



Lucerne

Presented to: Lucerne Valley Unified School District

October 20, 2017

Presented by: Dr. Brent Woodard

Petitioners Point of Contact: Brent Woodard Ph.D. - CEO

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AFFIRMATIONS

As the authorized lead petitioner, I, Dr. Brent Woodard, hereby certify that the information submitted in this petition for a California public charter school to be named Elite Academic Academy-Lucerne (“EAA-L” or the “Charter School”), and to be chartered by the Lucerne Valley Unified School District (“Lucerne Valley Unified School District” or the “District”) is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, I agree, EAA-L:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851 (if applicable), and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of EAA-L for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(6)]
- Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall not determine student admission based on a student’s place of residence, but may observe a preference for students residing within the District in the event a public random drawing is necessary.
- Shall admit all students who wish to attend the Charter School¹, and who submit a timely application, unless EAA-L receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)]

¹ Special education students may not participate in independent study unless it is specified as an instructional method in their Individualized Education Program. (Ed. Code, § 51745(c).)

- Shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived 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 or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- 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, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. California Code of Regulations, Title 5, Section 11967.5.1(f)(5)(c)]
- Shall ensure that teachers at EAA-L hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. Education Code Section 47605(l)]
- Shall at all times maintain all necessary and appropriate insurance coverage.
- 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)
- Shall notify the superintendent of the school district of the pupil's last known address within 30 days, if a pupil is expelled or leaves EAA-L without graduating or completing the school year for any reason, 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. [Ref. Education Code Section 47605(d)(3)]
- Shall comply with the Ralph M. Brown Act, as it is applied to school districts, for all meetings of the governing board for Charter School. [Ref. Government Code Section 54950 et seq.]
- Shall follow any and all other federal, state, and local laws and regulations that apply to EAA-L including but not limited to:

- EAA-L shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)(2)]
- EAA-L shall on a regular basis consult with its parents and teachers regarding EAA-L's education programs. [Ref. Education Code Section 47605(c)(2)]
- EAA-L shall comply with any jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- EAA-L shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610(c)]
- EAA-L shall comply with all applicable portions of the Elementary and Secondary Education Act and the Every Student Succeeds Act.
- EAA-L shall comply with the Public Records Act.
- EAA-L shall comply with the Family Educational Rights and Privacy Act.
- Charter School shall meet or exceed the legally required minimum number of school days as applicable. [Ref. California Code of Regulations, Title 5, Section 11960(b)]

Lead Petitioner Signature

Date

ELEMENT 1: 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(b)(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(b)(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(b)(5)(A)(iii).

1) Mission

Elite Academic Academy-Lucerne (EAA-L) K-12 is the premier independent study educational option with the goal of ensuring college, vocational and workforce readiness from all of our graduates. We believe learning best occurs in flexible individualized home school and virtual/blended 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-L 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.

2) Vision

Elite Academic Academy-Lucerne 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.

3) Educational Philosophy and What it Means to be Educated in the 21st Century

Elite Academic Academy-Lucerne defines success in the 21st Century for our students as an ability to: responsibly and individually set goals and become self-motivated, as well as to be competent and prepared for the challenges ahead, and to develop an appreciation for lifelong learning. We prepare students to be individual and motivated thinkers, and to ask for help when needed, but also to be prepared and confident when stepping out on their own. We assess for the fulfillment of these signs of success through a variety of measures such as: State Standardized testing, Teacher observations and Teacher created tasks, Ed Performance/Scantron Testing, i Ready, NWEA, MBTI (Myers Briggs Type Indicator), school created bench-mark assessments, Parent/Teacher/Student Learning Period meetings, report cards, portfolios, learning journals, presentations, labs, quizzes, and finals.

We recognize that life is not always easy; however, cognitive processes and inherent self-value are significant in the pursuit and attainment of personal goals and dreams. We challenge students to develop an appreciation for knowledge, and we make the educational material meaningful for students.

Students enrolled in grades K-12 will 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.

	Homeschool	Virtual	Blended "Hybrid"
K-5	x		x
6-8	x	x	x
9-12	x	x	x

4) WASC and Plan for Transferability of Courses

EAA-L will inform the parents about the transferability of courses to other public high schools and how those courses meet college entrance requirements for the University of California and California State University through individual meetings with his/her assigned teacher, parent information meetings, and via the high school handbook that is provided to all high school students and parents. Teachers will receive annual training in these requirements. EAA-L will seek WASC accreditation in the 2018/2019 school year. We will also seek NCAA approval.

5) How Learning Best Occurs.

We believe learning best occurs in flexible individualized home school and virtual/blended academies for students who need individualized learning and are not successful or choose not to attend traditional brick and mortar schools.

K-12 School Program Offering

The Digital Learning Council (DLC) defined the elements and identified the actions that need to be taken by lawmakers and policymakers to foster a high quality, customized education for all students. This includes technology-enhanced learning in traditional schools, online and virtual learning, and blended learning that combines online and onsite learning. The elements, policies, and recommendations made by the DLC were based on input and feedback from members expressed during individual interviews, more than 40 web conferences and via email.

10 Elements of High Quality Digital Learning

1. **Student Eligibility:** All students are digital learners.
2. **Student Access:** All students have access to high quality digital content and online courses.
3. **Personalized Learning:** All students can customize their education using digital content through an approved provider.
4. **Advancement:** Students progress based on demonstrated competency.
5. **Content:** Digital content, instructional materials, and online and blended learning courses are high quality.
6. **Instruction:** Digital instruction and teachers are high quality.

7. **Providers:** All students have access to multiple high quality providers.
8. **Assessment and Accountability:** Student learning is the metric for evaluating the quality of content and instruction.
9. **Funding:** Funding creates incentives for performance, options and innovation.
10. **Delivery:** Infrastructure supports digital learning.

EAA-L has taken this research and modeled our program such that we will incorporate best practices, as well each of the elements to the aforementioned components necessary for successful integration of digital learning. We will provide all students with the opportunity to have access to virtual learning, which we believe to be a fundamental component for 21st century learners. Online learning will be available in our computer lab and accessible to students whose homes have internet access. Since not every student has internet access, or even a computer, EAA-L teachers will work in collaboration with parents/ guardians, libraries, and transportation agencies to allow students the opportunity to access to computers and the internet, even if their homes do not have computers or internet access.

Elite Virtual Academy

Students in grades 6-12th who choose Elite Virtual Academy (EVA) are self-motivated, independent learners. Students learn with the flexibility of online courses and Common Core aligned curriculum with the consistency of a traditional calendar. Elite's highly qualified, California credentialed teachers create syllabi for students to follow which includes regular attendance in online courses.

Each week students have assignments that are accessible through the online platform which can be accessed 24/7. Students follow the individualized learning plan (ILP) created by Elite's teachers as they work through their assigned coursework throughout the school week. Supplemental books and worksheets may be assigned per course to give added enhancement to learning.

EVA students will have additional support with Elite's highly qualified, California credentialed teachers in each of the subjects in which he or she is assigned. These subject teachers will work in partnership with the student's homeroom teacher who will also monitor student assignments, progress, and success.

Elite teachers are available to EVA students during regular business hours. Each course may have a weekly live session held in our online virtual classroom where Elite teachers may take students on virtual field trips, prepare for an upcoming test, or present information to enrich the material that the students access online throughout the week.

Teachers are the architects of their courses and in this virtual educational model. Elite Educators will develop courses leveraging all digital tools, which include learning networks, online publisher materials, websites, Wimba (tools for synchronous and asynchronous webinars), learning software, and threaded discussions. All instructional elements are housed in a learning shell, commonly referred to as a learning management system. Once courses are developed, they will be modified to meet individual needs of learners in a digital and/or “blended” (or hybrid) online environment, as instruction can be facilitated in class as well as in the digital environment. Courses will vary to meet A-G requirements and/or credit recovery, depending on the needs of the students. Vendor-developed courseware may be purchased to provide digital delivery such as Edgenuity®, Aventa®, etc., to fill learning gaps or provide program supports for the students until such time we have all courses designed by Elite Educators.

Students will also use other online support such as Skype, Blackboard, Google Chat, Facetime and YouTube for face-to-face or direct instruction when needed. Communication and support is inherent within this option and is essential to keeping the students on track. The variety of educational partners provides extra reinforcement that the students need in order to be successful.

Elite Homeschool Academy

Students enrolled in grades K-12 will have the option of being part of Elite’s Homeschool Academy (EHA). Elite’s highly qualified, California credentialed teacher will work with their assigned students and parents/guardians to identify and implement an individualized learning plan, (ILP). At least every 20 school days, the Elite teacher, student and parent/guardian will meet at a mutually agreed upon public location in the authorized attendance area. During these meetings, the teacher will assess student understanding of the material covered thus far, reteach concepts not yet mastered, and administer benchmark assessments and other informal Common Core aligned diagnostic tests to be sure that the students are gaining a true understanding of the concepts being presented.

Elite teachers will provide monthly lesson plans aligned to the Common Core and all necessary materials to support these lessons. EHA students will use Common Core SBE approved curriculum such as Pearson, Glencoe, Prentice Hall, Evan-Moor, Houghton Mifflin Harcourt, and other textbooks, as described in the parent curriculum list (See Exhibit D). Students will be required to complete their monthly assignments in order to stay on track and meet their individualized goals.

In addition to scheduled learning period meetings, students and parents/guardians will have

access to their teachers during the school day via phone, email, online domains, and one-on-one appointments, as needed. Elite's teachers act as partners of the parent/guardian to ensure student achievement through a flexible, rigorous, relevant, individualized, and standards based aligned education.

Students will have access to tutors, small group instruction, and enrichment opportunities to explore their individual passions and develop a solid foundation in the areas of their academic weaknesses as well. Students may choose to attend EAA-L sponsored field trips and group activities.

K-12 Blended Learning

Blended learning has arrived in K-12 education. Over the past few years, technology has grown to influence nearly every aspect of the U.S. education system. With this growth, a variety of school models have emerged—ranging from integrating more technology into classrooms to creating fully online education experiences. Blended learning is just one piece of this expanding technology landscape, but it has attracted particular attention for its potential to marry existing pedagogy and practice with new innovations in teaching and learning. The following definition of blended learning, developed by researchers at the Innosight Institute, provides a useful starting point for understanding its role in the field: (Bernatek, Cohen, Hanlon, Wilka, Blended Learning in Practice, 2012)

“Blended learning is a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace and at least in part at a supervised brick-and-mortar location away from home.” (Staker and Horn, Innosight Institute, 2012)

Elite's Blended Academy (EBA) is a combination of both a virtual and in-person independent study program that is for students who need more hands-on support to be successful. Through a blend of online and offline materials, students are engaged in learning and discovery.

Our Blended program enables more individualized instruction through multiple learning modalities and customized learning plans. Technology and tutors enable multiple forms of individualization. Teachers and students use real-time data to set goals, track progress, and adjust the use of learning modalities.

Students move between virtual classrooms with teachers specialized in their subject, on-site

small group instruction workshops, learning labs, and at-home studies. Lessons target skills aligned to standards-based curriculum and knowledge gaps where appropriate. Student time spent with intervention and remediation is based on student performance in quarterly benchmark assessments and baseline assessments.

Students may choose to attend core and enrichment classes as well as meet with an Elite highly qualified, California credentialed teacher in a locally authorized resource center. During this time, the teacher will assess student understanding of the material covered thus far. Blended students will have access to tutors, small group instruction classes, and enrichment opportunities to explore their individual passions and develop a solid foundation in the areas of their academic weaknesses as well. Teachers will communicate with the parent/guardian on a regular basis, and will act as partners with parents in their child's education. Students will have access to teachers through phone, email, online domains, and face-to-face interaction through one-on-one appointments when needed. Students may choose to attend school sponsored field trips and group activities.

Individualized learning/lesson plans (ILP) are used to show students what assignments they need to do on a daily basis. The ILP guides the student through the textbook or online course, outlining reading sections, writing activities, terms and concepts, assessments, reviews, and enrichment exercises. Students check off the listed lessons as they are completed.

EBA allows High School students to simultaneously take credit recovery, AP, and other supplemental courses. This program provides standardized, credit based classes for academic recovery students, accelerated students, and those students who may not otherwise graduate. Students in this program are primarily responsible for completing the required reading and all assignments which are outlined on their monthly assignment guide. These students also have the option of working through packets which break down the textbooks into smaller, doable assignments. When a student completes a packet, the student has earned one credit towards the completion of the course.

Many students in this program are directly responsible for managing their time, and developing their own schedules that promote independent thinking skills, thus preparing them for the working world. Teachers assist them in creating this schedule and stay in contact with the parent/guardian in order to ensure that students are completing an appropriate amount of school work while working through their studies at home.

Student's transcripts are evaluated upon intake and classes are given in a block schedule which

allows students to focus on one or two classes at a time. Students are expected to complete classes in a timely manner, allowing students to meet their educational goals.

6) Whom We Plan to Educate

EAA-L will be open to all students in grades TK-12 in San Bernardino County, and its contiguous counties of Inyo, Kern, Los Angeles, Orange, and Riverside. EAA-L will be nonsectarian in its programs, admission policies, employment practices, and all other operations. EAA-L shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, gender, religion, national origin, ability, disability, or place of residence.

EAA-L will seek to serve K-12 (our K program will be inclusive of a TK program) students who demonstrate an interest, desire, and aptitude for a virtual, blended or homeschool individualized learning environment. These might be students who are high performing or potentially so, but they find too much distraction or too little stimulation in the traditional classroom environment. Alternatively, these might be students who are interested and benefit from one-on-one support and will thrive working in the home with their parent supporting the day-to-day instruction. The charter school's goal in the virtual and homeschool individualized model will also serve students who need an alternative to daily classroom attendance. These students may not be motivated and face challenges (bullying, teen pregnancy, transient family, need employment, family beliefs etc.) to attend school a full-time campus. The goal of the EAA-L model is designed to serve all of these students effectively through a flexible learning environment, diverse curriculum options and dedicated, individualized teacher support.

EAA-L will serve grades K through 12. The projected enrollment for the 2018-2019 school year is 200 students. As the program grows and expands, we anticipate serving as many students as we can serve and ensure a balanced budget.

7) Partnerships

EAA-L will form partnerships with federally funded learn to work programs including, but not limited, to Career Technical Education (CTE), Conservation Corps (CCC), Local Conservation Corps (LCC), Job Corps, YouthBuild (YB), and Workforce Investment Opportunities Act programs (WIOA). The WIOA is important legislation that is designed fund programs that strengthen and improve upon the public workforce by providing avenues to employment for youth and out of work adults. ² EAA-L Charter's partnership will support the local business sector in increasing the

² <https://www.doleta.gov/wioa/>

amount of students that have the skills necessary to be gainfully employed in a career field that interests them.

In an effort to improve the US economy WIOA partnerships work to effectively and efficiently provide career pathways opportunities that benefit both the workers and the community as follows:³

Workers/ Youth

- Collaboration with agencies to improve access to services that support in gainful employment
- Transparency and accountability to ensure high quality of educational and training center providers
- Increased information about available training programs in the community.
- Opportunity to get a good well-paying job

Employers

- Help to guide the workforce system to ensure that services meet the demands of the local job market
- Apprenticeship programs to provide an opportunity for continual skilled employee pool

Communities

- Partnerships enhance community development
- Ensure local agencies and education partners and meet the demands of the community
- Increased re-employment opportunities

An Advisory Council of business and industry partners, to review and advise on career preparation and workforce training, will be identified and developed to support the goals and relationships between entities that align the workforce investment and economic development training and activities.

This Advisory Board will meet quarterly to review strategies on how education and industry work together to create high-quality career pathway programs, which are aligned with local and regional needs of business and industry. The focus on collaboration and community support will be addressed through discussions on developing sustainable collaboration and/or partnerships between education and business; reviewing regional career pathways to understand the alignment to local labor market needs; exploring how to integrate academic and career-based

³ https://www.doleta.gov/wioa/Docs/WIOA_Factsheets.pdf

learning that aligns with local need, growth, and emerging areas of business and considering ways and the means to establish effective work-based learning programs between education and business

8) Curriculum and Instructional Design

Student Information System

EAA-L will use School Pathways, or a similar high quality platform, for its Student Information System (“SIS”). This web-based data system will contain all student information, allowing EAA-L to continually assess its educational program to make data driven decisions relative to course offerings and student outreach. The SIS has a sophisticated reporting capability that EAA-L staff will have access to at varying levels. This system will house current and historical records of student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting, such as CALPADs, CBEDS-ORA, and Civil Rights Data Collection. It is one of the only Student Information Systems of its kind designed specifically for independent study programs.

In addition, the SIS provides the capability of making decisions about curriculum offerings and teacher assignments; determining correct student course placement; using state testing data for student placement and support needs; and tracking grades and progress toward graduation. EAA-L strives to be a data driven organization in order to make decisions that best serve student needs and help them become successful graduates of the school.

Curriculum Overview

The school’s learning environment will be a homeschool, virtual, or blended model, with curriculum delivered via synchronous and asynchronous modes in both an online, homeschool or blended environment. (See Exhibit D) EAA-L will contract with multiple companies to offer the most up to date, state board approved, quality curriculum possible. We also will be working with our Elite Educators to create our very own virtual courses using platforms such as Blackboard Connect, Google Classroom, and Elluminate. For the homeschool model, the curriculum will be chosen by the parent/guardian, the teacher and the student and will be based on state standards, student’s learning style, student’s working level, and the educational philosophy being followed. The teachers will have hundreds of options for curriculum, including the state-approved material list (<http://www.cde.ca.gov/ci/cr/cf/>), as well as curriculum associated with various educational philosophies. (See Exhibit D)

Elite Virtual Academy Curriculum

EAA-L will build a standards-based online curriculum grounded in a tradition of solid research, sound pedagogy, and applied innovation. Our goal is to develop rigorous, relevant curriculum that will challenge students with a 21st century approach and engage them with interactive, media-rich content.

Whether the student is falling behind, at grade level, or advanced, their individual unique needs can be accommodated in an environment in which they will thrive. Teacher created or state board approved vendor courseware will be used in a lab setting, as a blended model where online courses supplement the traditional classroom, or with a completely virtual experience. The courses will contain:

- Interactive, media-rich content that actively engages students
- Robust flexibility that allows the teacher to customize courseware to meet each student's unique needs, and is aligned to Common Core and state standards
- A broad range of core subjects, electives, global languages, and Advanced Placement courses
- High-quality content for original credit, supplemental learning, credit recovery, unit recovery, and extended learning

By focusing on instruction that fills learners' knowledge gaps and providing them with personalized learning experiences, EAA-L will target the specific issues that have prevented students from moving forward in the past. In order to do this, the curriculum must:

- Provide pretests which precisely identify a student's knowledge gaps
- Personalize a learning path prescribed based on pretest results
- Offer a comprehensive offering of rigorous full-semester courses based on state and Common Core standards
- Be a proven effective curriculum

The ultimate goal of EAA-L is for our very own highly qualified teachers to creatively design relevant, up-to-date virtual courses to allow for increased interaction with the students and increased differentiation to meet the unique needs of our academic learners.

Elite Homeschool Academy Curriculum

The goal of the homeschool program is to provide students with many curriculum options and pathways to prepare students to meet their individual educational, personal, and post high school

goals.

Homeschool students work with an Elite highly qualified, California credentialed teacher to develop an individualized plan (ILP) that incorporates the student's learning style, the parent's educational philosophy, and individual goals and interests. The ILP will be used to guide parents/guardians through the learning materials (curriculum) to ensure student achievement.

K-8th grade students are assigned a multiple subject credentialed teacher who is trained in the various school supported philosophies which include Charlotte Mason, Classical, Montessori, Traditional, Waldorf, Unit Study, and more. Students are able to use instructional funds to purchase approved curriculum and materials, and to take classes through our extensive vendor list. They may participate in extracurricular activities such as the arts and sports, as well as to take advantage of additional academic support through tutors and in-person core classes.

Students in 9th-12th grade will be assigned a homeroom teacher and counselor who are trained in the many curriculum options that will lead them to meeting their post-graduation goals. Our highly experienced guidance department will work individually with each student and his/her parent/guardian to custom build the student's semester and four-year plan. Included in this four year plan will also be suggested California State Board approved curriculum options that will support them in reaching their goals.

Elite Blended Academy Curriculum

In this educational model students will have access to both the virtual and homeschool curriculum options. Their homeroom teacher will work with each enrolled student to choose a curriculum path that meets their individual student needs. The delivery however, will be different. Students in this model will have a choice to take a course virtually or by using a text book.

Attendance Tracking

Regular attendance is very important to the success of both the student and our school. Charter schools are funded based on "average daily attendance" or ADA. "Attendance" means when a student is engaged in educational activities required of them by the school, on days when school is actually taught. (5 C.C.R. 11960(a).) Since EAA-L will be a non-classroom based independent instructional program, ADA will be calculated based on the work completed by the student and submitted by the due dates established in the independent study master agreement. The teacher of record subsequently assesses the student's work to determine whether the time value amounts to a full day of work.

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-L will offer 4 tracks on a 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.

First Progress Improvement Notification

If a parent or student fails to meet the responsibilities outlined above, the school will send a letter to the parent/guardian informing the family that the student has failed to meet the minimum standards of independent study and/or the Governing Board policies. The letter will include the reason for the notification so the parent and student are aware that they are not fulfilling their independent study responsibilities.

If the reason for the notification is that the student failed to attain 70% of learning completed/attained per the credentialed teacher of record, a follow-up learning period meeting must occur within ten school days. This meeting will take place to ensure the student is back on-track. If the reason for the notification is that the parent or student did not attend a learning period meeting, a follow-up learning period meeting must occur within five school days.

Second Notification - Meeting with School's Educational Team

If a parent or student fails to meet the responsibilities outlined above for a second time within the same school year, EAA-L will send a letter to the parent/guardian informing the family that the student has failed to meet the minimum standards of independent study and/or the Governing Board policies. The letter will include the reason for the notification so the parent and student are aware that they are not fulfilling their responsibilities with the school.

If the reason for the second notification is that the student failed to attain 70% of learning completed/attained per the credentialed teacher of record, a student support meeting will be scheduled with the school's educational team within five days. The school's educational team will include the student, parent, teacher, and school designee. The purpose of the meeting will be to develop a plan to support the student's success. An additional follow-up learning period meeting must occur within ten school days of the student support meeting. This meeting will take place to ensure the student has begun making adequate progress.

If the parent/student do not attend the scheduled student support meeting, the meeting will be held with the teacher and school designee, and the student will receive the third notification from EAA-L. If the reason for the notification is that the parent or student missed a learning period meeting, a follow-up meeting must occur within five school days.

Third Notification

If a parent or student fails to meet the responsibilities mentioned above for a third time within the same school year, an evaluation will be conducted to determine whether it is in the best interests of the pupil to remain in independent study. If the evaluation finds that it is not in the best interest of the student to remain in independent study, the student may be involuntarily withdrawn. The EAA-L will send a letter to the parent/guardian informing the family that the student has failed to meet the minimum standards of independent study and/or the Governing Board policies and has been involuntarily withdrawn from the school. This letter will be sent by registered mail and the student's district of residence will be notified. A written record of the findings of any evaluation made as a result of missed assignments shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the student transfers to another California public school, the record shall be forwarded to that school.

9) Students Not Achieving at Expected Levels:

Indicates how the charter school will identify and respond to the needs of pupils who are not achieving at or above expected levels. [Criteria for Review; CCR-5, Section 11967.5.1(f) (1) (F)]
Students who are academically low achieving will be identified by EAA-L teachers through

ongoing progress and attendance reports, placement tests, course assessments, standardized tests, and regular parents and student observations. Instruction will be designed around a wide variety of assignments that afford students varied ways to demonstrate mastery of content. These include, but are not limited to, verbal discussions, written and verbal course assignments, practice assignments, quizzes, journals, essays, creative writing papers, research projects, group projects, exams, reviews/case studies, and portfolios. This gives our educators plenty of avenues to determine if a student is academically low achieving.

Structural Elements and Strategic Responses for Raising Student Achievement Levels

Once a student has been identified by staff as a low achieving student we work in collaboration with the parent and student to create the necessary plan to support each individual student. Research strongly suggests that when parents and teachers work together, there is a greater probability for student's success. At our school, parents are heavily involved in their child's education, and EAA-L feels that this is a fundamental attribute to the success of our students.

The flexible nature of our pacing and curriculum allows teachers to provide remediation, support, and additional challenge wherever it is needed during the school year, proactively supporting students and addressing individual needs before more intensive intervention efforts are required.

While all students can benefit from the flexible pacing inherent in the school's virtual, homeschool and virtual/blended programs, struggling students in particular will benefit from a curriculum that does not mandate that all students demonstrate their knowledge and skills in identical ways or at identical times.

EAA-L's plan for low academic achievers is modeled after the Response to Intervention (RTI) framework. Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction.

Tier 1: High-Quality Instruction, Screening, and Group Interventions

Within Tier 1, all students receive high-quality instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being “at risk” through universal screenings and/or results on state or local tests receive supplemental additional support and remediation. The length of time for this step can vary, but it generally should not exceed 8 weeks. During that time, student progress is closely monitored using a validated screening system such as curriculum-based measurement. At the end of this period, students showing significant progress are generally returned to the traditional educational program. Students not showing adequate progress are moved to Tier 2.

Tier 2: Targeted Interventions

Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are usually provided in small-group settings in addition to instruction in the general curriculum. Interventions at this stage may be in the form of tutoring with an approved vendor or Elite Educator that takes place in person or virtually. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

Tier 3: Intensive Interventions and Comprehensive Evaluation

At this level, students receive individualized, intensive interventions that target the students’ skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA 2004). The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

Student Success Team:

The SST process emphasizes that early intervention for struggling students is a function of the general education program and not of special education. The SST is a school-based problem-solving team composed primarily of general educators who provide support to teachers and parents to improve the quality of the general education program and reduce the underachievement of students. SST is often thought of as a “think-tank”, a peer support group, or a forum for structured and routine focus on addressing student needs. The intervention team is a common sense approach that offers a systematic process to successfully close the gap through which students have traditionally fallen. The team is not so much a “new” service, but rather it builds on existing services and efforts in order to upgrade the EAA-L’s ability to respond effectively to student needs.

Anyone who has a concern for a student can refer that student to SST for consideration. Anyone connected with the student can be included in the SST to provide information about the student, including strengths, concerns, and strategies that have been used in the past. Team members may include but are not limited to teachers, parents, counselors, doctors, administration, social workers, and law enforcement. The meeting is designed to bring out the best in the people involved.

SST meeting steps include:

1. Welcome & Expectations (2-3 minutes)

- Team Coordinator welcomes and introduces invited personnel, thanks requestor; sets positive tone
- Confirms meeting purpose, outcomes, agenda, and timelines

2. Problem Identification & Clarification (4-5 minutes)

- Requesting teacher and case liaison summarize problem succinctly

3. Brainstorm Interventions (6-8 minutes)

- Team Coordinator leads focused brainstorming
- All present generate as many interventions as possible without critiquing
- Recorder takes minutes

4. Evaluate Interventions (6-8 minutes)

- Team Coordinator leads discussion to analyze interventions, their match to the presenting problem and the feasibility of implementation
- Recorder takes minutes

5. Select Intervention(s) (3-4 minutes)

- Team Coordinator assists requesting teacher, with the support of team, to select preferred interventions

6. Write Action Plan (4-5 minutes)

- Team Coordinator leads team to complete the plan including interventions, support to the teacher, person(s) responsible, timelines, data to be collected, date for follow up meeting
- Recorder captures plan in writing; retains copy and gives to requesting teacher

7. Summarize & Close (1-2 minutes)

- Team Coordinator verbally summarizes major points of the meeting and prompts about next steps

After implementation of an SST plan and follow up, the plan will be further reviewed/revised to address concerns that have not been adequately addressed and/or effectively resolved. In addition, a referral for special education assessment might be deemed appropriate through the SST process. All grade level teachers meet with at-risk students and their parents when necessary throughout the year. The result of such meetings may be a plan that has consensus on how to support the individual student, with specific responsibilities delegated to the students, parents and teachers.

Credit Recovery

Through the support of a credentialed guidance counselor, EAA-L's virtual/blended and homeschool programs offer a credit recovery option for students. Imbedded in the above described SST process, students will meet with the team to create a credit recovery action plan that meets their individual needs. Teachers will pace courses based on student completion and proficiency rate. Students who are on a credit recovery plan will be closely monitored by their guidance counselor and teacher to ensure success. EAA-L teachers are available to support students in their classes by phone, email, in person, and the virtual classroom. They may also provide students with recorded live sessions, tutoring, and other types of support needed for the student to be successful in the courses.

10) Plan for Students Who Are Academically High Achieving

Elite Academic Academy-Lucerne believes all students need to be challenged, taught to set goals, be given support in attaining their goals. It is also our desire to also aid students in reaching far beyond the goals they set for themselves. Students who wish to work at an accelerated pace,

consistently achieve 90 percent or better on their assessment test, or score at Advanced on the CAASPP will be considered high achieving. Students will receive differentiated instruction which will be outlined on their Individualized Learning Plan, and may be assessed on GATE assessments and offered AP/ Honors classes. Teachers will develop assessments which will measure each student's understanding of a given topic, and as such students who are perceived to be high achieving will be assessed as such.

EAA-L will gladly offer advanced curriculum, enrichment class opportunities, and the option for 8th graders to take high school courses. Additionally, high achieving students will have access to various community opportunities to further enhance their interests through our CTE courses, VAPA courses, community college concurrent enrollment courses, and enrichment classes provided by our vendors. These students will also be encouraged to participate in supplemental programs such as the National Honor Society, California Scholarship Fund, Local 4H chapter and more. EAA-L counselors will offer guidance through the college process, from creating a four year plan, to concurrent enrollment, and culminating in the college application process during senior year. Exceptional students who wish to accelerate through the curriculum and graduate early will have an opportunity to do so with counselor and teacher approval.

11) Plan for English Learners

EAA-L will develop and implement a plan to serve English Learner (“EL”) students which addresses their needs, meets all state and federal mandates, and, which has a goal of exiting students from EL status. EAA-L CELDT/ELPAC testing will be facilitated and proctored by trained, qualified members of staff. EAA-L will work with teachers to provide EL support in the general education setting as outlined in the charter’s EL Master Plan.

EL students who do not accelerate one level per year on the CELDT/ELPAC, or a similar benchmark on the ELPAC, will be monitored and given extra targeted support services.

EAA-L will translate documents for families, as required by law. Documents including all CELDT/ELPAC testing correspondence, all reclassification materials, and the Master Agreement will also be translated, as needed.

Identifying Students as EL

EL students are targeted for CELDT/ELPAC testing when the Home Language Survey indicates that their primary home language is a language other than English.

- All students identified EL via the home language survey will be CELDT/ELPAC tested at the beginning of each year.
- Parents will be notified of CELDT/ELPAC results within 30 days from when EAA-L receives the testing results.
- All EAA-L students are in an English Language Mainstream academic program with an EL Support Course. The mainstream curriculum is supported by EL authorized teachers and includes vocabulary, visual, and thematic based support. EL students are accommodated within this curriculum by providing multiple opportunities to demonstrate mastery on all assessments, including writing assignments.

Criteria for Reclassifying (RFEP) EL students

The following criteria are used in tandem to determine reclassification:

- Early Advanced or Advanced on the CELDT with no subscore below Intermediate, or a similar criterion on the ELPAC
- Parent Approval
- Teacher or Assessment Coordinator approval based on work product, performance in courses, or other relevant academic criteria

EL Support Class

The EL support class will cover the state EL Standards and focus on building skills in academic vocabulary and reading/writing across the curriculum. High School students will receive elective credit for the course. The course aids EL students by providing scaffolding to build skills in academic reading and writing in all content area courses. Students will be placed in the course based on their status as an EL student until they have been reclassified. English Language core courses are chosen based on academic level and elective courses are chosen based on student interest and need (i.e. the EL support course).

- All units include vocabulary and grammar building components and targeted reading/writing strategies across content areas.
- Each individual unit is centered around a specific theme and a specific reading/writing strategy.

- EL students will be monitored relative to performance in the EL support class and progress in all academic courses. EAA-L will conference with core and support teachers on an ongoing basis.
- All EL students will be contacted regularly for check-in and progress monitoring.
- Parents will be included in all correspondence regarding student progress.

Qualified Teachers

Each teacher providing specialized academic instruction for EL students at EAA-L must meet one of the following specifications:

1. The teacher holds a teaching authorization (EL authorization) issued by the Commission on Teacher Credentialing authorizing services for student learners.
2. Whenever the student's primary language is a vehicle of instruction, the teacher must have bilingual, cross-cultural, language and academic development (BLCAD), or comparable EL authorization.

12) Plan for Special Education

EAA-L recognizes its responsibility to enroll and support all California students, including but not limited to those with disabilities who can benefit from its programs, and who otherwise qualify for enrollment. EAA-L pledges to work in cooperation with the District to ensure that a free and appropriate education is provided to all students with exceptional needs. EAA-L will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, EAA-L will comply with AB 602, District guidelines, and all California laws pertaining to special education students.

EAA-L shall initially remain, by default, a public school of the District for purposes of Special Education, pursuant to Education Code Section 47641(b). However, EAA-L reserves the right to make written verifiable assurances that it shall become an independent local educational agency ("LEA") and join a special education local plan area ("SELPA") pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium. A change in LEA status or SELPA membership shall not require a material revision of this charter. It is our goal to work with the authorizing district and determine if we want to apply for an independent LEA or remain an arm of the district for 18/19 school year.

We would anticipate that an agreement would be developed between the District and EAA-L that spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of the EAA-L. We envision an IDEIA relationship for special education to include the following agreements:

- Funds available to the charter school for purposes of Special Education will be determined using the same formula the District uses for its District schools.
- The School will use these funds to contract with the District for services, and hire the School's own Special Education personnel.
- EAA-L will use all Special Education funds for the purpose of Special Education. EAA-L shall comply with the MOU for special education as agreed upon by Lucerne Valley Unified School District and EAA-L.

Per Federal Law, all students with disabilities will be fully integrated into the programs of EAA-L, with the necessary materials, services, and equipment to support their learning. The school will ensure that any student with a disability attending EAA-L is properly identified, assessed and provided with necessary services and supports. EAA-L makes the following assurances:

- EAA-L will meet all the requirements mandated within a student's Individual Education Plan (IEP). The school will seek to include all special needs students with non-disabled peers to the maximum extent appropriate according to their IEP. However, if the student's needs as documented on the IEP require a program other than inclusion, the school will work with the District and/or SELPA to provide an appropriate placement and services.
- EAA-L will work with the District and/or SELPA to make time and facilities available to meet the needs of the student's IEP. EAA-L will actively participate in all aspects of the IEP to enable the student to be successful, including the appropriate individual tutoring schedule and classroom modifications, strategies, and techniques. The school will make available student's work products for analysis and evaluation of progress, and will conduct IEP meetings.
- If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to EAA-L. The school will encourage open communication between the parents and the District and/or SELPA for any items related to the special education services. Students at EAA-L who have IEP's will continue to attend the school, unless the IEP recommends otherwise.

- In order to comply with Child Find requirements as specified by law, EAA-L will establish a referral and assessment process that brings together the parent/guardian, student, and school personnel to address any problems that interfere with a student's success at the school. This process will entail search and serve, a Student Study Team, referral, assessment, and IEP review.

Interim and Initial Placements of New Charter School Students

If a student enrolls at EAA-L with an existing IEP, EAA-L will notify the District and/or SELPA (where applicable according to SELPA policies) within the same business day whenever possible, or before the end of the following business day. An IEP meeting will be convened within 30 days to review the existing IEP, discuss the student's present levels of performance and needs, and offer an appropriate placement and/or services. Prior to such meeting and pending agreement on a new IEP, EAA-L shall work with the District and/or SELPA to implement the existing IEP at EAA-L, or as otherwise agreed by the parent/guardian.

Referral for Assessment

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-L'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-L within 15 days. If EAA-L 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.

Assessment

Information gathered will be used as tools to determine the student's disability, eligibility for services, and the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

- Individual testing;
- Teacher observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parental input.

Unless conflicting with the District or SELPA policies and procedures, EAA-L will follow the following assessment guidelines. If a conflict with Lucerne Valley Unified School District policies and procedures exists, District policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment: 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: The student must be evaluated in all areas related to his/her suspected disability;
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory;
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed;
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable;
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multidisciplinary team will be assembled, as needed, to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. EAA-L will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Development and Implementation of IEP

Every student who is assessed by the school will have an IEP that documents assessment results and eligibility determination for Special Education Services. EAA-L, in collaboration with the District or SELPA, will ensure that all aspects of the IEP and school site implementation are maintained. EAA-L will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the school who have IEP's will be served in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the IEP Development, implementation and progress of the student. All decisions concerning the Special Education Programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include all of the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The Student, if appropriate
- An EAA-L Administrator;
- At least one special education teacher;
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
- A District OR SELPA Special Education Representative, as necessary
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;
- Others familiar with the student may be invited as needed.

EAA-L views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The school will provide an interpreter, if necessary, to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone.

A copy of the IEP will be given to the parent in accordance with state laws and the District OR SELPA policies. Upon the parent or guardian's written consent, the IEP will be implemented by EAA-L, in cooperation with the District or SELPA in which EAA-L is a member. Upon the parent or guardian's written consent, the IEP will be implemented by EAA-L. The IEP will include all required components and be written on SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance;
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided; and
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);
- When an Individual Transition Plan is (ITP) required at the appropriate age;
- When EAA-L seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

IEP Review

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEIA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, EAA-L will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Unless otherwise specified on the student's IEP, parents will be informed four times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals, and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the General Progress Report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

Staffing

EAA-L plans to hire a fully credentialed Special Education Director that will have duties that will include:

- Ensure that all aspects of the IEP are followed;
- Arrange for the teacher of the student to attend the team meetings;
- Communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights;
- Consult quarterly with the Principal to ensure that the objectives and goals of students IEP's are being met;
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
- Maintain a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEIA guidelines; and
- Provide a report of student progress on the same schedule as students in general education

Reporting

EAA-L, in collaboration with the District, will collect and maintain the following information on disabled students as required by IDEIA:

- A calculation of all school-age students with disabilities being provided Special Education Services by age, grade, category of disability and the number of students with disabilities who are English Language Learners;
- The number of students provided with test modifications, and the types and number of students exempted from state assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day that they receive services with non-disabled peers and time away from the regular classroom.
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- The basis of exit from EAA-L of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the EAA-L Administration. The CEO will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEIA guidelines. The CEO will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP, and will be informed of their specific responsibilities in implementing the IEP.

Procedural Safeguards

Parents or guardians of students with IEP's at EAA-L must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

Any concerns or disagreements raised by parents will be acknowledged by EAA-L, in collaboration with the District, within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

EAA-L, will provide the parent with a written Notice of Procedural Safeguards used by the SELPA which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year.

Dispute Resolution

In the event that a parent/guardian files a request for a due process hearing or request for mediation, the District and EAA-L shall work together to defend the case, so long as the Charter School operates as a school of the District for Special Education purposes. So long as the Charter School operates as a school of the District for special education purposes, the District may initiate a due process hearing or request for mediation with respect to a student enrolled in EAA-L (if the District determines such action is legally necessary or advisable). EAA-L agrees to cooperate fully with the District in such a proceeding.

Complaint Procedures

Parents or guardians also have the right to file a complaint with the District and/or California State Department of Education if they believe that the EAA-L has violated federal or state laws or regulations governing special education.

Special Education Strategies for Instruction and Services

EAA-L will comply with the federal mandate of the “least restrictive environment”, meaning that the school will make every attempt to educate special education students along with their non-disabled peers. EAA-L will mainstream all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring through EAA-L’s extended day and year. Each student’s IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student’s needs, and how these fit within the general educational program of the school. The instruction outlined in each student’s IEP will be delivered by personnel qualified to do so.

Professional Development for EAA-L Staff

The School Special Education Director, regular and Special Education Teaching Staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal Special Education laws, including those sponsored by the District or SELPA.

So long as EAA-L operates as a “school of the District” for Special Education purposes, the District agrees to allow EAA-L Staff access to all Special Education related professional development

opportunities that are available to employees of the District. EAA-L also intends to seek professional development opportunities for its staff through potential trainings facilitated by the County Office of Education, colleges and universities, and private companies or agencies.

Section 504 of the Rehabilitation Act

EAA-L shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the School shall be accessible for all students with disabilities in accordance with the ADA.

EAA-L recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of EAA-L. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

A 504 team will be assembled by the CEO/Administration and shall include the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests selected and administered to ensure that a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for Special Education per the IDEIA, a referral for assessment under IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the EAA-L’s professional staff. The 504 Plan shall describe the Section 504 disability, and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The Principal will ensure that teachers include 504 Plans with lesson plans for short-term substitutes, and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

13) Personalized Learning Laws and Regulations:

EAA-L shall comply with all applicable laws related to independent study and Personalized Learning. As such, the provision of education through Personalized Learning model shall be governed by the Personalized Learning study policy adopted by the EAA-L Board after a public hearing and implemented in accordance with individual master agreements and work assignment agreements for each student.

EAA-L shall adhere to all applicable sections of the Education Code for Independent Study (Section 51745 *et seq.*) and funding determination requirements of Education Code Sections 47612.5 and 47634.2, and Title 5, California Code of Regulations, Sections 11963-11963.7(SB 740)

ELEMENT 2: MEASURABLE STUDENT 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 school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with 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.”
– California Education Code Section 47605(b)(5)(B)

Local Control Accountability Plan (“LCAP”)

In accordance with Education Code 47606.5 EAA-L shall comply with elements of the LCAP pursuant to the regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessment throughout the duration of the charter. EAA-L shall annually update the LCAP, including the goals and annual actions identified below as required by the State. EAA-L shall submit the LCAP to the District and the County Superintendent of Schools on or before July 1 each year, as required by Education Code Section 47604.33. The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by EAA-L at the school site.

Measurable Pupil Outcomes (LCAP Goals)

EAA-L will pursue the pupil outcomes, as measured by multiple and varied benchmark assessments (as detailed below), that are aligned to state content standards, matched with the state and federal accountability systems, and reflect proficiency measures required by the CAASPP system.

The petitioners believe that both student performance metrics and school performance metrics are indicators of how well students have developed the qualities and abilities we seek to instill. These include high levels of engagement, and the ability to take charge of their own learning by taking advantage of the program’s flexibility and diverse paths to content mastery. The petitioners have therefore set measurable goals for both student and school achievement, and the charter school will systematically track these metrics to gauge performance and progress. The overview of current LCAP Goals are listed below: (Please see EXHIBIT A for proposed goals and budget implications.)

Goal 1 Student Learner Outcomes

Metrics:

- LCFF Evaluation Rubrics
- Local school-wide assessments

- I Ready diagnostic benchmark assessments

Major Actions:

- Continue evaluation of students' academic performance
- Continue monitoring EL, LI, FY, SWD for proficiency
- Continue 100% access to materials/learning experiences aligned to state standards
- Training/Professional Development on use of rubrics, achievement data, and targeted interventions
- Training/Professional Development on ELD Instruction, SDAIE, EL Master Plan, reclassification
- Training/Professional Development teaching students with disabilities, on successful strategies and Intervention practices that produce large outcomes

Goal 2 Positive School Climate and High ADA

Metrics:

- Attendance Rates
- Stakeholder Connectedness Survey Results

Major Actions:

- Guidance Counselor
- Credit Recovery Options
- Highly Qualified teachers

Goal 3 Establishing Connections and partnerships to increase engagement and involvement, to support learning and achievement

Metrics:

- Stakeholder Parent Participation Survey Results
- Stakeholder Safety and Satisfaction Survey Results

Major Actions:

- Meaningful and transparent communication
- Parent input opportunities
- Parent training and workshops

- EL Master Plan training (ELD placement, ELD progress, Reclassification)
- Translated notices, reports, statements

Goal 4 College and Career Readiness and Career Technical Education

Metrics:

- Graduation Rates
- AP Courses and Exams
- UC/CSU Course Enrollment

Major Actions:

- College and Career Readiness Program
- Career Technical Opportunities
- CAASPP Preparation

High School Graduation Requirements

EAA-L's graduation requirements emphasize the traditional university preparatory courses of English, mathematics, science, social science, foreign language, and art; however, these courses will be provided in a manner that challenges each student to think beyond the subject matter that is being presented and continually place new information in the context of their own knowledge base. EAA-L's graduation requirements meet California Education Code requirements. The curriculum, once approved as A-G qualifying will meet or exceed UC/Cal State A-G course requirements.

EAA-L will configure its minimum course completion requirements and its credit award policy so as to fulfill the high school graduation requirements. Consistent with California Law, the school will prescribe completion of the following, at a minimum:

- Three courses in English
- Two courses in mathematics, including one year of Algebra 1 (EC Section 51224.5)
- Two courses in science, including biological and physical sciences
- Three courses in social studies (including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics, and a one-semester course in economics)
- One course in visual or performing arts or foreign language **
- Two courses in physical education, unless the pupil has been exempted pursuant to the provisions of Education Code Section 51241

** Students will be advised that for UC entrance, two years of foreign language are required/

three recommended, plus one year of visual and performing arts.

Credit and Graduation Requirements

EAA-L awards five credits per course, per semester. 220 credits are required to graduate. Students are eligible for a diploma when all requirements have been met.

English	40 Credits	World History	10 Credits
Mathematics	20 Credits	United States History	10 Credits
Life Science	10 Credits	Visual Performing Arts/ Foreign Language	20 Credits
Physical Science	10 Credits	Physical Education	20 Credits
Economics	5 Credits	Electives	80 Credits
Government	5 Credits	Total	230 Credits

ELEMENT 3: OUTCOME MEASUREMENT

Governing Law: The method by which pupil progress in meeting those pupil outcomes is measured. – California Education Code Section 47605(b)(5)(C)

1) Methods of Assessment

EAA-L shall meet state standards and shall conduct pupil assessments required pursuant to Education Code Sections 60605 and 60851 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. EAA-L shall use multiple measures to accurately determine student achievement, including attendance records, degree of the participation of the student, student attitudes towards school, academic performance, state standards and assessment, student a parental feedback. Annual CELDT/ELPAC assessment will reviewed for designated EL students and annual progress towards IEP goals will be analyzed and updated for SPED students.

Repeating a Course

Courses that may be repeated for credit will be listed in the course description (e.g. English 9A). Courses in which grades of a D/F are earned may be repeated. The highest grade will be used in the GPA calculation. UC only allows a course to be repeated one time for grade replacement.

Transfer Credits/Transcripts

EAA-L seeks to work with each of the school districts in which students may be re-enrolling to agree upon transfer credit back to the district. EAA-L wants each school district to feel confident that credit earned at EAA-L is equivalent in its representation of subject mastery prior to transfer. EAA-L is eager to work with each school district to best meld its practices to meet those districts for the benefit of the student.

Planning for graduation begins early at EAA-L and includes, teachers, school counselors, the parent or guardian and the student. The parents and student will want to consider future educational and employment plans, and will want to consider various choices available to them. All students will be provided the information about the transferability of academic credit to other public high schools and the eligibility to meet college entrance requirements at the time of enrollment.

Grade Level

Elementary and Middle School students in K-8 are assigned a grade level based on the year of TK or K entry. High School students are assigned a grade level based on the year of 9th grade entry. Regardless of credit deficiency, students will be promoted to the next grade and given an opportunity to remediate credits in hopes that the student will graduate with his or her cohort. In the event that a student does not graduate with their cohort, EAA-L will provide the student with an opportunity to continue their education, as long as they are continuously enrolled in public school and making satisfactory progress towards a diploma, per Education Code Section 47612(b).

Virtual Program Specific Assessments

Online courses and assessments, (other than state assessments which are done in person and proctored), are delivered via the Learning Management System (LMS) . The online course content, curriculum purchased from an online publisher, such as Plato, will be housed in the LMS.

Please see all virtual assessments below.

Assessments- Virtual			6	7	8	9	10	11	12
LOCAL STATE	LMS Edgenuity, Plato, K-12	Pre/Post Online							
	SB Smarter Balanced	Computer Adaptable Test (CAT) Performance Tasks (PT) Math & ELA							
	CAST	California Science Test							
	EAP	Early Assessment Program (College Readiness)							
	PFT	Physical Fitness Test							
	CELDT*/ ELPAC*	California English Language Development Test* / English Language Proficiency Assessments for California *	*Determined by Home Language Survey Results (6 - 12th grade)						

Homeschool/Blended Program Specific Assessments

The homeschool program will use the following methods in an effort to comprehensively evaluate student progress. (See chart below)

Learning Period Meetings (LPMs)

Meetings with the parent/guardian, student, and Elite Educator are held once every learning period, which is every twenty days. Elite Educators will meet with students after the learning period ends to review learning objectives and progress from the previous learning period as well as to plan the next learning period. During this meeting, the credentialed teacher documents student progress toward the measurable pupil goals and indicates the standards in which the student made progress. This progress is documented in the student information system. Also during this meeting, the teacher collects work samples which are used as authentic evidence of the student's abilities and progress. These samples are uploaded and stored within the student information system. The teacher will also ensure that an appropriate amount of progress was made by the student for the number of days the student was awarded attendance and will support the parent in planning out the next learning period's assignments.

Local Assessments

Each year, homeschool students will be administered a pre and post local assessment, such as the Ed Performance/Scantron Testing, i Ready, NWEA, or MBTI. These will be web-based assessment platforms that adapt to individual student performance and help assess true levels of ability. Students will be required to take this local assessment, which will be administered within 40 days of enrollment in the school. The data from this assessment will be used to drive the student's personalized plan and to find areas where the student might need extra support.

Assessments Homeschool/Blended			TK	K	1	2	3	4	5	6	7	8	9	10	11	12
L O C A L	TK/K	Pre/Post Paper/Pencil														

S T A T E	Ed Performance/Scantron Testing, i Ready, NWEA, MBTI	Pre/Post Online														
	SB Smarter Balanced	Computer Adaptable Test (CAT) Performance Tasks (PT) Math & ELA														
	CAST	California Science Test														
	EAP	Early Assessment Program (College Readiness)														
	PFT	Physical Fitness Test														
	CELDT*/ ELPAC*	California English Language Development Test* / English Language Proficiency Assessments for California *	*Determined by Home Language Survey Results (TK - 12th grade)													

2) Use and Reporting of Data

Collecting, Analyzing, and Utilizing Data

Parents/guardians can receive updates on a daily basis by logging onto the student or parent dashboard through the portal on the website for the virtual program and monthly at learning period meetings for our homeschool/blended program. Parents and students will have access to the grade books, individual learning plans, work completion rate, and upcoming tests and quizzes, and an opportunity to address all concerns with an Elite Educator.

The school will rely on the robust data collection and reporting abilities inherent in the LMS, SIS, and local assessment interfaces. The web-based SIS stores comprehensive data about students,

instructors, courses, applications, and enrollments in a single database, enabling educators to quickly retrieve information and create custom reports. All charter school faculty will have access to reports that detail students' progress and challenges and can take advantage of a variety of automated interventions to help keep students on track.

Reporting Data to Stakeholders

Student scores on statewide assessments will be mailed to parents/guardians. The school's LCAP will also be collaboratively created with all school stakeholders and updated annually to report on the progress towards the goals and objectives stated above. Like other public schools, Elite Academic Academy-Lucerne's annual performance will be shared with the community via the state's school report card system, which is then published and available online at the California Department of Education website. We also will be participating in California's new Dashboard which reports on the school progress towards the state's eight priorities. Elite Academic Academy-Lucerne will provide requested reports to the district and Governing Board, as needed.

ELEMENT 4: GOVERNANCE STRUCTURE

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement – California Education Code Section 47605(b)(5)(D)

EAA-L shall be non-sectarian in its programs, admission policies, employment practices, and all other operations. EAA-L shall not charge tuition and shall not discriminate on the basis of the characteristics listed in the Education Code Section 220 (actual or perceived 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 or association with an individual who has any of the aforementioned characteristics).

EAA-L is a California non-profit public benefit corporation with its tax exempt status pending, per application submitted to the Internal Revenue Service. Pursuant to Education Code Section 47604(c), the District in performing its oversight of EAA-L as required by law, shall not be liable for the debts and obligations of EAA-L or for claims arising from the performance of acts, errors, or omissions by EAA-L, if the authority has complied with all oversight responsibilities required by law.

EAA-L shall operate autonomously from the District with the exception of supervisory oversight and special education services as required by law. EAA-L may, at its own choosing, utilize the services of an administrative and educational service provider in its execution and operation of the charter.

1.) BOARD OF DIRECTORS

EAA-L shall be governed by its Board of Directors consisting of no less than 3 and no more than 5 members whose major roles and responsibilities include, but shall not be limited to: establishing and approving all major educational and operational policies, approving all major contracts, approving EAA-L's annual budget, overseeing EAA-L'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 meeting, 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-L any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

2) ADMINISTRATION AND FACULTY TEAM

The Board will be supported by a qualified administrative team which will implement the provisions of this charter, the policies adopted by the Board, and day to day operations. The charter administrative team will report to the Board and will include a Chief Executive Officer and Chief Academic Officer, Chief Operations Officer, Chief Financial Officer, as well additional administrative positions as needed including but not limited to, Regional Leads, Student Relations Managers (compliance management), Lead Teachers, and Instructional Specialists/Coaches. Resumes and Job Descriptions of administration are available upon request.

3.) PARENT PARTICIPATION

EAA-L shall facilitate the development of a parent committee made up of parents and guardians of the students of the school which act in an advisory capacity. The parent committee will be governed by bylaws adopted by the parents involved in the parent committee and shall set its own goals and mission statement.

EAA-L shall promote a parent participation program. Parents will be encouraged to express their concerns, to visit the school and meet with the staff. To this end, EAA-L shall distribute Parent Surveys to all parents requesting them to give their opinions on the progress of their student and encouraging them to express suggestions of how EAA-L might improve its services. The responses shall be returned to EAA-L and reviewed with faculty and administration in order to address any concerns.

To encourage additional parent involvement, EAA-L shall at a minimum do the following:

1. Regularly scheduled open board meetings with with opportunity for public comment.
2. Develop an ongoing list of extensive participation opportunities for parents with multiple options for dual working families.
- 3.. Offer extra-curricular activities for both student and parent participation.

EAA-L may hold Virtual and In-Person Open House(s) as an integral part of its continual effort to improve communication and increase the participation of parents and guardians in the instructional programs available.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the school. – California Education Code Section 47605(b)(5)(E)

All Employees:

All staff must possess expertise appropriate to their positions. EAA-L will ensure that all required legal qualifications, including compliance with the requirements of the Every Student Succeeds Act, are met for teachers, staff, paraprofessionals and other administrative employees of the school. Employees are expected to conduct themselves at all times with a manner of the utmost professionalism with children, parents, co-workers and the community. All EAA-L employees must be committed to creating a school atmosphere of high academic rigor, with a culture of learning and respect. They must also be open to constructive, objective feedback, and the opportunity to collaborate with ambitious and dedicated colleagues.

EAA-L will be nonsectarian in its employment practices and all other operations and will not discriminate against any employee on the basis of race, religious belief, color, sex, pregnancy, sexual orientation, age, national origin, ancestry, physical or mental disability, medical condition, marital status, or any other protected classification, in accordance with applicable law.

Teachers/Paraprofessionals

Pursuant to the Every Student Succeeds Act, all teachers and paraprofessionals will meet applicable state certification and licensure requirements. Teachers will meet the following credentialing requirements for employment as stipulated by California Education Code Section 47605(l):

“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 teachers employed by EAA-L will have California Teaching Credentials and are published on the Commission on Teacher and Credentialing Website.

Administrative and Non-Instructional Staff

The school will seek administrative and operational staff members who have demonstrated experience or expertise in the issues and work tasks required of them. Please see EXHIBIT F for sample key positions and job descriptions.

Professional Development for Instructional Staff

EAA-L understands that its employees must continually have the opportunity to improve and learn. Relevant professional development conferences will be attended where to keep up to date and be informed on current educational trends. As outlined in the LCAP professional development meetings are held regularly and will focus on charter wide goals. Per AB 1432, all employees who are mandated reporters, as defined in Section 11165.7 of the Penal Code will be trained annually in their role as a mandated reporter. Additionally, staff will complete other mandated school safety trainings on topics such as bloodborne pathogen safety and sexual harassment.

Authority and Responsibility

The CEO and/or designee is responsible for monitoring teacher credentials and qualifications relative to their positions. While the school administration is responsible for working with each teacher in the development and management of an individualized professional development plan, the CEO and/or designee ensures that state mandates are appropriately enforced in all schools. This work is further supported by the oversight of the EAA-L Board of Trustees.

ELEMENT 6: HEALTH & SAFETY POLICIES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish the school record summary as described in Section 44237. — California Education Code Section 47605(b)(5)(F)

In order to provide safety for all students and staff, EAA-L 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.

Criminal Background Check

Prior to employment and within thirty (30) days of hiring, each employee will submit to a criminal background check as required by Education Code §44237. All employees will be required to undergo a criminal background check prior to hiring through a LiveScan fingerprint process. These services will occur where the LiveScan service is offered, which may be located at district, county, or local college facilities. EAA-L 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.

The CEO and/or designee will have the responsibility of evaluating the performance of the teaching and administrative staff, and to review the results of the performance reviews with the governing board. The EAA-L governing board has the right, if it so chooses, to review these performance reviews before they are delivered to the staff member

Vision, Hearing, and Scoliosis

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

Immunizations

All EAA-L students will be required to provide records documenting immunizations, as is required by current law. Immunization and medical records will be kept in the student's mandatory permanent file. Parents are expected to ensure that their students obtain proper immunizations prior to matriculating pursuant to Chapter 1 (commencing with §120325) of Part 2 of Division 105 of the Health and Safety Code. Information on local community facilities offering immunizations will be provided to families who have difficulty obtaining immunizations for their students.

Facilities Compliance

Because of the nature of EAA-L's academic programs, there is minimal need for a facility to hold classes on a daily basis. For its administrative facilities, EAA-L 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-L 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-L 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-L shall function as a drug, alcohol, and tobacco free workplace.

Blood-borne Pathogens

EAA-L 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-L 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-L 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).

ELEMENT 7: RACIAL & ETHNIC BALANCE

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. — California Education Code Section 47605 (b)(5)(G)

From within its legally prescribed service area – the District, San Bernardino County and its contiguous counties, EAA-L will actively recruit a diverse student population. Within that boundary, admission will be open to any California resident, and all students will be considered for admission without regard to 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).

The combination of the following elements or strategies will be used in an attempt to achieve racial and ethnic balance among students that is reflective of the District and the communities in which EAA-L serves:

- In addition, EAA-L will participate in community and regional outreach various events to inform the public about our services, as well as to appeal to a variety of applicants with diverse backgrounds.

- An enrollment process that is adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development and distribution of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the School District, including materials in languages other than English to appeal to limited English proficient populations.
- Use of website and social media to support in outreach.
- Creation of brochures, newsletters, TV/radio public service announcements, print and non-print media for outreach communications.
- Focused recruitment of groups that may be underrepresented among EAA-L's student population, using brochures, public meetings, and door-to-door outreach
- The school will maintain accurate accounting of the ethnic and racial balance of students enrolled in the school, which can be audited by the District at any time.

ELEMENT 8: ADMISSION REQUIREMENTS

Governing Law: Admission requirements, if applicable. – California Education Code Section 47605(b)(5)(H)

EAA-L will comply with all laws establishing minimum and maximum age for public school attendance in charter schools as defined in Education Code. 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-L's instructional and operational philosophy, along with the school's student-related policies. EAA-L 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.

Recruiting and Admissions Cycle

EAA-L 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-L 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-L's website.

Lottery – Public Random Drawing

If the number of enrollment applications does not exceed the capacity of the school, all students who submit qualified applications will be enrolled. In the event that the number of applicants seeking admission to any grade level exceeds the school's capacity, a lottery will be held in a public forum large enough to accommodate those who wish to attend. The names of all eligible applicants will be drawn and those exceeding the number of available spaces will be placed on a waiting list in the order their name is drawn.

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-L, they have the right to continue enrollment until they have completed the highest grade offered. . Students who are currently enrolled at EAA-L must re-commit for the following school year by the end of open enrollment by submitting an Intent to Enroll Form or signing a Master 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-L

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-L 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).

ELEMENT 9: INDEPENDENT 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 Section 47605(b)(5)(I)

EAA-L plans and manages its own budget for all applicable State and Federal categorical funds, lottery funds, discretionary funds, additional ADA monies generated, grants, donations, fundraisers and gifts. The Board of Directors is the audit committee that oversees any audit exceptions and approves school's financial affairs. The audit will be conducted in accordance with generally accepted accounting principles (GAAP), applicable to the school. The selected auditor will have experience in education finance. The audit, at a minimum, also verifies the accuracy of the school's financial statements, revenue-related data collection and reporting practices, and examines EAA-L's internal controls. To the extent required under applicable Federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. EAA-L's annual audit will be completed and submitted to the requisite parties (the District, the County Superintendent of Schools, the Department of Education, and the State Controller's Office) by December 15 each year.

The EAA-L CEO will review the audit exceptions and report to the Board of Directors and the necessary actions the School will need to take to correct the inconsistencies of the program. Audit exceptions and deficiencies shall be resolved to the satisfaction of Lucerne Valley Unified School District.

EAA-L shall annually provide the Lucerne Valley Unified School District with the following financial reports pursuant to Education Code Section 47604.33:

- On or before July 1st, a preliminary budget. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
- On or before July 1st, an annual update required pursuant to Education Code Section 47606.5.
- On or before December 15th, an interim financial report which reflects changes to the final budget through October 31st.
- On or before March 15th, a second interim financial report which reflects changes to the final budget through January 31st.
- On or before September 15th, a final unaudited financial report for the prior full fiscal year.

EAA-L annual performance reports including content, evaluation criteria, timelines, and process will be jointly created with Lucerne Valley Unified School District. EAA-L and the District will also jointly develop at a minimum, a site visitation process and protocol to enable the District to gather information needed to confirm the school's performance and compliance with the terms of this charter. EAA-L and the District agree to work together in good faith regarding financial audit matters.

ELEMENT 10: SUSPENSION/EXPULSION PROCESS

Governing Law: The procedures by which pupils can be suspended or expelled. – California Education Code Section 47605(b)(5)(J)

EAA-L will adopt student discipline policies. These policies will be reviewed annually by administration to ensure inclusion of any modification of offenses that would require suspension and expulsion of the student. These policies will be distributed as part of the school's board approved student handbook and will clearly describe the school's expectations regarding academic expectations, attendance, substance abuse, safety, and work habits. Each student will be required to verify that they have reviewed and understand the policies prior to enrollment. EAA-L's CEO will ensure that students and parents/guardians are notified in writing of all discipline policies, rules, and procedures and given an opportunity to provide input and feedback on discipline policies and procedures. These policies will be reviewed annually by administration to and include any modification of offenses that would require suspension and expulsion of the student.

Students may be suspended or expelled from this EAA-L for non-compliance with the terms of the parent-student contract, or any material violation of any of the conditions, standards or procedures set forth in the charter school charter, the school handbook, the school's policies and procedures, or for practices describes in CA Education Code 48900 quoted below. The Special Education Director will be involved in the suspension/expulsion process for all identified pupils with disabilities to ensure full compliance with the law.

This charter school will suspend a student from participation in all school events outside of the student's home if the student is found to have committed any act listed in CA Education Code 48900 that occurs during, or while going to or coming from, a school sponsored class, a school site, an assessment session, or any other school activity. If the student violates their written requirement to be at home during school hours and not at any location where the school is holding educational events, the suspended student is subject to expulsion from the school. EAA-L's CEO reserves the right to administer alternative discipline action.

CA Education Code 48900

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person. (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to steal school property or private property.

(h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) 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.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing as defined in Section 32050.

The school will have disciplinary procedures for student academic, interpersonal, and internet conduct. Discipline follows a process of escalating responses to each subsequent violation, with proper notifications and appropriate interventions at each step. Interpersonal communication and conduct, in whatever form or arena it occurs, will be subject to EAA-L policies that establish: a) expectations for civil and courteous student behavior; b) a process for investigating violations or alleged violations of same; and c) any lawful penalties or interventions to be imposed as a result.

EAA-L's written procedures for ensuring academic integrity and 'netiquette' will be incorporated

into the school's student/parent handbook. These terms will be clearly defined (for example, the several forms of plagiarism will be described), and expectations and penalties will be clearly set forth. Penalties are stepped up for each subsequent offense until the student becomes a candidate for expulsion.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Informal Conference:

Suspension shall be preceded by an informal conference conducted by the EAA-L CEO or designee with the student and whenever practicable, the teacher, supervisor or school employee who referred the student to the CEO.

The conference may be omitted if the EAA-L CEO or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

Notice to Parents/Guardians:

At the time of the suspension, a EAA-L employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the students may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

Authority to Expel

Only the Elite Academic Academy governing board, upon the recommendation of the expulsion panel (made up of three people with administrative credentials not employed by the school, as practicable), may expel a student. The governing board may expel any student found to have committed an expellable offense(s) listed in the "Grounds for Suspension and Expulsion" in the student handbook.

A student may only be expelled upon the findings and recommendations of the expulsion panel, if the EAA-L governing board finds that the students committed the expellable offense and at least one of the following findings may be substantiated:

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Expulsion Procedure

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the CEO or designee determines that one of the acts listed under “Grounds for Suspension and Expulsion” has occurred. The hearing will be presided over by an appointee or panel of the governing board (“expulsion panel”). The EAA-L CEO will make a recommendation to the expulsion panel. Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. The notice shall include:

1. The date and place of the hearing.
2. A statement of the specific facts, charges and offense upon which the proposed expulsion is based.
3. A copy of EAA-L’s disciplinary rules which relate to the alleged violation.
4. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status in EAA-L to any other district in which the student seeks enrollment.
5. The opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete record of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to an expulsion hearing, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the expulsion panel to expel must be supported by substantial evidence that the student committed any of the acts listed in “Grounds for Suspension and Expulsion” in the student handbook. Finding of facts shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The decision of the expulsion panel shall be in the form of a recommendation to the EAA-L governing board which will make a final determination regarding the expulsion.

Written Notice to Expel

The CEO or designee, following a decision of the EAA-L governing board to expel, shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student or any of the acts listed in “Grounds for Suspension and Expulsion” in the student handbook.
2. Notice of the student’s or parent /guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with EAA-L. The CEO or designee shall send written notice of the decision to expel to the student’s district of residence and the County Office of Education. This notice shall include the following:
 - a. The student’s name
 - b. The specific offense committed by the student

Upon expulsion from EAA-L, students will attend school pursuant to the procedure of their district of residence pertaining to expelled students.

Every student is entitled under fundamental principles of due process to know precisely what conduct is prohibited prior to being disciplined for such conduct. Therefore, no student shall be disciplined for an offense which is not specified in the acts listed in “Grounds for Suspension and

Expulsion” in the student handbook.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities. Further, because this is a virtual/homeschool school and many of the suspendable and expellable offenses can only occur in person, the EAA-L governing board and CEO, as appropriate, will consider alternatives that result in students continuing their education without any personal interaction with other students.

Appeal Rights

The student shall have no right of appeal from expulsion from the EAA-L as the EAA-L governing board’s decision to expel shall be final.

Disciplinary Records

EAA-L shall maintain records of all student suspensions and expulsions at EAA-L. Such records shall be made available for the District’s review upon request, but neither the District nor the County Office of Education shall be involved in the disciplinary decision.

Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including but not limited to programs within the county or their school district of residence.

Rehabilitation Plans

Students who are expelled from EAA-L shall be given a rehabilitation plan upon expulsion as developed by the governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to EAA-L for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or Charter School shall be in the sole discretion of the governing board following a meeting with the CEO and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The CEO shall make a recommendation to the governing board following the meeting regarding his or her determination.

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the Charter Schools will be covered by the State Teachers' Retirement System, the Public Employee's Retirement System, or Federal Social Security. - California Education Code Section 47605(b)(5)(K)

All staff positions will be eligible for participation in STRS, Public Employees' Retirement System, 403b or Social Security. The governing board shall determine the selected plan at its first board meeting and shall inform the district of its selection.

Employees at EAA-L may participate in the federal social security system. Additionally, EAA-L shall offer a 403(b) Retirement Savings Plan. If EAA-L elects to offer its employees the opportunity to participate in the State Teachers' Retirement System ("STRS"), the Public Employees' Retirement System ("PERS"), or both systems, EAA-L shall comply with all applicable law including, but not limited to, Education Code Section 47611. At EAA-L's written request and in accordance with Education Code Section 47611.3, the District shall create and submit reports required by STRS and/or PERS on behalf of EAA-L, and EAA-L shall reimburse the District and any other applicable entities for the actual costs of the reporting services. Designated administration are responsible for ensuring that mandatory deductions and contributions are made for all employees.

ELEMENT 12: STUDENT ATTENDANCE ALTERNATIVES

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

No student may be required to attend EAA-L. Students who opt not to attend EAA-L may attend other schools within their school district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents and guardians of each student enrolled in EAA-L will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in EAA-L, except to the extent that such a right is extended by the local education agency.

ELEMENT 13: RETURN RIGHTS DISTRICT EMPLOYEES

Governing Law: A description of the rights of any 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. – California Education Code Section 47605(b)(5)(M)

No public school district employee is required to work at EAA-L. Employees of the District who choose to leave the employment of the District to work at EAA-L will have no automatic rights of return to the District after employment by EAA-L unless specifically granted by the District through a leave of absence or other agreement. EAA-L employees shall have any right upon leaving the District to work in EAA-L that the District may specify, any rights of return to employment in a school district after employment in the school that the District may specify, and any other rights upon leaving employment to work in the school that the District determines to be reasonable and not in conflict with any law.

All employees of EAA-L are considered the exclusive employees of EAA-L and not of the District, unless otherwise mutually agreed in writing. Sick or vacation time or years of service credit at the District or any other school district will not be transferred to EAA-L. Employment by EAA-L provides no rights of employment at any other entity, including any rights in the case of closure of EAA-L.

ELEMENT 14: 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. - California Education Code Section 47605(b)(5)(N)

DISPUTES BETWEEN THE DISTRICT AND EAA-L

EAA-L recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. EAA-L is willing to consider changes to the process outlined below as suggested by the District.

In the event of a dispute between EAA-L and the District, the staff and Board members of the Elite

Academic Academy and District agree to first frame the issue in written format ("dispute statement") and refer the issue to the District Superintendent and the Chief Executive Officer of EAA-L, or their respective designees. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, EAA-L requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Chief Executive Officer or designee of the EAA-L, and the District Superintendent shall informally meet and confer within one (1) week of the written dispute statement to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing Board members from their respective Boards who shall jointly meet with the Superintendent and Chief Executive Officer or designee of EAA-L and attempt to resolve the dispute within three (3) weeks. If this joint meeting fails to resolve the dispute, the Superintendent and Chief Executive Officer or designee shall meet to jointly identify a neutral third party mediator. The format of the mediation session shall be developed jointly by the Superintendent and Chief Executive Officer or designee and shall be held within thirty (30) days of the joint meeting. The costs of the mediator shall be split equally between the parties. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and EAA-L.

INTERNAL DISPUTES

Disputes arising from within EAA-L, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Board members shall be resolved pursuant to policies and processes developed by EAA-L. EAA-L shall also maintain a Uniform Complaint Policy and Procedures as required by state law.

ELEMENT 15: PROCEDURES FOR CLOSURE

Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the 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. – California Education Code Section 47605(b)(5)(P)

Closure of EAA-L will be documented by official action of the Board of Directors. The action will identify the reason for closure and shall designate an entity and person(s) responsible for

closure-related activities. EAA-L shall not close mid-year unless otherwise agreed upon by the District and Elite Academic Academy.

EAA-L will promptly notify the parents/guardians and students of EAA-L, the District, the County Office of Education, EAA-L's SELPA, the retirement systems in which the school's employees participate (e.g. federal social security), and the California Department of Education of the closure and of the effective date of the closure; the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

EAA-L will ensure notification to the parents and students of EAA-L of the closure and to provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following Elite Academic Academy's Board's decision to close EAA-L.

EAA-L shall provide a list of pupils in each grade level and the classes they have completed, together with information on the pupils' district of residence, to the responsible entity designated by the Board.

EAA-L shall transfer all pupil records, state assessment results, and any special education records to the custody of the responsible entity designated by the Board, except for records and/or assessment results that the charter may require to be transferred to a different entity. EAA-L shall transfer and maintain personnel records in accordance with applicable law.

As applicable, EAA-L will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. EAA-L shall work with the District to determine a suitable arrangement for transfer and location of storage of student records.

As soon as reasonably practical, EAA-L will prepare final financial records. Annual reports required by Education Section 47604.33 shall be completed and filed. EAA-L will also have an independent audit completed as soon as reasonably practical, which period is generally no more than six months after closure. EAA-L will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by EAA-L and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items

of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to EAA-L.

On closure of EAA-L, all assets of EAA-L, including, but not limited to, all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending EAA-L, remain the sole property of EAA-L and, upon dissolution of the nonprofit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, EAA-L shall remain solely responsible for all liabilities arising from the operation of EAA-L. As EAA-L is operated by a nonprofit public benefit California corporation, should the corporation dissolve with the closure of Elite Academic Academy, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate State and Federal Agencies.

As specified in EAA-L's Budget in Exhibit B, EAA-L will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. – California Education Code Section 47605(g).

1) Budgets

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. - California Education Code Section 47605(g)

Attached as **Exhibit B**, please find the following fiscal documents:

1. A multi-year operational budget

2. Cash flow and financial projections for the first three years of operation
3. Plans for establishment of a reserve

2) Local Control Funding Formula

EAA-L acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that EAA-L submit a Local Control and Accountability Plan (LCAP)/ Annual Update to the District and the County Superintendent of Schools on or before July 1 each year. In accordance with California Education Code §§ 47604.33 and 47606.5, EAA-L shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code § 47605(b)(5)(A)(ii), and may use the LCAP template adopted by the State Board of Education. Charter School shall comply with all requirements of Education Code § 47606.5, including but not limited to the requirement that EAA-L “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.”

3) Financial Reporting

Financial Systems and Processes

Elite Academic Academy-Lucerne will have a hire an internal or independent contracted CFO for most of the business operations of the school. EAA-L’s CEO will oversee those services.

Other Financial Reports

The Charter will implement an attendance recording and accounting system which complies with state law and the District’s requirements.

The Charter anticipates applying for the Charter School Revolving Loan Fund. If it does so, EAA-L understands that it must comply with Education Code Section 41365 if it receives funds.

The Charter will be a direct-funded charter school and anticipates depositing its funds in a non-speculative and federally insured bank account for use by the school.

The Charter will provide all reports that are required by law, including but not necessary limited to the California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, and School Accountability Report Card (SARC).

4) Insurance

Insurance Certificates

EAA-L shall acquire and finance general liability, worker's compensation, and other necessary minimum insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by EAA-L's insurer. The District shall be named as an additional insured on the general liability insurance policy of EAA-L.

Indemnification

With respect to its operations under this charter, EAA-L shall, to the fullest extent permitted by law, hold harmless, indemnify, and defend the District, its officers, directors, and employees from and against any and all claims, demands, actions, suits, losses, liability expenses and costs including, without limitation, attorneys' fees and costs arising out of injury to any persons, including death or damage to any property caused by, connected with, or attributable to the willful misconduct, negligent acts, errors or omissions of EAA-L or its officers, employees, agents and consultants, excepting only those claims, demands, actions, suits, losses, liability expenses and costs caused by the negligence or willful misconduct of the District, its officers, directors and employees. The District shall be named as an additional insured under all insurance carried on behalf of EAA-L as outlined above.

5) Administrative Services

EAA-L shall procure its own administrative services including, but not limited to, budget management, accounts payable, accounts receivable, payroll, human resources, and instructional program development through an appropriately qualified third-party contractor.

EAA-L may discuss the possibility of purchasing some of these or other services from the District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between EAA-L and the District and subject to District availability and willingness to provide such services.

6) Facilities

The school is operated in a virtual/homeschool environment. Many of our programs will meet either virtually or in mutually agreed upon public locations every twenty days with no resource center needed. As such, minimal facility usage is required.

If a facility is necessary, resource centers will be created in accordance with the law. Below are potential addresses for locally authorized resource centers for EAA-L upon the opening of the charter:

#1) 8560 Aliento Road, Lucerne Valley, California 92356

Any additional resource centers must be authorized by the district through the material revision process before opening and becoming operational. EAA-L will maintain a central administrative office wherein important student and personnel records will be maintained.

7) Transportation

As a virtual/homeschool program, EAA-L does not anticipate providing any home to school or school to home transportation services; however, EAA-L will ensure that students with IEPs that require such services receive them. EAA-L does anticipate occasionally arranging for public, rented or parental transportation for field trip-type excursions and learning opportunities.

8) Civil Liability

Elite Academic Academy-Lucerne is a California nonprofit public benefit corporation, and will be responsible for governing Charter School pursuant to Education Code Section 47604. Pursuant to Education Code Section 47604(c), the District is not liable for the debts or obligations of the school, or for claims arising from the performance of acts, errors, or omissions by the school, so long as the District performs its oversight responsibilities. The school intends to purchase liability, property, and errors and omissions insurance as outlined above to protect the school's assets, staff, governing board members, and, where appropriate, the district from unforeseen liability.

GENERAL PROVISIONS OF THE PROPOSED CHARTER

Term

The term of this Charter shall be July 1, 2018 – June 30, 2023. 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-L and the Lucerne Valley Unified School District.

Miscellaneous

The Lucerne Valley Unified School District and EAA-L 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-L'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-L CEO and the Superintendent of the District.

