as permitted by law.
- Include student body funds in its annual audit, if applicable.

Required Financial Reports (Ed. Code § 47604.33):

- By July 1 – Preliminary budget and LCAP update.
- By December 15 – First interim report (through October 31) and annual independent audit.
- By March 15 – Second interim report (through January 31).
- By September 15 – Unaudited actuals for the prior fiscal year.

EAA-ME shall also submit CBEDS, ADA, SARC, and other reports as required by law or requested by LVUSD.

### **Audit and Inspections**

EAA-ME shall be subject to LVUSD oversight and audits. The District may audit financial and operational records, including governance, fiscal controls, attendance reporting, and safety compliance. Audits may be conducted with 30 days' notice, or 24 hours' notice when immediate review is necessary.

### **Civil Liability and Risk Management**

EAA-ME is operated as a California nonprofit public benefit corporation under IRS §

501(c)(3). Pursuant to Ed. Code § 47604(d), LVUSD shall not be liable for the debts or obligations of EAA-ME if the District fulfills its oversight responsibilities.

EAA-ME's bylaws provide for indemnification of its Board, officers, agents, and employees. The school shall maintain liability, Directors and Officers, and fidelity bond coverage and implement risk management practices (employee screening, codes of conduct, safety protocols, dispute resolution).

**Assurance Statement:**

EAA-ME commits to transparent fiscal management, rigorous internal controls, and full compliance with LVUSD oversight. The Academy affirms that the District will not bear liability for school operations and that all obligations will be responsibly managed by the EAA-ME Board of Directors.

GENERAL PROVISIONS OF THE PROPOSED CHARTER

***Term***

The term of this Charter shall be July 1, 2026 – June 30, 2031. This Charter may be renewed for one or more subsequent five (5) year terms upon the mutual agreement of the parties.

***Revisions***

Material revisions of this Charter may be made in writing, with the consent of the District, pursuant to the standards, criteria, and timelines set forth in Education Code Section 47605; provided however that Charter School shall not be required to obtain petition signatures prior to making material revisions to the charter petition.

***Severability***

The terms of this Charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the Charter shall remain in effect, unless mutually agreed otherwise by the respective boards of EAA-ME and the Mountain Empire Unified School District.

***Miscellaneous***

The Mountain Empire Unified School District and EAA-ME shall engage in a mutually agreeable memorandum of understanding (MOU), which outlines further details of the relationship between the District and the school. The MOU may include, but not be limited to, the following:

- transportation and food services to be provided by the District, if any
- services to be purchased by the school from the District, and the fee schedule for

such services

- details of the oversight and monitoring relationship between the school and the District
- mutual indemnification from loss
- cash advances to handle cash flow issues, if necessary
- EAA-ME's receipt of mandated cost reimbursement
- fiscal reporting requirements to the state, either independently or through the District
- District support for the school in seeking additional funding

### ***Communication and Notices***

All official communication between Elite Academic Academy-Lucerne and the District will be sent via first class mail or other appropriate means to the EAA-ME CEO and the Superintendent of the District.

*Additional evidence, data, and supporting documentation referenced throughout this petition are included in the **Appendices**. These materials provide verification of program implementation, student outcomes, governance practices, and compliance with all applicable state and federal requirements.*

## **Appendices -Supporting Documentation Links**

### **Element 1 – Educational Program**

- **Appendix A-1:** A-G Course Lists
- **Appendix A-2:** State Testing Historical Scores
- **Appendix A-3:**CAASPP Celebrations
- **Appendix A-4:**Homeschool EOY Data
- **Appendix A-5:**Flex EOY Data
- **Appendix A-6:**Virtual EOY Data
- **Appendix A-7:** MTSS Staff Survey Data &MTSS Student Data
- **Appendix A-8:** CTE Course Catalog; Virtual Course Catalog
- **Appendix A-9:** Sample Academy Schedules
- **Appendix A-10:** Student Clubs
- **Appendix A-11:** Teaching With Intention Guide
- **Appendix A-12:** Community Partners
- **Appendix A-13:** Example of Homeschool Grade-Level Curriculum Choices
- **Appendix A-14:** Personalized Learning Plan Example

### **Element 2 – Measurable Pupil Outcomes**

- Appendix B-1: i-Ready/Diagnostic Growth Reports
- Appendix B-2: WASC
  - WASC 2021 Self-Study Report
  - **WASC 2021 Visiting Committee Self-Study Report**
  - [2022 EAA-ME WASC 6 Year Accreditation](#)
  - [2025 EAA-ME WASC Mid-Cycle Report](#)
- **Appendix B-3:** [SARC Example](#)

### **Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured**

- **Appendix C-1:** Assessment Calendar

### **Element 4 – Governance**

- **Appendix D-1:** [Board Bylaws](#)
- **Appendix D-2:** [Conflict of Interest Code](#)
- **Appendix D-3:** [Board Member Bios & Resumes](#)
- **Appendix D-4:** [Board Calendar & Sample Agendas/Minutes](#)
- **Appendix D-5:** [Organizational Structure](#)

### **Element 5 – Employee Qualifications**

- Appendix E-1: [Employee Handbook](#)

### **Element 6 – Health & Safety Procedures**

- Appendix F-1: [Cal/OSHA Publications Unit](#)

### **Element 7 – Means to Achieve Racial & Ethnic Balance**

- Appendix G-1: [Enrollment Demographic Data Comparisons](#)

### **Element 8 – Admissions Policies and Procedures**

- Appendix H-1: McKinney-Vento & Foster Youth Policies
  - [Policy Overview](#)
  - [Store Card Administration Policy](#)
  - [Email to Teachers Introducing McKinney-Vento](#)
- Appendix H-2: [Non-Discrimination Policy](#)
- Appendix H-3: [Student Application](#)

### **Element 9 – Annual Financial Audits**

- Appendix I-1: Most Recent Independent Audit Report
- Appendix I-2: Auditor Engagement Letter

### **Element 10 - Suspension and Expulsion Procedures**

- Appendix J-1: [Handbook](#)

### **Element 14 – Mandatory Dispute Resolution**

- Appendix K-1: [Dispute Resolution Policy](#)

### **Additional Recommended General Appendices**

- Appendix L-1: [Parent/Student Handbook](#)
- Appendix L-2: [LCAP](#)
- Appendix L-3: [CEO Reports ME](#)

