

ELITE Public Schools

8/8/18

Solano County Board of Education,

On behalf of ELITE Public Schools Board of Directors and Co-founders, we submit the ELITE Charter School Petition for your review, on appeal. The Vallejo City Unified School District (VCUSD) Board of Education denied our charter at their regular board meeting, August 1, 2018. We are submitting both the petition, and our response to the VCUSD findings. We were told that we must submit the petition as is, but are prepared to submit, upon request, adjustments to our petition, particularly in the Special Education section, as well as, a revised budget when necessary.

As the lead petitioner, I will serve as the primary contact. Our mailing address is 1830 Springs Road, PMB 210, Vallejo, CA, 94591 and our email address is info@elitepublicschools.org. We are available if you have any questions about our petition, or should you wish to meet and discuss any of the elements.

Again, thank you for your careful review of our petition. We look forward to hearing from you as to next steps.

Sincerely

Ramona E. Bishop

Dr. Ramona Bishop

Co-Founder/Chief Executive Officer

C: ELITE Public Schools Board of Directors

ELITE Public Schools

Charter School Petition

For a Five-Year Term: July 1, 2019 – June 30, 2024

Submitted to Vallejo City Unified School District

June 11, 2018

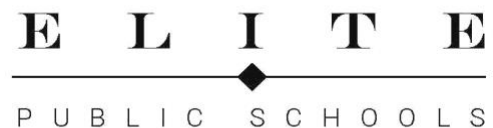


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Charter School Intent and Charter Requirements

The Charter Schools Act (“Act”) of 1992, codified as California Education Code Section 47600 et seq requires each charter school to have a charter that sets forth a reasonably comprehensive description of the required elements of charter petitions (California Education Code Section 47605).

The California Legislature, in enacting the Charter Schools Act of 1992, sought to provide opportunities for teachers, parents, students, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) improve student learning
- (b) increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as academically low performing
- (c) encourage the use of different and innovative teaching methods
- (d) create new professional opportunities for teachers, including the opportunities that are available within the public school system
- (e) provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.
- (f) Hold the schools established under this part accountable for meeting measurable student outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

The following sections of this charter explain how ELITE fulfills the requirements of Section 47605 of the Act.

Affirmations and Declaration

As the authorized lead petitioner, I, Dr. Ramona E. Bishop, hereby certify that the information submitted in this petition for a California public charter school to be named ELITE Public Schools (“ELITE” or the “Charter School”), and to be located within the boundaries of the Vallejo City Unified School District (“VCUSD” or the “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

1. The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
2. The Charter School will be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act, Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code. [Ref. Education Code Section 47605(b)(6)]
3. The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
4. The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
5. The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application shall be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. 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)(A)-(B)]
6. The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, 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)]

7. The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
8. The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
9. The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
10. The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
11. The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
12. If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
13. The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
14. The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
15. The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
16. The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
17. The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act or Every Student Succeeds Act (ESSA).
18. The Charter School shall comply with the Public Records Act.
19. The Charter School shall comply with the Family Educational Rights and Privacy Act.

20. The Charter School shall comply with the Ralph M. Brown Act.
21. The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

 6/11/18

Ramona Bishop

Date

Lead Petitioner

Executive Summary

ELITE Public Schools (ELITE) is a TK-12 charter public school located within the boundaries of Vallejo City Unified School District (VCUSD). ELITE stands for Equipping Leaders through Innovation, Technology and Engineering.

The educational experience for students in ELITE Public Schools is designed to ensure that students meet rigorous academic standards while being exposed to curricular and extracurricular offerings that prepare them to enter prestigious 4-year colleges and universities and become global leaders.

ELITE is comprised of four design elements that form the foundation of our success: entrepreneurial skill development, language development, a dual immersion pathway, and the African American and Latino cultural heritage program. These elements provide students with the opportunity to invent, discover, and develop themselves to achieve the necessary skills to be successful as they move forward in their lives and careers.

ELITE offers additional features that include:

- Full-day Transitional Kindergarten (TK) and Kindergarten (K)
- Sports programs
- Cognitive development activities
- Warriors for Social Justice Program
- Access to and effective use of technology
- Engineering pathway

ELITE will be located within the boundaries of VCUSD and will serve students in grades TK-12. The school intends to open in Fall 2019 with an initial total enrollment of 548 students, growing to 821 students in year two, 1,063 students in year three and reach full enrollment of 1,212 students in year four.

ELITE's program is designed to meet the individual needs of students. Students who are at or above grade level will participate in skill enhancement and enrichment activities throughout the day. Students who are below grade level standards will participate in skill-building activities and receive support to make accelerated progress toward meeting standards. ELITE staff members will focus on accelerating the achievement of all students and eliminate the opportunity gap.

Founding Group

Ramona E. Bishop, Ed.D.

Dr. Bishop graduated from John F. Kennedy High School in Richmond, CA and received her Bachelor of Arts from the University of California, Berkeley. She earned her teaching credential from the University of San Francisco where she was student of the year. She earned her Master's Degree and administrative credential from California State University, Hayward. She was awarded a doctorate in educational administration from the University of Pacific.

Dr. Bishop has served as Superintendent of Vallejo City Unified School District (VCUSD) and Associate Superintendent for Educational Services in the Twin Rivers Unified School District. Her professional career also includes teaching, serving as principal, director, assistant superintendent and superintendent in several urban school districts. Additionally, Dr. Bishop has served as the elected president of the California Association of African American Superintendents and Administrators.

Colleagues and community members have recognized Dr. Bishop for her excellence in education. She has been responsible for building multiple systems that enhance outcomes for all students. As a principal she led a staff that facilitated API growth of 122 points in one year. Because of this increase in academic scores Dr. Bishop and her staff received the distinguished Governor's Performance Award. In another principal position she led a staff that facilitated student academic growth in similar schools ranking from a four to an eight. In both of those school settings the student demographic was over 70% students of color with high concentrations of African-American and Latinx students.

Dr. Bishop continued working with school teams to make a positive impact on student achievement when she became a district office administrator. As the final Superintendent of the Del Paso School District, during her one year as the district leader, Dr. Bishop worked with her board and staff to facilitate a districtwide Academic Performance Index increase of 33 points. When the districts merged, and Dr. Bishop became the Associate Superintendent of the Twin Rivers School District, she worked with her Curriculum and Academic Achievement team to facilitate increases in STAR scores, increases in graduation rates, and decreases in dropout rates. As the Superintendent of the Vallejo City Unified School District, Dr. Bishop worked with her team to bring about gradual increases in the percentages of all student groups that meet and exceed the standards on the California Assessment of Student Performance and Progress in English Language Arts and Mathematics. Additionally, graduation rates increased and dropout rates decreased significantly during her tenure. Notably, according to the A-G completion rates for African-American students doubled from 12.1 % to 31.6%, and for Latinx students the rates went from 18.2% to 31.8% . These increases can be attributed to the systems put strategically in place through strategic collaboration, implementation, and continuous improvement as outlined below.

Most recently, Dr. Bishop worked with the VCUSD staff to implement innovative research-proven strategies while removing the district from state control (the district achieved positive budget

certification for several years in a row and moved the district from no credit rating to a Standard and Poors rating of A+). Simultaneously, the staff implemented programs that are receiving state and national attention and having a strong impact on student achievement, including but not limited to: Wall to Wall College and Career Academies for high school students, a Full-Service Community School District, system-wide implementation of Positive Behavioral Intervention Supports (PBIS), Restorative Justice (RJ) and Trauma-informed Care (TIC), K-8 STEAM programming, and innovative magnet school programs.

Dr. Bishop had received numerous awards and recognitions including, but not limited to:

An invitation to speak at the White House at the Fix School Discipline Convening

Ida B. Wells Risk Taker Award - National Alliance of Black School Educators

Superintendent Leadership Award - Coalition for Community Schools

Superintendent of the Year - Association of California School Administrators - Region 3

Dr. Bishop is currently serving as a professor in the African-American Studies Department at UC Davis, and working as a private consultant.

Alana J. Shackelford, Ed.D.

Alana J. Shackelford is an educational leader. Professionally, she has worked in the field of education since 1997. She has 20 years of specialized experience and expertise in teaching and school-site administration in the Vallejo City Unified School District. April of 2011, Dr. Shackelford was promoted to the position of Director of Partnerships and Community Engagement, where she was responsible for the district-wide implementation of Full Service Community Schools (FSCS), in addition to overseeing the structure and development of the Wall-to-Wall Academies (W2W) at each of the comprehensive high schools.

After serving four years as a director, July of 2015, Dr. Shackelford was elevated to the position Chief Partnerships & Community Engagement Officer. Her duties as a chief include developing partnerships with parents, the business community, and relevant government agencies in order to provide school sites with the support they need. Dr. Shackelford is also responsible for supporting school sites in building positive school cultures. She led the school district in implementing their Integrated Intervention System-which includes Positive Behavior Intervention and Support, Restorative Justice and Trauma Informed Care.

Dr. Shackelford is a 1993 graduate of St. Patrick-St. Vincent High School. After high school she attended Oral Roberts University, Tulsa, Oklahoma; where she completed a Bachelor of Science degree in Biology/Pre-med May of 1997. She continued her education receiving a Master's Degree in Education & Administration and Policy Studies from California State University, Sacramento May of 2000. Dr. Shackelford graduated from St. Mary's College, Moraga, California with a Doctorate in Educational Leadership (Ed.D) May of 2008. During Dr. Shackelford's tenure in the VCUSD, she has been recognized for many accomplishments:

- 2004-05 Walmart City Teacher of the Year
- 2005-06 Vallejo's Elk Lodge Educator of the Year

As a principal (2007-2011), Dr. Shackelford led Highland Elementary School from an Academic Performance Index (API) score of 673 to an API score of 800. In 2007, Highland Elementary was ranked the lowest performing school site ranking 16th out of 16 elementary sites, and by 2011, Highland Elementary ranked 4th out of 16 elementary school elementary sites. As a director, Dr. Shackelford and team were recipients of the California Career Partnership Trust (CCPT) \$6 million grant in support of the W2W Academies. In December of 2014, led VCUSD in being a recipient of California School Board Association (CSBA) Golden Bell Award for the implementation of FSCS.

Publications include:

- Foundation of Support (2014) Leadership Magazine (co-authored with Dr. Ramona E. Bishop, Superintendent).

As a native of Vallejo, Dr. Shackelford is honored and grateful for the opportunity to serve her hometown in ensuring students graduate college and career.

bel Reyes

Ms. Reyes has over a decade of experience working in close partnership with various community and youth-adult partnerships. She brings a host of facilitation skills and leadership in developing community and school partnerships, and innovative design of new programs. Ms. Reyes has extensive experience working with community-based organizations to strengthen their capacity to support young leaders, engage boards of directors/administrators, develop and implement strategic plans, design and implement effective leadership, and provide training in fundraising, staff development, program evaluation and planning.

Ms. Reyes previously served as the Program Director of Community School Partnerships for the UC Davis School of Education. She currently serves as the executive director of a community-based organization located in Sacramento that seeks to bridge innovative partners for more just and equitable outcomes for youth, families, and communities. She has the proven ability to develop strategically effective professional development and technical assistance for diverse communities and stakeholders. Specifically, Ms. Reyes has worked in close partnership with numerous districts such as, the Sacramento City Unified School District, San Juan Unified School District, San Rafael Unified School District, Twin Rivers Unified School District, and the Vallejo City Unified School District to name a few. In addition to her experience working with schools, bel has also presented at numerous national conferences, led various diverse and well-experienced teams around various research-focus efforts including leading the UC Davis School of Education research team for the California Department of Health, Network for a Healthy California, and dedicated time toward juvenile justice efforts and systems change initiative both at a local and statewide level through efforts such as, My Brother's Keeper Sacramento, the California Endowment's South Sacramento

Building Healthy Communities, Youth Block Report, the Positive Youth Justice Initiative, and the Black Child Legacy Campaign.

Having been born in Sacramento, California, bel brings her unique dedication to working with communities of color, schools, families and youth throughout the Sacramento Region. One of bel's special core values is working with the Spanish Speaking families, communities and youth, developing their capacity to be educational advocates. Born to immigrant parents from Guanajuato, México, and a mother herself, bel values the contributions that culture, language, and identity have on education and community.

bel earned a Bachelor of Arts in Ethnic Studies at California State University, Sacramento with a concentration in Chicano/a Studies. She is currently in process of earning a Doctorate in Education from the University of Southern California, Rossier School of Education program in Organizational Change and Leadership.

Publications:

- Nuñez-Janes, M., Thornburg, A., & Booker, A.N. (2017). *Deep stories: Practicing, teaching, and learning anthropology with digital storytelling (19-34)*. Warsaw: De Gruyter Open.
- Booker, A., Montgomery-Block, K., Reyes, b., & Scott, Z. (2011). Engaged scholarship within an urban school district: A community and university partnership approach to service learning. *Journal of Public Scholarship in Higher Education*, 1, 67-87.
- Booker, A., Montgomery-Block, K., Reyes, b., & Scott, Z. (2011). How Service Learning With Social Justice Commitments Calls for Transformation of Community Responsibility In School. *Educational Research Association (AERA)*.
- Youth Telling Stories Through Social Media (2010). HealthyCal.org

Element A: Educational Program

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter 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. Education Code Section 47605(b)(5)(A)(i).

Governing Law: 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. Education Code Section 47605(b)(5)(A)(ii). (iii) 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.

The educational experience for students in ELITE Public Schools is designed to ensure that students meet rigorous academic standards while being exposed to curricular and extracurricular offerings that prepare them to enter prestigious 4-year colleges and universities and become global leaders. ELITE Public Schools stands for Equipping Leaders through Innovation, Technology and Engineering.

Mission and Vision

Vision: Students will graduate trilingual (proficient in English, Spanish and Coding), with the confidence and competence to matriculate into four-year universities and become global entrepreneurs and leaders.

Mission: Our mission is to ensure all students reach their fullest potential through access to learning spaces that honor and celebrate students' rich cultural heritage and challenge them with rigorous and relevant learning experiences designed to make them active participants in their own success.

Values

Entrepreneurial Skills: Students develop personal characteristics including interpersonal, critical-thinking and creative skills, as well as, practical knowledge through engagement in quality learning, social-development activities, and extracurricular experiences that cultivate leadership skills.

Language: Classrooms are language-enriched environments where students develop trilingualism/tri-literacy. Student's languages and cultures are respected, honored, and celebrated, through culturally responsive literature. Students demonstrate organizational skills and mastery of content knowledge through writing assignments and oral presentations. Speaking, reading and writing are equally important literacy skills.

Innovation: ELITE students are encouraged to imagine, create, and share for the purpose of inventing, shifting from consumption to production, promoting collaboration over independence and engagement over isolation. Students will be competitive and have the confidence to win, not only in academic pursuits, but also in sports and other advanced activities. Students understand the connections between and among all cultures and races, and learn to appreciate their own heritage and language, as well as those of other students and adults. ELITE students graduate with a high school diploma, and a specialized certificate, or an Associates of Arts (AA) degree.

Technology: ELITE students develop digital literacy and civic responsibility in an environment where students have access to high-quality technology and instructional materials.

Engineering: ELITE students study engineering, in various forms. They utilize their enhanced understanding of math, science and technology to solve complex problems in a fun and challenging way, while demonstrating advanced reading and writing fluency, computational and problem-solving skills.

Goals:

1. All students performing at/or above grade level
2. Affirming, safe and supportive school environments
3. All students graduate with A-G requirements met and some college credit
4. Involved parents and community partners
5. Students of all backgrounds thriving academically

Educational Philosophy

ELITE is comprised of four design elements that form the foundation of our success. These elements allow us to provide students with the opportunity to invent, discover, and develop themselves to achieve the necessary skills to be successful as they move forward in their lives and careers.

ELITE differs from other programs in that it includes:

- Full-day Transitional Kindergarten (TK) and Kindergarten (K)
- Sports Program
- Cognitive Development Activities
- Warriors for Social Justice program
- Access to and effective utilization of technology
- Engineering pathway

The Design Elements include entrepreneurial skill development, language development, a dual immersion pathway and the African American and Latino Cultural Heritage Program. Each element is described in more detail below.

Entrepreneurial Skill Development

- Personal Characteristics: optimism, vision, initiative, motivated to lead, drive and persistence, risk tolerance, resilience
- Interpersonal Characteristics: leadership and motivation, communication skills, listening, emotional intelligence, negotiation, ethics, excellent sportsmanship
- Critical and Creative Thinking Skills: creative thinking, problem solving, recognizing opportunities
- Practical Skills: goal setting, planning and organizing, decision making, knowledge

Language Development

- All students will participate in Spanish instruction and African-American and Latino Cultural Heritage program TK-12th grades.
- Students will have the option of participating in an Immersion Spanish Pathway, which will take place in one class in each grade level from TK – 5th or a Foreign Language Elementary/Secondary Pathway.
- Dual language pathway uses two languages for literacy and content instruction for all students, English and Spanish. The dual language program provides the same academic content and address the same standards as set out by the California Department of Education.

Dual Immersion Pathway

- ELITE students have the option of enrolling in a Dual-Immersion pathway. Though all students will learn Spanish, the dual-immersion pathway provides accelerated acquisition of Spanish and English.

African American and Latino Cultural Heritage Program

- Students learn World and American History from an African-American and Latino perspective. This allows all students to have an understanding of the history and culture of the aforementioned so that students will develop strong self-esteem and understanding of contributions made by all groups toward building our nation and world.

How Learning Best Occurs

ELITE's design elements are rooted in our vision, mission and values. Together these elements promote conditions under which learning best occurs:

- Diverse learners, learning for many purposes. We hold our students to high expectations and expose them to rigorous and relevant learning. Our model is designed for flexibility toward the end goal of having all students meet or exceed grade level standards. We allow student needs to dictate how their instructional program is designed.
- Learning as part of a community. Family partnerships and a professional learning community are essential to enhancing student outcomes.

- Competency-based learning. Competency-based learning allows students to move through instructional content in a personalized way. Our learning-center model allows for students to work in small groups with teachers and other highly skilled educators. Other students may work with computer-based learning programs, while others may be tutored by students who have mastered a particular concept. All ELITE students must demonstrate mastery to move forward. Students who are not making progress receive increased support and intervention in small groups or during extended day to get them the support they need.
- Self-directed learning. Self-directed learning allows students to spend time each day working on projects related to their interests. With support from adults, students follow a learning process that asks them to articulate a question or problem they want to solve, and then make a plan to work, document their learning, and reflect and share their learning and products with relevant community members. This allows students to engage in opportunities to pursue passions. Teachers connect students to rigorous content and real-world applications and help students work towards school deadlines and celebrations of learning.

An Educated Person in the 21st Century

To be educated in the 21st century demands nothing less than global citizenship. The world ELITE students will face when they graduate looks very different from the world today. The world is increasingly global and interconnected, requiring interdisciplinary, knowledgeable global citizens who can negotiate and question justice and morality while grappling with the most complex problems facing our world, including climate change, economic inequities, and international conflict.

To be prepared for this complex and changing world, ELITE students need agency, which we define as both the inclination and the ability to act, to both proactively and reactively engage with their world.

Student Population and Need

As required by Education Code Section 47605(d)(2)(A)-(B), ELITE Public Schools is open to all students in the State of California. We serve all families that submit an application for their children in available grades up to our enrollment capacity. Should applications exceed the number of available spaces, a random public lottery will be held.

The following terms will be referenced in this petition:

Achievement Gap – Achievement gaps occur when one group of students (grouped by race/ethnicity, gender) outperforms another group and the difference in average scores for the two groups is statistically significant (National Center for Education Statistics, 2015).

Opportunity Gap – The opportunity gap is the disparity in access to quality schools and the resources needed for all children to be academically successful. We choose to use the term

opportunity gap because it acknowledges that, if given access to quality instructors, resources, and rigorous and relevant curriculum offerings, all students can achieve at high levels.

Expectation Gap – The concept of having lowered expectations for student achievement for one group of students compared to another. “They had been trained to fail, been told all their lives through the medium of low expectations that they were not good enough for a challenge; that because of their socioeconomic status or life circumstance, they could not complete a complex math problem or write a five-paragraph paper.” (Kobler, 2012, www.bushcenter.org)

ELITE will focus on ensuring that students receive instruction on the history and accomplishments of mainstream America, while also receiving cross-cultural instruction on the history and accomplishments of African-Americans and Latino as a way of building self-esteem, self-worth, and self-efficacy in students who have been historically-underserved. This instruction will benefit all students as they strive toward being entrepreneurs and leaders in our pluralistic society.

Within Vallejo City Unified School District, African-American, Latino and English Learner student groups perform below the average for all students. The table below reports data from the California School Dashboard for Fall 2017 for VCUSD and shows significant achievement gaps for students of color, socio-economically disadvantaged students and English Learners based on Distance from Level 3 scores for English Language Arts.

Vallejo City Unified School District, English Language Arts Assessment Report, Fall 2017

Student Group	Student Performance	Status
All Student	Orange	Low 63 points below Level 3
English Learners	Red	Very Low 75 points below Level 3
Foster Youth	Orange	Very low 98.4 points below Level 3
Homeless	Red	Very low 106.5 points below Level 3
Socioeconomically Disadvantaged	Red	Very Low 73 points below Level 3
Students with Disabilities	Red	Very Low 133.9 points below Level 3
African American	Red	Very Low 88.8 points below Level 3
Asian	Orange	Low 22.3 points below Level 3
Filipino	Yellow	Medium 3.2 points below Level 3
Hispanic	Red	Very Low 71.8 points below Level 3
Pacific Islander	Orange	Low 54.4 points below Level 3
Two or More Races	Orange	Low

		52.6 points below Level 3
White	Orange	Low 45.5 points below Level 3

Source: www.caschooldashboard.org, 2018

The same pattern holds true for Mathematics, as shown below.

Vallejo City Unified School District, Mathematics Assessment Report, Fall 2017

Student Group	Student Performance	Status
All Student	Orange	Low 83.1 points below Level 3
English Learners	Orange	Low 87.2 points below Level 3
Foster Youth	Red	Very low 137.3 points below Level 3
Homeless	Red	Very low 116.8 points below Level 3
Socioeconomically Disadvantaged	Orange	Low 90.7 points below Level 3
Students with Disabilities	Red	Very Low 157.1 points below Level 3
African American	Red	Very Low 113.5 points below Level 3
Asian	Orange	Low 30.2 points below Level 3
Filipino	Orange	Medium 26.4 points below Level 3
Hispanic	Orange	Low 88.7 points below Level 3
Pacific Islander	Yellow	Low 67.6 points below Level 3
Two or More Races	Orange	Low 65.9 points below Level 3
White	Orange	Low 68.7 points below Level 3

Source: www.caschooldashboard.org, 2018

ELITE is a school designed to eliminate the achievement gap by eliminating the opportunity gap. “Closing the opportunity gap is the only way we will make progress toward closing academic achievement gaps that separate most Black and Hispanic student from their White and Asian

peers” (Schott Foundation, 2018). African American students are performing below the average achievement levels of White and Asian Students and below district average for all students.

ELITE will take efforts to reflect the demographics of the district in its student population. In 2016-17, VCUSD had the following enrollment percentages by student population.

	Total	African American	American Indian	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More
VCUSD	14,544	28%	0.4%	2.7%	14.7%	40.2%	2.1%	7.5%	2.3%

Source: DataQuest, 2018

As shown above, over two-thirds of students enrolled in VCUSD are African American or Latino. In 2016-17 the District had an unduplicated pupil count of Free/Reduced-Price Meals, English Learners and Foster Youth of 9,603 or 66%. Educational systems and communities have typically not done well at ensuring that patterns of generational poverty are addressed, which means that students living in poverty often (but certainly not always) perform below their peers from middle class families (Rothstein, 2013, Economic Policy Institute, www.epi.org).

The California School Board Association reports that 80% of Latino students and 74% of African American students in California are considered economically disadvantaged compared to 28% of White students (California School Board Association, 2016). This data is particularly important to note since various studies document the correlation between economic background and school success (Noguera, 2008; Poe-Yamagata & Jones, 2000; Shea, Zetlin, & Weinberg, 2010). As such, it is critical to consider and explore how California’s K-12 education systems are preparing African American and Latino students to reach their fullest potential through access to learning spaces that honor and celebrate their rich culture while challenging them with rigorous and relevant learning experiences designed to make them active participants in their own success.

ELITE is designed to educate the whole child, addressing issues that affect student learning as well as provide educational and extracurricular opportunities to which students may otherwise not be exposed.

African American Students in VCUSD

California has the fifth largest Black population in the country and is home to about 900,000 African Americans under the age of 25. About 373,000 of these young people are students in our public K-12 schools, representing 6% of the public-school population. Within our K-12 schools, African American students are concentrated in just a handful of California’s 58 counties. The counties serving the largest concentration of Black students are Solano, Sacramento, Alameda, Contra Costa, and San Francisco. In each of these counties, Black children represent at least 10 percent of the K-12 population (Education Trust West, 2015). ELITE is locating within VCUSD specifically to serve as a high quality, public school alternative for African American students.

As shown above, African-American students comprise 28% of the student population in Vallejo. ELITE will target enrollment of this population as we believe they will greatly benefit from the ELITE program. This intentional focus is intended to affirm the history and culture of African Americans

for the purpose of building the self-esteem and strengthening the self-efficacy, while exposing students from other cultures to diverse historical perspectives. It is also true that African American students are underrepresented in Science Technology Engineering Math (STEM) fields as well as many athletic programs. The exposure students receive at ELITE will give them the tools necessary to not only gain academic scholarships, but to also be eligible for athletic scholarships in sports in which they have been historically underrepresented.

Latino Students in VCUSD

A 2017 Education Trust West report indicates that Latinos under the age of 20 increased significantly representing as of 2014 over 50 percent of the population in California. According to the Children Now 2016 Children's Report Card, California is one of the most diverse states in the United States with its children and youth racially, ethnically, linguistically, and culturally diverse (Children Now, 2016). Specifically, 3.3 millions of Latino students attend a California K-12 public school (Education Trust West, 2017). In 2011-12, there were 5,114 Latino students enrolled in VCUSD, representing 33.3% of the student population. In 2016-17, this number had increased to 5,850 or 40.2% of total enrollment. ELITE will also target enrollment of Latino students to reflect the District average. The intentional focus is intended to affirm the history and culture of Latino students for the purpose of building the self-esteem and strengthening the self-efficacy of this student group, while exposing students from other cultures to diverse historical perspectives.

Spanish-Speaking Students in VCUSD

While there is great diversity in the languages spoken in VCUSD, over three-quarters of students identified as English Learners speak Spanish at home. In the 2016-17 school year, 19% of students in VCUSD were classified as English Learners. Among this group, 83% were native Spanish speakers (Ed-Data, 2018).

ELITE's intentional focus on teaching Spanish to the English-speaking population and strengthening the Spanish home language, while developing the English skills of Spanish-speaking students allows for all students to increase their marketability, due to their ability to communicate well in English and Spanish. The numbers of Spanish-speaking students also show that there is a solid base of students who could benefit from the targeted English Language Development (ELD) program, the dual-language instruction, and the Spanish instruction offered at ELITE.

School Push Out in VCUSD

One issue that affects a student's opportunity to learn is the school push out. "Pushout refers to practices that contribute to students dropping out. These include unwelcoming and uncaring school environments and over-reliance on zero tolerance school policies that push students out of school. Historically, factors (e.g. suspension, expulsion, systematic inequality) that result in school pushout has severe and lasting consequences for students, schools and communities" (National Clearinghouse on Supportive School Discipline, 2018).

African-American students are disproportionately suspended in VCUSD, as shown below, which is evidence of the school pushout. The data shown below is from the 2014-15 school year, the most current data available from ed-data.org.

VCUSD Out of School Suspensions by Student Population, 2014-15

	# of Suspensions	% of Suspensions	Enrollment %
American Indian	20	<1%	.4%
Asian	11	<1%	2.6%
African American	1,660	59%	29.8%
Filipino	86	3%	16%
Latino	660	23%	37%
Pacific Islander	62	2%	2.1%
Two or More	73	2%	2.2%
White	205	7%	8.2%
Total	2,807		

Source: www.ed-data.org

As shown above, African American students comprised 29.8% of the student population, but accounted for 59% of out of school suspensions. Latino students comprised 37% of the student population, but only 23% of out of school suspensions. White students comprised 8.2 % of the student population and 7% of out of school suspensions.

ELITE will offer school climate and culturally relevant programs in an affirming environment. Staff members will be trained to eliminate the expectation gap, holding the same high expectations for all students and work to avoid disproportionate rates of suspensions of African American and Latino students by adopting a restorative justice framework.

While VCUSD has made efforts to address the pervasive achievement gap, there is still a great deal of work to do to level the playing field for all students, particularly those who have been historically underserved. When given access to strong and committed teachers and other professionals and quality programming, all students can thrive. By locating ELITE in Vallejo, students who are more likely to benefit from the program will have access. The emphasis on the teaching of African American and Latino history and culture, Spanish, coding, engineering and entrepreneurialism instruction for all students makes the program design different than any program offered at a single school site in the area. ELITE will also offer after school programming for *all* TK-12 students, with the school day ending at 6:00 PM.

Students to be Served

ELITE will be located within the boundaries of VCUSD and will serve students in grades TK-12. The school intends to open in Fall 2019 with an initial total enrollment of 548 students, growing to 821 students in year 2, 1,063 students in year three and reach full enrollment of 1,212 students in year

4. See table below for projected enrollment by grade and academic year for the term of the charter.

Proposed Enrollment Plan: 2019 - 2024

Grade	2019-20	2020-21	2021-22	2022-23	2023-24
TK	75	75	75	75	75
K	75	75	75	75	75
1 st	50	75	75	75	75
2 nd	50	50	75	75	75
3 rd	50	50	50	75	75
4 th	62	62	62	93	93
5 th	62	62	93	93	93
6 th	62	62	93	93	93
7 th	31	62	93	93	93
8 th	31	62	93	93	93
9 th	-	93	93	93	93
10 th	-	93	93	93	93
11 th	-	-	93	93	93
12 th	-	-	-	93	93
Total	548	821	1,063	1,212	1,212

Curriculum and Instructional Design

Powerful, applicable and relevant learning for all students is ELITE's goal. A rigorous and relevant curriculum, acceleration, ongoing assessments and meaningful parent engagement are the means. ELITE's chosen instructional approaches are designed to enable our students to achieve the goals specified in the charter and to graduate trilingual students proficient in English, Spanish and coding with the confidence and competence to matriculate into four-year universities and become global entrepreneurs and leaders. Moreover, ELITE's curriculum is aligned to the State Board of Education's academic standards to ensure that not only will all ELITE students have their academic needs met, but also their social-emotional needs met. This will occur by:

- Sharing Best Practices for Student Success
- Focusing on Core Content and Standards-Based Curriculum
- Providing Academic and Support Services
- Using Evidence-Based Instructional Practices
- Having a Results-Matter Philosophy
- Building a Professional Learning Community (PLC)
- Entrepreneur Skill building and maintaining a College-Bound Focus

ELITE will seek to balance more culturally responsive teaching strategies, linked to meaningful student engagement and motivation which will enhance student readiness, making them better equipped for success in higher education. Additionally, Below is the list of ELITE curriculum:

- McGraw Hill - Wonders & Maravillas (TK-6th)
- StudySync ELA (6th-12th)
- Benchmark Advance/Adelante (K-6th)
- Everyday Mathematics (TK-6th)
- Glencoe Middle School Math (6th-8th)
- Glencoe High School Math (9th-12th)

ELITE's curriculum is focused around the Next Generation Science Standards (NGSS) and the California History-Social Studies Science Content Standards and integrated with the Common Core State Standards (CCSS) for California English Language Arts (ELA) and Mathematics, and the California Preschool Learning Foundations (Foundations) curriculum (hereinafter, collectively the State Standards). Ultimately, ELITE's instructional approaches will not only lead to students' academic success as lifelong learners, but also help build their self-esteem, self-worth, and self-efficacy.

Pedagogy and Evidence-Based Instructional Practices

All of ELITE's instructional models and instructional techniques have been chosen because they are evidence-based and have proven to be best practices for English Learners and students of color. Teachers will successfully address students' needs and preferred modes of learning, while students have an opportunity to access rigorous content and use expressive and receptive skills in a highly academic manner. ELITE's instructional content includes language, English Language Arts, mathematics, science and social studies, technology, and physical education and athletics. Each area is discussed in detail below.

Language

The foundation for instruction in Spanish Language Arts is the CA Common Core Standards for Spanish Language Arts. This document is the equivalent of the California English Language Arts Standards and incorporates Spanish grammar and phonics. The San Diego County Office of Education has developed a version of the Common Core State Standards in Spanish that will help facilitate articulation across the grade levels in order to ensure college and career readiness in Spanish and English. Moreover, the Spanish version of the Common Core State Standards (CCSS) website is also a way to incorporate grade level yearlong plans. With this added tool, students expand their knowledge and understanding of both formal and informal language registers and functions of the Spanish language. Students will study informational and fictional texts, in addition to authentic literature in Spanish and will receive academic vocabulary instruction. Students will connect established skills in Spanish to developing literacy skills in English. ELITE instruction is designed to meet the linguistic and academic needs of both native English speakers, native Spanish speakers, and native speakers of other languages.

ELITE's language program will consist of two pathways:

1. Dual Immersion Pathway for grades TK through 5th
2. Foreign Language Elementary/Secondary Pathway for grades TK through 12th

Dual Immersion Pathway

ELITE will meet the needs of all students including English Learners by implementing a Dual Immersion Pathway. ELITE's Dual Immersion Pathway allows students to maintain a high level of achievement and reach even higher levels through the end of K-12 schooling. Research findings demonstrate that a quality dual language pathway must include all of the following instructional components to reach these results:

- A socio-culturally supportive school environment.
- An incorporation of multiculturalism into instruction and materials, including student's values and ways of learning.
- Students working collaboratively and learning together.
- An additive bilingual environment.
- Ensure that all students maintain their home language while acquiring a second.
- Support of all learners to reach high academic achievement while nurturing and supporting them. Every adult is committed to the belief that all children can learn at high levels.
- A celebration of diversity in all its forms.

In addition, more recently, the California Department of Education commissioned and published the report, *Improving Education for English Learners: EL Roadmap Policy* (2010) outlining the significant progress in the field of English Learner Education. The intent of this policy roadmap is to provide guidance in welcoming, understanding, and educating the diverse population of students who are English Learners. Many English Learners represent the newest members of our society, including recently arrived immigrants and children of immigrants, who bring a rich diversity of cultural backgrounds and come from families with rich social and linguistic experiences. The report cites the following benefits of a dual language education:

- English language proficiency development is a process that takes five to seven years for those entering with emerging English, benefits from coherent and aligned instruction across that time period and can take place as an integrated process simultaneous with academic content in addition to designated ELD and the development of bilingualism/biliteracy.
- Bilingualism provides benefits from the capacity to communicate in more than one language and may enhance cognitive skills, as well as improve academic outcomes.
- Establishing proper and consistent procedures and criteria for identifying, monitoring, and existing English learners using appropriate assessment procedures – while developing professional capacity to use assessment results – constitutes a key lever for effective system improvement.
- The diversity of the EL population (i.e. newcomers, long-term English learners, students with interrupted formal education, students with disabilities, gifted and talented students, and the expected continuous exiting of students from the EL category) necessitates pedagogy and educational support services that are differentiated and responsive.

- Brain development research reinforces the crucial period of birth through early childhood in the areas of cognitive, social, and language development. There is great need for coherent, aligned support for dual language learners across the preschool and primary grade systems to begin developing their bilingual and biliterate capacities (CA State Board of Education, 2017).

Dual immersion is about learning both languages from two sources: students learn academic language from the teacher and conversational competencies from native speakers of the language of instruction. Students are able to learn core content and a second language in two-way immersion programs because the knowledge they learn in one language facilitates the acquisition of knowledge in the second language. In other words, when students understand content in one language, they can transfer that content to the second language. In addition, students in two-way immersion programs benefit from the intrinsic cognitive advantages of being bilingual and biliterate (Bialystok, 2007; Lindholm-Leary & Genesee, 2008).

ELITE school leadership and staff will work collaboratively to ensure that the educational program adheres to the Guiding Principles for Dual Language Education, as well as the state and federal guidelines.

A general principle of language teaching today is to provide students with language input they can understand and opportunities to use and practice that language. This principle implies that teachers must provide comprehensible input and provide authentic communicative tasks. Strategies for providing comprehensible input include modifying teacher language; using visuals, realia, and graphic organizers to provide nonverbal support; and building on students' background knowledge and experiences. Strategies for encouraging communication include cooperative learning structures to increase peer interaction and extending student responses by asking clarification or expansion questions.

In addition, teachers will identify language development objectives as an integral part of their content teaching. These goals may differ for native speakers and second language learners within a thematic unit or a particular level. Without such objectives, it is unlikely that students will acquire all aspects of social and academic language proficiency. Below is a list of additional language development teaching strategies:

- Identify the vocabulary that students will need to comprehend a lesson and pre-teach this vocabulary before the lesson.
- Identify both content and language objectives for all lessons.
- Slow down speech when necessary.
- Generate questions that promote higher order thinking but use varying levels of linguistic complexity depending upon the proficiency level of each student.
- Provide an environment that is rich in print. This includes word walls, labels for everyday items, and vocabulary lists that are tied to the content being studied in class.
- Provide plenty of high-interest and authentic reading materials (fiction and nonfiction) at various reading levels.

- Make sure the students have free time in which they can use the language of instruction to talk about their own interests.
- Have students work in cooperative learning groups. Regroup when necessary.
- Assign individual work with clear guidelines and expectation.
- Plan activities that involve Total Physical Response.
- Include role-playing activities not only during the language arts period, but also in the content areas.
- Use drama and dance in class.
- Literacy Instruction.
- Assessment.
- Supporting Special Student Populations-Juvenile Justice Involved Youth program.

Using State Standards, teachers at ELITE will utilize standards-based, state-adopted curricula for core instruction and supplemental materials to ensure students develop academic habits of mind and acquire life skills that are enduring, essential, and transferable. These high-quality curricula promote and encourage the development of bilingual, biliterate, and cross-cultural consciousness for all students. In addition, staff will develop an enhancement of high quality curricula specifically designed for the two-way Spanish immersion program. This structured process includes both vertical and horizontal teacher articulation within and across grade levels and programs. During articulation, staff members clearly delineate learning expectations and curricular alignment. Moreover, teachers will integrate their knowledge of subject matter standards, including English Language Development Standards, with core curricula and document their work in yearly backwards mapping.

Based on dual immersion and second language acquisition research, it takes approximately five to seven years to develop cognitive academic language proficiency (CALP). With biliteracy in about seven years as an end goal, ELITE will monitor student achievement at critical grade spans. Biliteracy grade span progression is divided into three stages:

- Emerging
- Expanding
- Bridging
- Lifelong language learners

The same data management system used to monitor academic achievement will be used for both languages. ELITE will use multiple measures to assess students' oral proficiency, literacy, and academic progress toward California State Standards in both English and Spanish. In addition to administering the state standardized assessments, teachers will also use curriculum-embedded assessments to monitor student progress toward the linguistic, academic, and multicultural goals of the program. Data are analyzed on a regular basis by the staff, as well as outside evaluators, to measure student progress toward benchmarks and to guide core and supplemental instruction and intervention, professional development, and program design. Data will be shared with stakeholders

on a regular basis. In addition, ELITE will establish a partnership with Center for Applied Linguistics (CAL) in Washington D.C. and use the CA Spanish Language Development Standards, whose mission is to advance academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators. The CA Spanish Language Development (SLD) Standards outline the progression of Spanish language development in any Pre-kindergarten through grade 12 classroom where Spanish is the language for content instruction. The CA SLD Standards make explicit connections to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and other state content standards. CA SLD standards were built upon the same framework as the CA English Language Development (ELD) Standards, and feature the same aspects of academic language:

- Linguistic Complexity: Quantity and variety of oral and written text language
- Forms and Conventions: Types, array, and use of language structure
- Vocabulary Usage: Specificity on word or phrase choice

ELITE will explore the use of the CA Spanish Assessment, which are standards-based Spanish language development assessments being field-tested.

The program structure allows a diverse group of students to learn from each other and about each other's cultural and linguistic backgrounds. ELITE will serve a unique group of students. For a two-way program to be successful there needs to have a balance of languages. Ideally, one-third of students are native Spanish speakers, one-third are bilingual, and one-third are native English speakers.

The goals of the Dual Language Immersion Pathway are as follows:

- Students will develop high levels of proficiency in their first language
- All students will develop high levels of literacy in a second language
- Academic performance for both Native and English Speakers will be at or above grade level
- All students will demonstrate positive cross-cultural attitudes and behaviors

For the 2019-20 academic year, ELITE will offer the Dual Immersion Pathway for one TK, one Kindergarten, and one first grade classroom. If there is enough demand to fill a second grade dual immersion classroom, then that class will be added in the first year. The remaining TK through 5th grade classes will be part of the Foreign Language in Elementary Pathway.

ELITE's Dual Immersion Pathway will follow the 90/10 model, in which a majority of the school curriculum is taught in Spanish in the primary grades. Students in kindergarten and first grade will receive ninety percent of their daily instruction in Spanish and ten percent in English. Each year, the percentage of instruction in English increases, while the percentage of instructional time in Spanish decreases. By fifth grade, students will receive fifty percent of their daily instruction in Spanish and fifty percent in English.

Percentage of Instruction in Spanish and English by Grade

Grade Level	Percent of Instruction in Spanish	Percent of Instruction in English
TK, K, 1 st Grade	90%	10%
2 nd Grade	80%	20%
3 rd Grade	70%	30%
4 th Grade	60%	40%
5 th – 8 th Grade	50%	50%

Foreign Language Elementary/Secondary Pathway

Within the Foreign Language Elementary Pathway (FLEP) and the Foreign Language Secondary Pathway (FLSP), instruction in Spanish will take place in a minimum of two 45-60 minute classes per day and delivered by a language-proficient instructor. The curriculum is standards-based and reinforces concepts taught in math, science, and or social studies. The curriculum integrates Spanish and its cultures to promote meaningful communication. Additional instructional support is provided for students who enter FLEP in the upper elementary grades.

There are many effective, research-based strategies that aid second language development. These include Total Physical Response, shared storytelling, songs, role play, simulations, demonstrations, experiments, cooperative learning, read aloud, shared reading, independent reading with leveled texts, learning logs and journals, interviews, literature response groups, use of charts and graphic organizers, group research projects, and student generated problems. Some strategies are designed to develop receptive skills and others are designed to provide language practice and promote expressive language (see Chamot & O'Malley, 1994; Cloud et al., 2000; Echevarria, Vogt & Short, 2004; Gibbons, 2002; Herrell & Jordan, 2004; CA Department of Education English Language Arts & ELD Framework, 2012).

Systematic English Language Development

English Learners (ELs) will receive designated English Language Development (ELD) for 30 minutes per day. Teachers make connections with content and make “input comprehensible.” We will use the Systematic ELD Framework and curriculum to develop English proficiency and address the four domains (reading, writing, listening and speaking) of language development. Systematic ELD instruction is part of a comprehensive program for English Learners.

The purpose of designated ELD instruction is to develop a solid foundation in the English language and to increase students' ability to communicate for a range of purposes. Effective designated ELD instruction supports achievement in other content areas by teaching students the language skills to successfully engage in academic learning. It helps equip students with the language needed to express the sophistication of their thinking. Designated ELD will be taught daily, during time

specifically dedicated to teaching English. It follows a developmental scope and sequence of language skills that includes substantive practice to ensure that students develop fluency and accuracy. During this part of the instructional day, students will be taught at their assessed level of English proficiency to ensure they develop a solid English language foundation and are continually challenged to stretch their ability to flexibly use languages recommended by the California Department of Education. The CA ELD standards are designed to meet the needs of a variety of intended users for different purposes. The CA ELD Standards are designed to:

- Reflect expectations of what EL's should know and be able to do with the English language in various contexts;
- Set clear developmental benchmarks that reflect EL's English language proficiency at various developmental stages in a variety of cognitive and linguistic tasks;
- Provide teachers with a foundation for delivering rich instruction for EL students so that they can help their students develop English proficiency and prepare ELs to meet grade-level academic achievement standards;
- Provide parents, guardians, families, and other caretakers with a tool for discussing learning progress so that they can continue to support their children's language and cognitive development at home;
- Provide a framework to guide development of ELD assessment systems that help CA educators ensure that all ELs make progress in the English language knowledge, skills, and abilities needed to become college and career ready (CA Department of Education: ELD Framework 2012).

Students that are in the FLES pathway and are English proficient receive English Language Arts Instruction (ELA) during the time that their peers are receiving Systematic ELD instruction. ELs also receive ELA instruction with their peers in the self-contained classroom before the afternoon switch and extensions in their ELD class.

English Language Arts

A rich education recognizes the importance of language. With a fully developed mastery of primary and secondary languages, students are able to appreciate the literary and expressive quality of written texts and be able to use languages effectively to express their thoughts, reflections, and ideas in speech and writing. In addition, students are able to see themselves as participating in multiple linguistic communities and understanding the perspectives of different cultures.

ELITE teachers will teach students using thematic instruction rooted in culturally affirming themes. Samples of the Scope and Sequence for English Language Arts and all other core subjects can be found in Appendix I. Teachers will meet over the course of the year to finalize the ELITE Scope and Sequence and align it with State Standards. Teachers will use the booklist provided in Appendix J as a foundation upon which to build, creating standards-based units that touch on English Language Arts, History and Social Science, and Science and build upon one another from grade to grade,

building student's academic skills and abilities while strengthening their understanding of their cultural heritage and that of other ELITE students.

Literacy in Lower Grades (TK-5th)

ELITE will have a balanced literacy program of instruction and assessment organized around State Standards. It is the aim of the ELITE literacy program that all students will be literate readers and writers in their primary language by third grade. ELITE students will also demonstrate a love of reading and writing for pleasure, proficient use of reading and writing for academic learning, and proficient reading, writing and speaking in two languages (English and Spanish) by eighth grade.

The elements of literacy are not fixed and separate, and activity in the classroom moves smoothly around them. Each element requires a different level of support from the teacher and respects the level of control or independence of the children. For example, the teacher is in full control of reading aloud although the children are actually listening, commenting, and joining in on familiar parts. In independent reading, the child is in full control of the process, with little or no teacher support. The same applies to the different contexts for writing.

Students will read from a variety of reading materials that include leveled and/or decodable books, anthologies, original works, magazines, reference books/materials, digital material, newspapers, and text books. Reading instruction will emphasize expository and nonfiction text.

ELITE students will learn how to acquire information on one's own, to test ideas against one another, and to decide for one's self what notions have merit and which should be rejected or abandoned. ELITE faculty and staff believe that use of lecture and explanation as our primary way of sharing information in the classroom, implies that someone else knows, and all students have to do is listen. This approach, however, disenfranchises students and leaves them vulnerable. ELITE teachers will use strategies that empower our students as learners and contributors to classroom discussions.

For our student's own protection, and for the protection of our democratic society, our students need to learn how to learn. They need to learn to resist, intelligently, efforts to tell them what they need to know. ELITE students will develop intellectual standards that open them up to new possibilities and challenging ideas and that give them the courage and resilience to change their minds when they see persuasive reasons to do so.

ELITE teachers will use teaching strategies that make grade level content accessible to all students, regardless of reading level (universal access). Through professional development and coaching, ELITE teachers will modify and acquire new instructional strategies to ensure the most effective instruction for students. Teachers will also research and recommend other curricula to support and supplement the program. The writing curriculum emphasizes expository writing.

The literacy program at ELITE will incorporate all of the recommendations originally published by The National Reading Panel (NRP) 25 and, more recently, updated by the National Institute for Literacy (NIL), the National Institute of Child Health and Human Development, and the U.S.

Department of Education. The NRP and NIL summarizes what research has discovered is necessary to successfully teach children to read. It identified key skills and scientifically based instructional practices central to reading achievement.

According to the NRP and NIL, the five areas of reading instruction are:

1. **Phonemic Awareness:** The understanding that sounds of spoken language work together to make words. Phonemic awareness instruction helps children learn to read and improves their reading comprehension because they must be able to read words rapidly and accurately. It also helps children learn to spell because they are able to relate the sounds to letters as they spell words.
2. **Phonics:** The relationship between the letters of written language and the individual sounds of spoken language. Systematic and explicit phonics instruction significantly improves word recognition and spelling, as well as improves reading comprehension.
3. **Fluency:** The ability to read a text accurately and quickly with expression and meaningful phrasing. Fluency provides a bridge between word recognition and comprehension. Because fluent readers do not have to concentrate on decoding the words, they can focus their attention on what the text means.
4. **Vocabulary:** Knowledge of the words needed to communicate effectively (listening, speaking, reading, writing). Vocabulary is very important to reading comprehension because readers cannot understand what they are reading without knowing what most of the words mean. Most vocabulary is learned indirectly and some must be taught directly.
5. **Text comprehension:** Text comprehension is important because it is the reason for reading. Students are taught reading strategies through direct and explicit methods. These include monitoring comprehension, using graphic organizers and semantic organizers, answering questions, generating questions, recognizing story structure and summarizing to access grade-level content through reading.

The curriculum used for ELITE Literacy is Maravillas – McGraw Hill, Benchmark Advance and StudySync ELA. Maravillas is a fully equitable Spanish Language Arts program, supports students as they become bilingual, biliterate, and bicultural. Instructional plans, themes, skills, strategies, and test preparation mirror those of the core Wonders program. With a wealth of authentic literature ranging across the Spanish-speaking world, Maravillas gives students equity of access to rich texts and rigorous instruction.

StudySync ELA is an integrated print and digital English language arts program for grades 6–12 that will be used in multiple implementation models both online and off. StudySync ELA supports student exploration in the classroom and beyond.

Benchmark Advance is an integrated reading, writing, speaking, and listening program designed to address the instructional shifts in tandem with CA ELA/ELD instructional framework. Benchmark Advance meets the five instructional themes:

- Building Content Knowledge

- Meaning Making
- Effective Expression
- Foundational Skills
- Language Development

The curriculum used for ELITE Mathematics is Glencoe Math (6th-12th). The three components of rigor — conceptual understanding, application, and procedural fluency — are embedded in resources, lessons, and practice state assessments.

Literacy in Upper Grades (6th-12th)

English Language Arts (ELA) in the upper grades will aim to create high-rigor environments where students are deeply analyzing, deconstructing, and evaluating texts while using writing as a tool of creation in which students express their knowledge, opinions, and criticisms. As students engage in this rigorous process of literacy and writing, ELITE middle school students will also be exposed to a deliberate approach to literacy and writing through the mentality of “literacy as power.” Lessons, texts, and discussions are often framed around the following guiding question: “How can reading and writing act as a form of power?” Classes will be theme-based with a strong emphasis on collaborative learning, supports for second language learners, and demanding evidence from students. Moreover, the ELA program frames its themes around developing cross-cultural understanding in the most critical sense. Students will not only explore self-identity and culture, but through a variety of specifically chosen texts and high-level discussions students will be encouraged to also explore the power structures and forces that students deal with every day. In this way ELITE students will be able to make the connection between literacy, writing, and power; ultimately, creating an empowering experience for all involved.

The ELITE middle school and high school English programs will be critical for the literacy of our students: the rigor and demands on independence increase, moving students along a continuum that prepares them to become college-ready. By using rigorous, engaging, culturally relative, and meaningful texts in skill-based instruction, ELITE teachers will make the Common Core State Standards accessible to all students, while simultaneously investing them in literary experiences that can transcend the classroom. ELITE teachers will strive to organize courses with important factors in mind: a scaffold staircase of complexity and meeting the needs of English Learners. Texts will progress over the course of the year with increasing complexity, both in terms of lexile and thematic understandings. They will also include a language objective into each lesson, using realia and GLAD strategies to support ELs through rigorous texts. We want to equip our students with the close reading skills necessary to deeply examine, comprehend, and analyze texts, while also building the critical thinking skills that will allow students to create bridges between texts they read and technology, popular culture, media, and their own culture. ELITE teachers will use a balance of genres in literature to foster an intellectual curiosity that will enable students to better understand themselves and the world around them.

The vision of our middle and high school writing program is that students will become unique and engaging proficient writers by creating a program that interweaves the Common Core English Language Arts reading, writing and language standards with the Writers Workshop Model. Our writing classes will provide students with an opportunity to create, plan and produce works that reflect the reading-based standards they are identifying and analyzing in the English Language Arts class. Our goal is to provide a rigorous curriculum that will have each student explore, be innovative, and internalize the writing process in a pragmatic manner. The long-term goal for ELITE middle and high school students is that they will push themselves to be creative and critical writers throughout their lives. To achieve this, our writing program will present students with practical world issues that will engage their interest and inspire them to improve the variety of relevant writing projects they will work on. These writing projects will reflect the enthusiasm, professionalism, understanding and application that must be present in any rigorous writing process. Furthermore, we believe that all forms of media should be valued and therefore, our writing program will teach students the various ways a professional writer can present, publish, and defend his or her work to a broader community.

The structure of the writing program at ELITE will have the teachers take on the role of a writing coach. The writing coach will model professionalism and effective peer editing collaboration. By introducing, modeling and showing enthusiasm for the tools, strategies and procedures that professional writers use to improve their craft, teachers will equip each student the essentials of good writing. Focused mini-lessons that employ effective teaching strategies, noting down observations made during check-ins and conferences, giving ample writing time to have students work at their own pace, and proving an equitable sharing space to reinforce a positive collaboration are the major components of the writer's workshop which will ensure an engaging writing environment. The teacher will model and guide each student to become a peer editor who seeks to give constructive suggestions instead of direct corrections. The end goal of the writing program is to instill in our students a true appreciation of writing that is reflected in the enthusiasm, professionalism, and critical lens they use when working on their writing. Our young writers will demand excellence from themselves as they seek to improve their voice, ideas, organization, word choice, sentence fluency, and conventions. ELITE middle and high school students will leave with the understanding that when they improve their craft, they are giving themselves more opportunities to communicate their unique voice in an engaging and evocative way through the power of the written word.

Mathematics in Lower Grades (TK-5th)

A balanced approach to math will include opportunities for students to develop conceptual understanding, procedural fluency, and mathematical reasoning/problem-solving skills as well as to communicate precisely about their mathematical understanding. Mathematical understanding and reasoning will always be prioritized before introducing algorithms or steps for solving a problem. The mathematics program at ELITE will be one of assessment and instruction organized around State Standards. The goals of this program will be to have students apply their ever-increasing mathematical knowledge and skills to novel context and increasingly sophisticated mathematical

problems. Students will then use these skills to further their understanding of other related curricular areas, such as science and social science.

The ongoing assessment procedures will monitor each child's level of mathematical understanding and skills (computation, problem solving, and application). The teachers will use internally created formative assessments, school-wide interim and state assessments. Math instruction will be characterized by teaching the students to:

- Understand and apply knowledge of numbers;
- Solve problems;
- Use skills; and
- Apply math to real-world situations.

Math in Upper Grades (6th to 12th)

Math in the upper-grades will be approached as a tool and perspective with which students can use to understand, analyze, and deconstruct the world around them. In addition to embracing and implementing the Common Core State Standards for Mathematical Practice, ELITE will utilize many of its own practices to create a high rigor, concept-focused mathematics environment.

Students and teachers at ELITE will approach every topic with a “concept-first” mentality. Teachers will be encouraged to set high expectations for students to understand the concept behind the topic, not simply teaching students how to answer certain types of problems. Students are encouraged to see the importance of perseverance and persistence in mathematics as it is usually through the struggle when true learning occurs. Furthermore, in addition to a “concept-first” approach, teachers and students will spend significant and deliberate time focusing on the processes in mathematics and truly understanding the “why” behind every action. Students will be expected to explain the reasoning behind every mathematical action in writing, orally, and/or algebraically.

ELITE also takes a unique approach to mathematics in that the connection between language and mathematics is frequently emphasized. All math teachers will utilize SIOP, GLAD, and other language learner strategies in every lesson and every math lesson contains a language objective. Our math teachers will be expected to be knowledgeable of student language development and using Integrated ELD to make language not only a focus but also a priority during math lessons. Students should be learning language skills simultaneously as they are grappling with new math skills.

Lastly, ELITE strives to empower students to see math as a powerful tool to understand and analyze the world around them. Teachers will often engage with the CCSS Mathematical Practice of modeling as they not only use math to connect to the real-world, but also make explicit connections between math and social justice. Upper grade math teachers at ELITE will not stop at connecting math to the appealing or the relevant, but they extend this notion by using math to “go beneath surface meaning, first impressions, dominant myths, official pronouncements, traditional

clichés, received wisdom, and mere opinions, to understand the deep meaning, root causes, social context, ideology, and personal consequences of any action, event, object, process, organization, experience, text, subject matter, policy, mass media, or discourse." (Shor, Empowering Education) Math is more than equations and word problems. Math requires deep, critical thinking and can be used to better understand the intricacies of the world around us.

Science and Social Studies in Lower Grades (TK-5th)

Besides being incorporated into the core curriculum through an emphasis on expository reading and writing, science and social studies will be presented to the students in integrated, thematic units of instruction. ELITE increases the complexity and depth of these units by using the curriculum design process Understanding by Design® for both science and social studies. This framework allows teachers to design curriculum, assessment, and instruction focused on developing deepening understandings of important ideas. Students will then demonstrate the sophistication of their understanding through explanation, interpretation, application, perspective, empathy and self-knowledge in exhibition projects, otherwise known as performances of understanding.

Science and Social Studies in Upper Grades (6th to 12th)

The ELITE approach to Science and Social Studies is one that fosters a critical mindset in an effort to promote higher order thinking and global awareness. Each unit revolves around a big idea, allowing students to connect specific content to overarching stories and themes. The big idea acts as a focused reference point throughout the unit for which students can refer to. Teachers will ensure that big ideas not only invoke curiosity and understanding in the content area, but they also allow students to more closely analyze current social and global issues.

Throughout the thematic units, teachers will systematically introduce new material so that students are constantly using 5 Power Mindsets:

- Explain – Students will be able to express and summarize understanding of a topic.
- Analyze – Students will be able to make connections and formulate opinions with regards to a topic or theme.
- Evaluate - Students will be able to make assertions about validity, relevance, and/or quality of a work, idea, or topic.
- Justify - Students will be able to defend assertions by providing textual evidence, life experience, or statistical data.
- Create – Students will be able to demonstrate understanding through presentations, skits, essays, engineer design, or any other rigorous performance task.

This process aims to deepen student knowledge about historical and scientific thinking by providing scaffolding yet rigorous steps towards a critical understanding of a Science or History/Social Science topic.

The five power mindsets aim to develop students who not only think critically, but also have acquired the type of higher order thinking needed to succeed in their future academic and

professional career. ELITE teachers will encourage students to engage in the material through different lenses in an effort to promote student thinkers who can engage in a variety of topics. This approach is evident in assessments as teachers have deviated from the traditional multiple choice and fact-recall assessments. Science and Social Studies assessments are deliberately designed to allow opportunities for students to demonstrate higher order thinking.

ELITE will utilize the Process of Engineer Design, specifically in the Sciences, as students participate in experiments and projects. Students will be encouraged to learn about key scientific concepts through experimentation, design, re-design, and creating. For example, to culminate and demonstrate understanding of thermal energy students were challenged to create a device that minimizes thermal energy transfer. Projects such as these allow students the opportunity to use their newly acquired knowledge to design, create, and test a product of their own creation. Instruction is also inquiry based as learning revolves around a central question or central experiment.

ELITE Social Studies classes are designed to prepare students to think like a historian. Historians always approach a topic with curiosity, challenge ideas based on evidence collected, and knowledge gained after exploring multiple sources. ELITE students are encouraged to question literature and formulate their own ideas of history after having explored different perspectives. Students will study topics by looking at primary, secondary, and many other sources relevant to the topic of study. By using the 5 Power Mindsets, students analyze texts and ideas in detail with the purpose of reaching a high level of understanding. Teachers have designed units that deviate away from the traditional ways of teaching (teacher lectures and students listen) and have created lessons which promote student interaction and have a predominantly hands on approach. Students will be constantly involved in rigorous group activities, which strengthen the idea of cooperative learning, and enforce the importance of teamwork in academic settings. Additionally, students will show their understanding through assessments that address all learning modalities. These assessments can range, but are not limited to, group projects to open ended response questions that test students' knowledge of the content and their analytical skills.

Science Curriculum

Teachers will have the opportunity to adopt curriculum materials such as:

- FOSS K-8 Science Kits
- Total Motivation Science for the Next Generation
- ETA Hand to Mind K-12 materials

This list is not meant to be exhaustive, but rather to provide information as to the quality of the curricular materials from which teachers will make their selection.

There are a number of resources TK – 12 teachers can use to ensure that students meet the Next Generation Science Standards. ELITE teachers will choose from activities available through the National Science Teachers Association and Next Generation Science Standards websites, to

enhance their standards-based science lessons. They will participate in science labs beginning in elementary grades so that they will be familiar the use of the scientific method to study issues by the time they reach high school. At the high school level, students will participate in Advanced Placement Science offerings based on student interest. Hybrid learning opportunities will be available so that students whose course is not offered on campus can still take their course of interest, where possible.

History and Social Science Curriculum

ELITE students will have access to multiple primary and secondary historical sources to help them develop their competency in History and Social Science. High school students will have access to AP History/Social Science courses.

ELITE teachers will use online resources such as UShistory.org, which has online textbooks and resources. Teachers may choose from textbooks such as:

- Pearson/Prentice Hall Social Studies Textbooks
- McGraw Hill Social Studies Textbooks

Teachers may also choose to create book lists similar to those available in English Language Arts to ensure that students have access to History/Social Science curricular materials that align with the ELITE vision. Students will have access to culturally responsive instructional materials that provide multiple perspectives on the historical events, particularly African-American and Latino perspectives.

Students will also have the ability to access “multiple authoritative and digital sources” (corestandards.org, 2017) to utilize as they work toward demonstrating their Literacy in History and Social Science.

Technology

State Standards have introduced a new level of rigor for students. Although State Standards require students to be fluent in technology, it is not a skill that is apart from the standards. The technology we wish our students to master is an embedded part of our standards that asks students to use technology as a means to showcase what they have mastered within their learning. Some of the technology enhanced goals we wish our students to master while attending ELITE are to demonstrate proficiency in the use of computers and applications, responsible use of technology, the ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation.

There are significant ways that technology will assist ELITE in sustaining its vision for student achievement and deliver on its mission’s promise. Students will have regular access to computers through stationary and mobile computer labs. Community members at ELITE are drawn by the Charter School’s college-bound culture and by the prospect of having their children grow up knowing three languages (English, Spanish, and coding) rather than one. ELITE understands that by

graduating with strong coding skills, students will have pathways to opportunity when navigating the world in their futures.

As the world becomes increasingly connected by technology, the “third language” that is integral to the fabric of our school is the language of technology. There is huge potential at the intersection of technology and this community’s commitment to language, and we will capitalize on this. Students at ELITE will not only demonstrate fluency in Spanish and English, but also fluency in technological skill, in order to possess the knowledge, skills, and confidence needed to successfully navigate their educational journeys. ELITE will provide that “third language” instruction by devoting time and energy to considering the purpose, value, and function of technology within the context of our school. ELITE will create meaningful opportunities for our students to engage with technology in a way that’s going to allow them to find their own voices while pushing their critical thinking.

Specifically, ELITE students will participate in project-based learning completing projects that allow them to demonstrate their mastery of concepts with a particular emphasis on coding and engineering. Students will also have an opportunity to participate in the Student Tech Squad, under the direction of the teacher assigned as the technology coordinator. The Student Tech Squad helps ensure that ELITE technology is operating appropriately and that teachers are receiving the assistance they need to ensure that their students are receiving powerful technology-based instruction on a daily basis. Students will also have an opportunity to work as in-class student technology assistants, providing assistance to students and staff members. Lastly, students will have the chance to participate on the ELITE production team which is a traveling team that will support set-up and support of computer equipment for meetings and large gatherings. This traveling team will support ELITE activities, and those of other entities in the community.

Goals and Objectives of Technology Integration

- Communication
- Writing
- Presentation skills
- Inquiry
- Engagement
- Differentiation
- Critical thinking and problem solving
- Results matter
- Student assessment and mastery

Engineering and Computer Science Curriculum TK-12

ELITE instructional program will support students in becoming engineers, scientist and other math-based professionals. ELITE program provides a unique combination of enrichment activities, hands-on learning, academic support, industry involvement and supportive community involvement.

Grades TK-2nd

The TK through 2nd Grade course of study takes students on an introductory journey into the world of robotic machines. Students will be introduced to basic engineering and programming concepts, as well as motors and sensors. The following platforms for the TK-2nd grades include: Lego Wedo Education, Cubelets by Modular Robotics, Squishy circuits and Dash with Tickle ios. Students learn through playing, creating, and building various machines in addition to creating programs, and utilizing motors, light sensors, distance sensors, power, inverse blocks, loops, conditions, and more! The curriculum supports NGSS standards through STEM learning.

Grades 3rd – 6th

This course of study takes students on an adventure of technology and creativity. Students go through a course in understanding computer science in which lessons are made to balance technology and programming with hands on educational learning, encouraged self-thinking, and real world problem solving. Grades 3rd-6th teaches LabViews GUI and EV3 hardware, Tickle ios, Cubelets, VEX Robotics, Quirkbot, mBot, and more. Class lessons start with the information necessary to program robotics by applying logic and programming fundamentals within various GUI platforms, conditional statements, if; then/else, wait, loops, data operations, etc., and end in the following real world team challenges for students to solve: SUMO, obstacle avoidance, maze programming, and line follow, and more.

Grades 6th – 8th

The 6th-8th grade course of study utilizes the most advanced robotic teaching platforms which are organized to be suitable, engaging and super fun for elementary students! The content teaches advanced functions at a faster pace than our *Beginner* course. The platforms for the 6th-8th grades include: Choregraphe Software with the Nao Robot by Aldabaran Robotics, advanced functions in Labview EV3, and VEX Robotics. This class preps students for FLL/FRC and VEX Robotics Competition.

Students will focus on general engineering principles with an emphasis on Mechanical and Electrical Engineering, Robotics, and Coding. Students will become increasingly competent in the use of virtual reality simulations to gain hands-on experiences in the field of Engineering.

Physical Education and Athletic Program

ELITE students are expected to excel academically and in activities that help them become well-rounded adults. We see athletics as a core component of the ELITE program. During the school day, all students will participate in a variety of athletic activities so that they get an opportunity to explore and determine which ones they like and may wish to spend more time learning. ELITE staff members will expose students to the traditional sports, but also share sports in which students of color are underrepresented. The after-school sports hour will allow for students to hone their skills in their sport of choice and work to become competitive. The activity hour will be focused on activities that strengthen students' cognitive abilities, which will assist them with their academic

and athletic pursuits. All ELITE scholar athletes will be expected to demonstrate strong sportsmanship skills and respect for their team members and coaches.

According to 2014 Physical Fitness Testing data from the California Department of Education, nearly 50% of California public school students in grade 5 and over 50% of public school students in grades 7 and 9 do not meet 5 of the 6 standards on the state-required physical performance fitness test in addition to notable disparities by race and ethnicity. In other words, the data suggests that opportunity gap is prevalent beyond achievement in the areas of English Language Arts and Mathematics; the opportunity gap negatively impacts African American and Latino students in physical education state standard performance. All ELITE students in grades five, seven and nine will take the Physical Fitness Test (PFT).

Consequently, physical education is an essential aspect of ELITE Public Schools as integrated in its educational program class schedule. Moreover, ELITE is committed to ensuring that all students graduate having experienced physical education instruction that best aligns with the ELITE's unique educational program in addition to meeting the physical education state of California content standards summarized below.

Summary of the Physical Education Standards for TK-8

Standard	Summary
Standard 1	Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
Standard 2	Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.
Standard 3	Students assess and maintain a level of physical fitness to improve health and performance.
Standard 4	Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
Standard 5	Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Source: <https://www.cde.ca.gov/be/st/ss/>

Summary of the Physical Education Standards for 9- 12

Standard	Summary
Standard 1	Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
Standard 2	Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
Standard 3	Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Source: <https://www.cde.ca.gov/be/st/ss/>

Instructional Strategies and Models

ELITE will employ a variety of instructional strategies and models including: culturally responsive teaching, understanding by design, sheltered instruction observation protocol, Socratic seminars, time on task, differentiated instruction, cooperative learning, and direct instruction. Each strategy is discussed below.

Culturally Responsive Teaching

Culturally responsive teaching is one of the key pedagogical strategies employed at ELITE. Because one of the stated goals of the school is to eliminate the opportunity gap, instructors will use novels exposing students to the mainstream history and culture, with a particular emphasis on the history and culture of African-American and Latino students. Students will also be exposed to instructional strategies designed to enhance engagement and increase academic achievement by making lessons relevant to student experiences and interests. Culturally responsive pedagogy draws on the unique cultural knowledge, experiences, frames of reference, and learning styles of diverse students to make learning experiences more effective for them. It validates and affirms the student experience, enhancing their ability to perform at high levels (Gay, 2004). All staff members will be trained in these instructional practices and use materials that enhance the self-concept, self-esteem, and self-efficacy of all ELITE students.

Understanding by Design (UbD®)

ELITE believes that to truly learn and retain more, there must be opportunity to reflect, internalize, and apply the content being taught. Understanding is the ability to transfer learning to new, different and unique experiences. UbD® allows the school to avoid the “inch deep, mile wide curriculum.” UbD® is a framework for project-based learning. The primary goal of UbD® is student understanding, the ability to make meaning of big ideas and transfer their learning. Teachers guide students to these understandings and set a purpose for learning by using Essential Question such as:

From whose viewpoint are we seeing or reading or hearing this? From what angle or perspective? How do we know when we know? What’s the evidence, and how reliable is it? How are things, events or people connected to each other? What is the cause and what is the effect? How do we fit together? What’s new and what’s old? Have we run across this idea before? So what? Why does it matter? What does it all mean?

Teachers develop science and social studies units and projects based on State Standards using the UbD® Framework. Students learn content in depth and have an opportunity to demonstrate understanding through performances of understanding. Additionally, students apply other content knowledge and skills (e.g., math, language arts, art, speaking, performing) to make their projects truly integrated. These performances of understanding are shared with parents and the wider community through exhibition projects and assessed through teacher created school wide rubrics that will measure understanding, presentation, and skill proficiency. Every unit has technology components that assist students in learning and in expressing their understandings.

Sheltered Instruction Observation Protocol (SIOP)

The SIOP Model (Echevaria, Vogt & Short) was developed to provide teachers with a well-articulated, practical model of sheltered/SDAIE instruction. The intent of the model is to facilitate high quality instruction for English Learners in content area teaching. However, as a dual-immersion school we also utilize this model to provide sheltered instruction for Spanish Learners (SLs).

The SIOP Model is based on current knowledge and research-based practices for promoting learning with all students, especially language learners. Critical features of high quality instruction for language learners are embedded within the SIOP Model. The eight interrelated components of the SIOP Model include:

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review & Assessment

The program's effectiveness was validated by a research study conducted through Guarino, et al. (2001), who determined that it was a highly reliable and valid measure of sheltered instruction. This learning environment values the student, provides authentic opportunities for the use of academic language, and maintains the highest standards and expectations for all students. In addition, it fosters voice and identity. Moreover, professional development time is dedicated each year to the understanding of language acquisition strategies, research inquiry, data analysis, and lesson planning and execution related to the needs of second language learners.

Socratic Seminars

Socratic Seminars are a collaborative intellectual dialogue facilitated with open-ended questions about text. Socratic Seminars are a way for students to formulate a deeper understanding and engage in critical conversations about literature. By giving students the opportunity to engage in open-ended discussions, Socratic Seminars provide students with opportunities to clarify the meaning and formulate their own ideas about texts. During the seminar, students construct meaning by actively listening, participating, analyzing, and interpreting texts. Students are encouraged to share different points-of-view, ask questions, and answer questions presented by their class peers. It is important to clarify that during a Socratic Seminar the teacher does not lead the discussion; instead, he or she takes the role of a facilitator, refocusing the conversations if needed. Discussions are never about right or wrong answers, nor are they a debate. Instead, discussions are a time for students to exchange ideas, think aloud and share their thinking in a meaningful and thoughtful manner.

Additionally, Socratic Seminars foster the idea of respect by encouraging students to listen to other's perspectives and accepting various points-of-view. Students are instructed to follow discussion norms that everyone understands and has agreed to follow. By being part of a seminar, students have to demonstrate a level of maturity that will be expected of them in high school and in college. Being able to participate in high-level discussions is a skill they will carry for the rest of their academic career.

Time on Task

We wish to ensure that all ELITE students are on task 100% of the time, making maximum use of each instructional minute by the daily reflection of the allocation of the time and resources necessary for each student to meet or exceed grade level standards. ELITE teachers prioritize and align instructional time with goals. Teachers will adjust, add, or eliminate, as determined by student performance on assigned tasks. Culturally responsive strategies are used to ensure that students remain attentive throughout the day. Aligning instructional time based on the needs of our students keeps teachers from allotting time based on personal preferences, ideologies or curricula. The learning center model also allows for students to get extra support in small groups when working on concepts that are difficult for them. We ensure time is used in the most effective way and schedule check-ins during data meetings and whole-school interim data analysis (Results Oriented Cycle of Inquiry- ROCI) to ensure acceleration toward goals.

Differentiated Instruction

Differentiated instruction is matching instruction to meet the different needs of learners (high and low) in a given classroom. We have found that the range of instructional need within one classroom is wide. In order to accommodate these instructional needs, teachers plan for small group and one-on-one instruction as well as ample small group learning time. These groups are a key component of the ELITE Learning Center model, which is designed to address the unique learning needs of Special Education Students, English Learners, Standard English Learners, and tier 2 and 3 students. Differentiated instruction also benefits students who are performing at or above grade level as they have a chance to complete project or receive instruction designed to accelerate their progress. Differentiated instruction is implemented during the regular school day, in all instructional blocks, throughout all content.

Differentiated instruction is made possible because of the use of mini-lessons and direct instruction, which frees up time for differentiation while students are in the You-do phase. Also facilitating differentiation are our paraprofessionals (Academic Support Assistance). These highly qualified individuals also work with small groups and 1-1 as well as supervise whole group learning while the teacher works with the students needing the most attention.

Cooperative Learning

Cooperative learning is a teaching/learning technique where students interact with each other to acquire and practice subject matter and to meet learning goals. Teachers provide deliberate opportunities for students learning language (ELs, SELs, and SLs) to interact linguistically with native

speaking peers for optimal language development. It is a formal way of structuring activities in a learning environment and is achieved by moving from rote learning to learning how to think critically. A main goal is cooperation versus competition or individualism. Cooperative learning has also been shown to be an excellent instructional strategy for students of color.

Direct Instruction

Direct Instruction has been proven to be especially successful with socioeconomically disadvantaged, English Learners and academically struggling students because it is explicit, organized, and predictable. Direct Instruction assists students through a specific design that focuses on getting initial learning into short term memory. When the design is followed, the student will be able to master new learning. Active practice assures transfer of new learning into long term memory. Direct instruction is characterized by five phases at ELITE:

1. Orientation
2. Presentation (I do)
3. Highly Structured Practice (we do)
4. Guided Practice (we do)
5. Independent Practice (you do)

School Year

ELITE's proposed academic calendar is in compliance with the minimum number of annual instructional minutes outlined in Education Code 47612.5. ELITE will provide at least 175 days of instruction annually and, at a minimum, the following number of minutes of instruction:

- For students in Kindergarten: 36,000 instructional minutes.
- For students in 1st, 2nd, and 3rd Grades: 50,000 minutes.
- For students in 4th to 8th Grade: 54,000 minutes.
- For students in 9th to 12th Grade: 64,800 minutes.

The proposed calendar for the 2019-20 school year is provided in Appendix R

School Day

The instructional day at ELITE is built to prepare students for a 21st-century workforce and exceeds the State of California instructional minute requirements. In Transitional Kindergarten through 2nd Grade, the school day for students is 8:00 a.m. to 3:30 p.m. on Monday, Tuesday, Thursday, and Friday (360 instructional minutes per day) and 8:00 a.m. to 1:00 p.m. on Wednesday (240 instructional minutes) when students are released early to provide time for staff professional development. Students in these grades receive between 58,080 – 68,640 minutes of annual instructional time (not including recess and lunch). In 9th through 12th Grades, the school day for students is 8:30 a.m. to 4:00 p.m. on Monday, Tuesday, Thursday, and Friday (405 instructional minutes per day) and 8:30 a.m. to 1:30 p.m. on Wednesday (270 instructional minutes) when students are released early to provide time for staff professional development. Student in these grades receive 72,160 minutes of annual instructional time (not including lunch and passing

period). These numbers substantially exceed the number of instructional minutes required by the state in Education Code Section 47612.5 for Kindergarten through 12th grade.

Proposed Transitional Kindergarten/Kindergarten Schedule

Activity	Instructional Minutes/Day
Breakfast	7:30-7:50 a.m. – 20 minutes
Morning Affirmation	7:50-8:00 a.m. – 10 minutes
Instruction Begins	8:00 a.m.
Mathematics	8:00 – 9:30 a.m. 90 min
Break	9:30-9:45 - 15 min
English Language Arts/English Language Development	9:45-11:15 a.m. 90 min
Science/Coding/Engineering	11:15-12:15 p.m. 60 min
Lunch/PE	12:15-12:45 p.m. 30 min lunch 12:45-1:15 p.m. 30 min PE
Social Studies/Spanish	1:15-2:15 60 min
Learning Center/Projects/VAPA	2:15-3:30 75 min
Dismissal - Academic Day	3:30 p.m.
Study Hall/Homework	3:30-4:00 p.m. 30 min
<i>Visual & Performing Arts</i> : Music, Drama, Dance, Instruments, Oratory	4:00-5:00 p.m. 60 min
<i>Clubs</i> : Chess, Checkers, Tech Squad 1.0, Oratory, Robotics Swimming, Tennis, Track and Golf	5:00-6:00 p.m. 60 min
Dismissal - Extended Day	6:00 p.m.

ELITE will offer full-day Transitional Kindergarten and Kindergarten classes. We believe that ELITE’s full day program is developmentally appropriate and offers a more relaxed atmosphere and more opportunities for child-centered, creative activities, and more opportunities for developing social skills. For most children, full-day TK/K programs can help increase academic achievement while reducing the probability that children will be retained in the early elementary grades.

The benefits of full-day TK and K (Rafoth, Grimes and Buzi, 2004; Libassi, 2014):

- Produces greater learning gains per dollar spent than other well-known early education intervention (Head Start and class size reduction)
- Resulted in all students being better off, while, also, closing the literacy achievement gap between Hispanic and non-Hispanic students by 70 percent
- High long-term achievement.
- Higher achievement for disadvantaged and low-income children, and for those receiving Title I services
- Higher reading scores in early grades
- Fewer grade retentions
- Higher test scores
- More time spent in individualized instruction
- Great progress in social skills for disadvantaged and low-income children
- More reinforcement of positive social behaviors

- Higher self-esteem and independence
- Greater creativity
- Access to nutritional breakfast and lunch

Proposed 1st – 2nd Grades Schedule

Activity	Instructional Minutes/Day
Breakfast	7:30-7:50 a.m. 20 min
Morning Affirmation	7:50-8:00 a.m. 10 min
Instruction Begins	8:00 a.m.
Mathematics	8:00 – 9:30 a.m. 90 min
Break	9:30 – 9:45 a.m. 15 min
English Language Arts/English Language Development	9:45 – 11:15 a.m. 90 min
Coding/Science	11:15-12:05 p.m. 50 min
Lunch/PE	12:05-12:35 p.m. 30-min lunch 12:35-1:05 p.m. 30-min PE
Spanish/Social Science	1:05 – 2:05 p.m. 60 min
Coding/Science/Engineering	2:05-3:05 p.m. 60 min
Learning Center/Projects/VAPA	3:05 – 3:30 p.m. 25 min
Dismissal - Academic Day	3:30 p.m.
Study Hall/Homework	3:30-4:00 p.m. 30 min.
<i>Visual & Performing Arts: Music, Drama, Dance, Instruments, Oratory</i>	4:00-5:00 p.m. 60 min.
<i>Clubs & Sports: Chess, Checkers, Tech Squad 1.0, Oratory, Robotics, Gymnastics, Swimming, Tennis, Track and Golf</i>	5:00-6:00 p.m. 60 min.
Dismissal - Extended Day	6:00 p.m.

Proposed 3rd –5th Grade Schedule

Activity	Instructional Minutes/Day
Breakfast	7:30-7:50 a.m. 20 min
Morning Affirmation	7:50-8:00 a.m. 10 min
Instruction Begins	8:00 a.m.
Mathematics	8:00 – 9:30 a.m. 90 min
Coding/Science/Engineering	9:30 – 10:30 a.m. 60 min
Recess	10:30-10:45 a.m. 15 min
Learning Center/Projects/Visual and Performing Arts	10:45 – 11:45 a.m. 60 min
Lunch/PE	11:45-12:15 p.m. Lunch – 30 min 12:15-12:45 p.m. PE – 30 min
English/Language Arts / English Language Development	12:45-2:15 p.m. 90 min
Spanish/History Social Science	2:15-3:30 p.m. 75 min
Dismissal - Academic Day	3:30 p.m.
Study Hall/Homework	4:00-4:30 p.m. 30 min
<i>Clubs & Sports: Visual and Performing Arts Drama, Dance Instrumental Music, Oratory Chess, Robotics Team, Oratorical Team, Tech Squad 2.0 Team, Basketball, Football, Soccer, Track and Golf</i>	4:30-6:00 p.m. 90 min
Dismissal – Extended Day	6:00 p.m.

Proposed 6th – 8th Grades Schedule

Activity	Instructional Minutes/Day
Breakfast	7:30-7:50 a.m. 20 min
Morning Affirmation	7:50-8:00 a.m. 10 min
Instruction Begins	8:00 a.m.
Mathematics	8:00-9:00 a.m. 60 min
Spanish Lab	9:00-10:00 a.m. 60 min
English Language Arts/English Language Development	10:00-11:00 a.m. 60 min
Break	11:00-11:15 a.m. 15 min
Coding/Science/Engineering	11:15-12:15 p.m. 60 minutes
Lunch	12:15-12:45 p.m. 30 minutes
Physical Education	12:45-1:15 p.m. 30 minutes
Spanish/History Social Science	1:15-2:15 p.m. 60 minutes
Learning Center/Projects/VAPA/Oratory	2:15-3:30 p.m. 60 minutes
Dismissal – Academic Day	3:30 p.m.
Study Hall/Homework	30 min. (3:30-4:30 p.m.)
6 th – 8 th Grade Clubs & Sports: Chess, Robotics Team, Oratorical Team, Tech Squad 3.0 Team, Basketball, Football, Soccer, Track	90 min. (4:30-6:00 p.m.)
Dismissal – Extended Day	6:00 p.m.

Proposed 9th-12th Grade Schedule

Below is the proposed daily 4x4 schedule for each grade level.

Grade 9	1 st Semester	2 nd Semester
8:30-8:40	Morning Affirmation	
1 8:40-10:10	English 9	Geometry
10:10-10:25	BREAK	
2 10:30-12:00	Biology	World History
3 12:05-12:35 (Cohort 1 lunch) 12:40-2:10 (Cohort 1 Class) 12:05-1:35 (Cohort 2 Class) 1:40-2:10 (Cohort 2 lunch)	LUNCH Health and Physical Education Advisory	
4 2:15-4:00	Elective Coding and Technology	World Language

Grade 10	1st Semester	2nd Semester
8:30-8:40	Morning Affirmation	
1 8:40-10:10	English 10	Ethnic Studies
10:10-10:25	BREAK	
2 10:30-12:00	VAPA	Algebra II/Trigonometry
3 12:05-12:35 (Cohort 1 Lunch) 12:40-2:10 (Cohort 1 Class) 12:05-1:35 (Cohort 2 Class) 1:40-2:10 (Cohort 2 Lunch)	LUNCH Health and Physical Education Advisory	
4 2:15-4:00	World Language	Chemistry

Grade 11	1st Semester	2nd Semester
8:30-8:40	Morning Affirmation	
1 8:40-10:10	English 11	U.S. History
10:10-10:25	BREAK	
2 10:30-12:00	Pre-Calculus	Elective
3 12:05-12:35 (Cohort 1 Lunch)	LUNCH Health and Physical Education Advisory	
4 2:15-4:00	Environmental Science	VAPA

Grade 12	1st Semester	2nd Semester
8:30-8:40	Morning Affirmation	
1 8:40-10:10	Calculus	Life/Physical Science
2 10:10-10:25	BREAK	
3 12:05-12:35 (Cohort 1 Lunch) 12:40-2:10 (Cohort 1 Class) 12:05-1:35 (Cohort 2 Class) 1:40-2:10 (Cohort 2 Lunch)	LUNCH Health and Physical Education Advisory	
4 2:15-4:00	World Language	Elective

Class periods are 90 minutes allowing time for deeper learning. Ninety-minute periods allows teachers to interact with students during uninterrupted blocks of time, thus building strong and productive relationships. In addition, student and teacher workloads are reduced. Students are responsible for four courses each semester and teachers are responsible for three courses each

semester. This schedule also supports an advisory period and offers more time on task and less time wasted in passing periods. Each semester course is equivalent to a full-year course and students will complete eight courses each year. Students can earn up to 32 credits with additional options for elective courses, including dual enrollment courses. This framework mirrors college and the pace of the workplace. ELITE will provide struggling students with the opportunity to repeat a course or otherwise retrieve credits as well as opportunities for advanced students to gain additional credits.

A Day in the Life of an ELITE Student

An ELITE's student's day is in full alignment with our vision to equip students with confidence and competence to matriculate into four-year universities and become global entrepreneurs and leaders. Daily activities are flexible to meet student needs around the four design elements: Entrepreneurial Skill Development, Language Development, Dual Immersion Pathway, and African-American and Latino Cultural Heritage Program.

The following is a day in the life of an ELITE student:

Student Arrival

Students arrive between 7:30 a.m. and 7:45 a.m. every day and go directly to the cafeteria for direct supervision.

Breakfast

ELITE students participate in the Breakfast program, in which all eligible students are provided with free breakfast on a daily basis. Students eat their breakfast between 7:30 a.m.-7:50 a.m.

Morning Affirmation

ELITE students recite their inspirational morning affirmation every morning, at the start of the day, from 7:50 a.m.- 8:00 a.m. ELITE affirmations are powerful, yet simple statements designed to manifest a specific goal. Students and staff members recite culturally affirming statements designed to encourage them to live a life filled with positivity and gratitude. Affirmations help students be in conscious control of their thoughts. When students say, think, or even hear these statements, they become the positive thoughts that build their reality.

Daily Instructional Schedules

ELITE students' Daily Instructional Schedules call for academic instruction from 8:00 a.m. through 3:30 p.m. or 4:00 p.m., depending on the grade level.

The Instructional Schedule varies depending on grade level. Student instruction either begins with either Mathematics or English/Language Arts.

Mathematics begins with a Problem of the Day, completed in cooperative groups. The Problem of the Day will require students to draw on the concepts taught in class up to that point and use them to solve the problem. It is done in cooperative groups to allow for advanced students to learn

leadership and facilitative skills while students having difficulty with the concepts can get the support they need from their peers and instructors. Students will be held accountable for their learning through individual formative assessments given on a weekly basis.

Students will then move into their core curriculum instruction in Mathematics. Students who have mastered the concepts being taught during the day will display their mastery by completing advanced problems. The rest of the students will receive direct instruction and participate in guided practice. Students participating in direct instruction will record key concepts in their mathematics journal. The mathematics journal will be taken to the after school homework assistance program and home, each night so that students can refresh their memory as to the concepts covered in class as they complete their homework. During the guided practice period, students may get support from classmates, instructional assistants or Special Education push-in staff members. Students needing intensive support will sit in a small group with the teacher as the assignment is completed and potentially get additional assistance during the school day.

English Language Arts

Students will read from the required reading list for each grade level. Each class will follow the scope and sequence, with each grade level reading the assigned text at the same time. Students will participate in class discussions designed to draw on their background knowledge to connect them to the themes presented in the reading selection. In primary grades, student primers will be used to enhance student's phonics, phonemic awareness, and sight-reading skills. Students in each primary grade will be expected to master a battery of high frequency sight words to increase reading fluency as measured by fluency assessments. Additionally, each day, students will participate in vocabulary development, grammar, and writing exercises to enhance their English Language Arts skills. During Reading independent work time, students will complete differentiated assignments designed to provide enrichment for students who are on grade level, and provide targeted support for Special Education, ELD, SEL, and SL students. Students may participate in small group, one on one, or computer-based instruction designed to support their learning needs during the English Language Arts period.

During their Spanish and Social Studies time, students will participate in computer-based instruction in Spanish, with their progress monitored by the teacher (students participating in the dual-language pathway will have a full hour of Social Studies) They will then participate in Social studies lessons, with an emphasis on African-American and Latino history. These lessons will be designed to build on student's understanding of the novels they are covering during English/Language Arts. Teachers will use Socratic Seminars, Cooperative Learning, Project-Based Learning and other enumerated strategies to deepen students understanding of the concepts. Students will be taught Social Studies from a Social Justice Lens, and encouraged to think about how, as leaders and entrepreneurs they can make an impact on the human condition, based on their understanding of the events of the past.

Lunch and Play

Lunch and outside times are built into the student day to ensure that students have time to eat, take breaks, exercise, and play. Eligible ELITE students participate in the National School Lunch Program, providing all students with a healthy lunch at a low or no cost. Students have 30 minutes to eat their lunch followed by 30 minutes of supervised and facilitated physical education and structured play. This play period may be aligned to the after-school activities occurring during the quarter.

Coding, Science, and Engineering

Students will participate in hands-on, sometimes integrated, inquiry-based coding/science/engineering projects designed to give them the confidence, skill and ability to solve complex problems. Students will create projects and complete written reports and presentations that demonstrate their mastery of advanced concepts.

Entrepreneurial skills will be integrated throughout the day. As students determine that there are social justice issues that they would like to address, or as they complete their coding/science/engineering projects, they may become interested in creating products, materials or software to meet a particular need. The Junior Achievement curriculum and accompanying activities are perfect supports for student innovators. Additionally, through partnerships with the local chamber of commerce, student will have opportunities to present their ideas, and potentially gain support for their ideas.

Dismissal

Each day ends between 3:30 p.m. and 4:00 p.m. with ELITE students reflecting on their work, making connections to broader topics, celebrating and appreciating accomplishments of themselves and others, and planning for the next school day.

Extended Learning Time

ELITE's Extended Learning Time is offered to all students in order to continue to build academic, and entrepreneurial skills, in addition to building student capacity in learning sports. ELITE students participating in the extended learning time have access to tutors, mentors, coaches and cognitive development materials and activities. This will be accomplished under the leadership of our after school coordinators and staff members working on flex schedules, in collaboration with partners.

Expanded Learning Opportunities – After School Program

Supporting and encouraging ELITE students to reach their full academic potential requires a consideration of additional avenues for providing instructional opportunities. We will work to position expanded learning (i.e. after-school, and potentially before school and summer) as both an essential element of education and an innovative space for schools and community partners to provide engaging programming. The goal of ELITE's expanded-learning opportunities is to inform, educate, and empower our students by bringing the community and school members together to

strengthen student's academic and athletic skills, as well as, expose students to extracurricular activities designed to broaden their horizons and prepare them to be successful in their postsecondary pursuits and careers.

ELITE will offer after-school program under the leadership of our After-School/Parent Liaison staff members, in collaboration with other ELITE staff members on flex schedule, and in partnership with quality expanded-learning providers for students and families. Each provider is highly trained and required to complete all necessary ELITE fingerprinting/background investigation certificate prior to working directly with students or at school sites. After-school programs will provide a safe, engaging and meaningful extracurricular learning experience for students. This will provide all ELITE's parents, those who are in need of safe place for their child after school, in addition to parents who want to extend their child's school day, with a quality program filled with evidence-based curriculum that is both fun and aligned to ELITE's regular day education program.

Key strategies that will guide our efforts in establishing quality expanded-learning opportunities for ELITE students, include:

- Collaboration with diverse stakeholders to sustain high-quality expanded learning programs in ELITE Schools
- Implementation of quality expanded learning opportunities available to young people, particularly those living in low-income communities
- Building partnerships, awareness, and mobilize constituencies for expanded-learning to improve education and support healthy development, including homework help, small-group instruction, cognitive development and athletic activities for all ELITE students.
- Coordination and capacity development of stakeholders to deliver quality expanded-learning programs by engaging in a continuous cycle of improvement.

ELITE's comprehensive and coordinated after-school program is a part of our fundamental education system. ELITE students will continue to learn well beyond the time limits of the school day. Supporting and encouraging students to reach their full academic potential requires us to consider additional avenues for providing instructional opportunities. High-quality afterschool, and, if funding allows, before-school, and summer programs will help us achieve the goal of having all children graduate with the knowledge and skills necessary for postsecondary success in college and careers.

Academic Content and Performance Standards

At ELITE, we will ensure that all students develop the type of literacy, numeracy, and thinking abilities needed to access, engage, and manage the complex information and opportunities of the 21st Century. Aligned with State Standards, students achieve appropriate age or grade level mastery of:

- *Language Arts* – Students are able to read, write, speak and listen, and effectively use language.

- *Mathematics* – Students are able to make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning.
- *History and Social Science* – Students are able to analyze past and present events through multiple perspectives while demonstrating an understanding of how geography, government, economics, and culture shape their own lives and the lives of others. Students receive additional, specific instruction in the language, history, cultures and contributions of African-American and Latino groups
- *Science and Engineering* – Students are able to demonstrate an understanding of the core ideas, practices, and crosscutting concepts of science and engineering and demonstrate the process of scientific inquiry through experimentation, data collection and analysis, and problem solving, in a computer enriched learning environment
- *Visual and Performing Arts* – Students demonstrate an understanding of how to interpret and use the visual and performing arts to communicate ideas.
- *World Languages* – Students are able to communicate effectively in reading, writing, and speaking a world language other than English (emphasis on Spanish)

Graduation Requirements

ELITE students will graduate with A-G requirements met, which aligns to the goal of ensuring that all students qualify to enter 4-year colleges or universities. The requirements for graduation are listed on the chart below:

ELITE Public Schools Graduation Requirements	
Subject Area	a-g Graduation Pathway
English	40 credits – 4 years 1. English 9 2. English 10 3. English 11 4. English 12 or English elective
History/Social Science	30 credits – 3 years 1. World History 2. U.S. History 3. American Government and Economics
Language other than English (LOTE)	20 credits – 2 years (3 years recommended) 1. 2 years of any ONE language
Mathematics	30 credits – 3 years (4 years recommended) 1. Algebra 1 2. Geometry 3. Algebra 2
Physical Education (PE)	20 credits – 2 years unless the student has been exempted pursuant to State Law or required to take additional units of PE pursuant to State law
Science	20 credits – 2 years: one life and one physical lab science (3 years recommended) 1. Biology (or other life science) 2. Chemistry (or other physical science)
Visual Performing Arts (VPA)	10 credits – 1 year 1. Music or 2. Drama or 3. Art
Electives	60 credits 10 credits must be recognized by the UC/CSU system + 50 credits of any courses to meet the above requirements.
Total	230 credits

ELITE will seek accreditation from WASC (Western Association of Schools and Colleges). The timeline for securing accreditation for ELITE in supporting all high school students to earn credits that fulfill the University of California/California State University (UC/CSU) system A-G requirements during their 9th through 12th grade years (the first class of 9th graders will begin in 2019/20). Academic courses at the high school level will be submitted and reviewed by the UC Office of the President – UC Doorways for approval and in turn, all students at ELITE will have the opportunity to earn credits that fulfill the University of California/California State University (UC/CSU) system A-G requirements. All required coursework are offered at ELITE, through hybrid

(computer-based) courses, or through approved institutions such as local community colleges. By virtue of our internal requirements at ELITE, all students will fulfill or exceed the UC/CSU system A-G requirements, over the course of their four years at our school. Parents will be notified of the courses we offer and the graduation requirements we prescribe in the ELITE handbook given to parents and students upon enrollment to the school. This handbook will also publicize the transferability of credits between ELITE high schools and other public high schools, as determined through negotiations between ELITE and the District a minimum of two months prior to the start of the school year.

Summer Matters: Bridge Program

The summer months represent the ideal time to create pathways for innovation between out-of-school time and education reform. These programs will be provided based on the availability of funding, particularly ASES or Title I funding. ELITE teachers and other staff members would have an opportunity to volunteer to teach during the Summer Bridge program. One class per transitional grade level will be available on a first come, first served basis.

The Summer Bridge Program includes an intentional, integrated, and innovative quality program design to proactively address the potential effects of “summer learning loss”. Specifically, the lack of structured opportunities for learning in the summer months means greater potential for “summer learning loss”, especially for youth with less access to resources and enrichment activities opportunities. In fact, two-thirds of 9th graders reading achievement gap between lower and higher income youth can be attributed to unequal summer experiences during the elementary school years. By the end of fifth grade, our most vulnerable marginalized youth are nearly three grade-level equivalents behind their more affluent peers in reading.

Moreover, the transition from elementary to middle and middle school to high school (6th to 7th and 8th to 9th grade) can be difficult, particularly youth from disadvantaged circumstances. Although the ELITE model of providing a continuous K-12 experience for students helps mitigate this issue, we believe we have the ability to further address this critical transitional period by providing rigorous, culturally relevant, and engaging experiences that also build strong meaningful relationships with peers, mentors, community partners, and school staff during the summer months. Community-based project learning is a key and necessary strategy to support youth development, encourage school connectedness and civic engagement; and to provide students with the tools to be successful in a changing global society.

ELITE’s summer bridge program is an innovative approach that seeks to, not only address the critical transitional period from middle to high school, but also close the summer learning gap. This is accomplished by creating pathways to increase scholars access to college and career opportunities. The ELITE summer bridge program will focus on involving students in self-selected service-learning activities, middle or high school readiness for success, increasing their connectedness to their new middle or high school learning environments, reinforcing athletic skills acquired during the year, creating pathways to increase access to college/career opportunities, and facilitating highly interactive leadership activities.

Students who have not made the expected progress in English Language Arts and/or Mathematics will receive invitations to attend the Summer Bridge Program. Students will experience fun learning activities that are designed to improve their skills while keeping their attention. Students will also participate in team-building activities and activities that strengthen their academic, athletic, and organizational skills. It is our feeling that this approach will give struggling students the boost they need to continue to make progress toward meeting grade level standards and strengthening their ability to adhere to the ELITE Standards of Excellence.

Professional Development

ELITE's professional development program will focus on the following areas: standards deconstruction, backwards mapping, results oriented cycle of inquiry, professional learning communities, immersion, summer professional development and retreat, and grade-level team collaboration. Each element is described in more detail below.

Standards Deconstruction

Educators at ELITE deconstruct their grade's standards with their grade level partners throughout the year. In order for students to truly master each standard, they must be taught the sub-skills, knowledge and language that lead to proficiency. Teachers break down complicated standards and understand every aspect within that standard. In doing so, teachers identify what students should know and be able to do, create manageable and/or smaller objectives to teach and more efficiently plan instruction. Standards deconstruction leads to clearer lessons and a deeper learning.

Backwards Map

An integral part of the teacher-created curriculum at ELITE is the Backwards Map. Teachers work together to break down or group standards and map them across the year before the school year begins. They create long-term plans, paying attention to the rigor, the expected length of each unit and how standards build upon each other. This Backwards Map allows teachers to adequately allocate instructional time for each standard and interim assessment. The Backwards Map also assists teachers in aligning school adopted curriculum or resources to the content standards.

Results Oriented Cycle of Inquiry (ROCI)

As teachers, we need to learn about what works for our students rather than rely on our prior knowledge of what works for other students. Our goal is to tailor effective instruction for our students based on the facts. Teachers will meet to plan, teach, assess and then analyze and reflect. Twice a year, all teachers will meet to assess and analyze data in relation to goals and benchmarks in a forum facilitated by the principal and instructional coach. Teachers will also take this time to do cross-grade level articulations, share success and failures, fine tune best practices through professional development and make curricular decisions through a shared decision-making process. This three-day process is then followed by planning sessions and the cycle continues.

Professional Learning Community (PLC)

The founders of ELITE will create a Professional Learning Community (PLC) in which teachers can create a truly collaborative environment. The PLC affords teachers the opportunity to work with like-minded professional colleagues, with an undying commitment to professionalism, collaboration, and constant learning. ELITE is a school founded on best practices, innovative initiatives and the search for excellence. The school strives to make teaching public by inviting the community and other educators and teachers to observe and learn from us. Likewise, we seek out best practices from the educational community.

Teachers at ELITE are drawn by the opportunity to work with like-minded individuals with a commitment to eliminating the expectation gap and meeting the ELITE Standards of Excellence. Teachers will actively and enthusiastically participate in a Professional Learning Community. According to DuFour (2005) “teachers in a professional learning community engage in continuous inquiry about teaching. They are researchers, students of teaching, who observe others teach, have others observe them, talk about teaching, and help other teachers. In short, they are professionals.”

A professional learning community is characterized by:

- Shared Mission, Vision, Values and Goals
- Collective Inquiry
- Collaborative Teams
- Action-Research Orientation
- Continuous Improvement
- Results Orientation

The PLC is supported by our professional development model where teachers have opportunities for daily teacher collaboration/planning, and coaching by the President/CEO, Deputy CEO, and/or the Principal/Human Resource Officer, who serves as the school’s instructional leader. Teachers meet weekly, and either review data, share best practices, create lesson plans, or participate in other activities to support the instructional program, depending on where they are in the cycle of inquiry. Teacher leadership is key to the success of the Professional Learning Communities. Teachers who are working as Content Area Specialists will lead workshops and support other teachers as they work toward mastery at implementation of curriculum elements and/or culturally responsive instructional strategies. Each quarter there is a full day allocated, and based on school-wide student performance, and teacher input, the leadership team designs an agenda that provides teachers with additional tools to address the needs of their students.

Besides learning, teachers in a PLC will have the responsibility to teach others and to share/exchange knowledge about best practices. Therefore, teachers have the opportunity and are expected to develop as leaders by:

- Making their teaching “public”;

- Observing and giving each other critical feedback;
- Leading professional development;
- Presenting at professional conferences;
- Welcoming visiting educators and other observers into their classrooms, and
- Mentoring new teachers.
- Participating in Micro and Macro Grade Level Planning

Immersion

New teachers to ELITE will spend two weeks immersed in professional development facilitated by the principal, coach, and experienced teachers. This time is allocated to introduce teachers to our shared practices, expectations, and culture. New teachers read research, learn how to implement strategies, and are familiarized with school curriculum and resources.

Summer Professional Development and Retreat

In addition to regular school year professional development, all teachers also engage in a two-week summer retreat/in-service. This time is dedicated to understanding and fostering school culture, explicitly reinforcing high expectations for all (to eliminate the expectation gap), curriculum mapping, scope and sequence development, unit development, standards deconstruction and other yearlong school-wide planning. Grade level teams, and the faculty as a whole, will bond and develop into strong units which support each other through the year.

Grade-level Team Collaboration

When the school is first opened, ELITE teachers will meet more frequently for professional development with the designated ELITE staff and Principal/Human Resource Officer across grade levels. As the school grows and teachers are better able to deconstruct standards, teachers will be given more time to work with their grade level teams to talk about data and look at the results of the learned practices.

As the school grows and teachers acquire a greater need for grade-level planning, and more and more time will be dedicated to data discussions. The Student Progress Monitoring will allow team members to maintain a clear focus on that day's objective, utilizing their own student data (See Appendix K). The student progress report is a trustworthy companion to the data meeting. These reflection reports are turned in to the principal and content area specialists, who analyze them for patterns or difficulties that need to be addressed during professional development times or for teams needing extra support so that he/she or a coach can support more intensely.

ELITE teachers will also create common formative and summative assessments within grade levels in order to analyze the results of specific teaching practices from classroom to classroom and drive conversations about how to improve across the grade level. Discussing the "How" in instruction is a common topic of conversation in data meetings. The Student Progress Monitoring serves as a guide to allow teachers to reflect upon how individual students are progressing in their classrooms, and to question not only what does not work in the classroom, but deeply discuss what does. The

Student Progress Report and reflection sheet provides colleagues with a framework to ask themselves why they are or are not getting results in their own classrooms. Teachers must be open to stepping outside of their comfort zone to make their practice more effective, and, also, be careful to celebrate when their practice is having the desired impact on student outcomes.

Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Section 47605(b)(5)(A)(ii), ELITE has identified annual goals to be achieved in the state priorities school-wide and for all pupil student groups, as described in Education Code Section 52060 (d), and specific annual actions to achieve those goals. The academic program is designed to ensure that all students meet grade-level standards and graduate high school with A-G requirements met. Our priorities include:

1. All students performing at/or above grade level
2. Affirming, safe and supportive school environments
3. All students graduated with A-G requirements met and some college credit
4. Involved parents and community partnerships
5. Students of all backgrounds thriving academically

Students and Parents will have access to information on the ELITE program in the Student/Parent Handbook (see Appendix B).

A table outlining these annual goals, actions, and measures are detailed in Element B of the charter petition.

ELITE will comply with all requirements pursuant to California Education Code 47605(b)(5)(A)(ii) including developing annual goals, for all students and for each student group, as identified in California Education Code 52052, for each of the applicable eight (8) state priorities identified in California Education Code 52060(d). Beginning in fiscal year 2019-20, ELITE Public Schools will comply with all elements of the Local Control Accountability Plan pursuant to regulations and templates adopted by the State Board of Education and reserves the right to establish additional, school-specific goals and corresponding assessment throughout the duration of the charter.

ELITE Public Schools has clearly defined school-wide outcome goals in compliance with California Education code sections 47605(b)(5)(B) and 52060(d).

ELITE Public Schools will pursue the following school-site and student group outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards as well as applicable state priorities detailed in California Education Code 52060(d) that apply for the grade levels served, or the nature of the program operated.

ELITE Public Schools will work with the District to ensure that it creates and updates its Local Control Accountability Plans to align with the state system, and that plans for improvement in student outcomes are aligned to the measures monitored in the California State Accountability Dashboards. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a material revision to the charter as defined on section 47607.

Actions intended to ensure that the school meets these goals and targets are delineated throughout this petition.

Plan for Special Student Populations

The school day will be structured so that students receive differentiated instruction designed to meet their individual learning needs and to ensure they make at least one year of academic progress each year. At the beginning of each academic year, students will be assessed on a battery of diagnostic assessments. Assessment results will be used to determine individualized learning plans for each student. Students who are below grade level will receive the support they need to accelerate their progress and potentially make more than a year of progress, moving closer to reaching grade level standards. Students who are meeting or exceeding grade level standards will work on strengthening their skills, while accessing daily opportunities to challenge themselves with academic enrichment activities, moving beyond grade level standards, where possible. Students with disabilities will receive the support necessary so they meet their Individualized Education Plan goals. Students who are English Learners will receive targeted instruction designed to help enhance their English skills while they learn the core curriculum. This will be accomplished through strong first teaching, teacher-teaming, small group and individualized instruction, and extended day instruction.

Tier I High Achieving Students

Students whose diagnostic assessment scores show that they are above grade level in English Language Arts and/or Mathematics will receive Tier I instruction and participate in academic enrichment activities. Parents will be notified through a parent conference and/or at a Student Success Team meeting. Students will have opportunities to complete advanced projects in Reading and Language Arts, Mathematics, Social Studies, Science or Technology. They will complete these activities in lieu of, or in addition to their Tier 1 activities for the day. If students have mastered the standards for the day, they will complete projects in lieu. These projects will be done either in small groups or on an individual basis. They will be completed during the academic day and/or during the afterschool homework/extended day period.

Tier II Low Achieving Students – Targeted Support

Students whose diagnostic assessment scores show that they are below grade level in English Language Arts and/or Mathematics will receive Tier II targeted intervention and support and will each have a plan, developed by their teacher, that allows for their day to be structured so that they receive the support they need to meet grade level standards. Typically, students who need Tier II intervention will be referred to the Full-Service Community Schools Coordinator, where school staff, particularly the classroom teacher, and their parent meet to develop a plan for success. If a student needs intervention prior to the SST being developed, parents will be notified via a phone, or in-person parent conference. The student success plan, as facilitated by the classroom teacher, could include reading and writing groups, math lab, after-school skill builders and homework help, etc. Students will be regularly re-assessed on the beginning of the year diagnostics to determine if

they are making progress toward shoring up gaps in their knowledge. Teachers will also give formative and summative assessments on a regular and coordinated basis to monitor student performance school-wide and make adjustments to the instructional program where necessary.

Tier III Students (TK-8) – Intensive Intervention

Students who are not successfully supported using Tier I and Tier II strategies alone will receive more intensive services, in addition to what is already provided in Tiers I and II. The Student Success Team will identify a plan to address the student's needs, which could consist of more intensive wraparound services, a referral for Special Education services, more intensive tutoring or mentoring services, etc. The Full-Service Community Schools Coordinator will facilitate and monitor Student Success Plans developed for Tier III students. If a student is identified for Special Education, case management becomes the responsibility of the Special Education staff.

Tier III Students (9-12) – Intensive Intervention

ELITE's Warriors for Social Justice (WFSJ) program, administered by the Justice Liaison, is for students who need intensive support to successfully complete grades 9-12. Students are fully integrated into the ELITE high school program schedule but receive additional supports during the school day and after-school. The Warriors for Social Justice program is designed to keep students in school, therefore increasing graduation rates and reducing dropout rates. The purpose of this structural design is to address the individual academic needs of all students enrolled. Each element will practice a blended instructional practice mixed with project-based learning, e-Learning, and traditional learning techniques to engage and encourage the student to be an active participant in their own academic process.

The program is comprised of seven elements:

1. Skill Building: This element will use a learning center model to address a student's learning deficits that interfere with standard mastery. Students take diagnostic exams to identify skill gaps that prevent them from accessing grade-level appropriate lessons or courses. A blended learning model will be used, where appropriate.
2. Entrepreneurship and Internship Preparedness: This element will support students in preparation for independent adult life, obtaining the necessary soft skill development and skills necessary for starting a business. Students will be required to develop portfolios and presentations at the end of each quarter.
3. Social Justice and Community Development: This element offers students the opportunity for deeper exploration of topics introduced during core Social Studies instruction. An elected WFSJ student council will focus on eliciting and responding to student's needs and requests. Selected students on the campus meet with an advisor to discuss issues on campus, student incentives, concerns and ideas. The group will create academic and behavior expectations for potential student ambassadors.

4. Project-Based and Collaborative Learning: This element focuses on partnerships with students and community members aligned to the curriculum. Students are expected to present projects at the end of each quarter and share the presentations within their community.

5. Academic Support and Authentic Assessment: This element instructs students in specific courses and builds skills in core subject areas. Skill building activities are aligned with A-G requirements and instruction uses a blended model.

6. Social Development and Self-Healing: This element supports each student individually through a 6-prong wraparound service. The program supports the student through intervention, counseling, self-healing practices, modifications and accommodations, and academics. We provide counseling and therapy for students if necessary, monitor progress on established goals between the student and support provider, and help guide students through the foundations of their behaviors.

7. Technology and Engineering: Students demonstrate the ability to use technology as both a resource and a problem-solving tool in order to maximize the various technological resources available to them as learners, workers and engaged citizens. Students will build problem-solving skills, discover how things work, explore engineering as a career option, learn math and science by having fun, and engage in real-world engineering projects.

In order to meet the unique needs of our Tier III students, we will use a project-based, interdisciplinary curriculum model that relies on authentic assessments and applied learning. ELITE students are required to learn collaboratively through project-based strategies and take what they learn into their communities to promote social justice through volunteerism and advocacy. This approach allows students to take ownership of their education, and at the same time, extend their learning through partnerships in the community.

Plan for English Learners

ELITE will comply with applicable federal and state mandates regarding English Language (EL) education and re-designation of ELs. The Charter School shall meet all requirements of applicable federal and state law relative to equal access to the curriculum for English Learners. ELITE shall meet all applicable legal requirements for English Learners as they pertain to initial identification, placement and services, progress monitoring, and annual notification to parents, teacher qualifications and training, classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The goal is to develop high quality instructional programs and services for English Learners that allow them, within a reasonable amount of time, to achieve the same challenging grade level, standards-based education as native-English speaking students.

Home Language Survey

A home language survey is included with each student's initial enrollment documentation.

ELPAC Testing

When the home language survey indicates a student's home language is not English, the student will be given the English Language Proficiency Assessments for California (ELPAC). The ELPAC will be used to fulfill the requirements under the Every Student Succeeds Act (ESSA) for annual English proficiency testing and administered within 60 days from receipt of the home language survey.

The ELPAC has three purposes:

- To identify students who are limited English proficient.
- To determine the level of English language proficiency of students who are limited English proficient.
- To assess the progress of limited English proficient students in acquiring the skills of listening, reading, speaking, and writing in English.

Students scoring at ELPAC levels one through three will receive instruction based on their level. Teaching strategies will include systematic ELD in a dedicated class focused explicitly on teaching English as well as pull-out and/or push-in periods where students receive primary language support and specific instruction in English. ELs will have full access to the core curriculum, while also receiving the explicit instruction needed to make progress acquiring the English language. We will use resources from EL Achieve's Systematic English Language development framework to guide this program.

Parent Notification and Involvement

After the ELPAC is administered, the test is sent to the state for analysis. Once the results have been returned to the Charter School all parents will be notified of their child's scores within 30 days following receipt of test results. Parents or guardians will be informed of their rights, and they will be encouraged to participate in the reclassification process.

Instruction

English Learners, Standard English Learners, and Academic English Speakers will be taught using Structured Immersion Observation Protocol (SIOP), Guided Language Acquisition and Design (GLAD), designated daily ELD classes, and Culturally Responsive Instructional strategies to enhance their skills and abilities in Reading and Writing in English. The teacher designated as ELD Content Specialist will coordinate training and support for teachers and other instructional staff members as they implement strategies to ensure that students make adequate yearly progress in the acquisition of English. ELs will receive daily structured English Language Development (ELD) for 30 minutes per day. Teachers make connections with content and make input comprehensible. We will use the Systematic ELD Framework and curriculum to develop English proficiency and to address the four domains (reading, writing, listening and speaking) of language development. Systematic ELD instruction is part of a comprehensive program for English Learners.

The purpose of dedicated ELD instruction is to develop a solid foundation in the English language and to increase students' ability to communicate for a range of purposes. Effective ELD instruction supports achievement in other content areas by teaching students the language skills to successfully engage in content (academic) learning. It helps equip students with the language needed to express the sophistication of their thinking. Systematic ELD will be taught daily, during time specifically dedicated to teaching English. It follows a developmental scope and sequence of language skills that includes substantive practice to ensure that students develop fluency and accuracy. For this part of the instructional day, students will be taught at their assessed level of English proficiency to ensure they develop a solid English language foundation and are continually challenged to stretch their ability to flexibly use languages recommended by the California Department of Education.

Systematic English Language Instruction:

- Explicitly teaches language by assessed proficiency level
- Emphasizes oral language development (listening and speaking) through carefully structured, purposeful and engaging interactions
- Emphasizes application of language skills through reading and writing
- Lays out a scope and sequence of grammatical forms and sentence structures needed to communicate for a range of purposes (functions)
- Teaches vocabulary for social and academic purposes moving from general to increasingly precise words
- Provides ample oral and written practice for application of newly taught language in authentic contexts
- Does not replace literacy or other content instruction, but rather equips English Learners with the language they:
- Teaches concepts students are not likely to learn outside of school
- Provides support so that students master English terms used every day, for academic and real-life purposes

Students that are English proficient receive English Language Arts Instruction (ELA) during the time that their peers are receiving Systematic ELD instruction. ELs also receive ELA instruction with their peers in the self-contained classroom before their learning center time where they participate in small group EL instruction.

English Learner Advisory Committee

If there are more than 21 ELs enrolled in the Charter School, ELITE will form an English Learner Advisory Committee (ELAC). All families have the opportunity to participate on the school's ELAC to advise the principal and staff on programs and services for English Learners; advise school leadership on the development of the Single Plan for Student Achievement (SPSA); develop the school's needs assessment; implement the school's annual language census; and help make parents aware of the importance of regular school attendance.

The program for EL students will continually be assessed to ensure:

- EL students are making strong academic progress as measured by school-based assessments.
- EL students are classified as proficient in English in five to seven years, or less.
- EL students are proficient in English Language Arts as evidenced by proficiency on state and other standardized exams.
- EL students are meeting promotion standards to advance from grade level to grade level, evidencing mastery of foundational skills and core subjects on par with native English-speaking students.

If students are not making sufficient academic progress as indicated through CELDT results and the above data, the English Learner Advisory Committee will make recommendations as to how to modify the EL program as needed.

Ongoing Evaluation and the Reclassification Process

ELITE will classify students as Initial Fluent English Proficient (IFEP) based on state guidelines for ELPAC scores in all categories of listening, speaking, reading, and writing. For students in Kindergarten, reading and writing scores are not criteria considered for IFEP classification.

ELITE may change a student's status to Reclassified Fluent English Proficient based on state guidelines. Once students are proficient, they are Re-designated Fluent English Proficient (RFEP). After a student is RFEP'd, they no longer take the ELPAC; however, their progress continues to be monitored for two years.

For a student to be reclassified, the Principal/HRO and classroom teacher meet to review each student's progress toward English proficiency and make the final determination whether the student should be Reclassified Fluent English. The parent is invited to attend this meeting.

A student is determined to be proficient based on the following criteria:

- Teacher recommendation based on progress towards grade-level standards
- Report card grades, ongoing assessments (benchmarks, formative and summative), writing samples and overall academic performance
- Student performance on state standardized assessments
- Student performance on ELPAC test
- Parent/guardian input in response to written notification of possibility of reclassification

ELITE monitors the progress of RFEP students for two (2) academic years to ensure they are continuing to excel academically. Students not making adequate progress receive additional support.

Monitoring and Evaluation of Program Effectiveness

ELITE evaluates the effectiveness of its education program for ELs by:

- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring availability of adequate resources.
- Monitoring distance from met data year-over-year on the CAASPP for 3rd through 8th and 11th grade ELs.

Plan for Students with Disabilities

Students with disabilities will receive instruction in the least restrictive environment. Using the Individual Education Plan (IEP) as a roadmap, ELITE staff will provide a coordinated instructional day for students with disabilities. The ELITE Learning Center Model, described below in the Special Education section, allows for Special Education students to be fully integrated into the general education program, with specialized pull-out and push-in support to help students meet their Individual Education Plan goals. Special Education staff members team-teach and facilitate small groups to support students with disabilities as access the core where appropriate or work at their learning level.

ELITE Public Schools (ELITE) recognizes its responsibility to enroll and support all students, regardless of disability, and pledges to work in cooperation with the Vallejo City Unified School District (VCUSD) and/or a Special Education Local Plan Area (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs. ELITE 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 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights law enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, ELITE will comply with Vallejo City Unified School District (VCUSD) and Special Education Local Plan Area (SELPA) guidelines and all California laws pertaining to students with disabilities.

The following description regarding how special education and related services will be provided and funded is being proposed by ELITE for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter petition, in accordance with Education Code section 47605(b). As long as ELITE operates as a school of VCUSD for special education purposes (pursuant to Education Code 47641(b)), the specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding (“MOU”), delineating the respective responsibilities of ELITE and VCUSD. The language that follows is not meant to preclude alternative arrangements between VCUSD and ELITE as agreed upon in the MOU. The first section describes how special education services will be provided for with ELITE operating as a school of the authorizer for special education. The section that follows describes how special education services will be provided should ELITE elect to become an LEA for special education and join a SELPA.

ELITE Public Schools shall initially be deemed, by default, a public school of Vallejo City Unified School District for purposes of special education, pursuant to Education Code Section 47641(b).

However, ELITE reserves the right to apply and become an independent Local Education Agency (LEA) member in a SELPA for purposes of special education. In this case, ELITE will make written verifiable assurances that it will become an independent LEA and, upon acceptance into a SELPA, will be an independent LEA member of that SELPA pursuant to Education Code Section 47641(a). A change in LEA status or SELPA membership shall not require a material revision of this charter.

Operating as a School of the Authorizer

So long as ELITE operates as a school of the authorizer for the purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and Section 1414, Title 20 of the United States Code, VCUSD will provide an equitable share of special education services and/or funding for students enrolled at ELITE, to the extent required by law and in the manner specified in the MOU.

ELITE agrees to collaborate with VCUSD to respond to inquiries and requests and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of student's records.

Child Find

ELITE understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability.

ELITE will implement a multi-tiered instructional and support framework, often referred to as RTI or MTSS, prior to referring a child for an evaluation under IDEA. However, ELITE shall ensure that child find identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification. A parent/guardian or ELITE staff member may request an initial evaluation at any time to determine if the child is a child with a disability, regardless of whether the child has participated in an RTI/MTSS framework. Special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate. ELITE may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. No assessment or evaluation will be used for admission purposes.

In order to comply with state and federal Child Find requirements, ELITE will follow the applicable VCUSD policies and procedures to identify students who may have a disability that qualifies them to receive special education services. ELITE will collaborate with VCUSD to ensure timely transfer of Individualized Education Program (IEP) records and will utilize VCUSD policies, procedures, and forms to appropriately identify and refer students for special education.

Referral for Assessment

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. ELITE's internal method for referral for assessment will be a meeting of the Student Success Team to discuss the learning challenges of the student. A plan will be developed to provide intervention services for the student. The plan will

be implemented and the team will assess whether the student is making progress or whether the student should be tested for Special Education. Should the student qualify for Special Education services, the parent will be informed that they will be provided at no cost to them.

The parent/guardian of any student suspected of needing or qualifying for special education services may make a referral for an evaluation. If the referral is made verbally, ELITE shall assist the parent or guardian to submit a request in writing. Unless otherwise agreed to in the MOU, ELITE will notify VCUSD within 2 days of any such referrals and will work collaboratively with the District to respond to the request in writing within 15 days.

If ELITE, in collaboration with VCUSD, concludes that an assessment is appropriate, the parent/guardian will receive a written Assessment Plan within 15 days. The parent/guardian will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of a written parent/guardian permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's/guardian's written consent for assessment.

Assessment

Upon receipt of the signed Assessment Plan, VCUSD will be responsible for conducting special education assessments in all areas of suspected disability if deemed appropriate by VCUSD, unless otherwise stated in the MOU. ELITE will work collaboratively with VCUSD to conduct an evaluation. Assessment procedures will be conducted in the student's primary language, and ELITE will work with VCUSD to provide an interpreter, if needed. The ELITE RSP Teacher will be responsible for gathering all pertinent information and sharing such information with VCUSD as needed.

Development and Implementation of Individualized Education Program

Every ELITE student who is assessed for special education will have an IEP that documents assessment results and eligibility determination for special education services.

ELITE will work with VCUSD to develop and provide modifications, accommodations and services pursuant to each student's IEP. The school will seek to include all students with disabilities in the Least Restrictive Environment (LRE) with non-disabled peers to the maximum extent appropriate. However, if a student's IEP team determines that the student requires placement outside of a general education classroom, the school will work with VCUSD, to provide the necessary placement and/or services.

ELITE views the parent/guardian 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, in collaboration with VCUSD will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process.

A copy of the IEP will be given to the parent/guardian in accordance with state and federal laws. Upon the parent or guardian's written consent, the IEP will be implemented by ELITE, in cooperation with the VCUSD as agreed upon in the MOU.

Individualized Education Program 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 IDEA 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.

VCUSD shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with District policies and procedures.

If a parent/guardian 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 ELITE. The school will work with VCUSD to respond to the request.

Unless otherwise specified on the student's IEP, parents/guardians will be informed of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals in accordance with VCUSD's policies and procedures and using the District's forms.

Special Education Strategies for Instruction and Services

ELITE shall collaborate with VCUSD to provide specialized instruction and services in accordance with each student's IEP and as agreed upon in the MOU. The ELITE Special Education Program delivery will be through a Learning Center Model, where students receive specific support from Special Education staff in certain areas, and instruction in the General Education classroom, with support, in other areas. Students with an IEP will have their academic program outlined within. Their case will be monitored by the Resource Specialist.

General education teachers and all other school staff members with direct responsibility for the education of the identified student will be briefed on the IEP and will have a full understanding as to their role in the implementation of the IEP. Students will be integrated into general education as much as possible, as ELITE will operate a learning center model. In the ELITE Learning Center model, the RSP teachers and aides will pull small groups for the purpose of meeting students individual learning needs for designated time periods throughout the day. For other portions of the day the RSP staff members will push in, assisting the designated students as they work toward mastery of core curriculum concepts.

The ELITE Learning Center model aligns with the ELITE belief that all students, given a rigorous and relevant learning environment can make progress toward meeting the grade level standards. Small groups and individualized instruction will be designed to ensure that any gaps in students understanding, as identified using diagnostic assessments, are shored up and that students meet their annual goals as outlined in the IEP. Core curriculum instruction in general education settings will be modified to ensure that students are able to access it. Student will be monitored to ensure that they continue to make progress, in regular classroom settings, while receiving real-time support, if needed. ELITE reserves the right to contract with agencies and vendors outside of the

authorizer, when appropriate, to secure special education services, including administrative support services.

Interim and Initial Placements of New ELITE Students

ELITE shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year.

If a student enrolls at ELITE with an existing IEP, ELITE will notify VCUSD, in accordance with any applicable VCUSD policies. An IEP meeting will be convened within 30 days of enrollment to review the existing IEP, discuss the students' present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, ELITE shall work with VCUSD to implement the existing IEP at ELITE and offer services comparable to those in the existing IEP, or as otherwise agreed by the parent/guardian.

Staffing

VCUSD will hold ultimate responsibility for providing special education services, unless otherwise agreed upon in the MOU. ELITE is committed to cooperating with VCUSD to ensure that all IEPs are properly implemented and all students requiring services are adequately served. The details of division and coordination of special education staffing and services shall be specified in an MOU between the charter school and the authorizer.

Professional Development

ELITE administrators, general 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 training sponsored by the District. VCUSD agrees to allow ELITE staff access to all special education related professional development opportunities that are available to other employees of the VCUSD.

Reporting

ELITE, in collaboration with VCUSD where appropriate, will collect and maintain the following information on disabled students as required by IDEA:

- 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 Learners;
- The number of students provided with test modifications and the types and the number of students exempted from Statewide assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day 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 ELITE 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 ELITE Resource Teacher. The ELITE Resource Teacher 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 IDEA guidelines. The ELITE Resource Teacher 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 ELITE 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.

The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. ELITE will utilize the Notice of Procedural Safeguards used by VCUSD.

Concerns or disagreements raised by parents/guardians will be acknowledged by the school within five days. ELITE will work with VCUSD to arrange a meeting between the parents/guardians, the school, and VCUSD staff 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.

Dispute Resolution

In the event that a parent/guardian files a request for a due process hearing or request for mediation, VCUSD and ELITE shall work together to defend the case. In the event that VCUSD determines that legal representation is needed, ELITE agrees that it shall be jointly represented by legal counsel of the authorizer's choosing. VCUSD may initiate a due process hearing or request for mediation with respect to a student enrolled in ELITE. If the authorizer determines such action is legally necessary or advisable, ELITE agrees to cooperate fully with the authorizer in such a proceeding. ELITE understands that VCUSD shall have sole discretion to settle any matter in mediation or due process. VCUSD shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any ELITE student.

Complaint Procedures

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

Section 504 of the Rehabilitation Act

ELITE 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 ELITE. 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.

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

ELITE will designate one employee to coordinate the school's compliance with its responsibilities under Section 504. A 504 team will be assembled by the Principal/HRO or designated 504 Coordinator 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 IDEA but found ineligible for special education instruction or related services under the IDEA, 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 include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to 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 is eligible for services under Section 504 must be made by the 504 team. Written notice of the eligibility determination will be provided to the parent or guardian of the student in their primary language, along with notice of 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 IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to qualify for services and supports 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 ELITE'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/HRO 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.

Operating as a Local Education Agency for Special Education

If ELITE makes written verifiable assurances that it will become an independent local educational agency (LEA) pursuant to Education Code Section 47641(a), ELITE will assume full responsibility for providing special education and related services to eligible charter school students, in accordance with state and federal law.

ELITE will follow policies and procedures of the SELPA in which it is a member and shall utilize all SELPA forms and information systems necessary to identify and serve students who qualify for special education. ELITE agrees to collaborate with the SELPA to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of student's records.

Child Find

ELITE understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability.

ELITE will implement a multi-tiered instructional and support framework, often referred to as RTI or MTSS, prior to referring a child for an evaluation under IDEA. However, ELITE shall ensure that child find identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification. A parent/guardian or ELITE staff member may request an initial evaluation at any time to determine if the child is a child with a disability, regardless of whether the

child has participated in an RTI/MTSS framework. Special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate. ELITE may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. No assessment or evaluation will be used for admission purposes.

As an independent LEA for special education purposes, ELITE is solely responsible for compliance with state and federal Child Find requirements. ELITE will implement policies and procedures of the SELPA of which it is a member to ensure timely identification and referral of students suspected of having a disability.

Referral for Assessment

If ELITE operates as an independent LEA for special education purposes, then, in the event that ELITE receives a written request for evaluation, it will be solely responsible for working with the parent/guardian to address the request and shall follow SELPA policies, procedures, and timelines.

ELITE shall respond to a written request for assessment within 15 days. If ELITE concludes that an assessment is appropriate, the parent/guardian 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 parent/guardian permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's/guardian's written consent for assessment.

Assessment

ELITE shall be solely responsible for conducting special education assessments deemed necessary and appropriate by ELITE. The ELITE RSP teacher will be responsible for gathering all pertinent information and arranging for assessments to be conducted in all areas of suspected disability.

Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. 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
- Parent input

ELITE will follow the following assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA 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 will 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. A multidisciplinary team will be assembled 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 eligibility for special education. ELITE 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/guardians 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 Individualized Education Program

Every ELITE student who is assessed for special education will have an IEP that documents assessment results and eligibility determination for special education services.

ELITE shall be solely responsible for ensuring that all aspects of the IEP and school site implementation are maintained. ELITE will provide modifications and accommodations outlined within each individual's IEP and serve each student 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 will include all of the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The Student, if appropriate
- The Principal;
- 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 SELPA Special Education Representative, if appropriate;
- 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.

ELITE 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 or meeting at the parent's home.

A copy of the IEP will be given to the parent/guardian in accordance with state and federal laws. Upon the parent or guardian's written consent, the IEP will be implemented by ELITE. 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, including cogent and responsive explanations for the recommendations;
- 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 and appropriately ambitious for his/her circumstances; The goals and objectives will also be linguistically appropriate, as per Ed Code Section 56345(b).
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided;
- 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
- The IEP shall be reasonably calculated to enable the child to make progress appropriate in light of his/her circumstances.

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 (ITP) is required at the appropriate age;

- When ELITE 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.

Individualized Education Program Review

ELITE shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with SELPA policies and all applicable laws. 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.

If a parent/guardian 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, ELITE will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Special Education Strategies for Instruction and Services

ELITE will offer a comprehensive inclusion program that includes an ELITE Learning Center model in which students receive individualized and/or small group instruction, classroom assistance with special education staff, extended day and extended year. Each student's IEP requires different kinds of accommodations and modifications for instruction and services; therefore, the educational strategies of the IEP will be built around the student's needs. If a student's IEP team determines that the student requires placement outside of a general education classroom, ELITE will provide the necessary placement and/or services. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so. ELITE would have also developed the capacity to address a wide range of student needs. ELITE is not positioned to consider this option at this time, but may explore this option, or other options in the future.

Interim and Initial Placements of New ELITE Students

ELITE shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. ELITE shall provide transferring students with free and appropriate public education, including services comparable to those listed in the existing IEP.

For students transferring to the ELITE from another school within the same SELPA, ELITE, pursuant to Education Code Section 56325(a)(2), shall continue to provide services comparable to those described in the existing approved IEP, unless parents/guardians ELITE agree to develop and implement a new IEP.

For students transferring to the ELITE from another school within a different SELPA, ELITE, pursuant to Education Code Section 56325(a)(1), shall continue to provide services comparable to those described in the existing approved IEP for a period of up to 30 days, by which time ELITE shall adopt the previous IEP or, in consultation with parents/guardians, develop and implement a new IEP that is consistent with federal and state law.

For students transferring to ELITE from a school outside of California, ELITE shall provide the student with a free appropriate public education, including services comparable to those described in their existing IEP, until ELITE conducts an assessment pursuant to Section 1414 of Title 20 of the United States Code, if determined to be necessary by ELITE, and develops a new IEP, if appropriate, in accordance with federal and state law.

Staffing

If ELITE becomes its own LEA for special education purposes, it will assume responsibility for special education staffing and service delivery. ELITE will be responsible for hiring, training, and/or contracting with the staff necessary to provide special education services to its students. ELITE shall ensure that all special education staff hired or contracted by ELITE is qualified to provide services in accordance with all applicable laws, regulations, and SELPA policies.

It is the goal of ELITE to employ at least one full time teacher with a valid Special Education Credential. This teacher, along with the principal of ELITE, will be the primary ELITE representatives tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented.

In year 3, pending budgetary availability, ELITE plans to employ a Special Education Coordinator that will report to the CCII, that will have the following duties:

- 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 with 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 IDEA guidelines; and
- Provide a report of student progress on the same schedule as students in general education)

All teaching staff at ELITE will also be involved in assuring that all IELITE and 504 plans are properly implemented.

Professional Development

ELITE shall seek professional development opportunities for its staff through potential trainings facilitated by the VCUSD SELPA, colleges and universities, and private companies or agencies to ensure compliance with state and federal special education laws as well as implementation of best practices for students with disabilities.

Reporting

ELITE, in collaboration with the SELPA where appropriate, will collect and maintain the following information on disabled students as required by IDEA:

- 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 Learners.
- The number of students provided with test modifications and the types and the number of students exempted from Statewide assessments.
- The settings in which students with disabilities receive their services, specifically including the portion of the school day 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.
- The basis of exit from ELITE 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 ELITE Resource Teacher. The ELITE Resource Teacher 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 IDEA guidelines. The ELITE Resource Teacher 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 ELITE 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.

Concerns or disagreements raised by parents/guardians will be acknowledged by the school within five days. ELITE will work to arrange a meeting with the parents/guardians 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.

Dispute Resolution

ELITE acknowledges its responsibility to resolve disputes or defend due process complaints arising as a result of ELITE's alleged failure to provide FAPE to students enrolled in the charter school. ELITE may also initiate a due process hearing or request for mediation with respect to a student enrolled in ELITE if it determines such action is legally necessary or advisable.

Complaint Procedures

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

Non-Public Placements/Non-Public Agencies

ELITE shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children shall have access to ELITE and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it shall be subject to the allocation plan of the SELPA.

Section 504 of the Rehabilitation Act

ELITE 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 ELITE. 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.

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

ELITE will designate one employee to coordinate the school's compliance with its responsibilities under Section 504. A 504 team will be assembled by the Principal/HRO or designated 504 Coordinator 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 IDEA but found ineligible for special education instruction or related services under the IDEA, 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 include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to 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 is eligible for services under Section 504 must be made by the 504 team. Written notice of the eligibility determination will be provided to the parent or guardian of the student in their primary language, along with notice of 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 IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to qualify for services and supports 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 ELITE'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/HRO 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.

Element B: 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 charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all 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. Education Code Section 47605(b)(5)(B). Has clearly defined schoolwide outcome goals in compliance with California Education Code sections 47605(b)(5)(B) and 52060(d).*

ASSURANCES

Local Control and Accountability Plan

ELITE will comply with all requirements pursuant to California Education Code 47605(b)(5)(A)(ii) including developing annual goals, for all pupils and for each subgroup of pupils as identified in California Education Code 52052, for each of the applicable eight state priorities identified in California Education Code 52060(d). These priorities are as follows:

1. Quality Teachers, Curriculum, and Facilities (Basic Services)
2. Alignment to and implementation of the Common Core State Standards (CCSS), with support for ELs and other subgroups
3. Parental Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access and Enrollment
8. Student Outcomes

ELITE acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula). Beginning in fiscal year 2019-20, and in accordance with the California Education Code 47604.33 and 47606.5, ELITE will comply with all elements of the Local Control Accountability Plan pursuant to regulations and templates adopted by the State Board of Education. This includes the annual submission of a Local Control and Accountability Plan (LCAP) or LCAP update, as appropriate, to the Solano County Office of Education on or before July 1 of each year pursuant to California Education Code 47605(b)(5)(A)(ii), using the LCAP template adopted by the State Board of Education, as it may be changed from time to time. As set forth in Education Code 47605.5(a), the annual update shall include:

- A review of the progress toward the goals included in the charter, feedback from the parents and staff on implementation and results of the action plan, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions ELITE will make as a result of the review and assessment

- Listing and description of the expenditures for the fiscal year in implementing the specific actions (where budget adjustments are necessary, those adjustments will be made and submitted to the authorizer)
- Reviews and assessments by ELITE stakeholders as to progress toward reaching goals for all student and student groups as reflected on the California State Accountability Dashboard

ELITE reserves the right to establish additional, school specific goals and corresponding assessments throughout the duration of the charter.

Lastly, ELITE shall comply with all requirements of California Education Code 47606.5(e), including but not limited to the requirement that ELITE “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.”

Pursuant to the transition to California’s Common Core and the accompanying shift in the state accountability testing system, ELITE will establish baseline performance in the first year of testing administration and will demonstrate growth in performance on average for each year thereafter.

Student Graduate Outcomes

Students at ELITE will graduate college and career ready having mastery of:

1. Academic and Content Performance Standards
2. Spanish, English and Coding
3. Cross-Cultural Conscientiousness
4. Entrepreneurial Skilled
5. STEM Competencies

Graduation Standards

In order to graduate from ELITE, students must master content Learning Targets in all content areas: English Language Arts, Mathematics, Social Studies, Science, and Engineering, World Languages, Visual/Performing Arts, Physical Fitness and Elective courses. The Learning Targets are aligned with State Standards. High school course offerings will be A-G approved.

All students at ELITE, including students who have special needs, students who are English Learners, and/or students who are socioeconomically disadvantaged will be expected to meet these outcomes. They may be provided with additional support and/or accommodations as needed and/or legally required according to each student’s Individual Educational Plan (IEP).

ELITE Student Outcomes aligned with State Priorities – Local Control Accountability Plan (LCAP)

Pursuant to Education Code Section 47605(b)(5)(B), Table below describes ELITE’s student outcomes that align with the state priorities and ELITE’s goals and actions to achieve the state priorities.

ELITE LCAP Goals	CA State Priorities
<ol style="list-style-type: none"> 1. All students performing at/or above grade level 2. Affirming, safe and supportive school environments 3. All students graduated with A-G requirements met and some college credit 4. Involved parents and strong community partnerships 5. Students of all backgrounds thriving academically 	<ol style="list-style-type: none"> 1. Quality Teachers, Curriculum, and Facilities (Basic Services) 2. Alignment to and implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups 3. Parental Involvement 4. Student Achievement 5. Student Engagement 6. School Climate 7. Course Access and Enrollment 8. Student Outcomes

Goal #1: All students performing at/above grade level	
Identified Need:	As described in Element A, there is a need for increased grade level proficiency in English Language Arts and Mathematics to prepare for college and career as evidenced by past performance on State Assessments and stakeholder input.
Goal Applies to:	All students
CA State Priorities:	#1: Quality Teachers, Curriculum, and Facilities (Basic Services) #2: Alignment to and implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups #4: Student Achievement
Measurable Outcomes:	<ul style="list-style-type: none"> • Once the baseline is established in 2019-20, ELITE will increase the percentage of students who meet or exceed the standards on the California Assessment of Student Performance and Progress (CAASPP) in both English Language Arts and Mathematics by 3 to 5 percentage points each year. • Once the baseline is established in 2019-20, ELITE will increase percentage of students who meet or exceed the standards on the English/Language Arts and Mathematics Cumulative Assessments (in English and Spanish) by 3 to 5 percentage points each year. • Once the baseline is established in 2019-20, ELITE will increase the percentage of English Learners making progress toward English Proficiency on the ELPAC assessment by 3 to 5 percentage points per year. • All teachers will attend all professional development workshops and participate in all books studies, planning sessions, etc. designed to enhance their ability to address the needs of all students. • All teachers will utilize designated curriculum materials and planning and pacing guides to ensure that all students are accessing standards-based, rigorous instructional materials and lessons aligned to ensure their success on local summative and cumulative, and state assessments.

Actions/Services	Scope of Service	Pupils to be Served
<p>Common Core Adopted Curriculum:</p> <ul style="list-style-type: none"> English Language Arts TK-12 Mathematics TK-12 Science TK-12 <p>Rigorous and relevant culturally responsive pedagogical strategies will be utilized on a daily basis using carefully selected culturally-responsive materials, completely inclusive of the history and perspectives of African American and Latino students. There will be an emphasis on reading and writing across the curriculum in English and Spanish</p>	School-wide	All students
Full-Day Transitional Kindergarten and Kindergarten program with a comprehensive after-school program for all students, (including TK and K students) focused on sports integration.	School-wide	All students
After school program for all students focused on individual and team sports integration (with an emphasis on sports in which our target population is underrepresented) and cognitive development activities. This will be facilitated by the After-school parent liaisons.	School-wide	All students
<p>Entrepreneurial and Soft Skill Integration:</p> <p>Students participate in Junior Achievement program with a culminating showcase event open to the community.</p>	School-wide	All students
<p>Engineering (STEM):</p> <p>Students participate in various STEM programs and activities in partnership with local colleges and universities.</p>	School-wide	All students
<p>Ethnic Studies (English Language Arts and History/Social Science):</p> <p>Critical and interdisciplinary Ethnic Studies with an intentional focus on African American & Latino History – understanding the history and perspectives of people of color.</p>	School-wide	All students
<p>Physical Education:</p> <p>Promoting consciously active and healthy physical development through healthy food choices and competitive and early- integration of individual and team athletic programs and activities – this will be implemented through the use of designated afterschool staff and athletic coaches.</p>	School-wide	All students
<p>Technology:</p> <p>Students utilize technology to enhance their learning on a daily basis. They become progressively fluent in coding and computer science through participation in the Project-Based Learning, Student Tech Squad, Teacher Tech Assistant, and Elite Production team activities.</p>	School-wide	All students
<p>Professional Development:</p> <p>All teachers will participate in training on how to properly implement Culturally and Linguistically Responsive classroom instruction with experts like Dr. Sharroky Hollie, Dr. Edwin Javius, Dr. Jeff Duncan-Andrade and others. Teachers will participate in training on implicit bias from experts such as Dr. Rita Cameron-Wedding, Dr. Kimberly Pappillon, Dr. Pedro Noguera and others. Teachers will participate in annual retreats and weekly Professional Learning sessions focused on</p>	School-wide	All teachers

data analysis, collaboration, core curriculum components, integrated core curriculum unit development, technology integration, strategies for enhancing literacy skills for Standard English Learners, culturally responsive pedagogy, and use of assessments to enhance student performance.		
Classroom Teachers: Teachers receive classroom material bonuses when they meet goals outlined in their Professional Learning Community plans. They also receive bonuses for serving as lead staff trainers.	School-wide	All teachers
The inter-disciplinary core curriculum will be aligned with the common core state standards and grounded in African American and Latino literature, as accessed through e-books and class sets of novels.	School-wide	All students
Teachers will be trained and supported as they implement Guided Language Acquisition and Design strategies to enhance the English language skills of English Learners, Standard English Learners and Academic English speakers.	School-wide	All teachers
Students will have access to quality computer hardware and software designed to assist them as they master the common core state standards and demonstrate mastery on computer-based assessments. Designated staff members will serve as technology support specialists, assisting the staff and serving as staff liaisons to the tech squads.	School-wide	All students

Goal #2: Affirming, Safe and Supportive School Environments	
Identified Need:	As described in Element A, there is a need to eliminate the use of exclusionary discipline practices and build a peaceful and productive ELITE school campus where all students belong and are respected members of the school community. The affirming ELITE school community will be trauma-sensitive, intentionally inclusive and restorative. Students who are having difficulty academically and socially within the community will be supported by ELITE staff members, who have agreed to embrace all students, strategic partnerships with Community-Based organizations, volunteers, and the Full-Service Community School staff.
Goal Applies to:	All students, particularly Students with Disabilities, Foster Youth, Students qualifying for free and reduced lunch, African-American, and Latino students (many students are reflected in more than one category)
CA State Priorities:	#2: Alignment to and implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups #4: Student Achievement #5: Student Engagement #6: School Climate
Measurable Outcomes:	<ul style="list-style-type: none"> Once the baseline is established during the 2019/20 school year, the percentage of students suspended will decrease by 3 to 5 percentage points each year

	<ul style="list-style-type: none"> • Once the baseline is established during the 2018/19 school year, the percentage of student expulsions will decrease by 3 to 5 percentage points each year • The percentage, by ethnicity, of students suspended and expelled will be proportionate to enrollment by ethnicity • Maintain Average Daily Attendance at 94% or higher during each reporting period. If it drops below, implement strategies to raise the percentage during the next reporting cycle
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Actions/Services	Scope of Service	Pupils to be Served
Full Service Community Schools liaison coordinates services for students who are in need of additional support to meet the ELITE Standards of Excellence	School-wide	Targeted students
Home Visits: ELITE administrators and teachers visits students' homes and communities. We believe that visiting our student's homes fosters good home-school connections by recognizing the skills and strengths that families bring to the school and by seeing them as valuable resources.	School-wide	All students
Staff will be trained in and expected to fully implement Positive Behavior Intervention and Support, Restorative Justice, and Trauma-Sensitive practices. Implementation will be monitored by the School Leadership Team and facilitated by the Full Service Community Schools Liaison and the Justice Liaison Student and parent leaders will participate in the training so that they can provide input as staff works toward proper implementation and continuous improvement.	School-wide	All students
The school will develop an alternative ELITE Warriors of Social Justice program designed to address students who have been pushed out of comprehensive schools. Staff will receive professional development on how to receive and organize social justice programs and curriculum.	Targeted	Targeted students
Students will receive technological and soft skill training in the areas of entrepreneurship, internships, project-based learning, and social justice.	School-wide	All students
Students and staff members will participate in weekly team-building and cultural affirmations, designed to support and affirm their efforts toward meeting ELITE Standards of Excellence	School-wide	All students
Staff member, parent and student leaders will participate in School Safety Plan development workshops to support them as they develop the School Safety Plan, for approval by the ELITE Board of Directors in October of the opening year	School-wide	All students

Goal #3: All students graduated with A-G requirement met and some college credit	
Identified Need:	According to the CA State Dashboard, only 25% of African American and 28.1% of Latino students in VCUSD are prepared for college and career. (Source: www.caschoolsdashboard.org)
Goal Applies to:	All students, including Foster Youth, Socioeconomically disadvantaged, English Learners, Students with Disabilities, and particularly African American and Latino students to eliminate the achievement gap.
CA State Priorities:	#2: Alignment to and implementation of the Common Core State Standards (CCSS), with support for ELs and other subgroups #4: Student Achievement #7: Course Access and Enrollment
Measurable Outcomes:	When ELITE has the eligible grade levels included in the student population, after the establishment of the baseline: <ul style="list-style-type: none"> • Annual 3 to 5% increases in graduation rates for all student groups • Annual 3 to 5% increase in A-G completion rates • 100% of students enrolled in a broad course of study as evidenced by 4 Year Graduation Plan In pre-high school grades: <ul style="list-style-type: none"> • 100% of unduplicated pupils will have access to a rigorous college-preparatory instructional program with an emphasis on building their proficiency in STEM coursework with an emphasis on Engineering and Technology • 100% of students will participate in college awareness trips and activities

Actions/Services	Scope of Service	Pupils to be Served
ELITE will partner with college outreach coordinators UC, CSU, Latino-serving and Historically Black colleges and universities to make arrangements for student participation in outreach programming for students and parents, as well as learning trips for all students to at least one college per academic year.	School-wide	All students
Staff training on A-G requirements and outreach programming to ensure that they have the tools necessary to coordinate student participation in the programs.	School-wide	All students
Parent participation in workshops designed to enhance their understanding of available resources to assist students as they complete their 4-year high school plan and look toward college enrollment	School-wide	All students
Students and parents receive updates each semester as to their progress toward completing grade level requirements, and 4-year plan goals, where applicable. Students not meeting grade level expectations will have a mandatory SST where a plan for their success will be developed. The teacher of record will ensure that the SST plan	School-wide	Students not meeting standards

is implemented and that the student is completing all actions in a timely manner.		
EL student progress will be monitored on a quarterly basis to ensure that they are accessing core curriculum and receiving relevant state-mandated support on a daily basis.	Targeted students	EL students
Foster youth and ELITE warriors for justice will be monitored on a quarterly basis to ensure that they are accessing the core curriculum and that they are feeling connected to the school community and making the necessary academic and socio-emotional progress, and are adhering to ELITE Standards of Excellence.	Targeted students	Foster youth

Goal #4: Parent Involvement and Community Partnerships	
Identified Need:	There is a need to ensure systems and structures are in place that allow for parents and community members to be engaged partners
Goal Applies to:	All students, including Foster Youth, Socio-economically disadvantaged, English Learners, Students with Disabilities, as well as all parents and community leaders interested in supporting the ELITE mission, vision, values, and goals.
CA State Priorities:	#3: Parental Involvement
Measurable Outcomes:	<ul style="list-style-type: none"> ● 70-100 % parent attendance at School Site Council and English Learner Advisory Committee with representation of unduplicated and Special Education pupils ● 70-100 % Parent and 100 % Teacher Usage of Student Progress System ● Well-attended parent workshops ● All teachers complete home-visits to 50% of students ● Parent leaders are present and actively participate on all school task forces and teams

Actions/Services	Scope of Service	Pupils to be Served
Full Service Community Schools and Afterschool/Parent Liaison Support Staff: Support staff to provide comprehensive academic, social, mental and physical education services to meet student, family and community needs and create clear pathways from Preschool to College/Career.	School-wide	All students
School to Home Communication: We will promote positive home-school connections by ensuring that all communications with parents, oral, verbal and in writing are in both languages of instruction.	School-wide	All students
Parent Family Gatherings: ELITE family gatherings are designed to provide a supportive network of community members in which families support one another as they support the success of their Elite students. They will have a forum in which they can share successful parenting strategies and learn from one another. ELITE will sponsor family gatherings to support parents as they learn about topics such as program design,	School-wide	All students

language acquisition, helping with homework, bi-literacy development and assessment practices.		
Parent Guided Tours of the School: Parents can serve as ELITE Parent Ambassadors and guide school site visits and highlight noteworthy features of the school.	School-wide	All students
ELITE's Parent Internet Café: A designated Parent Internet Cafe for parents to be on campus with their children. This will be the hub for parent leadership activities. Parents can choose to use WI-FI for their personal or business purposes or they can access Full Service Community School resources. Parents without home computers are able to use the school's computer lab.	School-wide	All parents
Conferences: Conferences provide opportunities for parents to network with teachers, administrators and other parents.	School-wide	All students
Student Progress System: School staff members will be trained in and fully utilize a student progress system. Access to student assignments and messages from staff will be provided through this system, which will allow for parents to be true partners in efforts to ensure that students meet and exceed grade-level standards.	School-wide	All relevant staff members
Parents who need their technology skills enhanced will participate in workshops to assist them as they learn to properly use the Student Progress System which can be accessed by computer or by cell phone.	School-wide	Targeted parents

Goal #5: Students of All Backgrounds Thriving Academically	
Identified Need:	As described in Element A, there is a need to close the opportunity gap by ensuring that all students have a highly-qualified teacher proficient in culturally responsive strategies, utilizing culturally responsive materials (emphasis on STEM and Reading and Writing across the curriculum) who believes in the potential of all students. The highly-qualified administrative and support staff assist the teacher of record as the teacher works toward meeting the needs of all students by providing rigorous relevant and differentiated learning experiences for all students. There is also a need to develop an extended learning program that provides immediate intervention when a student is not meeting the standards.
Goal Applies to:	All students, particularly English Learners, Students with Disabilities, Foster Students and students qualifying for Free and Reduced Lunch, as well as African American and Latino students, based on data demonstrating the existence of the opportunity gap.
CA State Priorities:	#2: Alignment to and implementation of the Common Core State Standards (CCSS), with support for ELs and other Student groups #4: Student Achievement #8: Student Outcomes

Measurable Outcomes:	<ul style="list-style-type: none"> • 100% of students will be provided enhanced technology experiences to enhance learning as evidenced by high rubric scores on performance tasks. • Disproportionate student outcomes addressed strategically through the implementation of an inquiry cycle. • Reduction of the achievement gap as measured by disaggregated student scores on CAASPP, graduation and dropout data, A-G completion rates, student suspension and expulsion. • 100% highly qualified teachers, administrators and support staff members actively participating in all required professional development sessions.
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Actions/Services	Scope of Service	Pupils to be Served
STEM Education Support specialists: STEM education is a critical element of the ELITE school model. Students will create projects designed to advance their understanding of STEM concepts and give them exciting real-world hands-on experiences.	School-wide	All students
Technology Integration: Students utilize technology to enhance their learning on a daily basis. They become progressively fluent in coding and computer science through participation in the Project-Based Learning, Student Tech Squad, Teacher Tech Assistant, and ELITE Production team activities.	School-wide	All students
Professional Learning Community: Teachers provided release days for peer observations with Lesson Study focus with a focus on implementation of Culturally responsive strategies using Culturally Responsive materials and ELITE Standards of Excellence.	School-wide	All teachers
Instruction and Learning Support: See the Future trips are offsite trips for all students will be targeted learning opportunities. Students will visit engineering firms, science labs, colleges, museums, and other relevant locations.	School-wide	All students
Summer Bridge Programming: Students needing intervention, particularly EL students, or desiring summer enrichment will participate in differentiated learning activities designed to meet their needs. Activities could consist of coding camps, language camps, math camps, with enrichment activities such as cooking, art, etc.	School-wide	Targeted
Before and After School Programming and Core Content Intervention: Before and After-School programming will be specifically designed using student-performance on diagnostic assessments, and feedback from teachers. Student Success Team meetings are the vehicle by which students access extended learning opportunities. All students, including TK and Kindergarten students will participate in the after school program as outlined in Goal 1.	School-wide	Targeted

Element C: Methods of Assessment of Student Outcomes

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

The belief at ELITE Public Schools is that assessments, particularly formative, summative, and diagnostic, are used to provide information about each student, that assists the staff and parents as they determine student progress toward meeting grade level standards and progress toward graduation. ELITE provides authentic, rigorous, and diverse assessment opportunities for students to communicate and demonstrate their attainment of the outcomes identified in Elements A and B. Based on our commitment to serving the whole child, our assessment methods incorporate opportunities for students to demonstrate social, emotional, cultural, and physical learning, in addition to academic learning. Assessment data is both formative and summative and used throughout the year to engage students, teachers and families in reflection on student achievement and informs future steps necessary to achieve student mastery.

All assessment tools used at ELITE are aligned to the Academic and Performance Content Standards, as well as the College Readiness Standards as described in Elements A and B. Assessments take place in all grades and across all subjects.

State Assessments

ELITE is invested in and committed to using the California assessment system, which we believe, provides the best way of measuring our implementation of the CCSS, providing both reinforcement and accountability for our program.

As mandated by Education Code 47605c(2), ELITE will administer annual state-mandated assessments as required under the California Assessment of Student Performance and Progress (CAASPP) statewide assessment, including but not limited to the Smarter Balanced Assessment Consortium (SBAC), California Alternate Assessments (CAAs), and California Science Tests (CAST), and the Physical Fitness Test (PFT).

SBAC is a state-led consortium working collaboratively to develop next-generation assessments aligned to the California Common Core State Standards that accurately measure student progress toward college and career readiness. The new SBAC standardized tests are aligned with the Common Core State Standards and will better assess whether a student has truly mastered a concept instead of just memorizing information. This test is only available for English Language Arts and Mathematics at this time. As other subjects are added in the future, ELITE will continue to refine and update our assessment list to comply with the new testing system, in accordance with Education Code, and will integrate these new tools as they become available.

For eligible students with disabilities, we will administer the CAAs for ELA and math to students in

grades three through eight and grade eleven, and the CAA for science will be given to students in grades five, eight and once in high school.

All students who indicate that their home language is any language other than English will be given the English Language Proficiency Assessment for California (ELPAC) within thirty days of initial enrollment and at least annually thereafter until re-designated as fluent English proficient.

The Physical Fitness Test (PFT) shall be given to students in grades five, seven and nine annually.

School-Based Assessments

ELITE will implement an assessment system that includes diagnostic, summative, cumulative and formative assessments. Diagnostic assessments provide information as to the strengths and specific academic challenges for each student.

Cumulative assessments will be given at the end of the quarter, semester, and school year. These assessments will show student mastery of concepts over the semester and year. Student performance on cumulative assessments should be predictable based on information gathered throughout the year. Cumulative assessments are designed to imitate the standardized assessment given at the end of the year.

Formative assessments are unscheduled and implemented throughout the year to provide teachers with quick feedback on student achievement. Assessment data is housed in the Aeries student database and accessible to parents on the parent portal. Assessment data from these measures is used during staff professional learning sessions to mark progress toward meeting school goals and determine professional development needs for staff as well as intervention program needs for students.

School-based assessments will be administered 3-4 times a year across the school to provide a snapshot of student progress on multiple clusters of skills. School-based assessments include a baseline in the fall, and 2-3 additional times throughout the year. These internal assessments provide data on student growth and mastery of multiple skills within a content area or grade level over time. The assessments are used to craft professional development experiences to meet teachers' needs in supporting students to meet their academic goals.

ELITE will utilize the following assessments to monitor student progress across grades TK-12:

- Portfolios: Portfolios are physical and/or virtual compilations of student work. It is a collection of student artifacts that is evidence of high quality work and mastery of content and skills throughout the year.
- Reading assessments: diagnostic, cumulative, summative, and formative assessments
- English Language Arts: diagnostic, cumulative, summative, and formative assessments
- Mathematics: diagnostic, cumulative, summative, and formative assessments

- Standardized Oral Language Proficiency Exams: The Language Assessment Scales (LAS) and the Bilingual Verbal Abilities Tests (BVAT) are standardized oral proficiency assessments that provide useful program level information about the performance of groups of students over time.
- Non-standardized Oral Language Proficiency Exams: Student Oral Proficiency Assessment (SOPA) and the Stanford Foreign Language Oral Skills Evaluation Matrix (FLOSEM), both assessments are used for both program evaluation and instructional purposes.

College Entrance Exams

In addition to the state's required measures, ELITE will support students in preparation for and administration of college entrance exams as a part of our commitment to ensuring college entry for every child. ELITE will offer the PSAT and SAT/ACT on campus for all ninth, tenth and eleventh graders. All high school students will take the SAT and/or the ACT. The data received from these assessments will be reviewed on an annual basis by faculty and administration to determine strengths and areas of challenge and make an action plan to further accelerate student achievement on these assessments.

ELITE will support students taking AP exams as a part of our commitment to ensuring college entry and readiness for every child.

Data Collection and Use of Data

As discussed above, each year, at the beginning of the year, all student will be given a battery of diagnostic assessments designed to assess their grade-level readiness. The assessments could include the Beginning Phonics Skills Test, the McCleod Reading Comprehension Test, etc. The student's year-end summative and cumulative assessment scores as well as SBAC and PFT scores will be reviewed where appropriate. All of these assessment results will be used to ensure appropriate class placement and small-group placement for the year. Student group placements will be fluid and will be dependent upon a student's progress toward mastering skills determined to be in need of reinforcement during the beginning of the year assessment.

Tier 1 Assessment and Instruction

ELITE students will receive effective first instruction designed to ensure that they make at least a year of academic progress during the academic year. The assessment program is designed to ensure that the teacher is utilizing Culturally Responsive strategies that allows for all students to be engaged in the instruction, and ultimately master targeted grade-level standards. Students will participate in formative assessment exercises daily. Students who are not demonstrating mastery during daily instruction will receive immediate support from the teacher or a peer. Every four to six weeks, students will take the summative assessments. These assessments are used to ensure that at least 80% of the class is meeting or exceeding the standards. If they are not, the teacher will create a plan to shore up the standards with the whole class as well as a plan to address students who are having difficulty (see description of Tier 2 assessment and instruction below).

ELITE teachers participate in Professional Learning Communities. They use their assessment results to evaluate their practice and make adjustments based on input from their colleagues and on-going professional development. Parents will receive notices of student performance on summative assessments. They will be informed of programs and services students can access if they need support meeting grade level standards. Students who have already mastered grade level standards will have an enrichment plan in place to ensure that they continue to grow academically. Students will receive standards-based instruction in Reading/Language Arts, Mathematics, Science, History-Social Science, and Spanish-language. Students will utilize computers for research, class instruction, and completion of projects and assignments, thereby strengthening their computer skills.

Tier 2 Assessment and Instruction

Students who need assistance meeting grade-level standards, as evidenced by their formative and summative assessment scores, will receive support in small group sessions during the extended day support block, and through differentiated instruction throughout the school day. Each teacher will have a plan for addressing the learning needs of all of their students based on their assessment scores. At any time, a parent or school staff member can request a Student Success Team meeting if they feel that a student is not making progress. The intervention program is designed so that each student receives the support they need to make more than a year of progress in cases where they are below grade level. Students are assessed regularly and as they master foundational skills, their program is adjusted through a change in instructional groups, or a change in support received during extended day.

Tier 3 Assessment and Instruction

Some students will need more support than is provided in Tiers 1 and 2 to make academic progress. These students will have individualized plans that might include one-on-one support, mentoring, family assistance, or other interventions. Individualized plans will be based on student progress on formative and summative assessments and staff observation. Students whose results are not improving after implementing Tiers 1, 2, and 3 will be referred for Special Education.

Reporting of Data

As discussed above, ELITE staff members will participate in a Professional Learning Community, which includes a cycle of inquiry based on intense and continuous review of student assessment data. Data reports will be disaggregated by student group so that trends can be identified and specific plans developed to address issues immediately. Each year a School Accountability Report Card (SARC) will be developed and posted on the ELITE website. This report will provide information as to how ELITE students are performing as well as other pertinent information required by law.

Assessment and Outcomes Matrix

School-wide Calendared Assessments				
External Measures of Achievement				
Assessment Tool	Grade Level	Subject	Timeline and Delivery	Minimum Performance Level
SBAC	3-8, 11	ELA, Math	Final Summative	Level 3
ELPAC	TK-12	ELD	Upon enrollment then annually until exited	Level 3
California Standards Test (CST) and California Modified Assessment (CMA)	5,8,10	Science	Annually	Proficient
Physical Fitness Test (PFT)	5,7,9	Physical Education	Annually	Physically fit in at least 4 of 6 areas
AP Exams (unique to each student)	9-12	Offered AP subjects	End of course	Passing (3)
PSAT and SAT/EPAS and ACT	9-12	Reading Writing Math	During testing windows	At the national norm
Portfolio Presentations	TK-12	ELD, ELA, Math, Science, Social Studies, Art, Fitness, Character	Once per year presented at Spring showcase	At grade level
Reading and Mathematics Diagnostic Assessment	TK - 12	Reading proficiency	At the beginning of the year, and every six weeks to determine progress, or as needed	At grade level
Cumulative Reading/Language Arts Assessment	TK - 12	Reading comprehension, grammar and writing skills	At the end of each quarter	At grade level
Cumulative Mathematics Problem Solving and Skill Assessment	TK - 12	Mathematics problem solving and computation skills	At the end of each quarter	At grade level
Summative Reading/Language Arts Assessments	TK - 12	Reading comprehension, grammar and writing skills	Every six weeks	At grade level
Summative Mathematics Assessments	TK - 12	Mathematics problem solving and computation skills	Every six weeks	At grade level

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Formative Reading/Language Arts Assessments	TK - 12	Reading comprehension, grammar and writing skills	Weekly	At grade level
Formative Mathematics Assessments	TK - 12	Mathematics problem solving and computation skills	Weekly	At grade level

Element D: Governance Structure

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

ELITE is operated by ELITE Public Schools, a non-profit, public benefit corporation, pursuant to California law. The Charter School is governed pursuant to the bylaws adopted by the incorporators. ELITE collaborates with families and the larger community to engage in an ongoing cycle of assessment, reflection, planning and implementation to ensure school success. School governance is derived from best practices to ensure that the school meets its stated mission and goals and that all stakeholders have a voice in the ongoing development of the school.

Board members, school directors, staff members and families are involved in the decision-making at ELITE. The ELITE governance structure is comprised of a Board of Directors, the policy-making body that holds fiduciary responsibility over ELITE. The President/CEO works with the board and committees to gather input and make decisions aligned with the school's mission, vision, values and goals. Parental involvement is key to the success of ELITE and we will adhere to Education Code 47605 (b)(5)(O) to ensure that parents are given opportunities to participate in school governance through participation on the School Site Council, as Founding Families, as English Learner Advisory Committee members, on the School Parent Leadership Team, and in many other ways. ELITE will affirmatively notify current and prospective parents that parental involvement is not a requirement for acceptance or enrollment in the charter school. (Educ. Code 47605(n)).

California Non-Profit Public Benefit Corporation

ELITE is operated by ELITE Public Schools (ELITE), a California nonprofit public benefit corporation organized pursuant to California Nonprofit Public Benefit Corporation Law. ELITE will be governed by its Board of Directors ("Board") pursuant to its adopted bylaws, which shall be consistent with this charter. The Board's major roles and responsibilities include establishing and approving all major educational and operational policies and overseeing their implementation; approving all major contracts; approving the school's annual budget and overseeing the school's fiscal affairs; and selecting and evaluating top administrative staff.

The following documents related to the Charter School's governance structure are provided in the Appendix as follows:

- Articles of Incorporation in Appendix C
- Corporate bylaws in Appendix D
- Conflict of Interest Code in Appendix E, which complies with the Political Reform Act and Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations. As required, the Conflict of Interest Code will be submitted to the County Board of Supervisors for approval.

Board of Directors

The ELITE Board of Directors shall be comprised of at least seven (7) and no more than fifteen (15) directors. The board selection/election process is outlined in the corporate bylaws.

In accordance with Education Code Section 47604b, the District may appoint a representative to sit on the ELITE Public Schools Board of Directors. The Board may appoint an additional representative to sit on the ELITE Board of Directors to ensure that the Board has an odd number of Directors.

The board of directors consists of various stakeholders with a wide array of experiences and levels of expertise. The Board is a policy-making board which oversees the fundamental operations of ELITE and which shall be ultimately responsible for the operation and activities of the school. Board members have a responsibility to solicit input from parents, faculty, and staff regarding issues of significance, and to consider input carefully before taking action. The Board's primary method for executing its responsibilities is the adoption of policies that offer guidance and implementation of the charter and the oversight of the implementation of such policies by the President/CEO. The organizational structure of the school is attached in Appendix M.

The Founding Board Members are:

- Dominique Beaumonte
- Clarence Block
- Christopher Firle
- Angelina Garcia
- Kellie Todd Griffen
- Danny Jefferson
- Maia Johnson
- Ronald Page II
- Dr. Alexis Patterson
- Martha Quadros
- Dr. Dante Quick
- Dr. Juanita Reynolds
- Dr. Vajra Watson

Biographies of the Founding Board can be found in Appendix N. This group of individuals have significant experience in the following areas related to charter school operations:

- Entrepreneurial Skills
- Language Acquisition
- College/Career Readiness
- Technology
- Engineering
- Finance and Fundraising
- Human Resources

- Governance and Law
- Facilities
- Parent and Community Outreach/Advocacy
- School Administration and Operations
- Research and Evaluation
- Athletics

Each ELITE board member will attend the annual board retreat, which will consist of updates on mission, vision, values, and goals, academic achievement measures, school finance, facilities planning and management, administrative oversight, charter law updates, conflict of interest laws, Brown Act compliance, and other strategic topics as requested by a majority of the board or suggested by the staff.

Election of Directors

All directors, except for the representative appointed by the charter authorizer, shall be designated by the existing Board of Directors. Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with the bylaws for two (2) years and until a successor director has been designated and qualified. Terms for the initial Board of Directors will be staggered as determined by the Board with two (2) seats serving a one (1) year term; two (2) seats serving a two (2) year term and three (3) seats serving a three (3) year term.

As detailed in the bylaws, new board members are chosen by a rigorous recruitment and selection process based on current vacancies, need and expertise, and commitment to the mission of ELITE. The Chair of the Board of Directors or President will appoint a nominating committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the meeting or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by the bylaws, a list of all candidates nominated by committee. Vacancies on the Board, except for the representative appointed by the charter authorizer, may be filled by approval of the Board of Directors.

The Board may designate committees under the terms of the bylaws. The Board may create and terminate committees at will, but examples of committees include program, finance and fundraising. Committees are given tasks such as conducting due diligence and developing proposals to address particular issues that come to the Board's attention. Committee will consist of two or more directors and no one who is not a director. The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings.

The Board of Directors will hold its first board retreat to assign roles, positions and committees prior to the start of the school year. The Board will appoint officers including a President, Secretary and Chief Financial Officer. The Board may also choose to have a Chairman of the Board and a Vice-Chairman of the Board.

Board Duties

The Board will meet regularly. Meetings shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act. Meeting information will be posted on the school website and at the school site. For easy access to community and staff members, meetings will be held at the school site unless noted otherwise. ELITE plans on making the best effort to encourage community participation.

The Board of Directors will be responsible for the operation and fiscal affairs of the Charter School including, but not limited to:

- Upholding the mission and vision of the school
- Overseeing the implementation of the charter
- Approval of all budget-related and financial activities connected to the school
- Communication, negotiation and collaboration with the authorizer
- Personnel actions
- Evaluation of school programs
- Ensuring compliance with applicable laws such as the Brown Act, the Public Records Act, and the Political Reform Act
- Acting upon staff recommendation approving all operational policies and having oversight of the implementation of such policies
- Participating in independent fiscal and programmatic audits
- Approving and monitoring budget and fiscal practices, including solicitation and receipts of grants and donations
- Long-term strategic planning
- Approval of bylaws, resolutions, and policies and procedures related to school operations

Board Training

The ELITE Board of Directors will attend periodic conferences and in-service opportunities for the purposes of training individual Board members regarding their conduct, roles and responsibilities. New Board members will receive initial training from current Board members related to the Charter School's bylaws and board duties. In addition to the initial Board training, the Board will attend conferences whereby relevant governance training is available and additional trainings and workshops to be held at special and regularly scheduled Board meetings each year. Topics may include, but not be limited to: conflict of interest, charter school legal compliance, the Brown Act, special education, budget and finance.

Role of the President/Chief Executive Officer

The President/Chief Executive Officer (CEO) reports directly to the ELITE Board of Directors. The President/CEO is the spokesperson for the organization and is responsible for ensuring that ELITE meets its mission, vision and goals. The President/CEO must have proven experience developing a school system that meets the academic and socio-emotional needs of diverse students in an urban school setting. The President/CEO must have strong interpersonal, facilitation, collaboration, and executive coaching skills and is responsible for ensuring that ELITE functions well in the following areas:

- Development and Operations
- Curriculum, Instruction and Innovation
- Business Services
- Human Resources
- Partnerships
- Technology
- Assessment and Accountability

The President/CEO supervises the Principal and all senior staff providing service and support to ELITE Public Schools. Major executive functions include:

- Recruitment, retention and support of executive staff members
- Professional Development for all staff members
- Direct supervision of the Principal, executive staff and direct clerical support
- Oversight of ELITE budget, grant acquisition efforts, and fundraising efforts, to ensure that ELITE has the funding to provide a quality educational experience for all students
- Promoting ELITE as an affirming educational model for students
- Working with the Board of Directors to maintain an executive leadership team that is focused on the needs of students, while adhering to local policies, California Education Code, and all relevant federal education policies

School Leadership Team

The school leadership team is responsible for the implementation of the school's accountability plan. The team is comprised of teacher leaders from each grade level span and subject area, student leaders, classified staff leaders, parent leaders, and representatives from school administration. The team is facilitated by the Principal/HRO and meets on a quarterly basis, and more regularly when deemed necessary. The team monitors school and program effectiveness in the areas of academic achievement, school culture and climate issues, and school partnerships.

Activities of the School Leadership Team are as follows:

- Assists in the development of, reviews, and approves the school's accountability plan (Local Control Accountability Plan (LCAP) which includes plan for expenditure of federal funding as well).
- Monitors program effectiveness by tracking progress toward meeting LCAP goals and objectives.
- Assists with the development of school policy in alignment with the ELITE Policy Handbook.
- Makes recommendations for staff professional development.
- Makes recommendations for student activities.
- Provides guidance on the development of the school calendar.

Parent Advisory Committee

Parent leadership is critical to the success of ELITE. The Parent Advisory Committee (PAC) is comprised of representatives from each of the parent committees in the school (including but not limited to the School Site Council, English Learner Advisory Committee, and the Parent Teacher Association). A representative from the Parent Advisory Committee (PAC) serves on the School Site Leadership Team. The PAC meets on a quarterly basis. Activities of the PAC are as follows:

- Provide support and assistance to the Principal as he/she works to bring the mission and vision of ELITE to fruition
- Assist with staff appreciation efforts
- Assist with student award programs and student activities
- Serve as a liaison for all families, providing feedback on school operations and activities for the purpose of continuous improvement
- Provide input on the development of school plans
- Assist with family appreciation efforts and events
- Assist with fundraising

School Site Council

On at least a quarterly basis, ELITE will convene a meeting of the School Site Council. The council consists of a relative percentage of teachers, other staff members, parents, students, and administrators as outlined in Education Code 52852. The membership is determined by a democratic process outlined in Education Code 52852. This council is responsible for final approval of the Local Control Accountability Plan and the School Site Plan, which may be merged into one document. The council is also responsible for:

- Monitoring and tracking progress toward ensuring that all students meet grade level standards, particularly those that have been historically underserved.
- Approves and monitors budgets and approves budget adjustments for restricted funds and LCAP funds.

- Makes recommendations to the ELITE board of directors regarding general school programming and operations.
- Monitors and tracks progress toward meeting LCAP, WASC, and Single Plan goals and outcomes.
- Monitors the effectiveness of and make recommendations for future professional development programs.
- Makes recommendations on the final school calendar.

English Language Advisory Committee

The English Language Advisory Committee (ELAC) meets quarterly and conforms to Education Code 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a). The ELAC monitors and supports the progress for English Learners at ELITE. ELITE has an intentional focus on providing quality programming for English Learners. By law, the committee is required to monitor student language surveys and assessment outcomes, the school's annual language census, and English Learner student enrollment. The committee is responsible for conducting a needs assessment, and making recommendations to the School Site Council as to how to strengthen the program and ensure that English Learners are making progress toward reaching English proficiency.

Parent, Staff and Board Communication

ELITE prides itself on being a learning community that supports all students and staff members as they work toward reaching their fullest potential. To make this a reality, we have created a school network where there are multiple ways for stakeholders to give input. Input can be given in various ways:

- Staff meetings – staff members receive updates, participate in professional development, express concerns, and are acknowledged for their hard work and commitment.
- Leadership Teams meetings – staff, parent and student leaders monitor school progress, problem-solve and develop short-term plans to address results of summative data.
- School Site Council meetings – staff, parent and student leaders monitor school progress, problem-solve and develop and approve the Single Plan for Student Achievement, and Local Control Accountability Plan, based on input from stakeholders and with support from other advisory committees and teams.
- English Learner Advisory Committee – staff and parent leaders monitor progress of English Learners and make recommendations for programming to address their needs.
- ELITE Board of Directors – appointed members who review and approve all school plans and budgets. and create and monitor the implementation of ELITE policies and procedures.

All meetings, with the exception of the ELITE staff meeting and ELITE School Design Team meetings, are open to the public. ELITE administration will ensure that relevant recommendations made by each advisory and team are shared with the ELITE board. Representatives from each team or advisory are encouraged to attend other team or advisory meetings and to make presentations to

the ELITE board. All agendas and minutes for advisory meetings will be posted on the ELITE website. Public comment and/or participation is welcome at the meetings, according to the operating procedures for each group. Input at the ELITE Board meetings can be given during the public comment section.

Assurances

ELITE is non-sectarian 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 origins, gender, sexual orientation, or disability. ELITE will comply with the district policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as ELITE has been given written notice of the policy change.

ELITE, in accordance with Education Code Section 47604.3 shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. ELITE acknowledges that it is subject to audit by VCUSD and if VCUSD seeks an audit of ELITE, ELITE shall assume all reasonable costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by ELITE by law or charter provisions.

Members of ELITE Board, any administrators managers or employees, and any other committees of ELITE Public Schools shall, at all times, comply with federal and state laws, nonprofit integrity standards and SCOE Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools. ELITE and/or its non-profit corporation are solely responsible for the debts and obligations of ELITE.

All board meetings are held in accordance with the Brown Act and are open to the public and each agenda includes time for community input with regard to ELITE. The board meeting schedule, agenda and location are posted on the ELITE website and in a place accessible to the public in accordance with the Brown Act to encourage participation by the public and in particular by parents and guardians. However, the Board reserves the right to meet in closed session and discuss items for which closed sessions are permitted under the Brown Act. Decisions made in closed session will be reported in open session at the conclusion of the closed session. The board meetings are held in compliance with the bylaws.

Element E: Employee Qualifications

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

Assurances

In accordance with Education Code 47605(d)(1), ELITE Public Schools will be nonsectarian in its employment practices and all other operations. ELITE will not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, 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), or any other characteristic prohibited by state or federal law.

ELITE will comply with Education Code 44237 and 45125.1 regarding the requirement to fingerprint and obtain background clearance of employees and contractors. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The President/CEO shall monitor compliance with this policy and report to the Board of Directors on a regular basis. The Board President will monitor fingerprinting and background clearance of the President/CEO. Employees will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and at least once each four years thereafter, as required by Education Code Section 49406. Employees must furnish all documents establishing legal employment status.

ELITE will comply with the provisions of ESSA as they apply to certificated and paraprofessional employees of charter schools. The Charter School will employ or retain teachers who hold Commission on Teacher Credentialing certificates, permits, or other documents equivalent to that which a teacher in other public schools would be required to hold.

ESSA and Credentialing Requirements

ELITE shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l) and the applicable provision of ESSA. ELITE shall maintain current copies of all teacher credentials and make them readily available for inspection.

Pursuant to Title 5, California Code of Regulations, Section 80003, teachers with a Multiple Subject Teaching Credential may (a) teach all subjects in a self-contained class; (b) teach in a team teaching setting or regroup students across classrooms; (c) teach core classes to students in grades five through eight; (d) teach any of the core subjects he/she is teaching to a single group of students in the same grade level as the core classes for less than 50% of his/her work day; and (e) teach limited-English proficient pupils and English language development classes pursuant to the requirements under Section 80003(e)(1) and (2).

Teachers assigned to a Transitional Kindergarten (TK) classroom will have been issued at least one

credential by the Commission on Teacher Credentialing (CTC), and shall, by August 1, 2020, have one of the following:

- At least 24 units in early childhood education, or childhood development, or both.
- As determined by ELITE, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in paragraph (1).
- A child development permit issued by the CTC.

ELITE Staff

At ELITE Public Schools, we are committed to the recruitment and retention of committed and qualified staff members with the mindset that all students are capable of performing at high levels. Staff members must also believe that all students have the capacity to graduate from high school and matriculate into post-secondary opportunities.

ELITE staff members will be recognized, appreciated and ultimately rewarded for high performance. High performance is defined as individual students meeting and exceeding the grade level standards by demonstrating mastery, or making considerable increases in academic attainment during the academic year. ELITE not only rewards strong student achievement, but also adheres to the ELITE Standards of Excellence.

ELITE Standards of Excellence

The Principal will:

- Fully comprehend the ELITE Model and be ambassadors for the school, staff, students and community at all times.
- Ensure that the school is a hub of community activity with strong staff, community, and parent leadership and engagement.
- Commit to being a powerful leader who participates in quality professional development and support and implements research-proven best practices.
- Ensure that all staff members, volunteers, and support staff are supported as they work toward creating an affirming trauma-sensitive environment for all students.
- Ensure that all students have powerful and supported teachers who receives quality professional development and support and implement research-proven practices.
- Ensure that all students have access to powerful and committed support staff members who receive quality professional development and support and implement research-proven best practices.
- Ensure that all staff members and students have access to 21st century materials and technology so that they can complete their assigned tasks and responsibilities.
- Cultivate strong parent engagement and leadership in an advisory capacity to ensure that the needs of the students are being met.

ELITE Staff Members:

- Believe in the ELITE mission, vision, values and goals and demonstrate their beliefs through their daily actions.
- Commit to being ambassadors for ELITE Public Schools and public education at all times.
- Commit to being strong and cohesive team members with no divisions based on job assignment.
- Are always be prepared for the activities of the day.
- Maintain strong attendance.
- Are role models for students, going the extra mile when necessary.
- Believe in the promise of all students and are willing to take the necessary steps to ensure that ELITE students achieve.
- Become a part of the ELITE family and commit to building strong relationships with other staff members, parents, students, and school partners to solve problems in a restorative fashion.
- Participate in the ELITE learning community and follow-through on activities and training opportunities.
- Actively participate in professional development and coaching sessions to ensure they remain current on ELITE research-proven best practices.
- Work daily on enhancing proficiency in English, Spanish and technology.

ELITE Students:

- Arrive at school on time, prepared to participate in school activities.
- Wear school uniforms on a daily basis.
- Complete assignments in a timely manner and ask for help when necessary.
- Protect and make proper use of school materials and supplies.
- Demonstrate respect for all ELITE staff members and volunteers.
- Actively participate in individual and team activities, demonstrating excellent sportsmanship skills.
- Become a part of the ELITE student family and commit to building strong relationships with other students and solving problems in a restorative fashion.
- Demonstrate cultural pride and dignity.

ELITE Parents:

- Ensure that students arrive to school on time and prepared to learn.
- Communicate with the school and teacher in a positive and proactive manner.
- Use parent portal to monitor student progress.
- Keep emergency contact information current.
- Act as ambassadors for the school and solve problems in a restorative manner.
- Assist student at home when they are having difficulty with academics, behavior, sportsmanship or activities.

- Volunteer as able to support school through time, talents or fundraising activities.
- Participate in ELITE family nights and parent conferences as able.

Employee Selection Process

Employee selection and appointment shall be the exclusive prerogative of ELITE. The Principal and ELITE support staff shall be selected by the President/Chief Executive Officer or designee. All school employees shall be selected, employed, and released by the Principal/Human Resource Officer, in coordination with the President/Chief Executive Officer or designee, in accordance with the terms and conditions of employment contained in the Charter School's personnel policies.

The selection process is as follows:

1. Receive completed applications, resumes, cover letters, and letters of reference from applicants
2. Complete paper screening and select pool of applicants for first round interviews
3. Conduct initial interview and narrow candidate pool
4. Conduct second interview and performance task (teach a sample lesson, submit writing sample, or other relevant task) with qualified candidates
5. Check references and verify credentials
6. Make a selection and make a verbal offer
7. Secure contract contingent upon the candidate passing state and federal background checks

Staff Roles, Responsibilities and Qualifications

The Charter School's leadership and staff structure may change over time as the needs of the school change, but key staff members will collectively have the qualifications to ensure the academic success of students and financial health of the school. Following is a description of each of the primary staff roles.

Staffing Plan for Years 1 and 2

ELITE may employ the following positions in Years 1 and 2.

Year 1	Year 2
President/Chief Executive Officer	President/Chief Executive Officer
Deputy Chief Executive Officer	Deputy Chief Executive Officer
Administrative Assistant (2)	Administrative Assistant (2)
Principal/Human Resource Officer	Principal/Human Resource Officer
Teachers	Teachers
Resource Specialist Teachers	Resource Specialist Teachers
Special Education Instructional Assistants	Special Education Instructional Assistants
Office Manager	Office Manager
Human Resource Technician	Human Resource Technician

Plant Manager	Plant Manager
Full Service Community Schools Liaison	Full Service Community Schools Liaison
Afterschool/Parent Liaisons	Afterschool/Parent Liaisons
	Justice Liaison
	Technology Coordinator - stipend
	Special Education Coordinator - stipend

See Appendix F for detailed job descriptions of the positions described below.

President and Chief Executive Officer

The President/Chief Executive Officer (CEO) reports directly to the ELITE Board of Directors. The President/CEO is the spokesperson for the organization and is responsible for ensuring that ELITE meets its mission, vision and goals. The President/CEO must have proven experience developing a school system that meets the academic and socio-emotional needs of diverse students in an urban school setting. The President/CEO must have strong interpersonal, facilitation, collaboration, and executive coaching skills and is responsible for ensuring that ELITE functions well in the following areas:

- Development and Operations
- Curriculum, Instruction and Innovation
- Business Services
- Human Resources
- Partnerships
- Technology
- Assessment and Accountability

The President/CEO supervises the Principal and all senior staff providing service and support to ELITE Public Schools. Major executive functions include:

- Recruitment, retention and support of executive staff members
- Professional Development for all staff members
- Direct supervision of the Principal, executive staff and direct clerical support
- Oversight of ELITE budget, grant acquisition efforts, and fundraising efforts, to ensure that ELITE has the funding to provide a quality educational experience for all students
- Promoting ELITE as an affirming educational model for students
- Working with the Board of Directors to maintain an executive leadership team that is focused on the needs of students, while adhering to local policies, California Education Code, and all relevant federal education policies

Qualifications for the President/CEO include:

- Ten years of successful experience as a school administrator, including experience in a cabinet-level position serving a diverse student body

- At least three years successful teaching experience
- Demonstrated success eliminating opportunity gaps for diverse urban student populations
- Commitment to the mission, vision, values and goals of ELITE
- Demonstrated ability to lead a learning community that supports all staff members as they work toward achieving individual and organizational goals
- Demonstrated ability to build a system where all staff members are accountable for supporting all students as they work toward meeting and exceeding grade level standards
- Ability to build relationships with staff members, community leaders, school district officials, parents and students to support the growth and development of ELITE
- Demonstrated ability to facilitate the development of and implement strategic plans designed to advance the mission of ELITE
- Demonstrated ability to create a system in which collaboration, innovation, personal and collective responsibility, follow-through, perseverance, and strategic problem-solving and consistent communication are the norm

Deputy Chief Executive Officer

The Deputy Chief Executive Officer (DCEO) supports all aspects of the management of ELITE Public Schools. The Deputy Chief shall have specific responsibility over budget development and management, school operations (including facility and technology management), fund development, curriculum and instructional programs, and school culture and climate.

The DCEO is responsible for creating and managing the budget, accurate and timely reporting on the charter school's financial status, and ensuring that annual audits are completed. The DCEO is also responsible for structuring and leading grant-acquisition and fundraising efforts to enhance the student learning experience.

The DCEO leads ELITE efforts to acquire and maintain safe and secure educational environments for ELITE students. He/she manages daily operations, including custodial support, transportation, maintenance, landscaping, and site security efforts. The DCEO is responsible for managing Proposition 39 requests, new school construction, and research and development of new ELITE sites.

The DCEO leads ELITE Curriculum and Instruction efforts, and is responsible for remaining current on educational research and best practices. He/she facilitates the support and coaching of all instructional staff members. The DCEO also leads ELITE Full Service Community Schools efforts which allows students and staff members to receive socio-emotional supports, where necessary, to support them as they work toward reaching grade level standards and/or ELITE Standards of Excellence.

Qualifications for the Deputy Chief Executive Officer include:

- Ten years of successful experience as a school administrator, including experience in a cabinet-level position serving a diverse student body

- At least three years successful teaching experience
- Demonstrated success eliminating opportunity gaps for diverse urban student populations
- Commitment to the mission, vision, values and goals of ELITE
- Demonstrated ability to lead a learning community that supports all staff members as they work toward achieving individual and organizational goals
- Demonstrated ability to build a system where all staff members are accountable for supporting all students as they work toward meeting and exceeding grade level standards
- Ability to build relationships with staff members, community leaders, school district officials, parents and students to support the growth and development of ELITE
- Demonstrated ability to facilitate the development of and implement strategic plans designed to advance the mission of ELITE
- Demonstrated ability to create a system in which collaboration, innovation, personal and collective responsibility, follow-through, perseverance, and strategic problem-solving and consistent communication are the norm

Principal/Human Resource Officer

The Principal/Human Resource Officer (Principal/HRO) is the leader of the school, responsible for ensuring that all students make progress toward meeting or exceeding grade level content standards, and are on track for graduation and prepared to enter college and/or career. The Principal/Human Resource Officer works directly with instructional leaders, academic support providers, program coordinators, family liaisons, and other auxiliary staff to create and sustain an educational environment that is affirming and supporting for students and staff members. The Principal/HRO must have direct experience improving educational outcomes for all student groups in a school or district, as well as direct experience implementing innovative and effective research-based practices that lead to high academic achievement for all students. The Principal/HRO must be a strong facilitator, with the ability to create and sustain effective and productive teams. She/he must also be able to build powerful and positive partnerships with students and families so that all students are able to benefit from the instructional program.

The Principal/HRO is also responsible for the recruitment and retention of qualified staff members. He/she ensures that hiring practices are non-discriminatory and adhere to all relevant California Education Code provisions. This position is also responsible for managing evaluation and support processes for all employees. The Principal/HRO manages employee hiring and disciplinary processes, as well as reward and retention programs.

Qualifications for Principal/HRO include:

- Five years of successful experience as a school administrator serving a diverse student body
- At least three years successful teaching experience
- Demonstrated success eliminating opportunity gaps for diverse urban student populations
- Commitment to the mission, vision, values and goals of ELITE

- Demonstrated ability to lead a learning community that supports all staff members as they work toward achieving individual and organizational goals
- Demonstrated ability to build a system where all staff members are accountable for supporting all students as they work toward meeting and exceeding grade level standards
- Ability to build relationships with staff members, community leaders, school district officials, parents and students in order to support the growth and development of ELITE
- Demonstrated ability to facilitate the development of and implement strategic plans designed to advance the mission of ELITE
- Demonstrated ability to create a system in which collaboration, innovation, personal and collective responsibility, follow-through, perseverance, and strategic problem-solving and consistent communication are the norm

Major Responsibilities of the Principal/HRO include:

- Overseeing school academic programs, operations, budget, human resources, partnerships with community-based organizations, and afterschool programs
- Leading, supporting, and managing school staff
- Maintaining strong partnerships with all parents and guardians to ensure that students have a coordinated network of support for academic attainment whether at home or at school
- Creating leadership opportunities for parents to allow for continuous community engagement in the growth and development of the school
- Overseeing fund development programs including grants, applications, and fundraising efforts
- Working with the President/CEO to ensure that the school is meeting the ELITE Standards of Excellence

Teaching Staff

Teachers for core, college preparatory classes must hold a California teaching certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold pursuant to Education Code Section 47605(l). ELITE will strive toward all classroom teachers holding a provisional, intern or full California Teaching Credential. All teacher credential documentation shall be maintained at ELITE and subject to periodic inspection by VCUSD upon request.

In accordance with Education Code Section 47605(l), ELITE may also employ non-certificated instructional staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity in non-core, non-college preparatory courses and activities.

Core Teachers Grades TK-12

Teachers of K-12 grade core subject areas including mathematics, science, history/social sciences, and language arts will have the following qualifications:

Qualifications

- Experience teaching in grades K-12 in mathematics, science, history/social sciences, and language arts
- BS/BA or MS/MA
- A California teaching certificate, permit, or other document as required by the Commission on Teacher Credentialing
- Bilingual and/or CLAD credential or coursework leading up to the CLAD or BCLAD
- Previous teaching and/or relevant work experience - 1 year
- Sufficient subject matter competency in accordance with Title 5, California Code of Regulations Sections 6111, 6112 and other applicable laws.

Teachers assigned to a TK classroom must have been issued at least one credential by the Commission on Teacher Credentialing (CTC), and, by August 1, 2020, have one of the following:

- At least 24 units in early childhood education, or childhood development, or both.
- As determined by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in paragraph (1).
- A child development permit issued by the CTC.

Non-Core Teachers Grades TK-12

Teachers of non-core subject areas including art, technology, and health and physical wellness will have the following qualifications:

- Experience in the appropriate subject matter
- California teaching certificate, permit, or other document as required by the Commission on Teacher Credentialing
- Bilingual and/or CLAD credential preferred
- Previous teaching and/or work experience

Instructional Support Staff

The Principal/HRO will be responsible for hiring several key instructional support staff positions including: Special Education Instructional Aides, Bilingual Liaisons, Parent /After-school program liaisons, Full Service Community Schools liaisons, and Justice liaisons. Selection will be based upon the candidate's experience, professional skills, ability to perform the functions of the position and commitment to the mission, vision, values and goals of ELITE.

Minimum qualifications for these positions include:

- High school diploma
- AA or AS degree
- Two years' experience in a position

- Strong familiarity with diverse urban student populations
- Ability to build strong relationships with students and families

Lead Teachers

Lead Teachers will be hired by to strengthen identified areas of student performance. Lead Teachers will have expertise in the area of English Language Arts, Mathematics, Science, History/Social Science and Computer Science. Selection will be based upon the teacher's experience, professional skills, ability to perform the functions of the position, and commitment to the mission, vision, values and goals of ELITE.

Minimum Qualifications for the Lead Teacher are as follows:

- Three years of Successful experience as a teacher in a diverse urban school setting
- Commitment to mission, vision, values, and goals of ELITE
- Strong understanding of Common Core Standards, Next Generation Science Standards, California Assessment of Student Performance and Progress, culturally responsive instructional strategies and other pedagogical processes, California Standards for the Teaching profession, California Professional Standards for Educational Leaders
- Demonstrated ability to facilitate curriculum adoption processes
- Demonstrated ability to assist the Human Resources manager with the development and implementation of supportive and consistent evaluation processes for administrative, certificated and classified support staff members Strong subject area competence and knowledge of assessment, curriculum and instruction that leads to student proficiency in the subject
- Strong presentation and facilitative skills
- Strong interpersonal and communication skills
- Demonstrated ability to collect, analyze and interpret school and student performance data
- Demonstrated skill modeling and coaching effective research-based instructional strategies
- A strong belief in the ability of all students to meet and/or exceed grade level standards

Administrative Staff

In addition to the instructional leaders, teachers, and support staff, the school will employ administrative staff to maintain office services by organizing office operations and procedures; preparing payroll; controlling correspondence; designing filing systems; reviewing and approving supply requisitions; assigning and monitoring clerical functions. Additional responsibilities include:

- Provide historical reference by defining procedures for retention, protection, retrieval, transfer, and disposal of records.
- Maintain office efficiency by planning and implementing office systems, layouts, and equipment procurement.

- Designs and implements office policies by establishing standards and procedures; measuring results against standards; making necessary adjustments.
- Complete operational requirements by scheduling and assigning employees; following up on work results.
- Keep management informed by reviewing and analyzing special reports; summarizing information; identifying trends.
- Maintain office staff by recruiting, selecting, orienting, and training employees.
- Maintain office staff job results by coaching, counseling, and disciplining employees; planning, monitoring, and appraising job results.
- Maintain professional and technical knowledge by attending educational workshops; reviewing professional publications; establishing personal networks; participating in professional societies.
- Achieve financial objectives by preparing an annual budget; scheduling expenditures; analyzing variances; initiating corrective actions.
- Contribute to team effort by accomplishing related results as needed.

Additional administrative staff including an administrative assistant, office manager, custodian and supervision staff. These positions will be selected by the Principal/HRO in coordination with the President/CEO or designee.

Office Manager/Administrative Assistant

The office manager is responsible for managing all school office functions, including but not limited to front desk reception, supply orders, timesheets, student and parent complaints, management of cum folders, assisting the principal, managing contracts, creating and filing agendas and minutes, and other duties as assigned:

Minimum qualifications include:

- High school diploma, with AA degree or at least two years of college preferred
- Minimum of two years in an equivalent position
- Strong communication, computer skills including data analysis and management, strong project management skills, strong people skills, strong organizational skills and the ability to multi-task

Custodian/Supervision Staff

The custodian/supervisors will maintain a safe and orderly campus, foster positive interactions with all students and families, clean all common areas and classrooms, order maintenance supplies, and other duties as assigned:

Minimum qualifications include:

- High school diploma
- Minimum of two years in an equivalent position

- Experience with maintaining facilities according to minimally accepted industry standards
- Familiarity with the Williams Facility Inspection standards and ability to maintain the facility to pass inspections
- Strong communication skills, ability to build relationships with school staff members and stakeholders, and ability to multi-task

Recruitment Strategy

ELITE will advertise all positions on Edjoin.org and on other websites and publications as needed. We will be intentional about “growing our own,” ensuring that school leadership encourages continuing education for all staff members that allows them to continuously refine their practice and prepare for promotions within the organization. ELITE will also attend job fairs and other public events to elicit talent from outside of the organization. We also look forward to working with regional non-profits and colleges and universities to create innovative partnerships that allow for ELITE staff to receive the certification necessary to fill all positions, particularly hard to fill positions.

Professional Development Plans

Staff members will receive high-level training on a weekly basis. ELITE administrative staff members and hired consultants will also provide professional development and coaching in ELITE focus areas. Staff development will occur during the beginning and end of the year professional development conferences, weekly shortened day trainings or planning sessions, staff development and or work days throughout the year, and on an as needed basis. Support staff will receive individualized training specific to their area of assignment.

All instructional staff will participate in a two-week planning and staff development session prior to the beginning of the school year, as outlined below:

	Morning – 2 hours	Afternoon – 2 hours	Late Afternoon – 1 ½ hours
<i>Day One</i>	Planning - Culturally Responsive English Language Arts Curriculum	Core Math Training	Safe and Affirming Learning Environment Development
<i>Day Two</i>	Planning – Culturally Responsive English Language Arts Curriculum	Core Math Training	Safe and Affirming Learning Environment Development
<i>Day Three</i>	Planning Culturally Responsive English Language Arts Curriculum	Core Math Training	Safe and Affirming Learning Environment Development
<i>Day Four</i>	Planning Culturally Responsive English Language Arts Curriculum	History/Social Science PBL Aligned to ELA Curriculum	History/Social Science PBL Aligned to ELA Curriculum
<i>Day Five</i>	Science Curriculum	Science Curriculum	Entrepreneurialism Curriculum
<i>Day Six</i>	Spanish Lab	Spanish Lab	Diagnostic Cumulative Formative and Summative Assessments

<i>Day Seven</i>	Diagnostic Cumulative Formative and Summative Assessments	Diagnostic Cumulative Formative and Summative Assessments	Diagnostic Cumulative Formative and Summative Assessments
<i>Day Eight</i>	Culturally Responsive Instructional Strategies -Restorative Justice	Differentiated Instruction Strategies	Cooperative Grouping Strategies
<i>Day Nine</i>	Culturally Responsive Instructional Strategies	Positive Behavior Instruction and Support	Project – Based Learning
<i>Day Ten</i>	Putting it All Together	Putting It All Together	Putting it All Together

Element F: Health and Safety Provisions

***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 charter school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).*

In order to provide safety for all students and staff, ELITE Public Schools will adopt and implement full health and safety procedures and risk management policies at the school site in consultation with its insurance carriers and risk management experts. These policies will be incorporated into the Charter School's student and employee handbooks and will be reviewed on an ongoing basis by the President/Chief Executive Officer and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies. A full draft of adopted policies and procedures will be provided to the District for review at least 30 days prior to operation or as otherwise agreed upon by the District and the Charter School.

The following is a summary of the health and safety policies and procedures of ELITE. See Appendix Q for adopted health and safety policies and procedures.

Procedures for Background Checks

ELITE will comply with all applicable state and federal laws regarding the background checks and clearance of all State and Federal laws concerning the maintenance and disclosure of employee records. Employees and contractors of the Charter School will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Principal/Human Resource Officer shall monitor compliance with this policy and report to the Board of Directors on an annual basis. The President/Chief Executive Officer or designee shall monitor the fingerprinting and background clearance of the Principal/Human Resource Officer. The Principal/Human Resource Officer shall monitor the fingerprinting and background clearance of all other staff members. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Testing

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once every four years thereafter, as required by Education Code Section 49406.

Immunizations

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at all public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000- 6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

ELITE will adhere to Education Code Section 49423 regarding administration of medication in school.

Emergency Epinephrine Auto-injectors

ELITE shall adhere to Education Code Section 49414 regarding the provision and use of emergency epinephrine auto-injectors by trained office staff or volunteers at the Charter School, and training for staff members.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. ELITE will adhere to Education Code Section 49450 *et seq.*, as applicable to the grade levels served by the Charter School.

Diabetes

ELITE will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

- A description of type 2 diabetes.
- A description of the risk factors and warning signs associated with type 2 diabetes.
- A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
- A description of treatments and prevention methods of type 2 diabetes.
- A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

ELITE will maintain a policy on student suicide prevention in accordance with Education Code Section 215.

Emergency Preparedness

ELITE requires that instructional and administrative staff receive training in emergency response, including CPR and first aid. In addition, the Charter School will adopt an extensive Emergency Preparedness Handbook that outlines policies and procedures for response to natural disasters and emergencies. This includes seating a school wide emergency team that includes teachers, administrators, counselors, and parents. The emergency plan spells out procedures for most conceivable emergencies.

ELITE shall maintain and adhere to a School Safety Plan drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. This School Safety Plan will specify response protocols to varied emergency situations, including but not limited to: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the School Safety Plan for Eureka! Inclusive Charter School.

ELITE will adhere to this plan to address the need of the school site. Emergency drills will be held periodically and as required for fire, earthquake and code red/lockdown scenarios. Staff shall be provided training on emergency and first aid response.

The School Safety Plan will be submitted to the District no later than 30 days prior to the beginning of the school year and will be maintained on file and available for inspection.

Blood Borne Pathogens

ELITE shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students 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 bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free, Alcohol Free, Smoke Free Environment

ELITE shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

ELITE shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. ELITE shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

ELITE shall secure a facility and shall provide the District a Certificate of Occupancy and proper clearances, as applicable to charter schools, no later than 30 days prior to the Charter School's opening date or by a date otherwise agreed to between the District and the Charter School.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

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

Element G: Means to Achieve Racial and Ethnic Balance

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

In an effort to ensure that the school reflects the overall demographics of the District, ELITE staff will implement a multi-pronged recruitment strategy, consisting of various outreach efforts and open house events. All school recruitment materials are available in English and Spanish, and oral translation will be available at all outreach and recruitment events. Informational flyers will include general information about the program as well as clear instructions as to how to enroll.

Outreach

The recruitment program will include, but not necessarily be limited to, the following:

- School recruiters familiar with the school program will be available at events throughout Vallejo to recruit students for the ELITE program.
- School recruiters will hold outreach meetings at various times during weekdays and weekends at community centers, churches, temples and other community meeting spaces to spread the word about the school program.
- School recruiters will make presentations at regularly scheduled meetings of service clubs, community-based organizations and other community groups to engage active community leaders in the recruitment process.
- ELITE staff members will meet with VCUSD staff to ensure that they have information on the school in the event that they wish to make referrals.
- Ads will be placed in newspapers, on billboards, on the radio, on cable television, online news sources, in social media, and in local magazines.
- Students, staff members, and parents will make regular presentations throughout the community, acting as ambassadors for the program.

ELITE shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, 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).

A sample informational flyer can be found in Appendix G. A complete copy of our outreach plan for Year 1 can be found in Appendix H.

Target Population

Our plan includes ongoing community outreach that will provide an educational alternative for any interested families in VCUSD and surrounding communities. We are committed to serving all children whose parents find their educational goals align with the mission of ELITE.

Open House Events

Once the school is open, there will be regular community showcases where students have the opportunity to showcase their learning to the school community as well as prospective parents.

Home-to-School Communication

Once the school is open, teachers and support staff will conduct parent conferences and home visits in an effort to build and maintain strong relationships with parents. This will ensure that students have the support necessary to meet academic goals. Parents will also be able to check student grades online and email teachers with questions or comments.

Achieving Racial and Ethnic Balance

ELITE will keep on file documentation of the efforts made to achieve racial and ethnic balance and the results achieved, as well as an accurate accounting of the demographics of the students enrolled. School leadership will evaluate this data annually and revise the outreach plan as necessary. Each year, ELITE staff will evaluate outreach efforts to see what worked and what needs strengthening. Effective strategies will include those that reaped the largest numbers students enrolling in the school. Staffing for outreach efforts will be reviewed annually to ensure that there is enough support for these efforts, and that we are able to maintain and increase student numbers according to projection.

Element H: Admission Requirements

Governing Law: Admission policies and procedures, consistent with subdivision (d). Education Code Section 47605(b)(5)(H).

Assurances

Admissions and Enrollment Processes

ELITE shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request. If the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing.

Homeless and Foster Youth

ELITE shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. The Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the Charter School is open to enroll and provide services for all students and provides a contact number for access to additional information regarding enrollment. The Charter School shall comply with all applicable provisions of Education Code Sections 48850 – 48859.

Non-Discrimination

ELITE will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220. The Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. The Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

ELITE shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

ELITE shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment in the school. This information will be shared with parents through the Student/Parent Handbook as well as during orientation meetings.

Application, Random Lottery and Enrollment Schedule

ELITE is fully committed to serving all students who wish to attend, regardless of socio-economic status, race/ethnicity, academic achievement, or special education needs. During the open enrollment period, from the beginning of January to the end of March, informational meetings will be conducted at least once a month for interested parents on both weekdays and during the weekends. During the meetings, parents will receive information about the school's programs and the application process. Bilingual assistance with the completion of forms is made available to interested parents.

During the open application period, interested students and their families are strongly encouraged to take part in an orientation process that will include an orientation session and introduction to the school's mission, vision, values, goals, core principles and policies. Multiple orientation meetings will be held on different days of week and times of day, allowing parents to schedule attendance at their convenience and ensuring that this is not a barrier to enrollment for families.

As a charter public school, ELITE is a school of choice and may have more students interested in attending the Charter School than there are spaces available. Following the open enrollment period each year, and after accounting for existing students who are guaranteed enrollment in the following school year, lottery application forms submitted online or in paper form shall be counted to determine whether any grade level has received more applications than spaces available. If the number of students applying for enrollment exceeds the Charter School's capacity, admission shall be determined by random public drawing in accordance with Education Code §47605(d)(2) as set forth below.

Application forms will request the following information and are available on the ELITE website or in person at an informational meeting or from the school office.

The application form will request the following information:

- Name
- Contact information (address, phone number, email)
- Incoming student(s) grade level
- Learning needs

Application and enrollment deadlines and processes will be communicated on the application form and on the Charter School's website. The following timelines are estimates based upon the current calendar and are subject to change as necessary to accommodate school holidays and scheduling conflicts:

- January: Open application period begins and applications for the following academic school year are available at the ELITE office and online.

- End of March: Application window closes.
- First two weeks of April: Public random drawing conducted (if necessary).
- First Week of May: Admission notification and enrollment packets distributed to parents whose children have been drawn in the public random drawing.
- Last Week of May: Completed enrollment packets due back to ELITE.

Lottery Procedures

Public notices will be posted at the Charter School, on the website, social media pages and in the local newspaper to ensure that parents are aware of when it is occurring and can attend if they desire to do so. The lottery event will be scheduled in a public space large enough to accommodate all interested parties. Parents do not have to be present to participate. The process will be managed by a third party so as to ensure that it is fair and impartial. In accordance with state law, currently enrolled ELITE students are exempted from the lottery.

Admission preference will be given to students in the following order:

1. Siblings of enrolled and admitted students (defined as a person with at least one parent or step-parent in common)
2. Children of ELITE staff, board members and founding families (not to exceed 10% of total enrollment, as defined by the Founding Family Policy below in accordance with Education Code section 47605(d)(2)(A))
3. Students who reside within the boundaries of VCUSD
4. All other applicants

Lottery spaces will be pulled in order of grade level by the designated lottery official (appointed by the President/CEO). The lottery procedures are monitored by the President/CEO to ensure fair and accurate implementation.

Once a grade level is drawn to capacity, applications continue to be drawn for positions on the wait list. Students who are not granted enrollment for the next school year remain on the wait list until the end of the school year for which the lottery was conducted unless otherwise requested by the parent to be taken off. Non-admitted students must reapply for the following year.

Enrollment Process

Within two weeks of the public random lottery, families are notified in writing via email or the mail address they provided on their application form. Each student offered a space in the following year is required to complete an enrollment packet within two weeks of receiving the letter indicating that a spot is available for the student.

Enrollment packets for students who are admitted will request the following information:

- Proof of Immunization
- Home Language Survey

- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate
- Release of records (if applicable)
- Proof of Withdrawal from Previous School (if applicable)

If a position opens during the course of the year, the office manager or other employee designated by the President/CEO will contact the family of the student on the top of the waiting list by phone or email to offer their student admission to the school. Should the family decline the position, the next family on the list is contacted until the open position is filled.

A copy of all enrollment forms, waiting lists, and lottery results will be kept on file in the administrative office and are readily available for inspection by district representatives.

Founding Family Policy

In order to support the development of the school, ELITE seeks to have a group of Founding Families. The following definitions, requirements, and descriptions apply to the “Founding Family” preference in accordance with Education Code Section 47605(d)(2)(A):

- Founding Families are defined as parent/s, legal guardian/s, or individuals who commit to supporting the development of ELITE through the completion of meaningful tasks during the established Founding Period as noted in subsection 1.5.
- Assistance in the initial development of ELITE is not a prerequisite or condition for becoming a Founding Family; families who are unable to attempt or complete meaningful tasks will not be turned away.
- There shall be no requirement that Founding Families contribute funds or specific numbers of hours as a part of their commitment.
- The selection process for Founding Families includes submission of an interest form during the Founding Family Interest Window (January 15, 2019 - March 15, 2019) that includes ways that the family can meaningfully contribute to the development of the school. Interested Founding Families will be selected on a first-come, first-served basis; ELITE will not utilize any selection process whatsoever in determining Founding Families. ELITE will not actively advertise the Founding Family designation.
- Founding Families will support ELITE during its Founding Period, which will begin with ELITE’s approval and end on the first day of instruction.
- Founding Family status cannot be delegated or transferred to other individuals.
- Admissions preference for children of Founding Families may apply during the life of the charter as long as pupils who qualify for this preference do not constitute more than 10 percent of the school’s enrollment. The admissions preference is applicable to all children of ELITE’s Founding Families even if the children do not begin attending ELITE until after the first year of the school’s operation.
- Should ELITE have more applicants than space available, children of Founding Families shall be exempted from the waiting list and not exceed more than 10 percent of the school’s

enrollment. Additional Assurances ELITE understands that any and all modifications to the enrollment preferences and procedures described in this petition will require formal approval by the authorizer, as this will be considered a material revision of the charter petition.

Element I: 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. Education Code Section 47605(b)(5)(I).

The ELITE annual audit of the organization's books and records shall be conducted in compliance with Education Code Section 47605(b)(5)(I) and 47605(m). The books and records of ELITE will be kept in accordance with generally accepted accounting principles and, as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

By January 1 of each year, the ELITE Board will appoint an Audit Committee of two or more persons. The Audit Committee may include persons who are not members of the Board, but may not include any members of the staff of the Charter School nor may it include the President/CEO or the President, Treasurer, or Secretary of the Board. In general, no one with expenditure authorization or recording responsibilities within the Charter School may serve on the committee.

The Audit Committee is responsible for recommending an independent auditor to the Board. The ELITE Board of Directors will oversee the selection of an independent auditor and the preparation and completion of an annual audit of the charter school's financial affairs. ELITE will select an independent auditor, who will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. Subject to Board approval, ELITE will, by March 1 of each year, contract with an independent auditor. This provision will not apply if an audit firm has a multi-year contract with the Charter School.

The ELITE Administration and back-office services provider will work with the auditor to provide the information they need to conduct a thorough audit. The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The President/CEO or designee and the Audit Committee will review the results of the audit, identify any audit exceptions or deficiencies, report them to the Board and provide recommendations to the Board regarding how to resolve the exceptions and deficiencies.

The Board will submit a report to the District describing how exceptions or deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for resolution. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of ELITE is a public record to be provided to the public upon request.

Element J: Suspension and Expulsion Procedures

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

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.*
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
 - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*
 - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*
- (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes dis-enrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(b)(5)(J).*

Programs in Support of a Positive School Culture and Climate

ELITE will be an environment of positive school culture where safety is maintained for every student and adult. To support creating a positive school culture, ELITE will implement an integrated intervention system consisting of Positive Behavior Intervention and Supports (PBIS), Restorative Justice (RJ), Trauma Informed Care (TIC), and Socio-Emotional Learning (SEL).

Positive Behavior Intervention and Supports (PBIS) is a prevention-oriented framework based on evidence-based practices that are implemented with high fidelity and maximize academic and social behavior outcomes for all students. It is grounded in seven strength-based activities:

1. School-wide Behavior Expectations emphasize targeted social skills instruction.
2. Positive school and classroom social cultures where teaching and learning are emphasized.
3. Challenging and engaging instructional practices that effectively maximize academic success for all students.
4. Continuous, positive, and active supervision and monitoring of student behavior and learning.
5. Frequent positive acknowledgements and reinforcement for student displays of academic and social behavior success.
6. Active involvement of all students and family, faculty, and community members.
7. Adults who model the same positive social behaviors and values expected of students.

PBIS begins with the premise that all students should have access to supports to prevent the development and occurrence of problem behavior, including bullying behavior. To avoid stigmatizing any student, PBIS emphasizes what a student does and where it occurs. Instead of negatively labeling a student as a bully, victim, perpetrator or aggressor, the emphasis is on labeling what the student does, for example, name-calling, teasing, intimidation, verbal aggression.

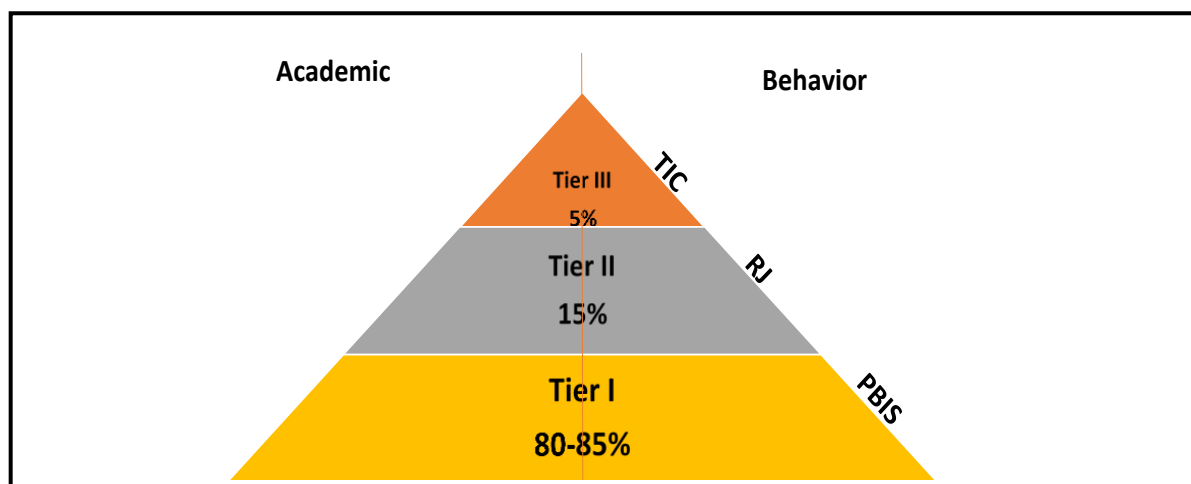
Successful prevention of bullying behavior is linked directly to teaching adults and students what bullying looks like, what to do before and when bullying behavior is observed, how to teach others what to do, and how to establish a positive and preventive environment that reduces the effectiveness of bullying behavior.

In Tier I, all students and staff are taught directly and formally about how to behave in safe, respectful, and responsible ways across all school settings. The emphasis is on teaching and encouraging positive social skills and character traits. When implemented well, most students will benefit and be successful.

In Tier II, students whose behaviors do not respond to Tier I supports are provided additional preventive strategies that involved more targeted social skills instruction, increase adult monitoring and positive attention, specific and regular daily feedback on their behavioral progress, and additional academic supports, if necessary. Tier two is where Restorative Justice is practiced. Tier II promotes values and principles that use inclusive, collaborative approaches for being in community. The approach in Tier II is to act and respond in ways that are healing rather than alienating.

In Tier III, students whose behaviors do not respond to Tier I and II supports are provided intensive preventive/intervention strategies that involve high individualized academic and/or behavior intervention planning; more comprehensive, person-centered and function-based wraparound services; and school-family-community mental health supports. Tier III students receive formalized supports such as trauma screening, and other assessments to determine the type of support the student needs. Students in the Warriors for Social Justice program are receiving daily Tier III support.

ELITE'S Integrated Intervention System



- **Tier III:** Intensive Individualized Interventions and Supports
More focused, targeted instruction/intervention and supplemental support in addition and aligned with the core academic and behavior curriculum and instruction, frequent progress monitoring to guide intervention design.
- **Tier II:** Targeted Interventions and Supports
Supplemental targeted skill and function-based interventions, small group, frequent progress monitoring to guide intervention design.
- **Tier I:** Universal Instruction and Supports
General academic and behavior instruction and support designed and differentiated for all students in all settings along with positive behavioral expectations explicitly taught and reinforced, with a consistent approach to discipline.

In the event that students are not meeting academic or behavioral expectations, a parent or school staff member can request a Student Success Team (SST) meeting. Detailed information on the ELITE SST process can be found in the ELITE Student Success Team Manual (see Appendix A).

Restorative Justice

Restorative Justice practices are a framework for building community and for responding to challenging behavior through authentic dialogue, coming to understanding, and making things right. Restorative Justice practices can help set things right when the integrity of the community is challenged by harmful behaviors.

When people come together for restorative interactions they sit in circles. Circles dialogue is a fundamental element of restorative dialogue. Classroom circles support the two main goals of restorative practices: building community; and responding to harms through dialogue that sets things right.

The first shift acknowledges that troublesome behavior is normal, and when students behave in troublesome ways they create opportunities to learn important social and emotional skills. What is important is not so much that they got into trouble in the first place, but what they learn along the way.

The second shift is a departure from the retributive model in which an authority, after taking testimony from the aggrieved party, decides guilt and assigns punishment. In restorative practices the authority figure acts more as a convener and facilitator. The initial investigation is concerned with identifying who was significantly affected by the incident

The third shift moves the locus of responsibility for well-being of the community from the shoulders of the “experts” to the community itself. While counseling and similar strategies have their place and are often helpful by themselves, they are immeasurably strengthened when complemented by restorative practices that challenge those who are in the circle dialogue to share information with each other and to come to agreements as a group.

Trauma Informed Care

ELITE will demonstrate the fundamentals of a trauma-informed system by ensuring the following:

- A. Safety: Ensuring that faculty, staff and students feel physically and psychological safe. The physical setting of schools and the interpersonal interactions promote a sense of safety.
- B. Trustworthiness and transparency: Decision-making is conducted with transparency and building and maintaining trust among all stakeholders within and out of our organization is paramount.
- C. Voice and Choice: Aims to strengthen students' experiences and recognize that every person's experience is unique and requires an individualized approach.
- D. Collaboration: A true partnership between all stakeholders. There is recognition that healing happens in relationships and in meaningful decision-making.
- E. Empowerment: Throughout the organization and among faculty, staff and students, individuals' strengths are recognized, built on, and validated and new skills developed as necessary.
- F. Peer support: Serves as a key vehicle for building trust, establishing safety, and empowerment.
- G. Resilience and strength-based: A belief in resilience and in the ability of individuals, organizations, and communities to heal and promote recovery from trauma; builds on what students, staff and communities have to offer rather than responding to their perceived deficits.
- H. Inclusiveness and shared purpose: Recognition that everyone has a role to play in a trauma-informed approach.
- I. Change process: Is conscious, intentional and ongoing. Our organization strives to become a learning community, constantly respond.

ELITE Approach to Discipline

Our approach to discipline is similar to our approach to all issues dealing with the ELITE student experience. We will handle issues at the school in the same way we would expect issues to be handled for our own children. Our goal of ensuring that students reach their full potential, by creating learning spaces that honor and celebrate their rich cultural heritage and challenge them with rigorous and relevant learning experience designed to make them active participants in their own success, is aligned to our overall approach to discipline which is to empower all students to control their destiny by choosing appropriate actions for each challenge they face.

This will be achieved by:

- Helping students grow from challenges and not use them as excuses
- Teaching restorative practices and conflict resolution
- Helping students to understand their responsibility to their community
- Teaching efficacy, accountability, and responsibility

The purpose of the enforcement of discipline is to:

- Promote a safe learning environment that fosters a positive climate and culture
- Build an effective capacity for enforcing school-wide discipline
- Provide opportunity for behavior training needed to access the learning necessary for graduation and higher education

Students adhering to the ELITE Standards of Excellence will be affirmed and celebrated on a regular basis, which provides for orderly and positive school culture. Students will be held accountable for their choices, while learning the impact of their choices on the "victim", the school community and the community-at-large, making them less likely to repeat negative behaviors. They will be given strategies for dealing with conflict in a healthy manner.

We have established a comprehensive set of student behavioral expectations/discipline policies, which are summarized in the student, teacher, and parent handbooks. (See Appendix B) These handbooks clearly and systematically describe the school's expectations and consequences regarding safe, acceptable and appropriate conduct, which is aligned to California State Education Codes and school policies. Each student and his or her parent/guardian will be introduced to the school's behavioral expectations/discipline policy during orientation meetings, Back to School Nights, and parent conferences.

ELITE will strongly encourage participation at orientations prior to the start of the school year and/or enrollment into school. Parents and students will be asked to verify that they have reviewed and understand the school's policies. Behavioral expectations/discipline policies will be posted throughout the school and revisited within staff meetings, classrooms, and parent and community meetings.

General Assurance on Pupil Safety

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at ELITE. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as ELITE's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. ELITE staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

The Suspensions and Expulsions Policy and its Procedures will be distributed as part of the Student Handbook and will clearly describe discipline expectations, including a description on how it will be updated and maintained.

Corporal punishment shall not be used as a disciplinary measure against any student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspension and Expulsion Policies

ELITE staff members will only suspend from class or home suspension if all necessary practices have proven unsuccessful. We believe in the promise of all students, recognizing that through a combination of good first teaching strategies and positive teacher/student relationships, students will be engaged in the classroom environment and be less likely to demonstrate inappropriate behavior. It is our policy, when appropriate, to use suspensions from school campus when behavior is causing a major disruption to the safety and security of the learning environment. We will employ Restorative Justice and Practices (RJ), Positive Behavior Intervention Support (PBIS), Positive Youth Justice Initiative (PYJI), and Trauma Sensitive Practices (TSP). ELITE will be a Full Service Community School Center, providing wrap around services our youth helping to prevent home class suspensions.

Suspensions where a child is required to stay home will be used in cases when the safety of the child or others is in question. The Principal/HRO, or designee, pursuant to the schools adopted discipline policies and California Education code, may suspend students who fail to comply with the terms of the student policies and California Education Codes. The Principal/HRO, or designee, pursuant to the schools adopted discipline policies, may ultimately recommend students who fail to comply with the terms of the student policies and California Education codes for expulsion by the ELITE Board of Directors.

Suspension Conference

The Principal/HRO or teacher will hold a suspension conference with the student's parent and/or the student. The parent and/or student will be advised as to the purpose and actions that will be taken. The parent and/or student will be informed as to the reason for the disciplinary action. The

student will have the opportunity to present evidence in his/her defense. The conference will be held within two days of the incident. The student may waive the opportunity to participate if they cannot, or do not, want to participate in the conference. Students and parents are assured that no penalties may be imposed for failure of the student's parents to attend. "Emergency situations" where the conference may be omitted are cases in which there is a clear and present danger to lives, safety or health of students and ELITE personnel.

Students who present an immediate threat to the health and safety of others may also be immediately suspended and later expelled by the school's Board of Directors upon recommendation of the Principal/HR Director. The school's policies provide guidance for consequences for certain infractions, which will be given in consideration of due process rights as mandated by law and in accordance with district and county policies. This will involve students and their families, and will be based on the facts, and a fair and appropriate conclusion and consequence. All policies will be developed to conform to applicable federal law regarding student due process rights and rights for students with exceptional needs.

Suspension and Expulsion Policies

The purpose of the Suspension and Expulsion policies are to:

1. Promote a positive and productive learning environment
2. Protect the safety and well-being of all staff and students at all ELITE schools

In the maintenance of these policies it may be necessary to suspend or expel a student from regular classroom instruction. These policies shall serve as ELITE school's policy and procedures for student suspension and expulsion, which may be amended as a continued work in process unless it compromises legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student and Parent Handbook which is sent to each student at the beginning of the school year.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, other consequences, suspension and expulsion.

ELITE administration shall ensure those students and their parents/ guardians are notified in writing upon enrollment as to all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available upon request at the Principal/Human Resource Officer's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is:

- During school hours
- Related to school activity
- School attendance occurring at ELITE or other school
- A sponsored school event
- While going to and from school
- While going to and from school sponsored events

Students may be suspended for violating any of the 48900 or 48915 sections in California Education Code. Depending on the violation and situation suspension may occur in school or at home. If a child is suspended, the parent/ guardian will be called and a letter will be sent home with the child stating the violation and where the suspension is to take place. Regardless of where the suspension is to take place, a student who received a suspension notice, will be required to return home for the remainder of the day on which the violation is made. For an in-school suspension, the student will report to school the next day, but the student will remain in the office for the day. For an at-home, the student is to not report to school the next day.

Upon the student's third suspension in one year, the student will be referred to the Student Success Team (SST). The SST is made up of one Principal/Human Resource Officer, the Full-Service Community Schools Liaison, the student's teacher (s), the referring person, parent, student, and any outside consultants' necessary (school psychologist etc.). This team will meet to devise an intervention plan for the student. The SST reserves the right to refer the student to the ELITE Board of Directors for an expulsion hearing.

For suspensions of fewer than 10 days, ELITE will provide written notice of the charges against the student. If the student denies the charges, ELITE will provide an explanation of the evidence that supports the charges, and an opportunity for the student to present his or her side of the story. The pupil and the pupil's guardian will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing base on 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others.

For suspensions of 10 days or more, ELITE will provide timely, written notice of the charges against the student and an explanation of the student's basic rights. Within 7 days, the school will also hold a hearing adjudicated by a neutral officer, at which the student has a fair opportunity to present testimony, evidence, and witnesses, to confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate.

Upon a student's fourth suspension in one year, the student may be recommended to the ELITE Board of Directors for an expulsion hearing.

Expulsion

Students may be expelled for any of violations listed in the 48900 or 48915 sections of the California Education Code. Student must be recommended for expulsion for any of the 48915 (c) offenses in the California Education Code. In the case of a student expulsion, ELITE will provide timely, written notice of the charges against the student and an explanation of the student's basic rights. Within 7 days, the school will hold a hearing adjudicated by a neutral officer, at which the student has a fair opportunity to present testimony, evidence, and witnesses, to confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty school days after the Principal or designee determines the student has committed an expellable offense.

The expulsion hearing will be presided over by the chair of an Administrative Panel. The Administrative Panel will make the final decision whether to expel. The hearing shall be held in closed session unless the student makes a written request for a public hearing three days prior to the hearing.

Written notice of hearing shall be forwarded to the student and the student's parent/guardian at least ten calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

- The date and place of the expulsion hearing.
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
- A copy of the school's disciplinary rules which relate to the alleged violation.
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment.
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or an advocate.
- The right to inspect and obtain copies of all documents to be used at the hearing.
- The opportunity to confront and question all evident 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 written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, 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 administrative Panel to expel must be supported by substantial evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of who the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public. The decision of the Administrative Panel shall be in the form of a written statement setting forth the Administrative Panel's findings of fact. The final decision by the Administrative Panel shall be made within ten school days following the conclusion of the hearing.

Written Notice to Expel

The Principal/HRO or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's findings of fact, to the student or parent/guardian. This notice shall include the following:

- Notice of the specific offense committed by the student.
- Notice of the student's or parent/guardian's obligation to inform any new district or public or private school in which the student seeks to enroll of the student's status with the school.

The Principal/HRO or designee shall also send written notice of the decision to expel to the student's District of residence and the County Office of Education. The notice shall include the following:

- The student's name.
- The specific expellable offense committed by the student.

Disciplinary Records

ELITE shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available for the District's review upon request.

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 ELITE shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors 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 pupil may reapply to the Charter School 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 Administrative Panel following a meeting with the Principal/Human Resource Officer, and the student and guardian or representative, to determine whether the student has successfully completed the rehabilitation plan, and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal/Human Resource Officer shall make a recommendation to the administrative Panel, following the meeting, regarding his or her determination. The student's readmission is also contingent upon the School's capacity at the time the student seeks readmission or admission.

No Right to Appeal

The student shall have no right of appeal from expulsion from ELITE as the Governing Board decision to expel shall be final.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

ELITE may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of the witness at the hearing, or both, would subject the witness or to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Governing Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advise of his/her right to;

- Receive five days' notice of his/her schedule testimony
- Have up to two adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel,
- Elect to have the hearing closed while testifying

ELITE must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony. At the discretion of the person or panel

conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

ELITE must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks of testimony.

At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

If one or both of the support persons is also a witness, ELITE must present evidence that the witness' presence is both desired by the witness and will be helpful to ELITE. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway or influence the witness in anyway. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing

that extraordinary circumstances exist, requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Involuntary Student Disenrollment, Dismissal, or Transfer

No ELITE student will be involuntarily dis-enrolled, expelled or dismissed by the Charter School for any reason unless the parent or guardian has been provided written notice of intent to remove the student at least five schooldays before the effective date. The written notice will be in the student's native language and inform him or her of the right to initiate hearing procedures. The notice will be provided via email. If the student's parent or guardian initiates the hearing procedures, the student will remain enrolled in ELITE until the Charter School issues a final decision.

Resident Superintendent Notifications

ELITE will notify, within 30 days, the Superintendent's designee of the school district of any pupil who is expelled or leaves every ELITE school without graduating or completing the school year for any reason. This will be determined by the student's last known address, and upon request, provide the district with a copy of the cumulative record of the pupil. This will include a transcript or report card and health information, pursuant to Education Code Section 47605 (d) (3).

Students with Special Needs

ELITE will comply with the mandates of state and federal laws as it relates to special education or 504 accomplishments. This will include the IDEA and 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommendation of expulsion of a student in special education or 504 accommodations the Director or designee will establish a committee to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to the student's disability
2. If the conduct in question was the direct result of the District's failure to implement the IEP of 504 plan.

Notification of District

ELITE staff members shall immediately notify the District SELPA and coordinate the procedures in this policy with the District the discipline of any student with a disability or student who ELITE or District would be deemed to have knowledge that the student had a disability.

Services During Suspension

Students suspension for more than ten school days in a school year will continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavior assessment or functional analysis, and behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, ELITE, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the IEP, any teacher observation, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP
- If ELITE, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the student's disability

If ELITE, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, IEP Team shall:

- Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such student, provided that ELITE had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement
- If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior
- Return the student to the placement from which the child was removed, unless the parent and ELITE agree to a change of placement as part of the modification of the behavior intervention plan.
- If ELITE, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then ELITE may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent of a child with a disability who disagrees with any decision with any decision regarding placement, of the manifestation determination, or ELITE believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to the child or to others, may request an expedited administrative hearing through the Special Education Unit if the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or ELITE, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the educational setting, whichever occurs first, unless the parent and ELITE agree otherwise.

Special Circumstances

ELITE school personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal/Human Resource Officer or designee may remove a student to an interim alternative educational setting for not more than forty-five days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function
- Has inflicted serious bodily injury, as defined by 20 USC 1415 (k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if ELITE had knowledge that the student was disabled behavior occurred.

ELITE shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter

School supervisory or administrative personnel, or to one of the student's teacher that the student is in need of special education or related services.

- The parent has requested an evaluation of the student
- The student's teacher, or other Charter School personnel, has expressed specific Director of special education or to other Charter School supervisory personnel.
- If ELITE knew or should have known the student had a disability under any of the three circumstances described above, the student may assert any of the protections available to IDEA-eligible students with disabilities, including the right to stay-put.
- If ELITE had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline, ELITE shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by ELITE pending the results of the evaluation.
- ELITE shall not be deemed to have knowledge of that the student had a disability of the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element K: 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 Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

Compensation

ELITE provides an overall compensation package to employees that is competitive with VCUSD and based on qualifications and efficacy. ELITE utilizes a unique base salary and stipend structure, which incentivizes both inputs and outputs in teacher's practice that are positively correlated to student academic and social-emotional development.

ELITE Public schools will utilize this mix of base salaries, stipends, and professional development opportunities to attract and retain exceptional teachers and staff. This includes but is not limited to:

- A base salary competitive with district and charter schools in Vallejo.
- Extensive professional development and coaching to give teachers the differentiated support they need to maintain their status as master teachers.
- Distributed leadership opportunities to advance professional experience and investment in the school and its mission.
- Salary stipends to acknowledge and share highly effective practices, leadership roles, and highly desired proficiencies (bi-lingual, BCLAD credential, certification in Culturally Responsive Teaching practices, externships in the STEM industry, credential within STEM disciplines, National Board Certified, etc.).

ELITE is confident that this combination will allow it to recruit and retain a highly-qualified staff. Specific teacher salaries and stipends are identified in the Salary Schedule found in Appendix O.

Benefits

ELITE will provide health, dental and vision insurance to all full-time employees. Part-time employees with 0.6 FTE or higher will have the opportunity to enroll in health, dental and vision insurance, with a higher level of employee contribution based on their FTE.

Retirement

ELITE certificated staff members will participate in the State Teachers Retirement System, and classified staff members will participate in the CALPERS retirement system. Employees will receive detailed information on their retirement systems during their employee orientation.

Element L: Public School Attendance Alternatives

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

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend ELITE may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies. All parents/guardians and students will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in ELITE, except to the extent that such a right is extended by the local education agency.

Element M: Employee Return Rights

Governing Law: *The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).*

No public school district employee shall be required to work at ELITE. All staff at ELITE shall be considered employees of the Charter School and shall have no automatic right to employment or reemployment in the District. Existing District employees who wish to seek a leave of absence for employment at ELITE may apply for a leave of absence in accordance with District policies and procedures and applicable collective bargaining agreements. Absent agreement with the District to the contrary, staff of ELITE shall not continue to earn service credit at the District while employed by ELITE. Sick or vacation leave or years of service credit at the Vallejo City Unified School District (VCUSD) or any other school district will not be transferred to ELITE Public Schools. Employment by ELITE provides no rights of employment at any other entity, including any rights in the case of closure of ELITE.

Element N: Dispute Resolution Procedures

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. Education Code Section 47605(b)(5)(N).

Intent

The intent of the ELITE Public Schools Charter Dispute Resolution Process described below is to:

- Ensure a fair and timely resolution to disputes.
- Be restorative in practice to address disputes.
- Frame a charter oversight and renewal processes and timelines to avoid disputes regarding oversight and renewal matters.

Should any section of this element pertaining to resolving disputes be in conflict with District policies or desired protocols, then the charter school is amenable to altering said areas through the Memorandum of Understanding process to be mutually agreed upon.

Internal Disputes

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors(consultants), partner organizations, and ELITE Board, shall be resolved pursuant to policies and processes developed by ELITE Public Schools Charter.

The district shall not intervene in any such internal disputes without the consent of the ELITE Board and shall refer any complaints or reports regarding such disputes to the ELITE Board/or ELITE's President/Chief Executive Officer for resolution pursuant to the charter school's policies. The district agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the ELITE Board has requested the district to intervene in the dispute.

Disputes Between VCUSD and ELITE

The staff and ELITE Board agree to attempt to resolve all disputes between VCUSD and ELITE regarding this charter pursuant to the terms of this section. All parties will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the District and ELITE, except any controversy or claim that is in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

- (1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The

Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; or (b) if by mail, two (2) business days after deposit in the U.S. Mail.

All written notices shall be addressed as follows:

To Deputy Chief Executive Officer
ELITE Public Schools Charter
1830 Springs Road PMB 210
Vallejo, CA, 94591

To Chief Academic Officer or designee:

Vallejo City Unified School District
665 Walnut Avenue
Vallejo, CA 94592

(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification may be tendered by personal delivery or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; or (b) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. Attendees at the Issue Conference will include the Deputy Chief Executive Officer from ELITE and the Chief Academic Officer from VCSUSD.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties.

Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days

after a request to mediate, the parties shall use processes and procedures of the American Arbitration Association (“AAA”) to have an arbitrator appointed.

(4) If the arbitration is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law.

Charter School Due Process Regarding Revocation

In the event that VCUSD determines that ELITE has engaged in an act that could lead to revocation of the Charter, the District and ELITE shall have a face-to-face meeting within 10 days of the District designee’s determination that a violation has occurred. Present in the face-to-face meeting shall be at least the Superintendent of VCUSD or designee and the ELITE President/Chief Executive Officer or designee. If after such a meeting, VCUSD determines that a violation has occurred which requires a cure, VCUSD may send a formal written notification to the School outlining the alleged violation and demanding the violation be alleviated. The Charter School shall have a reasonable amount of time following the date the formal written notice was sent to alleviate the violation. If the violation cannot be alleviated within the time period specified by VCUSD, the parties may agree to another predetermined time to commence to alleviate and diligently prosecute the alleviation to completion. Thereafter, VCUSD, in accordance with Education Code Section 47607, or applicable law, may commence revocation of the charter.

Appeals Processes

(1) If a school district is the charter in authority and it revokes the charter, ELITE may appeal within 30 days to the county board of education.

(2) If the county board either does not issue a decision within 90 days of receipt, or determines to uphold the revocation, ELITE may appeal the revocation to the State Board of Education (SBE).

(3) If the county board reverses the district’s revocation, the district may appeal the reversal to the SBE.

(4) If a county office of education is the chartering authority and the county board revokes the charter, ELITE may appeal within 30 days following the decision of the county board to the SBE.

VCUSD may inspect or observe any part of ELITE at any time, but shall provide reasonable notice to the Principal/Human Resource Officer prior to any observation or inspection.

Element O: Charter School Closure Procedures

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(O).

Closure of ELITE will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

Notification

The Charter School will promptly notify parents and students of ELITE, VCUSD, Solano County Office of Education, the education local plan area in which the Charter School participates, the retirement systems in which the Charter School's employees participate and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include 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. The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. Notification will include a certified packet of student information that may include grade reports, discipline records, immunization records, and any other appropriate information as well as information on student completion of college entrance requirements for all high school students affected by the closure. This notice will be provided promptly following the Board's decision to close the Charter School.

Management of Student Records

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, ELITE 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. ELITE will ask the District to store original records of Charter School students. All records of ELITE shall be transferred to the District upon the closure of ELITE. If the County will not or cannot store the records, ELITE shall work with VCUSD to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

Financial Records, Final Reports and Distribution of Assets

As soon as reasonably practical, ELITE will prepare the final financial records. ELITE will also have an independent audit completed within six (6) months after closure, and ELITE will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by ELITE 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 the Charter School.

ELITE will complete and file any annual reports required pursuant to Education Code section 47604.33. Additionally, and in accordance with CDE, any school closure procedures will include a plan for completion and filing of any required annual reports: This may include:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports will be submitted to CDE and the authorizing entity in the form required no later than the required deadline for reporting for the fiscal year.

Upon closure of ELITE, all assets of ELITE including, but not limited to, all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending ELITE, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. 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.

Upon closure, ELITE shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As ELITE is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix O, ELITE will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Miscellaneous Charter Provisions

A. Budget and Financial Reporting

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. Education Code Section 47605(g).

Attached, as Appendix O, please find the following documents:

- Budget narrative
- A projected first year budget including startup costs
- Financial projections and cash flow for the first three years of operation

These documents are based upon the best data available to the petitioners at this time.

ELITE shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

ELITE shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, ELITE shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

B. Administrative Services

Governing Law: *The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(g).*

ELITE will provide or procure its own administrative services including, but not limited to: financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

At any time, ELITE may discuss the possibility of purchasing administrative 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 the Charter School and the District and subject to District availability and willingness to provide such services. The Charter School will ensure that all contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. The Charter School shall approve only responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement, and in compliance with conflict of interest laws referenced herein. Consideration will be given to matters such as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

C. Facilities

Governing Law: *The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(g).*

ELITE intends to seek the support of VCUSD in securing facilities under a Prop 39 agreement beginning in the Charter School's first year of operation, starting July 1, 2019, growing to a full enrollment of 1,212 students by the 2024. These projections are estimates only and do not constitute official notification of facilities needs pursuant to Education Code Section 47614 or its related regulatory provisions.

The Charter School should be located on a single site or facility and be able to house all ELITE students as enrollment grows year over year. ELITE is willing to consider any available VCUSD building that would be appropriate for its needs.

In the event the Charter School, for any reason, operates wholly or partially in facilities other than those provided by the District, it will secure appropriate private facilities within the District's boundaries and ELITE shall insure that prior to commencement of operations such facilities shall comply with the Federal Americans with Disabilities Act requirements, local building and zoning ordinances and that the Charter School has obtained permits under local ordinances for operating a school in such facilities. The Charter School will maintain readily accessible records documenting such compliance on file at the main office.

D. Insurance

ELITE shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and

circumstance. Coverage amounts shall be based on recommendations provided by the District and the Charter School's insurer. The District shall be named as an additional insured on all policies of the Charter School. The Charter School shall provide evidence of the above insurance coverage to the District anytime upon request.

E. Potential Civil Liability Effects

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

ELITE shall be operated as a California non-profit, public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. ELITE shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, ELITE intends to enter into a memorandum of understanding with the District, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

F. Transportation

ELITE does not provide transportation to and from school, except as required by law.

G. Attendance Accounting

ELITE shall maintain an attendance recording and accounting system, to ensure contemporaneous record keeping, which complies with state law.

H. Oversight

Pursuant to California law, the District shall be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed one (1) percent of the revenue of the Charter School. The District may charge up to three (3) percent of the revenue of the Charter School if the Charter School is able to obtain substantially rent-free facilities from the District. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

ELITE Appendices

Appendix A Student Success Team (SST) Manual

Appendix B Parent Handbook

Appendix C Articles of Incorporation

Appendix D Corporate Bylaws

Appendix E Conflict of Interest Code

Appendix F Job Descriptions

Appendix G Information Flyer (English/Spanish) Sample

Appendix H Year One Outreach Plan

Appendix I ELITE Curriculum Scope and Sequences

Appendix J Booklist

Appendix K ELITE Student Progress Monitoring

Appendix L ELITE Founders Biographies

Appendix M Organizational Chart

Appendix N ELITE Founding Board Biographies

Appendix O ELITE Budget Narrative, Budget, Cash Flow

Appendix P Commitment Letter

Appendix Q ELITE Health & Safety Policies and Procedures

Appendix R 2019-2020 Calendar

Appendix S ELITE Public Schools Affirmation

Appendix T ELITE Consultants

Appendix U Interested Parents, Teachers, & Community Signatures

Student Success Team (SST) Manual

ELITE Public Schools

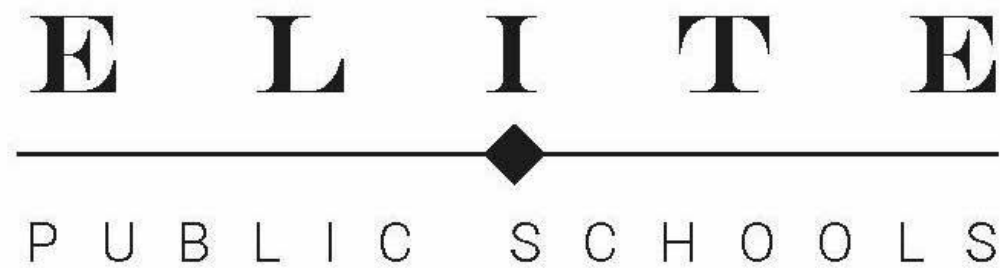


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What is a Student Success Team (SST)?

The SST is a problem solving and coordinating structure that assists students, families and teachers to develop positive solutions for maximizing student potential.

It provides an opportunity for school staff, family members, community agencies, and other important people to present their concerns about an individual student, and through discussion and study, to plan a positive course of action, assign responsibilities and monitor results for a student/family.

The SST focuses in-depth on one student at a time.

Asset-based Model: The SST always starts with a discussion of a student's strengths/assets, and develops solutions that build on these strengths.

Problem Solving: The SST gathers background information regarding the student in the areas of school, home/ family and health, and collaboratively brainstorming solutions to address areas of concern.

Service Coordination: An action plan is developed of interventions and supports designed to address students' needs; team members are assigned responsibility for action items.

Monitor Results: Action items are monitored and a follow-up SST meeting is scheduled to review results/outcomes of interventions, make adjustments and continue to strategize positive solutions to ensure student success.

Benefits: The coordination of school, home and community interventions improve student learning, and provide focused/positive support to teachers, families and students.

An SST can help students and their families who are facing significant concerns related to:

Academics (may include, but not limited to):

- Retention
- Transitions (e.g. adjustments to successfully transition from one school to another)
- Credit deficiency
- Learning challenges

Behavior (may include, but not limited to):

- Attendance problems
- Social/Emotional challenges
- Health & well-being (including substance use/abuse)
- Safety related concerns

Trauma Informed Care (may include, but not limited to):

- Direct or indirect Exposure
- Depressive symptoms
- Traumatic experience(s)

Who can attend the SST?

- **FSCS Liaison**
- **Justice Liaison**
- **Parent/guardian is always invited**
- **Student participates as appropriate**
- **Administrator (Principal, AP, Dean)**
- After School Program site coordinator/Intervention Specialist
- **Classroom Teacher(s)**
- Instructional Reform Coordinator
- On-site resource/support staff
- **School Counselor/Teacher Leaders/School Psychologist**
- School District Nurse
- Translator
- Family Resource Center Personnel
- Health Behavioral Staff
- Others invited as appropriate (e.g. mentor, social work, probation officer, etc.)

Student Success Team (SST)

Team Member Roles and Responsibilities

All team members are active contributors, and the process defines special roles that some members of the team must fill to achieve the greatest positive outcome. Team members may change roles from one SST meeting to the next. However, during any meeting each team member's role must be clearly defined before the meeting begins and then maintained throughout that meeting.

Facilitator

This person facilitates the working of the team but is not necessarily the SST coordinator/leader. The facilitator directs but does not dominate the SST meetings, eliciting the most helpful contributions of the group and, most important, keeping a positive tone at the meeting. The success of the team depends largely on this person, who guides the flow of the meeting. The facilitator reassures and supports the efforts of colleagues, parents, and students.

- Coordinates logistics before and after the meeting.
- Directs the process with respect for all members and accommodates the needs of the group.
- Notifies team members of meeting time, place, and student scheduled
- Checks for meaning/understanding
- Asks for specifics, not generalities
- Encourages everyone to be non-judgmental
- Sees that team prioritizes concerns and actions
- Expects accountability for group decisions

Recorder

The recorder is responsible for documenting the SST meeting discussion, including students' strengths, concerns, interventions, action items and results. The recorder does this by using the *SST Action Plan* or the *SST Summary Form for Follow-up Meetings*

- Creates group memory from what is being said
- Writes the input on the SST summary
- Organizes the information in the appropriate columns
- Ask for clarification, gets accurate information on the summary
- Makes corrections legibly and quickly
- Writes legibly; uses visual aids

Team Member

An effective team member is a positive contributor to the work of the team. The team members participate but do not control the flow of the meeting.

- Come prepared with information about the student.
- Contributions that address difficult problem areas are positive, looking at constructive solutions, rather than characterizing, blaming, or stereotyping.
- Questions any statement they feel is not accurate
- Link Interventions to the student's strengths.
- Is accountable for agreed upon actions
- Does not make commitments for people who are not present in the meeting

Parents/Caregivers as Team Members - Parents (including primary caregivers such as custodial parents, foster parents, and legal guardians) are full-fledged members of the SST, and they are **always** included.

- Share the familial perspective and concerns
- Contribute critical problem-related information from home
- Share effective and ineffective home interventions.
- Clarify questions for the team and participate in the implementation of strategies developed by the whole team.

Students as Team Members - The student is also an **essential member** of the SST meeting (as appropriate). When the student enters a room and sees that a number of important adults in their life have gathered together on their behalf, a powerful message of caring and a commitment to their success is given. It is important to orient the student to the meeting and explain that they are an equal member of the team and their input is welcomed and important.

Outreach to Parents

- When connecting with families, care must be taken to ensure the most positive experience possible. **Reaching out to and engaging the parent(s) is a key element in making the SST process successful.** This effort involves much more than sending a written notice of a meeting or making a simple phone call. **It involves extending oneself as a representative of the school and serving as a bridge for the parent to enter the school environment.**
- Parents often resist this engagement. The barriers they present to any involvement may mask deeper fears or concerns. Being a parent of a student with school or social concerns can cause the parent to have feelings of defensiveness or guilt. Many parents may feel they, or their child, will be unfairly attacked or made to feel worse than they already do in an SST meeting. They may have had former experiences with school meetings that were not successful, or they were not kept well informed, and they may be reluctant to trust another meeting at school. At school sites with a **Parent Liaison**, he/she may be a valuable resource in reaching out to and involving parents in the SST process.
- The person performing the outreach/engagement role must be sensitive to these issues. Information about the purpose of the meeting must be presented with an emphasis on the shared concerns and responsibilities. An explanation of the SST process must be provided, emphasizing that the process is a collaborative strategy that builds upon the student's strengths to attain the highest degree of success for the student. The parents must also be given an opportunity to ask any questions or share any concerns they may have with the upcoming appointment.
- Parents may also have time, work, child care, or transportation issues barring their way to participating in the meeting. The SST process must include support to parents to accommodate these very real issues. Any support provided has both symbolic and concrete meaning to parents and contributes to the success of the meeting for both parents and team members.

Involving Younger Children in the SST Process

- It is perfectly appropriate to include very young children in the SST process. Even young children know when their parents are coming to school. They may wonder or become anxious about what is going to happen in the SST meeting. An easy way to demystify the meeting is to invite the young child in.
- It is especially important that the child is present during the discussion of their strengths. Even the youngest child is able to share what they like and dislike about school and may be able to express ideas about what would make school more successful for them. At the parents' or teachers' discretion, young children may be asked to step outside for part of the meeting if something is being discussed that may be emotionally difficult for them. However, the goal is to keep the child in the meeting.

Student Success Team (SST) Checklist

Before

✓	Date	To Do:
<input type="checkbox"/>		SST Referral Form Completed and Submitted in AERIES
		Referred by:
<input type="checkbox"/>		SST Teacher Input Form Completed and Submitted to ASP
		SST Teacher Input Form DUE:
<input type="checkbox"/>		Ensure All Required Paperwork and/or Data is Collected and Prepared Prior to SST. This Includes, but Not Limited to: <ul style="list-style-type: none"> <input type="checkbox"/> SST Teacher Input Form <input type="checkbox"/> AERIES Student Data page <input type="checkbox"/> AERIES Student Grade Report <input type="checkbox"/> Attendance Report <input type="checkbox"/> Transcript <input type="checkbox"/> Test Scores
		Ensure Teacher is Prepared to Answer Questions within the Behavior Support Plan. Provide Copy of Questions in Behavior Support Plan if Needed.
<input type="checkbox"/>		Complete Student Input Form
<input type="checkbox"/>		Call Parent/Guardian(s) to Schedule SST
		SST Scheduled Date: Time: Location:
<input type="checkbox"/>		Place SST on Outlook Calendar; Invite Teacher(s), Administrators, & Other Student Support Allies as needed
<input type="checkbox"/>		Call Parent/Guardian(s) to Confirm Scheduled SST (2 Days Prior)
<input type="checkbox"/>		Email Teacher(s), Administrators, & Other Student Support Allies as needed an SST Reminder and SST First Meeting Summary Form (2 Days Prior)
<input type="checkbox"/>		Other:
<input type="checkbox"/>		Other:

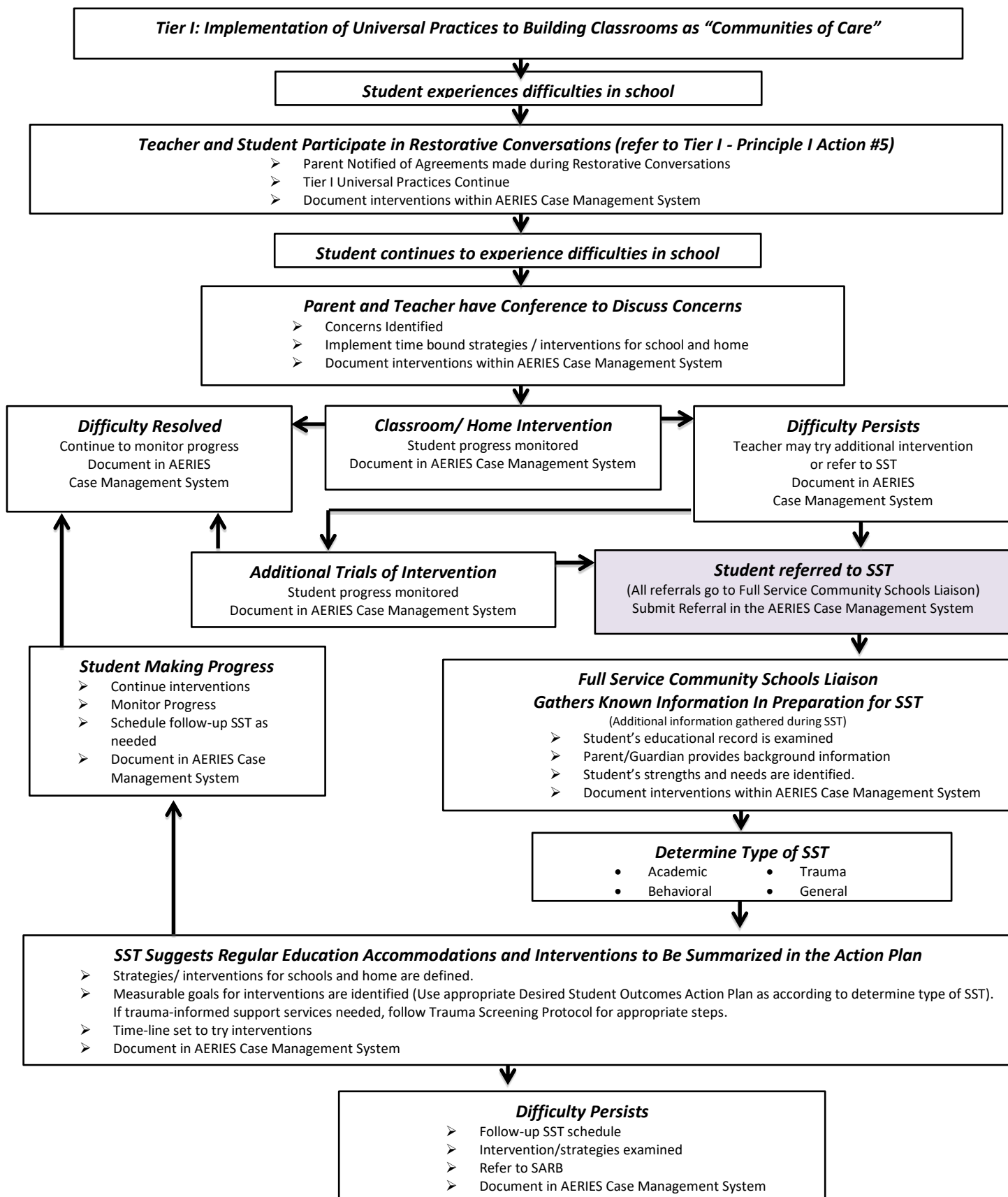
During (Day of SST)

✓	Date	To Do:
<input type="checkbox"/>		Ensure All Paperwork is Streamlined and Prepared Prior to Start of SST
<input type="checkbox"/>		Prepare Copies/Packets of Paperwork as need for all SST Participants
<input type="checkbox"/>		Hold SST Meeting (Refer to <i>Roles & Responsibilities</i> and <i>Helpful Suggestions for Effective SST Meetings</i>)
		Parent/Guardian(s) Attend: <input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>		Request a Class Dismissal for Student if needed
<input type="checkbox"/>		Complete SST Action Plan or Summary Form for Follow-up SST
<input type="checkbox"/>		Schedule Follow-Up Meeting (Schedule within 2-6 weeks)
		Follow-up SST Scheduled Date: Time: Location:
<input type="checkbox"/>		Complete Follow-up Meeting Portion on the SST Action Plan
<input type="checkbox"/>		Other:
<input type="checkbox"/>		Other:

After

✓	Date	To Do:
<input type="checkbox"/>		Log SST in AERIES
<input type="checkbox"/>		Begin Case Management Process
<input type="checkbox"/>		Email Teacher(s), Administrators, & Other Student Support Allies as needed an SST Thank You
<input type="checkbox"/>		Mail Parent/Guardian(s) a Thank You letter (Include follow-up date in the thank you letter)
<input type="checkbox"/>		Send a thank you note to student
<input type="checkbox"/>		Other:
<input type="checkbox"/>		Other:

Student Success Team (SST) Flow Chart



Student Success Team Referral ELITE Public Schools School Site: Date:	
---	--

--CONFIDENTIAL: please do not leave out for others to read--

Student Name: (Last, Middle, First)		Student #
Name of Person Making Request/Title	Classroom or Telephone Extension	Grade

Reason for Referral (Please be specific):

1. Student's Strengths	2. Your concerns about Student	3. Prior Interventions
<input type="checkbox"/> Able to problem solve <input type="checkbox"/> Articulates feelings/needs <input type="checkbox"/> Ask for help <input type="checkbox"/> Attentive in class <input type="checkbox"/> Cooperates with others <input type="checkbox"/> Demonstrates sense of humor <input type="checkbox"/> Enjoys math <input type="checkbox"/> Enjoys reading <input type="checkbox"/> Follows instructions <input type="checkbox"/> Helpful to others <input type="checkbox"/> Listens well <input type="checkbox"/> Makes/maintains friendships <input type="checkbox"/> Negotiates/compromises <input type="checkbox"/> Other:	Please provide additional details: Academic Attendance Social/Emotional/Behavioral Family/Home Physical Health/Medical Other	<input type="checkbox"/> Behavioral Interventions <input type="checkbox"/> Classroom modifications <input type="checkbox"/> Instructional modifications <input type="checkbox"/> Met with student <input type="checkbox"/> Tutoring/after-school program <input type="checkbox"/> Spoken to/met with parent <input type="checkbox"/> Other: Please describe your intervention(s) indicated above including length of time tried: <hr/> Response to Intervention (RTI): (Attach data across 30 days is available)

4. Further Explanation of Intervention(s):

Scale: 0 = no effect 1 = slight/inconsistent effect 2 = some effect 3 = very effective

Intervention attempted	How effective (Please indicate using the scale above)?	How long was this attempted? (Dates/time of day)

5. Student Profile Section (AP/Counselor/SST Team to complete):			
TESTING(Most Recent)	ELA	Math	Support services student is currently receiving:
CST/CMA/CAPA			<input type="checkbox"/> After-School Prog <input type="checkbox"/> GATE <input type="checkbox"/> ELD/ELL <input type="checkbox"/> Tutoring <input type="checkbox"/> Mentoring <input type="checkbox"/> Peer Resources <input type="checkbox"/> IEP <input type="checkbox"/> 504 Plan <input type="checkbox"/> Foster Youth Services <input type="checkbox"/> Mental Health <input type="checkbox"/> Physical Health <input type="checkbox"/> Other:
CAHSEE			
CELDT			

6. Date family notified re: referral to SST: Results:

-----**Feedback to Referring Person**-----

Date Referral Processed:	Primary Contact Person:
--------------------------	-------------------------

Actions Items Planned	Who Will Follow-up
1.	
2.	
3.	

SST Teacher Input Form

The Student Success Team (SST) has been established to support classroom teachers with students who are expressing difficulties in school. Please submit the following information regarding the student who has been referred to the Student Success Team.

Date:	Subject:	Grade:	Student Number :
Student Name:			

-----Rate each behavior: **P = Poor** **F = Fair** **G = Good** **E = Excellent**-----

Overall	Rating	Please specify what this looks like (include appropriate data as needed)
Reading		
Writing		
Math		
Class Participation		
Other:		
Specific Learning Areas		
Social skills (<i>relates, socially to peers and to adults, has friends, is socially competent</i>)		
Responsibility (<i>self-reliant, dependable</i>)		
Motivation (<i>interest, perseverance and desire to succeed</i>)		
Task completion (<i>completes assigned tasks satisfactorily</i>): give three examples		
Attention span (<i>stays on task, attentive, time on task</i>)		

Academic Performance	Often	Sometimes	Never
Timely completion of assignments (out of class and in class)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Retains what has been learned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asks for clarity of learning activities/lessons objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asks for supplies, materials, and/or resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asks for extra learning support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Active participation in classroom learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expresses hesitation to participate in classroom learning activities (e.g. reading aloud, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expresses age appropriate level of thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Classroom Behaviors	Often	Sometimes	Never
Appears disconnected & not engaged in classroom learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applies skills & talents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands expected classroom behaviors and rules/agreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Actively participates in the learning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outgoing and talkative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates with adults in a positive manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows directions given by adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>If student behavior is a concern, please provide a brief self-assessment describing classroom management/or teacher-student engagement practices that has occurred toward improving student success in the classroom.</p>			

Peer Interaction	Often	Sometimes	Never
Models honesty, integrity and personal responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates with peers in a positive manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Works well with peers as partners and in groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engages in others' activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listens when others speak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Parent Contact Information:		
Date Contacted	Indicate Reason for Conference	Outcome(s)

Specifically state student's strengths and your concerns/questions:

ELITE Public Schools Student Input Form

Student _____
Birthdate _____ Grade _____
School _____
Teacher/Referral Source _____

The Student Input Form should be administered prior to SST being held.

1. Three words that best describe me are:
2. What are two things (e.g. experiences, strengths, interests/hobbies, etc.) people would not know about you by just looking at you?
3. What is your favorite subject in school and why?
4. The things I enjoy doing afterschool are:
5. If I could change anything about school, I would change:
6. Three wishes I would like to come true are:
7. My friends are important to me because..
8. The people that care about me most are:
9. A future goal I have is:

Please continue on reverse if behavioral SST

The following questions provide an opportunity to better tell your story in effort to understand how to best support you and your success. Please answer the following questions honestly and as best as you can.

10. Describe what happened:

11. What were your thoughts?

12. Describe what you were feeling:

13. What do you need?

14. What do you take responsibility for?

15. What needs to happen to make things right?

16. In what ways can we be of support to you?

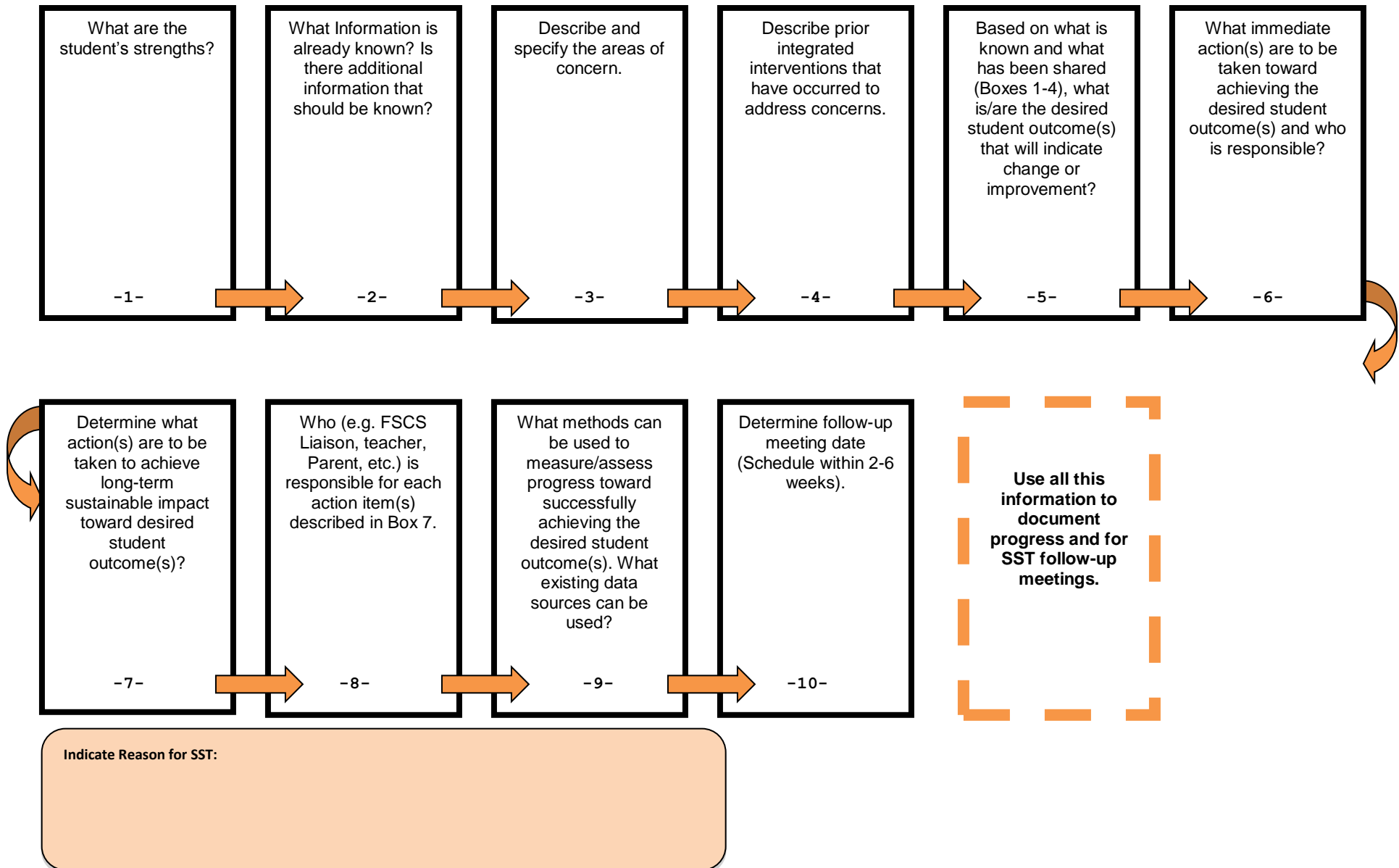
Helpful Suggestions for Effective SST Meetings

- ❖ Speak with the caregiver in advance to let them know what to expect at an SST meeting
- ❖ Provide the student's teacher(s) with the "Teacher Preparation Checklist" and encourage them to use it as a guide when preparing for the SST
- ❖ Have appropriate translation when needed
- ❖ Begin with a positive remark and welcome all participants to the meeting
- ❖ Explain the purpose of the meeting
- ❖ Follow the structure of the SST Meeting Summary Form to facilitate a successful meeting
- ❖ Set a positive tone for the SST meeting by recognizing the student's strengths before listing concerns
- ❖ Have a separate facilitator and note taker
- ❖ Use specific samples of the student's work when explaining any strengths, weaknesses, or means of improvement
- ❖ Specific examples of student's behavior should also be used to explain his/her level of development, socialization, and personal adjustment
- ❖ Explain any evaluation process including formal and informal
- ❖ Do not use "education" or "mental health" jargon
- ❖ Suggest, using concrete examples, to parents/caregivers of how they may help/support their child at home
- ❖ Prioritize concerns and action items; it is better to focus on one problem in depth than to give superficial treatment to many
- ❖ Let parents/caregivers ask questions; they will likely have something specific to discuss with the SST team
- ❖ Have all appropriate forms (e.g. consent for services forms, release of information forms, community referrals) available at the meeting
- ❖ Set a date for a follow-up SST

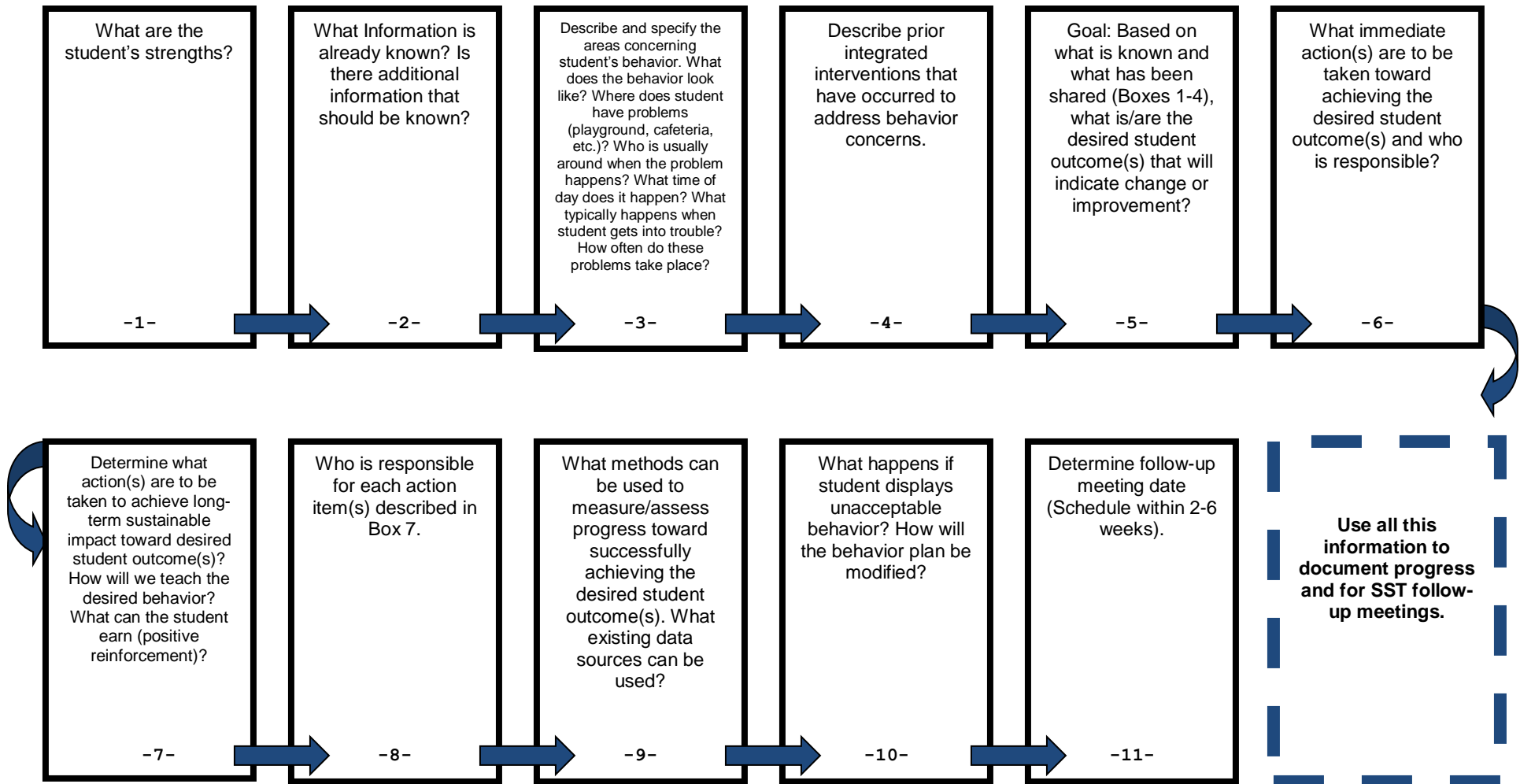
Helpful Suggestions for Effective SST Meetings (continued)

- ❖ **Make parents/caregivers aware of availability of team members**
- ❖ **End the meeting with a summary of the action plan and a positive comment**
- ❖ **Thank parents/guardians for participating in the SST meeting**
- ❖ **Give copies of completed and signed SST meeting summary form to caregiver**
- ❖ **Try to set appointments during or right after the meeting**

ELITE Student Success Team General Action Plan



ELITE Student Success Team Behavior Action Plan



Behavior may include, but not limited to:

- Attendance problems
- Social/Emotional challenges
- Health & well-being (including substance use/abuse)
- Safety related concerns

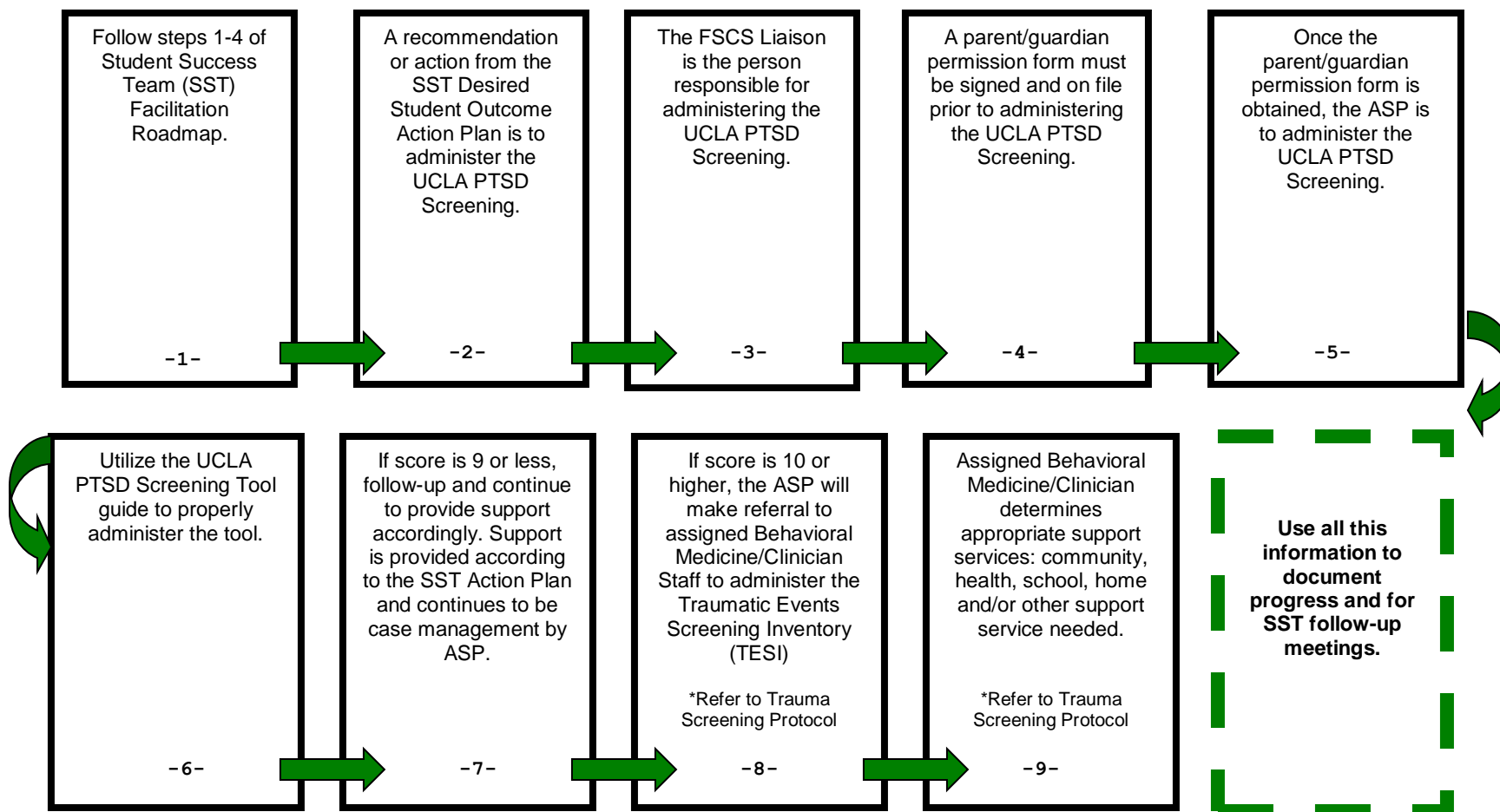
ELITE Student Success Team Academic Action Plan

<p>What are the student's strengths?</p> <p>-1-</p>	<p>What Information is already known? Is there additional information that should be known?</p> <p>-2-</p>	<p>Describe and specify the areas concerning student's academic learning and success.</p> <p>-3-</p>	<p>Describe prior integrated interventions that have occurred to address concerns surrounding student's academic learning and success.</p> <p>-4-</p>	<p>Based on what is known and what has been shared (Boxes 1-4), what is/are the desired student outcome(s) that will indicate change or improvement?</p> <p>-5-</p>	<p>What immediate action(s) are to be taken toward desired student outcome(s) and who is responsible?</p> <p>-6-</p>
<p>Determine action(s) to be taken to achieve long-term sustainable impact toward desired student outcome(s)?</p> <p>-7-</p>	<p>Who is responsible for each action item(s) described in Box 7?</p> <p>-8-</p>	<p>What methods can be used to measure/assess progress toward successfully achieving the desired student outcome(s). What existing data sources can be used?</p> <p>-10-</p>	<p>Determine follow-up meeting date (Schedule within 2-6 weeks).</p> <p>-11-</p>	<p>Use all this information to document progress and for SST follow-up meetings.</p>	

Academic may include, but not limited to:

- Retention
- Transitions (e.g. adjustments to successfully transition from one school to another)
- Credit deficiency
- Learning challenges

ELITE Student Success Team Procedures for Trauma Informed Care



Trauma Informed Care may include, but not limited to:

- Direct or indirect exposure
- Depressive symptoms
- Traumatic experience(s)

SST BRAINSTORMING WORKSHEET

Student Name: _____

Student Number: _____

Grade: _____ Date: _____

Topic:

Key Points

Detail

Summary

Student Success Team (SST) Follow-up Practices

The action plan created at the SST meeting is only as good as the follow-up practices that ensure its implementation.

Steps for follow-up:

1) Case Management

It is very important to clearly define on the *SST Action Plan* who is responsible for each “action item” and to designate a contact person or “case manager” to monitor the implementation of the plan. This creates an accountability system that is monitored and reviewed when the team comes together again for the Follow-up SST meeting(s).

Case manager tasks may include:

- Meeting with the student and with the teacher regarding the action plan
- Making phone calls and/or sending reminder notes to team members regarding action items
- Contacting parents/caregivers regarding the action plan and to enlist their support
- Helping families follow through with referrals to on-site and community-based services

2) Feedback to the Referral Source

The Full Service Community Schools Liaison, or another designated person such as the administrator, provides the referral source with feedback in a timely manner. At the elementary level, the referral source is usually at the SST meeting, but frequently at the secondary level, when the student has 6 or more teachers, the referral source may not be able to attend the meeting. Even when the referral source is unable to attend the SST meeting, it is beneficial to involve them in some ownership of the plan, particularly classroom strategies, modifications and adaptations.

3) Student/Family Support

Working with students and parents/guardians to be a part of the plan and to undertake actions on their own behalf is an important part of the follow-up. The student and parent/guardian have to feel that they have some control over their own goals and plans, and that school staff are their allies, rather than the ones who have all the control. During the SST meeting the parent is an equal partner in developing the action plan. The assigned case manager or another staff member who has a relationship with the parent may want to check in with the parent periodically to offer support toward implementing action items.

4) Follow-Up SST Meetings / Ongoing monitoring of student progress

At the end of every initial SST, a follow-up SST meeting date is set, preferably within 2-6 weeks. At the follow-up SST meeting action items are reviewed and student progress is discussed. The follow-up SST meeting is documented on the *SST Summary Form for Follow-up Meetings*. The action plan may need to be modified and additional interventions added depending on student progress.

Date: SST Meeting #:

Student _____
Birthdate _____ Grade _____
School _____
Teacher/Referral Source _____

Indicate type of SST: ☐ Behavior ☐ Academic ☐ Trauma-informed ☐ Other:

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Sample SST Interventions

Attendance Strategies

- Alarm clock for parent/caregiver/student
- Earlier bedtime
- Give parent/guardian information re: bus route, transportation services
- Help parent/ guardian to find better, accessible transportation to school
- Parent/ guardian agrees to bring child to school daily
- Parent/ guardian will make sure child gets on bus in morning
- Parent/ guardian will wake up earlier to get child to school on-time
- Student will wake up earlier
- Wake -up call for parent/ guardian and/or student

Behavioral Strategies

- After-school program
- Allow student to draw to calm down in class
- Allow student to walk around while reading
- Avoid helping too much (student can "learn helplessness")
- Build rapport with student (focus on strengths, interests); schedule regular time to talk
- Call home on a bad day for support
- Call home on a good day
- Change antecedent event (event that occurs prior to target behavior)
- Chart/graph student behavior (assess/determine pattern of behavior)
- Clarify consequences with student and follow step consistently
- Class/counselor change recommended
- Classroom Positive Behavior Intervention Strategies (PBIS) problem-solving sessions
- Collaboration with outside sources and partners (e.g., therapist, tutor, after-school program)
- Concentration game
- Connect family with family resource center/cultural community center
- Daily check-in with student
- Develop behavioral contract
- Develop/alter classroom rules and/or agreements ("Development of Classroom Rules")
- Display and acknowledge exemplary student work (classroom, hallway, etc.)
- Give leadership responsibilities/important jobs
- Help parent/ guardian set up home reward/management system
- Ignore negative behavior, if possible
- Immediately recognize positive behaviors
- Increased parent/ guardian attention at home
- Move student's seat (preferential seating)
- Non-Verbal Signals Between Teacher and Student
- Offer student choices
- Pair student with older or younger student for structured academic activity, with emphasis on social skills ("Big Buddies/Little Buddies")
- Parent/ guardian will call teacher weekly

- Positive reward system developed at school or home
- Provide student frequent breaks for relaxation or small-talk
- Provide student time for physical activities/movement
- Refer for other services (e.g. group/mentor/counseling/)
- Relaxation techniques
- Survey/interview student to determine interests

Health Strategies

- Asthma class/group
- Collaborate With Primary Medical Provider
- Dental exam/dental emergencies
- Fact Sheets on Communicable Diseases and School Age Illnesses
- Hearing screening/exam
- Improve hygiene
- Make sure child wears glasses
- Medication Administration
- Obtain glasses for student
- Refer to Community-based Health Centers
- Refer to School Nurse
- Vision screening/exam

Instructional Strategies and Modifications

- Academic contract
- Allow previewing of content, concepts and vocabulary
- Allow student to have sample or practice tests
- Ask parent/guardian to structure study time (give them information about long-term assignments)
- Collect homework daily instead of weekly
- Communicate with after-school program staff (e.g., re: homework help)
- Communicate with last year's teacher
- Complete documentation for a 504 plan
- Connect student with drop-in tutoring
- Consider ELL/bilingual placement
- Consider retention
- Cue/maintain eye contact with student when giving directions
- Individual and/or small group instruction
- Family will go to library
- Give student immediate feedback (make sure assignments are started correctly)
- Give student options for presentation (written/oral or illustration/model)
- Help parents/guardians to learn reading strategies
- Homework checklist or folder
- Invite parent/guardian to literacy night at school
- Make sure student stays for after school program
- Manipulative and Visual Prompts
- Move child's seat (preferential seating)

- Parent/guardian will ask another family member to give child homework help
- Principal will check-in with student daily regarding class work
- Provide printed copy of board work/notes
- Provide study guides/questions
- Read aloud to parent/guardian at home
- Send home extra work
- Send home unfinished class work
- Student will teach/tutor/read to a peer or younger child (e.g., "Big Buddies/Little Buddies")
- Supply student with samples of work expect

Response to Intervention “Integrated Intervention” Tier I – (Principles 1-3)

Principle 1: We are community members responsible for each other.

Classroom Management actions to be taken:

- “Seeing the Individuals” and “Seeing the Group”
- Daily Check ins/Social Emotional Learning Chart – use talking piece, asking empathy questions, acknowledging feelings and dialogue
- Group Agreements and Values – Develop values and guidelines
- Defined Expectations – posted, taught Be Safe, Be Respectful, Be Responsible
- Positive Reinforcement System

Principle 2: When harmony in the classroom shifts, actions to take to get back on track.

Classroom Management actions to be taken:

- Reminder of Agreements/Values
- Do Over
- Time In
- Alternatives
- SEAD/Group Reset
- Restorative/Hallway Conversations – listening and asking open questions

Principle 3: We’ve tried the strategies for Principles 1 and 2 and there is still a greater needed to be addressed.

Classroom Management actions to be taken:

- Time Out
- Return to class – Welcoming Back
- Check Back (with student) Follow-up

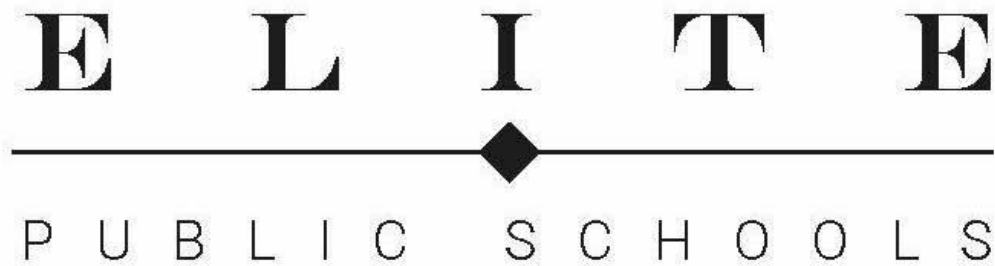
Section 504 – Important Points

(For Information Purposes Only)

- What is it? (Overview of Section 504)
 - Section 504 protects qualified students with disabilities from discrimination. The purpose is to eliminate barriers that exclude people with disabilities.
- 504 vs. Special Education
 - Section 504 is not an aspect of Special Education. It is a civil rights statute and is governed by the Office of Civil Rights; therefore, it is the responsibility of the general education systems. Although Special Education administrators and staff may be participants in the process, ultimately, the responsibility for ensuring Section 504 compliance at each school rests with the Superintendent, district administrators, site administrators/site 504 coordinators.
 - While the purpose of Section 504 is to provide aides and services that are designed to meet the needs of people with disabilities as adequately as the needs of nondisabled persons, Special Education focuses on educational benefit through remediation. The eligibility criteria is different for Special Education and Section 504.
- Expectations/Obligations (The Section 504 Process)
 - Each site will have a 504 team led by the administrator/504 coordinator
 - The team can vary from student to student-based on need; however, at the very least the team should consist of the administrator/504 coordinator, teacher, and parent. Other members can include psychologist, nurse, teacher leader, counselor or any other individual that has knowledge of the student, evaluation data, and placement options.
 - The 504 coordinator/administrator will be responsible for coordinating the following (timelines derived from Special Education timelines to ensure compliance is met)
 - Referral Intake (response within 15 days)
 - Evaluation/Eligibility (completed within 60 days)
 - 504 plan (team generated)
 - Review & Re-evaluation (review at least annually, re-evaluation at least triennially, or as needed)
- Appendices include all forms and additional information to help with understanding Section 504 and the process (e.g. intervention ideas, HIPPA, teacher feedback forms, tracking forms, FAQs)
- Questions/Concerns- Your site school psychologist would be more than happy to answer any questions or help the team to understand the process, if other questions/concerns arise please contact either one of us.

Parent and Student Handbook

ELITE Public Schools



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Parent and Student Handbook

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Dear Parents and Students,

It is with great pleasure that we welcome you to ELITE Public Schools. Parents, we do not take for granted, your trust in us with your most precious possession. You will find ELITE to be a school with high academics and behavioral standards of excellence and a family environment of adults who care and are willing to work meaningfully with all students. ELITE stands for *Equipping Leaders through Innovation, Technology and Engineering*.

This handbook provides most of the procedural information necessary for ELITE students to be successful. To perform as a responsible member of our student body, you will need to be familiar with the discipline program, which has been established to ensure equity and fairness to all students. Parents and students are asked to read and review with special attention the uniform policy and all expectations in the sections of this handbook.

Our Vision: Students will graduate trilingual (proficient in English, Spanish and Coding), with the confidence and competence to matriculate into four-year universities, and become global entrepreneurs and leaders. Parent participation plays a major role in this process. We invite you to participate with us and become active members of the ELITE Family.

In Community,

Principal

Our Vision

Students will graduate trilingual (proficient in English, Spanish and Coding), with the confidence and competence to matriculate into four-year universities and become global entrepreneurs and leaders.

Our Mission

Our mission is to ensure all students reach their fullest potential through access to learning spaces that honor and celebrate students' rich cultural heritage and challenge them with rigorous and relevant learning experiences designed to make them active participants in their own success.

We Value

Entrepreneurial Skills: Students develop personal characteristics including interpersonal, critical-thinking and creative skills, as well as, practical knowledge through engagement in quality learning, social-development activities, and extra-curricular experiences that cultivate leadership skills.

Language: Classrooms are language-enriched environments where students develop tri-lingualism/tri-literacy. Student's languages and cultures are respected, honored, and celebrated, through culturally responsive literature. Students demonstrate organizational skills and mastery of content knowledge through writing assignments and oral presentations. Speaking, reading and writing are equally important literacy skills.

Innovation: ELITE students are encouraged to imagine, create, and share for the purpose of inventing, shifting from consumption to production, promoting collaboration over independence and engagement over isolation. Students will be competitive and have the confidence to win, not only in academic pursuits, but also in sports and other advanced activities. Students understand the connections between and among all cultures and races, and learn to appreciate their own heritage and language, as well as those of other students and adults. ELITE students graduate with a high school diploma, and a specialized certificate, or an Associates of Arts (AA) degree.

Technology: ELITE students develop digital literacy and civic responsibility in an environment where students have access to high-quality technology and instructional materials.

Engineering: ELITE students study engineering, in various forms. They utilize their enhanced understanding of math, science and technology to solve complex problems in a fun and challenging way, while demonstrating advanced reading and writing fluency, computational and problem-solving skills.

Goals:

1. All students performing at/or above grade level
2. Affirming, safe and supportive school environments
3. All students graduate with A-G requirements met and some college credit
4. Involved parents and community partners
5. Students of all backgrounds thriving academically

Educational Philosophy

ELITE is comprised of four design elements that form the foundation of our success. These elements allow us to provide students with the opportunity to invent, discover, and develop themselves to achieve the necessary skills to be successful as they move forward in their lives and careers.

ELITE differs from other programs in that it includes:

- Full-day Transitional Kindergarten (TK) and Kindergarten (K)
- Sports Program
- Cognitive Development Activities
- Warriors for Social Justice program
- Access to and effective utilization of technology
- Engineering pathway

Parent Involvement

ELITE prides itself on being a learning community that supports all students and staff members as they work toward reaching their fullest potential. To make this a reality, we have created a school network where there are multiple ways for stakeholders to give input. Input can be given in various ways:

ELITE Community Dialogue Meetings

There will be ELITE community dialogue meetings once a quarter. All parents, community, students, and family are invited. This will be an opportunity for us to gather, dialogue and share information from school including any concerns or suggestions.

School Site Council

Our School Site Council (SCC) is made up of students, staff, faculty, community, administration, parents, and community. We meet every fourth Wednesday of the Month. The SCC actively governs site policies through the Single Plan for Student Achievement (SPSA) Document. This council consists of a Chair, Vice-Chair, Secretary, and Representative positions.

English Learner Advisory Committee

Our English Learner Advisory Committee (ELAC) is parallel to SCC in its make-up. Due to our school numbers, our ELAC Council is usually a part of our SCC. Due to this reason there is usually overlap in positions.

Parent Teacher Organization

Our Parent Teacher Organization (PTO) is made up of teachers and parents. This organization usually meets for special projects and during ELITE community dialogue meetings. The goal of the PTO is to support the school and its mission and vision.

Visiting Procedures

All visitors must sign-in and out of the main office and have proof of identification (if necessary). Walking on campus must be authorized by administration or office manager. The main office will issue a visitor's badge that must be worn while on campus. When exiting school, all visitors must check out in the main office and return visitor badge.

Parent, Staff, and Board Communication

- Staff meetings – staff members receive updates, participate in professional development, express concerns, and are acknowledged for their hard work and commitment.
- Leadership Teams meetings – staff, parent and student leaders monitor school progress, problem-solve and develop short-term plans to address results of summative data.
- School Site Council meetings (as noted above) – staff, parent and student leaders monitor school progress, problem-solve and develop and approve the Single Plan for Student Achievement, and Local Control Accountability Plan, based on input from stakeholders and with support from other advisory committees and teams.
- English Learner Advisory Committee (as noted above) – staff and parent leaders monitor progress of English Learners and make recommendations for programming to address their needs.
- ELITE Board of Directors – appointed members who review and approve all school plans and budgets. and create and monitor the implementation of ELITE policies and procedures.

All meetings, with the exception of the ELITE staff meeting and ELITE School Design Team meetings, are open to the public. ELITE administration will ensure that relevant recommendations made by each advisory and team are shared with the ELITE board. Public comment and/or participation is welcome at the meetings, according to the operating procedures for each group. Input at the ELITE Board meetings can be given during the public comment section.

Contacting Students During Instructional Hours

We do not interrupt instructional hours for general information, however, we will in the case of emergency. All information must go through the office, and only from people who are on the student's contact list.

Volunteer Procedures

Any volunteer who works longer than one day must be fingerprinted and provide a current TB scan. Daily volunteers must follow visitor procedures.

Emergency Information

It is requirement that all students have an up to date emergency information in their files, including medications, and other important information. All medications must be administered in main or nurses' office.

Academic Planning

School Year

ELITE's proposed academic calendar is in compliance with the minimum number of annual instructional minutes outlined in Education Code 47612.5. ELITE will provide at least 175 days of instruction annual and, at a minimum, the following number of minutes of instruction:

- For students in Kindergarten: 36,000 instructional minutes.
- For students in 1st, 2nd, and 3rd Grades: 50,000 minutes.
- For students in 4th to 8th Grade: 54,000 minutes.
- For students in 9th to 12th Grade: 64,800 minutes.

School Day

The instructional day at ELITE is built to prepare students for a 21st-century workforce and exceeds the State of California instructional minute requirements. In Transitional Kindergarten through 2nd Grade, the school day for students is 8:00 a.m. to 3:30 p.m. on Monday, Tuesday, Thursday, and Friday (360 instructional minutes per day) and 8:00 a.m. to 1:00 p.m. on Wednesday (240 instructional minutes) when students are released early to provide time for staff professional development. Students in these grades receive between 58,080 – 68,640 minutes of annual instructional time (not including recess and lunch). In 9th through 12th Grades, the school day for students is 8:30 a.m. to 4:00 p.m. on Monday, Tuesday, Thursday, and Friday (405 instructional minutes per day) and 8:30 a.m. to 1:30 p.m. on Wednesday (270 instructional minutes) when students are released early to provide time for staff professional development. Students in these grades receive 72,160 minutes of annual instructional time (not including lunch and passing period). These numbers substantially exceed the number of instructional minutes required by the state in Education Code Section 47612.5 for Kindergarten through 12th grade.

Daily Instructional Schedules

ELITE students' Daily Instructional Schedules call for academic instruction from 8:00 a.m. through 3:30 p.m. or 4:00 p.m., depending on the grade level.

The Instructional Schedule varies depending on grade level. Student instruction either begins with either Mathematics or English/Language Arts. The following is the daily schedule by grade.

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Transitional Kindergarten/Kindergarten Schedule

Activity	Instructional Minutes/Day
Breakfast	7:30-7:50 a.m. – 20 minutes
Morning Affirmation	7:50-8:00 a.m. – 10 minutes
Instruction Begins	8:00 a.m.
Mathematics	8:00 – 9:30 a.m. 90 min
Break	9:30-9:45 a.m. - 15 min
English Language Arts/English Language Development	9:45-11:15 a.m. 90 min
Science/Coding/Engineering	11:15-12:15 p.m. 60 min
Lunch/PE	12:15-12:45 p.m. 30 min lunch 12:45-1:15 p.m. 30 min PE
Social Studies/Spanish	1:15-2:15 p.m. 60 min
Learning Center/Projects/VAPA	2:15-3:30 p.m. 75 min
Dismissal - Academic Day	3:30 p.m.
Study Hall/Homework	3:30-4:00 p.m. 30 min
<i>Visual & Performing Arts:</i> Music, Drama, Dance, Instruments, Oratory	4:00-5:00 p.m. 60 min
<i>Clubs:</i> Chess, Checkers, Tech Squad 1.0, Oratory, Robotics Swimming, Tennis, Track and Golf	5:00-6:00 p.m. 60 min
Dismissal - Extended Day	6:00 p.m.

1st – 2nd Grades Schedule

Activity	Instructional Minutes/Day
Breakfast	7:30-7:50 a.m. 20 min
Morning Affirmation	7:50-8:00 a.m. 10 min
Instruction Begins	8:00 a.m.
Mathematics	8:00 – 9:30 a.m. 90 min
Break	9:30 – 9:45 a.m. 15 min
English Language Arts/English Language Development	9:45 – 11:15 a.m. 90 min
Coding/Science	11:15-12:05 p.m. 50 min
Lunch/PE	12:05-12:35 p.m. 30-min lunch 12:35-1:05 p.m. 30-min PE
Spanish/Social Science	1:05 – 2:05 p.m. 60 min
Coding/Science/Engineering	2:05-3:05 p.m. 60 min
Learning Center/Projects/VAPA	3:05 – 3:30 p.m. 25 min
Dismissal - Academic Day	3:30 p.m.
Study Hall/Homework	3:30-4:00 p.m. 30 min.
<i>Visual & Performing Arts:</i> Music, Drama, Dance, Instruments, Oratory	4:00-5:00 p.m. 60 min.
<i>Clubs & Sports:</i> Chess, Checkers, Tech Squad 1.0, Oratory, Robotics, Gymnastics, Swimming, Tennis, Track and Golf	5:00-6:00 p.m. 60 min.
Dismissal - Extended Day	6:00 p.m.

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3rd –5th Grade Schedule

Activity	Instructional Minutes/Day
Breakfast	7:30-7:50 a.m. 20 min
Morning Affirmation	7:50-8:00 a.m. 10 min
Instruction Begins	8:00 a.m.
Mathematics	8:00 – 9:30 a.m. 90 min
Coding/Science/Engineering	9:30 – 10:30 a.m. 60 min
Recess	10:30-10:45 a.m. 15 min
Learning Center/Projects/Visual and Performing Arts	10:45 – 11:45 a.m. 60 min
Lunch/PE	11:45-12:15 p.m. Lunch – 30 min 12:15-12:45 p.m. PE – 30 min
English/Language Arts / English Language Development	12:45-2:15 p.m. 90 min
Spanish/History Social Science	2:15-3:30 p.m. 75 min
Dismissal - Academic Day	3:30 p.m.
Study Hall/Homework	4:00-4:30 p.m. 30 min
<i>Clubs & Sports:</i> Visual and Performing Arts Drama, Dance Instrumental Music, Oratory Chess, Robotics Team, Oratorical Team, Tech Squad 2.0 Team, Basketball, Football, Soccer, Track and Golf	4:30-6:00 p.m. 90 min
Dismissal – Extended Day	6:00 p.m.

6th – 8th Grades Schedule

Activity	Instructional Minutes/Day
Breakfast	7:30-7:50 a.m. 20 min
Morning Affirmation	7:50-8:00 a.m. 10 min
Instruction Begins	8:00 a.m.
Mathematics	8:00-9:00 a.m. 60 min
Spanish Lab	9:00-10:00 a.m. 60 min
English Language Arts/English Language Development	10:00-11:00 a.m. 60 min
Break	11:00-11:15 a.m. 15 min
Coding/Science/Engineering	11:15-12:15 p.m. 60 minutes
Lunch	12:15-12:45 p.m. 30 minutes
Physical Education	12:45-1:15 p.m. 30 minutes
Spanish/History Social Science	1:15-2:15 p.m. 60 minutes
Learning Center/Projects/VAPA/Oratory	2:15-3:30 p.m. 60 minutes
Dismissal – Academic Day	3:30 p.m.
Study Hall/Homework	30 min. (3:30-4:30 p.m.)
<i>6th – 8th Grade Clubs & Sports:</i> Chess, Robotics Team, Oratorical Team, Tech Squad 3.0 Team, Basketball, Football, Soccer, Track	90 min. (4:30-6:00 p.m.)
Dismissal – Extended Day	6:00 p.m.

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9th-12th Grade Schedule

Grade 9	1 st Semester	2 nd Semester
8:30-8:40	Morning Affirmation	
1 8:40-10:10	English 9	Geometry
10:10-10:25	BREAK	
2 10:30-12:00	Biology	World History
3 12:05-12:35 (Cohort 1 lunch) 12:40-2:10 (Cohort 1 Class) 12:05-1:35 (Cohort 2 Class) 1:40-2:10 (Cohort 2 lunch)	LUNCH Health and Physical Education Advisory	
4 2:15-4:00	Elective Coding and Technology	World Language
Grade 10	1 st Semester	2 nd Semester
8:30-8:40	Morning Affirmation	
1 8:40-10:10	English 10	Ethnic Studies
10:10-10:25	BREAK	
2 10:30-12:00	VAPA	Algebra II/Trigonometry
3 12:05-12:35 (Cohort 1 Lunch) 12:40-2:10 (Cohort 1 Class) 12:05-1:35 (Cohort 2 Class) 1:40-2:10 (Cohort 2 Lunch)	LUNCH Health and Physical Education Advisory	
4 2:15-4:00	World Language	Chemistry
Grade 11	1 st Semester	2 nd Semester
8:30-8:40	Morning Affirmation	
1 8:40-10:10	English 11	U.S. History
10:10-10:25	BREAK	
2 10:30-12:00	Pre-Calculus	Elective
3 12:05-12:35 (Cohort 1 Lunch)	LUNCH Health and Physical Education Advisory	
4 2:15-4:00	Environmental Science	VAPA
Grade 12	1 st Semester	2 nd Semester
8:30-8:40	Morning Affirmation	
1 8:40-10:10	Calculus	Life/Physical Science
2 10:10-10:25	BREAK	
3 12:05-12:35 (Cohort 1 Lunch) 12:40-2:10 (Cohort 1 Class) 12:05-1:35 (Cohort 2 Class) 1:40-2:10 (Cohort 2 Lunch)	LUNCH Health and Physical Education Advisory	
4 2:15-4:00	World Language	Elective

Academic Content and Performance Standards

Pursuant to Education Code Section 47605(b)(5)(A)(ii), ELITE has identified annual goals to be achieved in the state priorities school-wide and for all pupil student groups, as described in Education Code Section 52060 (d), and specific annual actions to achieve those goals. The academic program is designed to ensure that all students meet grade-level standards and graduate high school with A-G requirements met. Our priorities include:

1. All students performing at/or above grade level
2. Affirming, safe and supportive school environments
3. All students graduated with A-G requirements met and some college credit
4. Involved parents and community partnerships
5. Students of all backgrounds thriving academically

At ELITE, we will ensure that all students develop the type of literacy, numeracy, and thinking abilities needed to access, engage, and manage the complex information and opportunities of the 21st Century. Aligned with State Standards, students achieve appropriate age or grade level mastery of:

- **Language Arts** – Students are able to read, write, speak and listen, and effectively use language.
- **Mathematics** – Students are able to make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning.
- **History and Social Science** – Students are able to analyze past and present events through multiple perspectives while demonstrating an understanding of how geography, government, economics, and culture shape their own lives and the lives of others. Students receive additional, specific instruction in the language, history, cultures and contributions of African-American and Latinx groups
- **Science and Engineering** – Students are able to demonstrate an understanding of the core ideas, practices, and crosscutting concepts of science and engineering and demonstrate the process of scientific inquiry through experimentation, data collection and analysis, and problem solving, in a computer enriched learning environment
- **Visual and Performing Arts** – Students demonstrate an understanding of how to interpret and use the visual and performing arts to communicate ideas.
- **World Languages** – Students are able to communicate effectively in reading, writing, and speaking a world language other than English (emphasis on Spanish)

ELITE differs from other programs in that it includes:

- Full-day Transitional Kindergarten (TK) and Kindergarten (K)
- Sports Program
- Cognitive Development Activities
- Warriors for Social Justice program
- Access to and effective utilization of technology
- Engineering pathway

ELITE's design elements include entrepreneurial skill development, language development, a dual immersion pathway and the African American and Latinx Cultural Heritage Program. Each element is described in more detail below.

Entrepreneurial Skill Development

- Personal Characteristics: optimism, vision, initiative, motivated to lead, drive and persistence, risk tolerance, resilience
- Interpersonal Characteristics: leadership and motivation, communication skills, listening, emotional intelligence, negotiation, ethics, excellent sportsmanship
- Critical and Creative Thinking Skills: creative thinking, problem solving, recognizing opportunities
- Practical Skills: goal setting, planning and organizing, decision making, knowledge

Language Development

- All students will participate in Spanish instruction and African-American and Latinx Cultural Heritage program TK-12th grades.
- Students will have the option of participating in an Immersion Spanish Pathway, which will take place in one class in each grade level from TK – 5th or a Foreign Language Elementary/Secondary Pathway.
- Dual language pathway uses two languages for literacy and content instruction for all students, English and Spanish. The dual language program provides the same academic content and address the same standards as set out by the California Department of Education.

Dual Immersion Pathway

- ELITE students have the option of enrolling in a Dual-Immersion pathway. Though all students will learn Spanish, the dual-immersion pathway provides accelerated acquisition of Spanish and English.

African American and Latinx Cultural Heritage Program

- Students learn World and American History from an African-American and Latinx perspective. This allows all students to have an understanding of the history and culture

of the aforementioned so that students will develop strong self-esteem and understanding of contributions made by all groups toward building our nation and world.

Full-day Transitional Kindergarten (TK) and Kindergarten (K)

We believe that ELITE's full day program is developmentally appropriate and offers a more relaxed atmosphere and more opportunities for child-centered, creative activities, and more opportunities for developing social skills. For most children, full-day TK/K programs can help increase academic achievement while reducing the probability that children will be retained in the early elementary grades.

The benefits of full-day TK and K (Rafoth, Grimes and Buzi, 2004; Libassi, 2014):

- Produces greater learning gains per dollar spent than other well-known early education intervention (Head Start and class size reduction)
- Resulted in all students being better off, while, also, closing the literacy achievement gap between Hispanic and non-Hispanic students by 70 percent
- High long-term achievement.
- Higher achievement for disadvantaged and low-income children, and for those receiving Title I services
- Higher reading scores in early grades
- Fewer grade retentions
- Higher test scores
- More time spent in individualized instruction
- Great progress in social skills for disadvantaged and low-income children
- More reinforcement of positive social behaviors
- Higher self-esteem and independence
- Greater creativity
- Access to nutritional breakfast and lunch

ELITE's Warriors for Social Justice (WFSJ)

The WFSJ program is coordinated by the Justice Liaison, and is for students who need intensive support to successfully complete grades 9-12. Students are fully integrated into the ELITE high school program schedule but receive additional supports during the school day and after-school. The WFSJ program is designed to keep students in school, therefore increasing graduation rates and reducing dropout rates. The purpose of this structural design is to address the individual academic needs of all students enrolled. WFSJ is comprised of seven elements: 1) Skill Building; 2) Entrepreneurship and Internship Preparedness; 3) Social Justice and Community Development; 4) Project-Based and Collaborative Learning; 5) Academic Support and Authentic

Assessment; 6) Social Development and Self-Healing; and 7) Technology and Engineering. Each element will practice a blended instructional practice mixed with project-based learning, e-Learning, and traditional learning techniques to engage and encourage the student to be an active participant in their own academic process.

Physical Education and Athletic Program

ELITE students are expected to excel academically and in activities that help them become well-rounded adults. We see athletics as a core component of the ELITE program. During the school day, all students will participate in a variety of athletic activities so that they get an opportunity to explore and determine which ones they like and may wish to spend more time learning. ELITE staff members will expose students to the traditional sports, but also share sports in which students of color are underrepresented. The after-school sports hour will allow for students to hone their skills in their sport of choice and work to become competitive. The activity hour will be focused on activities that strengthen students' cognitive abilities, which will assist them with their academic and athletic pursuits. All ELITE scholar athletes will be expected to demonstrate strong sportsmanship skills and respect for their team members and coaches.

ELITE's Instructional Strategies and Models

ELITE will employ a variety of instructional strategies and models including: culturally responsive teaching, understanding by design, sheltered instructional observation protocol, Socratic seminars, time on task, differentiated instruction, cooperative learning, and direct instruction. Each strategy is briefly discussed below.

Culturally responsive teaching is one of the key pedagogical strategies employed at ELITE. Because one of the stated goals of the school is to eliminate the opportunity gap, instructors will use novels exposing students to the mainstream history and culture, with a particular emphasis on the history and culture of African-American and Latinx students. Students will also be exposed to instructional strategies designed to enhance engagement and increase academic achievement by making lessons relevant to student experiences and interests.

Understanding by Design (UbD®) is an instructional strategy that recognizes understanding is the ability to transfer learning to new, different and unique experiences. UbD® is a framework for project-based learning. The primary goal of UbD® is student understanding, the ability to make meaning of big ideas and transfer their learning. Teachers guide students to these understands and set a purpose for learning by using guiding essential questions.

Sheltered Instructional Observation Protocol (SIOP) (Echevaria, Vogt & Short) was developed to provide teachers with a well-articulated, practical model of sheltered/SDAIE instruction. The intent of the model is to facilitate high quality instruction for English Learners in content area

teaching. However, as a dual-immersion school we also utilize this model to provide sheltered instruction for Spanish Learners (SLs).

Socratic Seminars are a collaborative intellectual dialogue facilitated with open-ended questions about text. Socratic Seminars are a way for students to formulate a deeper understanding and meaningfully engage in critical conversations about literature.

Time on Task is a practice to ensure that all ELITE students are on task 100% of the time, making maximum use of each instructional minute by the daily reflection of the allocation of the time and resources necessary for each student to meet or exceed grade level standards. ELITE teachers prioritize and align instructional time with goals. Teachers will adjust, add, or eliminate, as determined by student performance on assigned tasks. Culturally responsive strategies are used to ensure that students remain attentive throughout the day.

Differentiated Instruction is matching instruction to meet the different needs of learners (high and low) in a given classroom. We have found that the range of instructional need within one classroom is wide. In order to accommodate these instructional needs, teachers plan for small group and one-on-one instruction as well as ample small group learning time. These small groups are a key component of the ELITE Learning Center model, which is designed to address the unique learning needs of Special Education Students, English Learners, Standard English Learners, and tier 2 and 3 students.

Cooperative Learning is a teaching/learning technique where students interact with each other to acquire and practice subject matter and to meet learning goals. Teachers provide deliberate opportunities for students learning language (ELs, SELs, and SLs) to interact linguistically with native speaking peers for optimal language development. It is a formal way of structuring activities in a learning environment and is achieved by moving from rote learning to learning how to think critically.

Direct Instruction has been proven to be especially successful with socioeconomically disadvantaged, English Learners and academically struggling students because it is explicit, organized, and predictable. Direct Instruction assists students through a specific design that focuses on getting initial learning into short term memory. When the design is followed, the student will be able to master new learning. Active practice assures transfer of new learning into long term memory.

Coding, Science, and Engineering is an integrated learning aspect of ELITE. Students will participate in hands-on, sometimes integrated, inquiry-based coding/science/engineering projects designed to give them the confidence, skill and ability to solve complex problems.

Students will create projects and complete written reports and presentations that demonstrate their mastery of advanced concepts.

Technology we wish our students to master is an embedded part of our standards that asks students to use technology as a means to showcase what they have mastered within their learning. Some of the technology enhanced goals we wish our students to master while attending ELITE are to demonstrate proficiency in the use of computers and applications, responsible use of technology, the ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation.

School Day for Special Student Populations will be structured so that students receive differentiated instruction designed to meet their individual learning needs and to ensure they make at least one year of academic progress each year. At the beginning of each academic year, students will be assessed with results used to determine individualized learning plans. Students with disabilities will receive the support necessary so they meet their Individual Education Plan goals.

English Learners Standard English Learners, and Academic English Speakers will be taught using Structured Immersion Observation Protocol (SIOP), Guided Language Acquisition and Design (GLAD), designated daily ELD classes, and Culturally Responsive Instructional strategies to enhance their skills and abilities in Reading and Writing in English. The teacher designated as ELD Content Specialist will coordinate training and support for teachers and other instructional staff members as they implement strategies to ensure that students make adequate yearly progress in the acquisition of English. The purpose of dedicated ELD instruction is to develop a solid foundation in the English language and to increase students' ability to communicate for a range of purposes.

Systematic English Language Development instruction is part of ELITE's comprehensive program for English Learners.

Systematic English Language Instruction:

- Explicitly teaches language by assessed proficiency level
- Emphasizes oral language development (listening and speaking) through carefully structured, purposeful and engaging interactions
- Emphasizes application of language skills through reading and writing
- Lays out a scope and sequence of grammatical forms and sentence structures needed to communicate for a range of purposes (functions)
- Teaches vocabulary for social and academic purposes moving from general to increasingly precise words

- Provides ample oral and written practice for application of newly taught language in authentic contexts
- Does not replace literacy or other content instruction
- Provides support so that students master English terms used every day, for academic and real-life purposes

Students that are English proficient receive English Language Arts Instruction (ELA) during the time that their peers are receiving Systematic ELD instruction. ELs also receive ELA instruction with their peers in the self-contained classroom before their learning center time where they participate in small group EL instruction.

Positive School Climate and Culture

Enrollment Process

ELITE is fully committed to serving all students who wish to attend, regardless of socio-economic status, race/ethnicity, academic achievement, or special education needs. During the open enrollment period, from the beginning of January to the end of March, informational meetings will be conducted at least once a month for interested parents on both weekdays and during the weekends. During the meetings, parents will receive information about the school's programs and the application process. Bilingual assistance with the completion of forms is made available to interested parents. Application are available on the ELITE website or in person at an informational meeting or from the school office.

Families are notified in writing via email or the mail address they provided on their application form. Each student offered a space in the following year is required to complete an enrollment packet within two weeks of receiving the letter indicating that a spot is available for the student.

Enrollment packets for students who are admitted will request the following information:

- Proof of Immunization
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate
- Release of records (if applicable)
- Proof of Withdrawal from Previous School (if applicable)

ELITE maintains a complete and accurate records of its annual admissions and enrollment processes. If the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing.

Lottery Procedures. Public notices will be posted at ELITE, on the website, social media pages and in the local newspaper to ensure that parents are aware of when it is occurring and can attend if they desire to do so. The lottery event will be scheduled in a public space large enough to accommodate all interested parties. Parents do not have to be present to participate. The process will be managed by a third party so as to ensure that it is fair and impartial. In accordance with state law, currently enrolled ELITE students are exempted from the lottery.

Admission preference will be given to students in the following order:

1. Siblings of enrolled and admitted students (defined as a person with at least one parent or step-parent in common)
2. Children of ELITE staff, board members and founding families (not to exceed 10% of total enrollment, as defined by the Founding Family Policy below in accordance with Education Code section 47605(d)(2)(A))
3. Students who reside within the boundaries of VCUSD
4. All other applicants

Founding Family Policy

In order to support the development of the school, ELITE seeks to have a group of Founding Families. The following definitions, requirements, and descriptions apply to the “Founding Family” preference in accordance with Education Code Section 47605(d)(2)(A):

- Founding Families are defined as parent/s, legal guardian/s, or individuals who commit to supporting the development of ELITE through the completion of meaningful tasks during the established Founding Period as noted in subsection 1.5.
- Assistance in the initial development of ELITE is not a prerequisite or condition for becoming a Founding Family; families who are unable to attempt or complete meaningful tasks will not be turned away.
- There shall be no requirement that Founding Families contribute funds or specific numbers of hours as a part of their commitment.
- The selection process for Founding Families includes submission of an interest form during the Founding Family Interest Window (January 15, 2019 - March 15, 2019 that includes ways that the family can meaningfully contribute to the development of the school. Interested Founding Families will be selected on a first-come, first-served basis; ELITE will not utilize any selection process whatsoever in determining Founding Families. ELITE will not actively advertise the Founding Family designation.
- Founding Families will support ELITE during its Founding Period, which will begin with ELITE’s approval and end on the first day of instruction.
- Founding Family status cannot be delegated or transferred to other individuals.
- Admissions preference for children of Founding Families may apply during the life of the charter as long as pupils who qualify for this preference do not constitute more than 10 percent of the school’s enrollment. The admissions preference is applicable to all children of ELITE’s Founding Families even if the children do not begin attending ELITE until after the first year of the school’s operation.

- Should ELITE have more applicants than space available, children of Founding Families shall be exempted from the waiting list and not exceed more than 10 percent of the school's enrollment. Additional Assurances ELITE understands that any and all modifications to the enrollment preferences and procedures described in this petition will require formal approval by the authorizer, as this will be considered a material revision of the charter petition.

Positive School Culture and Climate

ELITE will be an environment of positive school culture where safety is maintained for every student and adult. To support creating a positive school culture, ELITE will implement an integrated intervention system consisting of Positive Behavior Intervention and Supports (PBIS), Restorative Justice (RJ), Trauma Informed Care (TIC), and Socio-Emotional Learning (SEL).

ELITE'S Integrated Intervention System

- **Tier III:** Intensive Individualized Interventions and Supports
More focused, targeted instruction/intervention and supplemental support in addition and aligned with the core academic and behavior curriculum and instruction, frequent progress monitoring to guide intervention design.
- **Tier II:** Targeted Interventions and Supports
Supplemental targeted skill and function-based interventions, small group, frequent progress monitoring to guide intervention design.
- **Tier I:** Universal Instruction and Supports
General academic and behavior instruction and support designed and differentiated for all students in all settings along with positive behavioral expectations explicitly taught and reinforced, with a consistent approach to discipline.

In the event that students are not meeting academic or behavioral expectations, a parent or school staff member can request a Student Success Team (SST) meeting.

ELITE's Approach to Discipline

Our approach to discipline is similar to our approach to all issues dealing with the ELITE student experience. We will handle issues at the school in the same way we would expect issues to be handled for our own children. Our goal of ensuring that students reach their full potential, by creating learning spaces that honor and celebrate their rich cultural heritage and challenge them with rigorous and relevant learning experience designed to make them active participants in their own success, is aligned to our overall approach to discipline which is to empower all students to control their destiny by choosing appropriate actions for each challenge they face.

This will be achieved by:

- Helping students grow from challenges and not use them as excuses
- Teaching restorative practices and conflict resolution
- Helping students to understand their responsibility to their community
- Teaching efficacy, accountability, and responsibility

The purpose of the enforcement of discipline is to:

- Promote a safe learning environment that fosters a positive climate and culture
- Build an effective capacity for enforcing school-wide discipline
- Provide opportunity for behavior training needed to access the learning necessary for graduation and higher education

Students adhering to the ELITE Standards of Excellence will be affirmed and celebrated on a regular basis, which provides for orderly and positive school culture.

Suspension and Expulsion Policy

ELITE's suspension and expulsion policy has been established in order to promote learning and protect the safety and well-being of all students at ELITE. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

ELITE staff members will only suspend from class or home suspension if all necessary practices have proven unsuccessful. We believe in the promise of all students, recognizing that through a combination of good first teaching strategies and positive teacher/student relationships, students will be engaged in the classroom environment and be less likely to demonstrate inappropriate behavior. It is our policy, when appropriate, to use suspensions from school campus when behavior is causing a major disruption to the safety and security of the learning environment. We will employ Restorative Justice and Practices (RJ), Positive Behavior Intervention Support (PBIS), Positive Youth Justice Initiative (PYJI), and Trauma Sensitive Practices (TSP). ELITE will be a Full Service Community School Center, providing wrap around services our youth helping to prevent home class suspensions.

Suspensions where a child is required to stay home will be used in cases when the safety of the child or others is in question. The Principal/HRO, or designee, pursuant to the schools adopted discipline policies and California Education code, may suspend students who fail to comply with the terms of the student policies and California Education Codes. The Principal/HRO, or designee, pursuant to the schools adopted discipline policies, may ultimately recommend

students who fail to comply with the terms of the student policies and California Education codes for expulsion by the ELITE Board of Directors.

Suspension Conference

The Principal/HRO or teacher will hold a suspension conference with the student's parent and/or the student. The parent and/or student will be advised as to the purpose and actions that will be taken. The parent and/or student will be informed as to the reason for the disciplinary action. The student will have the opportunity to present evidence in his/her defense. The conference will be held within two days of the incident. The student may waive the opportunity to participate if they cannot, or do not, want to participate in the conference. Students and parents are assured that no penalties may be imposed for failure of the student's parents to attend. "Emergency situations" where the conference may be omitted are cases in which there is a clear and present danger to lives, safety or health of students and ELITE personnel.

Students who present an immediate threat to the health and safety of others may also be immediately suspended and later expelled by the school's Board of Directors upon recommendation of the Principal/HR Director. The school's policies provide guidance for consequences for certain infractions, which will be given in consideration of due process rights as mandated by law and in accordance with district and county policies. This will involve students and their families, and will be based on the facts, and a fair and appropriate conclusion and consequence. All policies will be developed to conform to applicable federal law regarding student due process rights and rights for students with exceptional needs.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is:

- During school hours
- Related to school activity
- School attendance occurring at ELITE or other school
- A sponsored school event
- While going to and from school
- While going to and from school sponsored events

Students may be suspended for violating any of the 48900 or 48915 sections in California Education Code. Depending on the violation and situation suspension may occur in school or at home. If a child is suspended, the parent/ guardian will be called and a letter will be sent home with the child stating the violation and where the suspension is to take place. Regardless of

where the suspension is to take place, a student who received a suspension notice, will be required to return home for the remainder of the day on which the violation is made. For an in-school suspension, the student will report to school the next day, but the student will remain in the office for the day. For an at-home, the student is to not report to school the next day.

For suspensions of fewer than 10 days, ELITE will provide written notice of the charges against the student. If the student denies the charges, ELITE will provide an explanation of the evidence that supports the charges, and an opportunity for the student to present his or her side of the story. The pupil and the pupil's guardian will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing base on 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others.

For suspensions of 10 days or more, ELITE will provide timely, written notice of the charges against the student and an explanation of the student's basic rights. ELITE will also hold a hearing adjudicated by a neutral officer, at which the student has a fair opportunity to present testimony, evidence, and witnesses, to confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate.

Upon a student's fourth suspension in one year, the student may be recommended to the ELITE Board of Directors for an expulsion hearing.

Services During Suspension

Students suspension for more than ten school days in a school year will continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavior assessment or functional analysis, and behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Expulsion

Students may be expelled for any of violations listed in the 48900 or 48915 sections of the California Education Code. Student must be recommended for expulsion for any of the 48915 (c) offenses in the California Education Code. In the case of a student expulsion, ELITE will provide timely, written notice of the charges against the student and an explanation of the student's basic rights. ELITE will hold a hearing adjudicated by a neutral officer, at which the

student has a fair opportunity to present testimony, evidence, and witnesses, to confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate.

Expelled Students/Alternative Education

Students 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 ELITE shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors 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 pupil may reapply to the Charter School for readmission.

ELITE Standards of Excellence

At ELITE Public Schools, we are committed to the recruitment and retention of committed and qualified staff members with the mindset that all students are capable of performing at high levels. Staff members must also believe that all students have the capacity to graduate from high school and matriculate into post-secondary opportunities.

To be prepared for this complex and changing world, ELITE students need agency, which we define as both the inclination and the ability to act, to both proactively and reactively engage with their world. In order to achieve the schools mission of students reaching their fullest potential the ELITE community is committed to:

ELITE Principals

- Fully comprehend the ELITE Model and be ambassadors for the school, staff, students and community at all times.
- Ensure that the school is a hub of community activity with strong staff, community, and parent leadership and engagement.
- Commit to being a powerful leader who participates in quality professional development and support and implements research-proven best practices.
- Ensure that all staff members, volunteers, and support staff are supported as they work toward creating an affirming trauma-sensitive environment for all students.
- Ensure that all students have powerful and supported teachers who receives quality professional development and support and implement research-proven practices.
- Ensure that all students have access to powerful and committed support staff members who receive quality professional development and support and implement research-proven best practices.
- Ensure that all staff members and students have access to 21st century materials and technology so that they can complete their assigned tasks and responsibilities.
- Cultivate strong parent engagement and leadership in an advisory capacity to ensure that the needs of the students are being met.

ELITE Staff Members:

- Believe in the ELITE mission, vision, values and goals and demonstrate their beliefs through their daily actions.
- Commit to being ambassadors for ELITE Public Schools and public education at all times.
- Commit to being strong and cohesive team members with no divisions based on job assignment.
- Are always be prepared for the activities of the day.

Parent and Student Handbook

Elitepublicschools.org

- Maintain strong attendance.
- Are role models for students, going the extra mile when necessary.
- Believe in the promise of all students and are willing to take the necessary steps to ensure that ELITE students achieve success.
- Become a part of the ELITE family and commit to building strong relationships with other staff members, parents, students, and school partners to solve problems in a restorative fashion.
- Participate in the ELITE learning community and follow-through on activities and training opportunities.
- Actively participate in professional development and coaching sessions to ensure they remain current on ELITE research-proven best practices.
- Work daily on enhancing proficiency in English, Spanish and technology.

ELITE Students:

- Arrive at school on time, prepared to participate in school activities.
- Wear school uniforms on a daily basis.
- Complete assignments in a timely manner and ask for help when necessary.
- Protect and make proper use of school materials and supplies.
- Demonstrate respect for all ELITE staff members and volunteers.
- Actively participate in individual and team activities, demonstrating excellent sportsmanship skills.
- Become a part of the ELITE student family and commit to building strong relationships with other students and solving problems in a restorative manner.
- Demonstrate cultural pride and dignity.

ELITE Parents:

- Ensure that students arrive to school on time and prepared to learn.
- Communicate with the school and teacher in a positive and proactive manner.
- Use parent portal to monitor student progress.
- Keep emergency contact information current.
- Act as ambassadors for the school and solve problems in a restorative manner.
- Assist student at home when they are having difficulty with academics, behavior, sportsmanship or activities.
- Volunteer as able, to support school through time, talents or fundraising activities.
- Participate in ELITE family nights and parent conferences as able.

Appendix C

ARTICLES OF INCORPORATION OF ELITE PUBLIC SCHOOLS

I.

The name of the Corporation shall be ELITE Public Schools.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Dr. Ramona Bishop
1965 Delafield Way
Sacramento, CA 95835

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not

participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

VII.

The initial street address of the Corporation is:

1965 Delafield Way
Sacramento, CA 95835

The initial mailing address of the Corporation is:

1830 Springs Road, PMB 210
Vallejo, CA 94591

Dated: _____

Kimberly Rodriguez, Incorporator

**BYLAWS
OF
ELITE PUBLIC SCHOOLS**
(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. NAME. The name of this Corporation is ELITE Public Schools.

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of the Corporation is located in Solano County, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of the Corporation is to manage, operate, guide, direct and promote one of more California public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit

Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. The Corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the charter governing the charter schools operated as or by the Corporation. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

ARTICLE VI CORPORATION WITHOUT MEMBERS

Section 1. CORPORATION WITHOUT MEMBERS. The Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The Corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”).

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of this article, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in

any other state, territory, dependency, or country; conduct its activities in or outside California.

- c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than seven (7) and no more than fifteen (15), unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members. All directors, except for the representative appointed by the charter authorizer, shall be designated by the existing Board of Directors.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been designated and qualified. Terms for the initial Board of Directors shall be staggered as determined by the Board with two (2) seats serving a one (1) year term; two (2) seats serving a two (2) year term and three (3) seats serving a three (3) year term.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERMS. Each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of such designation or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more

people have been nominated for director than can be elected, no corporate funds may be expended to support a nominee without the Board's authorization.

Section 8. **EVENTS CAUSING VACANCIES ON BOARD.** A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 9. **RESIGNATION OF DIRECTORS.** Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. **DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS.** Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

Section 11. **REMOVAL OF DIRECTORS.** Any director, except for the representative appointed by the charter authorizer, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). The representative appointed by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer. Any vacancy caused by the removal of a Board designated director shall be filled as provided in Section 12.

Section 12. **VACANCIES FILLED BY BOARD.** Vacancies on the Board of Directors, except for the representative appointed by the charter authorizer, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director. A vacancy in the seat of the representative of the charter authorizer shall be filled by the charter authorizer.

Section 13. **NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS.** Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. **PLACE OF BOARD OF DIRECTORS MEETINGS.** Meetings shall be held at the principal office of the Corporation unless the Board of Directors designates another location in accordance with these bylaws. The Board of Directors may also designate that a meeting be held at any place within the granting agency's boundaries designated in the notice of the meeting.

All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors

in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at the inception of any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the granting agency in which the Corporation operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- h. Approve any contract or transaction to which the Corporation is a party and in which one or more of its directors has a material financial interest.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act (“FERPA”) as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of the Corporation shall be a President, a Secretary, and a Chief Financial Officer. The Corporation, at the Board’s direction, may also have a Chairman of the Board and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification. Except for the Chairman of the Board and Vice-Chair, officers shall not also be directors (Board members).

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of the Corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors’ meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 8. PRESIDENT. The President shall be the general manager of the

Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require. If there is no Chairman of the Board, the President shall also preside at the Board of Directors' meetings.

Section 9. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the Corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest

(nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.**
The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

ARTICLE XII INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII INSURANCE

Section 1. **INSURANCE.** The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's

status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. The Corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary, as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the Corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. The Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVI REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue or receipts, both unrestricted and restricted to particular

purposes;

- d. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

- (a) Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 - (1) Any director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.
- (b) The amount and circumstances of any indemnifications aggregating more than \$10,000 paid during the fiscal year to any director or officer of the Corporation pursuant to Article XII of these Bylaws.

ARTICLE XVII BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these bylaws by a majority vote of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of any charter governing any charter school operated as or by the Corporation or make any provisions of these bylaws inconsistent with the charter, the Corporation's articles of incorporation, or any laws.

ARTICLE XVIII
FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the ELITE Public Schools, Inc, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of the Corporation as adopted by the Board of Directors on October 12, 2017; and that these bylaws have not been amended or modified since that date.

Executed on October 12, 2017 at Sacramento, California.

Clarence Block

Clarence Block, Secretary

Appendix E

ELITE PUBLIC SCHOOLS

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., ELITE Public Schools hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members and all other designated employees of ELITE Public Schools (“Charter School”), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated positions are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members, shall file a Statement of Economic Interest (“Statement”) at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in “Exhibit A.”

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School’s filing official shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the President, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

EXHIBIT A

Designated Positions

<u>Designated Position</u>	<u>Assigned Disclosure Category</u>
Members of the Governing Board	1, 2
President	1, 2
Deputy Chief Executive Officer	1, 2
Director of Technology	3
Principal/Human Resource Officer	1, 2
Consultants/New Positions	*

*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The President may determine in writing that a particular consultant or new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s or new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The President determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code § 81008).

EXHIBIT B

Disclosure Categories

Category 1

Designated positions assigned to this category must report:

- a) Interests in real property that are located in whole or in part within a two-mile radius:
 - of any school district that has authorized an ELITE Public Schools charter school, or
 - of any facility utilized by ELITE Public Schools charter schools, or
 - of a proposed site for an ELITE Public Schools facility.
- b) Investments and business positions in business entities, and sources of income (including gifts, loans, and travel payments) of the type that engage in the purchase or sale of real property or are engaged in building construction or design.

Category 2

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by ELITE Public Schools.

Category 3

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or

distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department.

Appendix F

ELITE Public Schools

Job Descriptions

President/Chief Executive Officer

Deputy Chief Executive Officer

Director Technology

Content Area Specialist – Teacher Stipend

Principal/Human Resource Officer

Teacher

Full Service Community Schools Liaison

Plant Manager

Justice Liaison

Office Manager

Administrative Assistant

Bilingual Liaison

ELITE Public Schools

President/Chief Executive Officer

Job Description

- Classification Administration
- Reports to ELITE Board of Directors
- Work Year 220 days
- Location Office, school, community, statewide and national settings

The President/Chief Executive Officer (CEO) reports directly to the EPS Board of Directors. The President/CEO is the President of the Board of Directors and Superintendent of all ELITE Public Schools operations. The President/CEO is the spokesperson for the organization and is responsible for ensuring that EPS meets its fundraising and growth targets. The President/CEO must have proven experience developing a school system that meets the academic and socio-emotional needs of diverse students in an urban school setting. The President/CEO must have strong interpersonal, facilitation, collaboration, and executive coaching skills. The President/CEO is responsible for ensuring that the mission, vision, values and goals of the organization are realized. The President/CEO is responsible for ensuring that EPS functions well in the following areas:

- Development and Operations
- Curriculum, Instruction and Innovation
- Business Services
- Human Resources
- Partnerships
- Technology
- Assessment and Accountability

The President/CEO supervises the Principals and all senior staff providing service and support to ELITE Public Schools. Major executive functions include:

- Recruitment, retention and support of executive staff members
- Professional Development for all staff members
- Direct supervision of the Principal, Deputy Chief Executive Officer, and direct clerical support
- Oversees EPS budget, grant acquisition efforts, and fundraising efforts, to ensure that EPS has the funding to provide a quality educational experience for all students and that school expansion efforts are successful
- Promoting EPS as an affirming educational model for students
- Works with the Board of Directors to maintain an executive leadership team that is focused on the needs of students, while adhering to local policies, California Education Code, and all relevant federal education policies
- Leads the expansion of ELITE Charter Schools
- Leads efforts to secure safe learning environments for all ELITE students
- Provides support and guidance to all district implementation teams
- Provides direct support and works in collaboration (when necessary) with the Deputy Chief Executive Officer in the implementation of all components of his/her job description

Qualifications for Chief Positions include:

- Ten years of successful experience as administrator, including experience in a cabinet-level position, serving a diverse student body
- At least three years successful teaching experience
- Demonstrated success eliminating opportunity gaps for diverse urban student populations
- Commitment to the mission, vision, values and goals of EPS
- Demonstrated ability to lead a learning community that supports all staff members as they work toward achieving individual and organizational goals
- Demonstrated ability to build a system where all staff members are accountable for supporting all students as they work toward meeting and exceeding grade level standards
- Ability to build relationships with staff members, community leaders, school district officials, parents and students in order to support the growth and development of EPS
- Demonstrated ability to facilitate the development of and implement strategic plans designed to advance the mission of EPS
- Demonstrated ability to create a system in which collaboration, innovation, personal and collective responsibility, follow-through, perseverance, and strategic problem-solving and consistent communication are the norm

Skills

- Strong familiarity with diverse urban student populations
- Ability to build strong relationships with students and families
- Ability to build strong and mutually beneficial relationships with business and community partners
- Strong organizational skills and the ability to multitask
- Strong project management skills
- Ability to plan, organize, coordinate and facilitate meetings designed to support the needs of staff members and the school-at-large
- Knowledge of how to read and interpret data
- Ability to make presentations to staff members, parents and community groups
- Computer literate with data management and analysis abilities
- Ability to keep confidential information confidential

Credentials and Licenses

- Valid California Administrative Credential
- Valid California Teaching Credential
- Valid California Driver's License

ELITE Public Schools

Deputy Chief Executive Officer (DCEO)

Job Description

The Deputy Chief Executive Officer is supporting all aspects of the management of ELITE Public Schools. The Deputy Chief shall have specific responsibility over budget development and management, school operations (including facility and technology management), fund development, curriculum and instruction programs, and school culture and climate.

The DCEO is responsible for creating and managing the budget, accurate and timely reporting on the financial status, and ensuring that annual audits are completed. The DCEO is also responsible for structuring and leading grant-acquisition and fundraising efforts to enhance the student learning experience.

The DCEO leads EPS efforts to acquire and maintain safe and secure educational environments for EPS students. He/she manages daily operations, including custodial support, transportation, maintenance, landscaping, and site security efforts. The DCEO is responsible for managing Proposition 39 requests, new school construction, and research and development of new EPS sites.

The DCEO leads ELITE Curriculum and Instruction efforts, and is responsible for remaining current on educational research and best practices. He/she facilitates the support and coaching of all instructional staff members. The DCEO also leads EPS Full Service Community Schools efforts which provide for students and staff members to receive socio-emotional supports, where necessary, to support them as they work toward reaching grade level standards and/or ELITE Standards of Excellence

Qualifications for Chief and Director Positions include:

Ten years of successful experience as administrator, including experience in a cabinet-level position, serving a diverse student body

- At least three years successful teaching experience (where applicable)
- Demonstrated success eliminating opportunity gaps for diverse urban student populations
- Commitment to the mission, vision, values and goals of EPS
- Demonstrated ability to lead a learning community that supports all staff members as they work toward achieving individual and organizational goals
- Demonstrated ability to build a system where all staff members are accountable for supporting all students as they work toward meeting and exceeding grade level standards
- Ability to build relationships with staff members, community leaders, school district officials, parents and students in order to support the growth and development of EPS
- Demonstrated ability to facilitate the development of and implement strategic plans designed to advance the mission of EPS
- Demonstrated ability to create a system in which collaboration, innovation, personal and collective responsibility, follow-through, perseverance, and strategic problem-solving and consistent communication are the norm

Major Responsibilities include:

- Serves as designee for the President/CEO in all matters related to EPS
- Provides support for staff members as they create classroom environments that are safe, welcoming and academically challenging for all students
- Supports staff members as they create an academic environment, aligned with the common-core state standards to ensure that students are college/career ready and that they can demonstrate their proficiency on formative, summative, cumulative and CAASPP assessment, and other assessment measures
- Provides support and coaching for staff members as they Implement major school initiatives in the classroom and beyond including: Teaching the standards-based core curriculum, creating intervention groups for struggling students and enrichment groups for achieving students, creating a positive classroom climate through the use of Positive Behavior Intervention Support, Restorative Justice, and Trauma Sensitive Practices, and providing differentiated instruction throughout the day, particularly for English Learners.
- Facilitates staff training and support for implementation of ELITE curriculum and pacing guides
- Facilitates ELITE professional learning community, in cooperation with ELITE Content Coordinators where grade level, subject-area, or academy teams, as they analyze data, give feedback to one another, participate in related professional development, and create and implement action plans
- Supports administrators and other school staff members to create a positive school and classroom environment for all students
- Creates partnerships in support of the EPS assessment and accountability plan designed to ensure that students have the capacity to do well on CAASPP, ACT, SAT, and AP exams
- Creates a professional development plan aligned to the Mission, Vision, Values and Goals of EPS and provides professional development, support and management for all staff members so that staff has access to the support and resources necessary to perform their job's well and meet the school's goals
- Leads all fundraising efforts, including seeking donations, researching and writing grant applications, and planning and organizing fundraisers to support the development of all aspects of the organization
- Seeks and maintains partnerships to provides support so that all ELITE campuses provide Culturally and Linguistically Responsive Pedagogical practices and materials in support of the ELITE mission, vision, values and goals
- Creates a system in which collaboration, innovation, personal and collective responsibility, follow-through, perseverance, and strategic problem-solving and consistent communication are the norm
- Supports the development of Local Education Agency Plans, Local Control Accountability Plans and other administrative plans designed to ensure that all staff members and students receive the support they need to meet EPS standards
- Manages state and federal categorical programs and budgets, ensuring that all reporting is accurate and submitted in a timely manner
- Facilitates curriculum adoptions and the acquisition of quality learning materials
- Creates and implements an assessment and accountability plan designed to ensure that students have the capacity to do well on CAASPP, ACT, SAT, and AP exams and that staff makes

adjustments in instructional practices and differentiates for students who are still not meeting the standards

- Works with the Principal/Human Resources to design and implement an evaluation process that allows for instructional leaders and staff members to have the support they need to make continuous improvements in their practice
- Ensures that instructional programs are supported by computer programs to enhance the learning environment, and to manage classroom and school data
- Ensures that data management programs allow for staff members and parents to monitor student progress and receive timely information so that assistance can be provided
- Manages all categorical programs ensuring compliance with state and federal mandates
- Leads EPS efforts to acquire and maintain safe and secure educational environments for EPS students.
- Manages daily operations including custodial support, transportation, maintenance, landscaping, and site security efforts.
- Creates and maintains annual budget and make presentations to the EPS board for approval, and prepares and presents budget updates to the EPS Board of Directors
- Prepares and submits first and second interim reports, and present results to the EPS board in a timely manner
- Manages contracts
- Works with auditors to provide all pertinent information necessary to complete annual audits
- Manages EPS health benefits package
- Leads district risk management program
- Manages district insurance program
- Manages legal claims
- Ensures that there is a strategic plan for Deferred Maintenance so that facilities remain compliant with the Field Act and aligned with EPS Standards of Excellence
- Facilitates the preparation for Williams Act Inspections throughout the year so that students have access to facilities and textbooks that meet standards of excellence
- Provides the necessary training and support for staff members in Custodial and Maintenance Services, so that they can meet EPS expectations
- Works with District Office staff and Principals to create and implement Site Safety Plans that ensure that Site Safety and Security of all EPS facilities
- Leads EPS Transportation program
- Manages the Proposition 39 process for charter school facilities, secures land and funding for the development of facilities, and provides vision and leadership for EPS charter school new school facility development
- Other duties as assigned

Skills

- Strong familiarity with diverse urban student populations
- Ability to build strong relationships with students and families
- Ability to build strong and mutually beneficial relationships with business and community partners
- Strong organizational skills and the ability to multitask

- Strong project management skills
- Ability to plan, organize, coordinate and facilitate meetings designed to support the needs of staff members and the school-at-large
- Knowledge of how to read and interpret data
- Ability to make presentations to staff members, parents and community groups
- Computer literate with data management and analysis abilities
- Ability to keep confidential information confidential

Credentials and Licenses

- Valid Administrative Credential
- Valid California Teaching Credential
- Valid California Driver's License

ELITE Public Schools

Director of Technology (DT)

Job Description

- Classification Administrative
- Reports to Chief Curriculum, Instruction and Innovation Officer
- Work Year 210 days
- Location Office, school, and community settings

The Director of Technology (DT) reports to the Chief Curriculum, Instruction and Innovation Officer, and leads efforts to ensure that all staff members and students can access and operate technological devices that help them develop and complete projects. The DT has a strong working knowledge of 21st century skills and International Standards for Technology Education (ISTE) standards. Technology integration is a critical element of the ELITE Standards of Excellence, therefore the role of the DT is critical to the success of ELITE Public Schools. The DT must be able to work collaboratively with all executive team members, particularly the CIO to ensure that the technological needs of staff members and students are met, and that the Local Control Accountability Plan and School Site Plan goals are met. Major responsibilities for the Director of Technology:

- Supports the development of Local Education Agency Plans, Local Control Accountability Plans and other administrative plans designed to ensure that all staff members and students receive the support they need to meet EPS technology standards
- Facilitates Curriculum adoptions and the acquisition of quality computer hardware and software
- Creates a technology plan aligned to the mission, vision, values and goals of EPS
- Supports aspects of assessment and accountability plan that require technological support to ensure that students have the capacity to do well on CAASPP, ACT, SAT, and AP exams and that staff makes adjustments in instructional practices and differentiates for students who are still not meeting the standards
- Ensures that instructional programs are supported by computer programs to enhance the learning environment, and to manage classroom and school data
- Ensures that data management programs allow for staff members and parents to monitor student progress and receive timely information so that assistance can be provided
- Provides support and makes recommendations for expenditures of categorical funding for compliant computer hardware and software aligned to state and federal mandates
- Provides support so that all Elite campuses provide Culturally and Linguistically Responsive Pedagogical practices, E-book collections and materials in support of the ELITE mission, vision, values and goals
- Provides support for the purchase of differentiated computer hardware and software programs for English Learners, Gifted and Talented students, Foster Youth, Homeless youth, and other historically underserved student populations to ensure that they have the support they need to meet and exceed grade level standards

The Director of Technology (DT) supervises the technology staff responsible for advancing the mission of ELITE Public Schools. To achieve this goal the DT is also responsible for:

- Recruitment, retention and support of technology staff members
- Professional Development for all technology department staff members
- Oversight of EPS curriculum and instruction budget, grant acquisition efforts, and fundraising efforts, to ensure that EPS has the funding to provide a quality educational experience for all students and that school expansion efforts are successful
- Promoting EPS as an affirming educational model for students
- Working with the executive leadership team to focus on the needs of students, while adhering to local policies, California Education Code, and all relevant federal education policies

Qualifications for Director of Technology include:

- Five years of successful experience as administrator, including experience in a cabinet-level position, serving a diverse student body
- At least three years successful teaching experience- for instructional positions
- Demonstrated success eliminating opportunity gaps for diverse urban student populations
- Commitment to the mission, vision, values and goals of EPS
- Demonstrated ability to lead a learning community that supports all staff members as they work toward achieving individual and organizational goals
- Demonstrated ability to build a system where all staff members are accountable for supporting all students as they work toward meeting and exceeding grade level standards
- Ability to build relationships with staff members, community leaders, school district officials, parents and students in order to support the growth and development of EPS
- Demonstrated ability to facilitate the development of and implement strategic plans designed to advance the mission of EPS
- Demonstrated ability to create a system in which collaboration, innovation, personal and collective responsibility, follow-through, perseverance, and strategic problem-solving and consistent communication are the norm

Skills

- Strong familiarity with diverse urban student populations
- Ability to build strong relationships with students and families
- Ability to build strong and mutually beneficial relationships with business and community partners
- Strong organizational skills and the ability to multitask
- Strong project management skills
- Ability to plan, organize, coordinate and facilitate meetings designed to support the needs of staff members and the school-at-large
- Knowledge of how to read and interpret data
- Ability to make presentations to staff members, parents and community groups
- Computer literate with data management and analysis abilities
- Ability to keep confidential information confidential

Credentials and Licenses

- Valid Administrative Services Credential

- Valid California Teaching Credential
- Valid California Driver's License

ELITE Public Schools

Content Area Specialist

Job Description

- Classification Certificated
- Reports to Chief Academic Officer
- Work Year 200 days
- Location School, classroom, community settings, student's homes

Content Area Specialists work in collaboration with the Principal and the Chief Academic Officer to strengthen identified areas of student performance. Content Area Specialists have expertise in the area of English/Language Arts, Mathematics, Science, History/Social Science and Computer Science. Content Area Specialists are instructional leaders and facilitators for EPS. They are responsible for ensuring that all teachers have the support they need to ensure that all of the students in their class are making progress toward meeting the grade-level standards and are on track for graduation prepared to enter college and/or career. Content area specialists work directly with the principal, teachers, other instructional leaders, full service community school coordinators, program coordinators, family liaisons, and other auxiliary staff to assist them in developing the competency they need to create an educational environment that is affirming and supportive for students and staff members. The content area specialist must remain current on research, legislation, and best practices in the field. They will be responsible for providing training and support for staff members as they implement innovative and effective research-based practices that lead to high academic achievement for all student

Duties

- Elicits the support of parents and other community volunteers to advise the staff on the implementation of academic program
- Provides support for staff as they create and maintain partnerships with all parents and guardians to ensure that students have a coordinated network of support for academic attainment whether at home or at school
- Assists the Principal in the development and implementation of school plans including: Local Control Accountability Plan, Single Plan for Student Achievement, Safety Plan and other short terms administrative or teacher action plans
- Supports public relations efforts by being an ambassador for the school, highlighting the positive work occurring at the school to ensure that enrollment grows at the desired rate
- Provides support for teachers as they keep parent portal entries current, to ensure that parents are aware of how their children are progressing and can support them as they work toward meeting grade level standards
- Provides recommendations and support for the planning and implementation of learning trips for students, that will expose them to college and advance their understanding of academic concepts (with an emphasis on STEM)
- Provides support to staff members as they create a learning environment that ensures that students become computer literate, that they are researching and reporting on major topics, and that they creating projects that demonstrate their understanding of the topics

- Provides data and information in support of the evaluation process for instructional staff members, aligns individual goals to EPS goals and participates in professional development and training that allows them to keep current on research-based best practices
- Provides support for the Principal to ensure that all EPS schools are meeting Elite Standards of Excellence
- Perform related duties as assigned

Minimum Qualifications for the Content Area Specialists are as follows:

- At least three years of successful teaching experience with a diverse urban student population
- Commitment to the mission, vision, values, and goals of EPS
- Strong subject area competence and knowledge of assessment, curriculum and instruction that leads to student proficiency in the subject
- Strong presentation and facilitative skills
- Strong interpersonal and communication skills
- Demonstrated ability to collect, analyze and interpret school and student performance data
- Demonstrated skill modeling and coaching effective research-based instructional strategies
- Masters degree: specialist certificates and credentials preferred

Skills

- Strong familiarity with diverse urban student populations
- Ability to build strong relationships with students and families
- Ability to build strong and mutually beneficial relationships with business and community partners
- Strong organizational skills and the ability to multitask
- Strong project management skills
- Ability to plan, organize, coordinate and facilitate meetings designed to support the needs of staff members and the school-at-large
- Knowledge of how to read and interpret data
- Ability to make presentations to staff members, parents and community groups
- Computer literate with data management and analysis abilities
- Ability to keep confidential information confidential

Credentials and Licenses

- Valid California Teaching Credential
- Valid California Driver's License

ELITE Public Schools

Principal/Human Resource Officer

Job Description

- Classification Administrative
- Reports to President/Chief Executive Officer or designee
- Work Year 220 days
- Location Office, school, community settings, student's homes

The Principal/Human Resource Officer is the leader of the school, responsible for ensuring that all students make progress toward meeting or exceeding grade level content standards, are on track for graduation prepared to enter college and/or career. The Principal/Human Resource Officer works directly with instructional leaders, academic support providers, program coordinators, family liaisons, and other auxiliary staff to create and sustain an educational environment that is affirming and supporting for students and staff members. The Principal/Human Resource Officer must have direct experience improving educational outcomes for all student groups in a school or district, as well as direct experience implementing innovative and effective research-based practices that lead to high academic achievement for all students. The Principal/Human Resource Officer must be a strong facilitator, with the ability to create and sustain effective and productive teams. She/he must also be able to build powerful and positive partnerships with students and families so that all students are able to benefit from the instructional program. Principal/Human Resource Officer

The Principal/Human Resource Officer is responsible for recruitment and retention of qualified staff members for EPS. The Principal/HRO ensures that hiring practices are non-discriminatory and adhere to all relevant California Education Code provisions. The Principal/HRO is also responsible for managing evaluation and support processes for all employees. The Principal/HRO manages employee hiring and disciplinary processes, as well as reward and retention programs. EPS is committed to the recruitment and retention of staff members who buy in to the mission, vision, values and goals ELITE and adhere to the ELITE Standards of Excellence.

Duties

- Overseeing school academic programs, operations, budget, human resources, partnerships with community-based organizations, and afterschool programs
- Leading, supporting, and managing school staff, and volunteers
- Maintaining strong partnerships with all parents and guardians to ensure that students have a coordinated network of support for academic attainment whether at home or at school
- Leading the development and implementation of school plans including: Local Control Accountability Plan, Single Plan for Student Achievement, Safety Plan and other short terms administrative or teacher action plans
- Leading public relations efforts highlighting the positive work occurring at the school to ensure that enrollment grows at the desired rate
- Creating leadership opportunities for parents to allow for continuous community engagement in the growth and development of the school
- Evaluating all staff members according to their evaluation cycle and providing support and coaching for them where necessary

- Overseeing fund development program including grants, applications, and fundraising efforts
- Manage school budget in a fiscally responsible manner while ensuring that Local Control Funding Formula funding and federal funding is spent according to district, state, or federal guidelines are met
- Keeping school expenditures aligned with budget allocations and maintaining Associated Student Body Funds are spent according to state guidelines
- Partners with community-based organizations and local businesses to provide socio-emotional and basic support for students and families
- Working with the Executive Director to ensure that the school is meeting ELITE Standards of Excellence Principal/Human Resource Officer(PHRO)

Qualifications for Principal/HRO include:

- Five years of successful experience as administrator serving a diverse student body
- At least three years successful teaching experience
- Demonstrated success eliminating opportunity gaps for diverse urban student populations
- Commitment to the mission, vision, values and goals of EPS
- Demonstrated ability to lead a learning community that supports all staff members as they work toward achieving individual and organizational goals
- Demonstrated ability to build a system where all staff members are accountable for supporting all students as they work toward meeting and exceeding grade level standards
- Ability to build relationships with staff members, community leaders, school district officials, parents and students in order to support the growth and development of EPS
- Demonstrated ability to facilitate the development of and implement strategic plans designed to advance the mission of EPS
- Demonstrated ability to create a system in which collaboration, innovation, personal and collective responsibility, follow-through, perseverance, and strategic problem-solving and consistent communication are the norm

Major Responsibilities of the Principal/HRO include:

- Oversees school academic programs, operations, budget, human resources, partnerships with community-based organizations, and afterschool programs
- Leads, supporting, and managing school staff, and
- Maintains strong partnerships with all parents and guardians to ensure that students have a coordinated network of support for academic attainment whether at home or at school
- Creates leadership opportunities for parents to allow for continuous community engagement in the growth and development of the school
- Oversees fund development program including grants, applications, and fundraising efforts for the school
- Works with the President/CEO to ensure that the school is meeting ELITE Standards of Excellence Leads in all aspects of the hiring process for classified, certificated, and administrative positions in EPS, and facilitates the hiring of staff members that are committed to the mission, vision, values, and goals and will adhere to the ELITE Standards of Excellence
- Supports the development of the Human Resource sections of Local Education Agency Plans, Local Control Accountability Plans, Recruitment and Retention Plans, and other administrative plans designed to ensure that EPS meets the needs of all students

- Leads employee orientation process for all new employees
- Leads new teacher support program with the goal of retaining the best and brightest teaching staff in the region
- Works with Chief Executive Officer and designee to implement an evaluation process that allows for instructional leaders and staff members to have the support they need to make continuous improvements in their practice
- Maintains a strategic working relationship with the Deputy Chief Executive Officer, to ensure that staff members are paid in an accurate and timely manner and that their employee benefits are kept current
- Ensures that all employee records and files are kept current in the established data bases
- Ensures that all categorical programs staff members are managed accordingly and that short-term employees and substitutes are available to support the needs of the staff members and students
- Ensures that all employees maintain the appropriate credentials for their positions, providing notification for renewal where necessary
- Perform other duties as assigned

Skills

- Strong familiarity with diverse urban student populations
- Ability to build strong relationships with students and families
- Ability to build strong and mutually beneficial relationships with business and community partners
- Strong organizational skills and the ability to multitask
- Strong project management skills
- Ability to plan, organize, coordinate and facilitate meetings designed to support the needs of staff members and the school-at-large
- Knowledge of how to read and interpret data
- Ability to make presentations to staff members, parents and community groups
- Computer literate with data management and analysis abilities
- Ability to keep confidential information confidential

Credentials and Licenses

- Valid California Administrative Services Credential
- Valid California Teaching Credential
- Valid California Driver's License

ELITE Public Schools

Teacher

Job Description

- Classification Certificated
- Reports to Principal
- Work Year 185 days
- Location School, classroom, community settings, student's homes

Teachers are instructional leaders and facilitators in their classrooms, and as a part of their collaborative teams. They are responsible for ensuring that all of their students make progress toward meeting or exceeding grade level content standards, and are on track for graduation prepared to enter college and/or career. The teacher works directly with the principal, other instructional leaders, full service community school liaison, program coordinators, family liaisons, and other auxiliary staff to create and sustain an educational environment that is affirming and supporting for students and staff members. The teacher must take advantage of all professional development and coaching opportunities to develop the tools necessary to improve educational outcomes for all students in their classroom. They will be responsible for implementing innovative and effective research-based practices that lead to high academic achievement for all students. Teachers must be able to build powerful and positive partnerships with students and families so that all students are able to benefit from the instructional practices.

Major responsibilities include:

- Creates a classroom environment that is safe, welcoming and academically challenging for all students
- Teaches relevant common core state standards to ensure that students are college/career ready and that they can demonstrate their proficiency on formative, summative and CAASPP assessment, and other assessment measures
- Implements major school initiatives in the classroom and beyond including: Teaching the standards-based core curriculum, creating intervention groups for struggling students and enrichment groups for achieving students, creating a positive classroom climate through the use of Positive Behavior Intervention Support, Restorative Justice, and Trauma Sensitive Practices, and providing differentiated instruction throughout the day, particularly for students learning English as a Second Language.
- Teaches lessons that have an emphasis on reading and writing across the curriculum
- Actively participates in the ELITE professional learning community through collaboration with grade level, subject-area, or academy teams, as they analyze data, give feedback to one another, participate in related professional development, and create and implement action plans
- Works collaboratively with administrators and other school staff members to create a positive school and classroom environment for all students
- Elicits the support of parents and other community volunteers to assist with classroom support and duties

- Maintains strong partnerships with all parents and guardians to ensure that students have a coordinated network of support for academic attainment whether at home or at school
- Supports the Principal in the development and implementation of school plans including: Local Control Accountability Plan, Single Plan for Student Achievement, Safety Plan and other short terms administrative or teacher action plans
- Supports public relations efforts by being an ambassador for the school, highlighting the positive work occurring at the school to ensure that enrollment grows at the desired rate
- Cultivates relationships with parents and regularly communicates with parents through the parent portal (parent portal entries will be kept current) to ensure that parents are aware of how their children are progressing and can support them as they work toward meeting grade level standards
- Plans and implements learning trips for students that will expose them to college and advance their understanding of academic concepts (with an emphasis on STEM)
- Maintains a 21st century learning environment, ensuring that students are becoming computer literate, that they are researching and reporting on major topics, and that they creating projects that demonstrate their understanding of the topics
- Fully participates in the evaluation process, creating individual goals and working with the Principal to get the support necessary to make continuous improvements in performance
- Supports school fundraising efforts
- Works collaboratively with the Full Service Community Schools Liaison to provide socio-emotional and basic support for students and families, and to ensure that Student Success Team plans are created and implemented of students needing additional support to reach grade level standards
- Working with the Principal to ensure that the school is meeting ELITE Standards of Excellence
- Serves as a liaison to school clubs and athletic events to show support for student activities
- Performs related duties as assigned

Qualifications for Teacher include:

- Two years of experience serving a diverse community and/or student body
- Commitment to the mission, vision, values and goals of EPS
- Demonstrated ability to be an active part of a learning community that supports all staff members as they work toward achieving individual and organizational goals
- Demonstrated ability to work in a system where all staff members are accountable for supporting all community members or students as they work toward meeting and exceeding their goals
- Ability to build relationships with staff members, community leaders, school district officials, parents and students in order to support the growth and development of EPS
- Demonstrated ability to create a classroom in which collaboration, innovation, personal and collective responsibility follow-through, perseverance, and strategic problem-solving and consistent communication are the norm

Skills

- Strong familiarity with diverse urban student populations
- Ability to build strong relationships with students and families

- Ability to build strong and mutually beneficial relationships with business and community partners
- Strong organizational skills and the ability to multitask
- Strong project management skills
- Ability to plan, organize, coordinate and facilitate meetings designed to support the needs of staff members and the school-at-large
- Knowledge of how to read and interpret data
- Ability to make presentations to staff members, parents and community groups
- Computer literate with data management and analysis abilities
- Ability to keep confidential information confidential

Credentials and Licenses

- Valid California Teaching Credential
- Valid California Driver's License

ELITE Public Schools

Full Service Community Schools Liaison

Job Description

- Classification Classified
- Reports to Chief Partnerships Officer/Principal
- Work Year 185 days
- Location Office, school, community settings, and student's homes

Position Description

The Full Service Community Schools Liaison assists the Principal in ensuring that all students receive the differentiated support needed to help them meet the grade level standards. They facilitate the development of individualized plans for students who are below grade level standards, credit deficient, truant, or having difficulty with their conduct at school. The FSCS liaison will focus on the needs of historically underserved students including students receiving Free and Reduced Lunch, Special Education, English Language Learners, Homeless, Foster Youth, and Crossover Youth. The FSCS liaison also assists the Principal in efforts to establish a positive school culture including: Positive Behavior Intervention and Support, Restorative Justice, Trauma-Sensitive Practices, and Positive Youth Justice initiatives.

Duties

- Serve as the point person for school climate and culture projects: Positive Behavior Intervention and Support, Restorative Justice, Trauma-Sensitive Practices, Positive Youth Justice program
- Organizes and facilitates Student Success Team (SST) meetings for the purpose of creating a success plan for students needing additional support to meet the academic, attendance, and disciplinary standards. All meetings will include an administrator or designee, at least one of the student's teachers, the parent, the student (where appropriate) and other staff members (where appropriate)
- Attend all staff meetings and relevant training opportunities
- Coordinates with community partners to acquire resources for the school that will support the socio-emotional development of students
- Coordinates with school staff to ensure that students and families are linked with needed support services, and/or services outlined in their SST plan
- Build relationships with families and support parental involvement in school activities and leadership teams
- Actively participate in the School Site Council meetings, supporting the school as it works toward achieving its goals in the area of positive school culture and attendance
- Supports the Principal with data collection, program evaluation, and grant writing efforts
- Organizes and supports the facilitation of the Youth Leadership Team
- Assists staff members as they work toward building powerful relationships with students, families and community members
- Perform related duties as assigned

Minimum educational qualifications for these positions are:

- High school diploma - required
- AA or AS degree – preferred
- Knowledge, Skills and Abilities
- Two years experience in a position
- Strong familiarity with diverse urban student populations
- Ability to build strong relationships with students and families
- Ability to build strong and mutually beneficial relationships with business and community partners
- Strong organizational skills
- Ability to plan, organize, coordinate and facilitate meetings designed to support the needs of students and the school-at-large
- Knowledge of how to read and interpret data
- Ability to make presentations to staff members, parents and community groups
- Computer literate
- Ability to keep confidential information confidential

Licenses

- Valid California Driver's License

ELITE Public Schools

Plant Manager

Job Description

- | | |
|------------------|--|
| • Classification | Classified |
| • Reports to | Principal |
| • Work Year | 200 days |
| • Location | Office, school, and community settings |

The Plant Manager assists the Principal in ensuring that the school facilities are safe, immaculate conducive to learning, while adhering to ELITE Standards of Excellence. Plant managers are responsible for working with ELITE staff to ensure that school and classroom environments are clean and orderly, ensuring that all aspects of the facility are in good working order, communicating with Principal regarding major facility needs, ensuring that landscaping is neat and orderly, and assisting with set up for professional development sessions and special events.

Duties

- Manages daily operations of the school facility
- Responsible for daily cleaning and monitoring the condition of school facilities
- Coordinates the completion of work orders from staff and administrators
- Keeps cleaning and maintenance supplies well-stocked
- Assists the principal with set-up for staff meetings and other special events at the school
- Supports the Principal in efforts to ensure that the school passes all Williams Visits, fire inspections, and other maintenance inspections
- Assists staff members as they work toward building powerful relationships with students, families and community members
- Perform related duties as assigned
- Minimum educational qualifications for these positions are:
- High school diploma - required
- AA or AS degree – preferred

Knowledge, Skills and Abilities

- Two years experience in a position
- Strong familiarity with diverse urban student populations
- Ability to build strong relationships with students and families
- Ability to build strong and mutually beneficial relationships with business and community partners
- Strong organizational skills and the ability to multitask
- Strong project management skills
- Ability to plan, organize, coordinate and facilitate meetings designed to support the needs of staff members and the school-at-large
- Knowledge of how to read and interpret data
- Ability to make presentations to staff members, parents and community groups
- Computer literate with data management and analysis abilities

- Ability to keep confidential information confidential

Licenses

- Valid California Driver's License

ELITE Public Schools

Justice Liaison

Job Description

- Classification Classified
- Reports to Principal
- Work Year 185 days
- Location Office, school, community settings, and student's homes

The Justice Liaison assists the Principal in ensuring that all students are accepted and thriving in the learning environment. They assist with implementation of individualized plans for students who are truant, or having difficulty with their conduct at school. The Justice Liaison will focus on the needs of historically underserved students including students receiving Free and Reduced Lunch, Special Education, English Language Learners, Homeless, Foster Youth, and Crossover and Justice Involved Youth. The Justice Liaison leads schoolwide mentoring and individual student support efforts. The Justice Liaison assists the Full Service Community Schools Liaison and the Principal in efforts to establish a positive school culture including: Positive Behavior Intervention and Support, Restorative Justice, Trauma-Sensitive Practices, and Positive Youth Justice initiatives.

Duties

- Serve as the point person for mentoring and individual student behavior support projects: and supports schoolwide efforts to implement Positive Behavior Intervention and Support, Restorative Justice, Trauma-Sensitive Practices, Positive Youth Justice program
- Assists with implementation of student behavior actions in Student Success Team (SST) action plans
- Attend all staff meetings and relevant training opportunities
- Coordinates with community partners to acquire resources for the school that will support the socio-emotional development of students
- Coordinates with school staff to support students as they work toward meeting school-wide expectations
- Build relationships with families of targeted students and support parental involvement of the targeted parents in parent conferences, school activities and leadership teams
- Actively participate in the School Site Council meetings, supporting the school as it works toward achieving it's goals in the area of positive school culture and attendance
- Supports the Principal with data collection, program evaluation, and grant writing efforts
- Assists staff members as they work toward building powerful relationships with students, families and community members
- Perform related duties as assigned

Minimum educational qualifications for these positions are:

- High school diploma - required
- AA or AS degree – preferred

Knowledge, Skills and Abilities

- Two years experience in a position
- Strong familiarity with diverse urban student populations
- Ability to build strong relationships with students and families
- Ability to build strong and mutually beneficial relationships with business and community partners
- Strong organizational skills
- Ability to plan, organize, coordinate and facilitate meetings designed to support the needs of students and the school-at-large
- Knowledge of how to read and interpret data
- Ability to make presentations to staff members, parents and community groups
- Computer literate
- Ability to keep confidential information confidential

Licenses

- Valid California Driver's License

ELITE Public Schools

Office Manager

Job Description

- Classification Classified
- Reports to Principal
- Work Year 190 days
- Location Office, school, and community settings

The Office Manager assists the Principal in ensuring that the school office runs efficiently, while adhering to ELITE Standards of Excellence. Office managers are responsible for creating, maintaining, and updating student records, coordinating the work of other office staff members and volunteers, managing interactions with parents and community members, staff members, and students in the office and on the phone, managing internal and external communications, and working as the assistant to the Principal.

Duties

- Manages daily operations of the school office, including: greeting staff members, prospective parents, parents, students and other community members
- Responsible for creating and submitting all required reports, including attendance reports, progress reports, report cards, and other requested reports to EPS by the required deadlines
- Coordinates with work of office staff members and school volunteers (ensuring that all volunteers have all the required paperwork on file)
- Maintains files on students who are English Learner's in accordance with Education Code
- Assists the principal with the planning and implementation of staff meetings, professional development offerings, and team meetings
- Supports the Principal with data collection, program evaluation, and grant writing efforts
- Accepts registration documentation and creates and maintains organized and updated student records
- Assists staff members as they work toward building powerful relationships with students, families and community members
- Perform related duties as assigned

Minimum educational qualifications for these positions are:

- High school diploma - required
- AA or AS degree – preferred

Knowledge, Skills and Abilities

- Two years experience in a position
- Strong familiarity with diverse urban student populations
- Ability to build strong relationships with students and families

- Ability to build strong and mutually beneficial relationships with business and community partners
- Strong organizational skills and the ability to multitask
- Strong project management skills
- Ability to plan, organize, coordinate and facilitate meetings designed to support the needs of staff members and the school-at-large
- Knowledge of how to read and interpret data
- Ability to make presentations to staff members, parents and community groups
- Computer literate with data management and analysis abilities
- Ability to keep confidential information confidential

Licenses

- Valid California Driver's License

ELITE Public Schools

Bilingual Liaison

Job Description

- Classification Classified
- Reports to Principal
- Work Year 185 days
- Location Office, school, community settings, and student's homes

The Bilingual Instructional Assistant/Liaison assists the Principal in ensuring that all students classified as English Learners, are thriving in the learning environment. They assist with implementation of individualized plans for English Learners, ensuring that they make adequate yearly progress toward English acquisition. The bilingual instructional assistant/liaison provides oral and written translation, supports the Principal/Human Resource Officer with the facilitation of the English Learner Advisory Committee, provides primary language support for students and assists with parent outreach and communication. The Bilingual Liaison focuses on the needs of historically underserved students including students receiving Free and Reduced Lunch, Special Education, English Language Learners, Homeless, Foster Youth, and Crossover Youth. The Bilingual Liaison serves as the primary contact for Spanish-speaking families. He/she assists the Full Service Community Schools Liaison and the Principal in efforts to implement the Learning Center Model, by providing instructional assistance to small groups of students as well as one on one instruction, where possible.

Duties

- Works with the Coordinator of EL services to provide primary language support and instructional assistance to EL students, and supports ELAC meetings
- Assists the Coordinator of EL with the maintenance of student files
- Assists with implementation of academic plan actions in Student Success Team (SST) action plans for EL students
- Attend all staff meetings and relevant training opportunities
- Coordinates with community partners to acquire resources for the school that will support the socio-emotional development of students
- Coordinates with school staff to support students as they work toward meeting school-wide expectations
- Build relationships with Spanish-speaking families and support parental involvement in parent conferences, school activities and leadership teams
- Supports the Principal with data collection, program evaluation, and grant writing efforts
- Assists staff members as they work toward building powerful relationships with students, families and community members
- Perform related duties as assigned

Minimum educational qualifications for these positions are:

- High school diploma - required
- AA or AS degree – preferred

Knowledge, Skills and Abilities

- Two years experience in a position
- Strong familiarity with diverse urban student populations
- Ability to build strong relationships with students and families
- Ability to build strong and mutually beneficial relationships with business and community partners
- Strong organizational skills
- Ability to plan, organize, coordinate and facilitate meetings designed to support the needs of students and the school-at-large
- Knowledge of how to read and interpret data
- Ability to make presentations to staff members, parents and community groups
- Computer literate
- Ability to keep confidential information confidential

Licenses

- Valid California Driver's License

ELITE Public Schools

Administrative Assistant

Job Description

- Classification Classified
- Reports to Principal
- Work Year 210 days
- Location Office, school, and community settings

The Administrative Assistant provides direct support for the President/Chief Executive Officer and the Deputy Chief Executive Officer. He/she ensures that the ELITE office runs efficiently, while adhering to ELITE Standards of Excellence. Administrative Assistants are responsible for supporting the creation of documents, the ordering of supplies and materials, the coordination and support of board and other advisory meetings, and coordination for meetings and professional development activities. The administrative assistant provides direct support for the President/CEO and Deputy CEO, including, but not limited to maintaining and coordinating appointment calendars, supporting the development of reports and presentations, answering phones, providing guidance to school sites when necessary. Managing data and providing reports on a quarterly basis, and other duties as assigned. The Administrative Assistant provides support and coaching for the school office managers. The administrative assistant works with the team to manage internal and external communications for ELITE Public Schools.

Duties

- Manages daily operations of the EPS office, including: greeting staff members, prospective parents, parents, students and other community members
- Responsible for facilitating the timely collection of all required reports, including attendance reports, progress reports, report cards, budget reports, and human resource reports and other requested reports to EPS by the required deadlines
- Coordinates the contracts and work of consultants supporting district office functions
- Assists the President/CEO with the planning and implementation of board meetings, staff meetings, professional development offerings, and team meetings
- Supports the executive staff with data collection, program evaluation, and grant-writing efforts
- Facilitates the acceptance of registration documentation and creates and maintains organized and updated student records
- Assists staff members as they work toward building powerful relationships with students, families and community members
- Develops internal and external messaging for EPS and develops and implements the communication plan
- Performs related duties as assigned

Minimum educational qualifications for these positions are:

- High school diploma - required
- AA or AS degree – preferred

Knowledge, Skills and Abilities

- Two years experience in a position
- Strong familiarity with diverse urban student populations
- Ability to build strong relationships with students and families
- Ability to build strong and mutually beneficial relationships with business and community partners
- Strong organizational skills and the ability to multitask
- Strong project management skills
- Ability to plan, organize, coordinate and facilitate meetings designed to support the needs of staff members and the school-at-large
- Knowledge of how to read and interpret data
- Ability to make presentations to staff members, parents and community groups
- Computer literate with data management and analysis abilities
- Ability to keep confidential information confidential

Licenses

- Valid California Driver's License

ELITE PUBLIC SCHOOL

Vision

Students will graduate trilingual (proficient in English, Spanish, and Coding), with the confidence and competence to matriculate into four-year universities, and become global entrepreneurs and leaders.

Full Day Program

ELITE TK – 6th Grade students attend school from 7:30 AM – 6:00 PM daily

ELITE students learn:

Entrepreneur Skills

- ✓ Critical thinking, creativity, and extracurricular activities

Language

- ✓ Spanish instruction
- ✓ Coding and computer science instruction
- ✓ World and American History with an emphasis on African-American and Latino Culture
- ✓ Application of speaking, listening, reading and writing skills

Innovation

- ✓ Full-Day Transitional Kindergarten and Kindergarten
- ✓ Learning center model-Individualized instruction for all students
- ✓ Small groups instruction with highly trained instructional staff during intensive intervention
or intensive enrichment periods
- ✓ Traditional and non-traditional individual and team sports
- ✓ Cognitive development activities
- ✓ Full-day academic, extracurricular, and athletic activities for all students

Technology

- ✓ Digital literacy – high quality technology and instructional materials

Engineering

- ✓ Science, Technology, Engineering, and Math emphasis

All ELITE staff members believe in the promise of all students, and are willing to take the necessary steps to ensure that all students achieve.

For more information, please email: info@eliteschools.org

ELITE PUBLIC SCHOOL

Visión

Los estudiantes se graduarán trilingües (del inglés, español y codificación), con la confianza y la competencia para matricularse en universidades de cuatro años, y convertirse en empresarios y líderes mundiales

Programa de día completo

ELITE estudiantes de grado TK-6th asistirán a la escuela de 7:30am a 6:00pm diariamente

Los estudiantes ELITE aprenderán:

Habilidades Empresarias

- ✓ pensamiento crítico, creatividad y actividades extracurriculares

Idiomas

- ✓ Instrucción de español
- ✓ Codificación y enseñanza de informática
- ✓ Historia mundial y americana con énfasis en la cultura Afroamericana y Latina
- ✓ Aplicación de las habilidades de hablar, escuchar, leer y escribir

Innovación

- ✓ Jardín Kinder y de infancia de transición de día completo
- ✓ Instrucción individualizada del modelo del centro de aprendizaje para todos los estudiantes
- ✓ Instrucción en grupos pequeños con personal capacitado para intervención intensiva o períodos de enriquecimiento intensivo
- ✓ Tradicionales y no tradicionales deportes de equipo e individuales
- ✓ Actividades de desarrollo cognitivo
- ✓ Actividades académicas, extracurriculares y atléticas de día completo para todos los estudiantes

Tecnología

- ✓ Alfabetización digital - tecnología de alta calidad y materiales didácticos

Ingeniería

- ✓ Énfasis en ciencia, tecnología, ingeniería y matemáticas

Todos los miembros del ELITE creen en la promesa de todos los estudiantes, y están dispuestos a tomar las medidas necesarias para asegurar que todos los estudiantes logren logro académico.

Para más información, envíe un correo electrónico a: info@ELITEPublicSchools.org
Para firmar la petición, visite: ELITEPublicSchools.org

ELITE Year One Community Outreach

In pursuit of building a strong community as we open a new school beginning in August 2019, the following community organizing outcomes will be achieved:

By June 30, 2018

- Recruit and elicit support from at least 10 founding families reflecting the racial and ethnic make-up of the county and train them to share information on the school
- Train and on-board founding board members and train them to share information and gather support for EPS
- Plan, host, and reflect upon one founding parent visioning session
- Plan two founding board meetings
- Mobilize parents to attend charter hearing and votes at the Vallejo City Unified School District Board meetings
- Plan, host, and reflect upon one family-friendly event in a local park to recruit more interested families at large
- Connect with at least 3-5 community organizations serving the same population to get the word out about ELITE Public School and forge partnerships

By June 30 2019

- Recruit at least 10 additional founding parents, considering racial and ethnic make-up of the city which the school will reside.
- Build capacity of “the family” (ELITE families) through training, advocacy work, and meetings
- Hold between 3-8 enrollment meetings
- Connect with at least 3-5 community organizers serving the same population to get the word out about ELITE and forge partnerships
- Plan and host monthly ELITE 101 sessions for interested parents in a Coffee Tuesday format
- Define process for who parents are involved with staff hiring
- All staff is hired and have met with a majority of parents
- Plan, host and reflect upon one family-friendly event in a local park to recruit more interested families at large
- Recruit 215 new students and their families
- Maintain a waiting list of at least 100 students

By August 15, 2019

- Facilitate home visits between teachers and at least 75% of new families
- Participate in key hiring processes, as appropriate
- Hold 1-2 family work days at new campus

Appendix I

English and Language Arts Cultural Themes

Affirmation Primary K-2

Unit 1

Self-Identity

My physical self

- K - What are my body parts?
- 1 - What is melanin?
- 2 - Why is Black beautiful?

Unit II

Family Roots

Me and My Family/Non-traditional families

- K - What is a nuclear family?
- 1 - Who is family beyond my house?
- 2 - Why is a non-traditional family still a family

Unit III

Community Matters

What is in my community?

- K - What makes a community?
- 1 - Where is _____ in my community?
- 2 - What is the history of my community?

Unit IV

Stake in my state (being)

What is a state?

- K. What is a state? (geography)
- 1. What the important state landmarks?
- 2. How African Americans contributed to the history of my state?

Acceptance Upper 3-5

Unit 1

Self-Identity

Who am I? How others look at me? How I see me?

- 3 - What makes me African?
- 4 - How do others see me?
- 5 - What makes me unique?

Unit II

Family Roots

My family tree – extended family

- 3- Who are my paternal/maternal grandparents?
- 4 - Who are my aunts/uncles/cousins?
- 5 - How does my family celebrate reunions?

Unit III

Community Matters

What I like about my community?

- 3. Who are some Black businesses/entrepreneurs in my community?
- 4. Who makes up my community – culturally and linguistically?
- 5. What is the history of famous landmarks in my community?

Unit IV

Stake in my state (being)

My stake in my state

- 3. What is my economic state?
- 4. What is golden about California and me?
- 5. Why does my state matter?

Empowerment Middle 6-8

Unit 1

Self-Identity

Who am I becoming?

- 6 - How would I like my body and personality to change?
- 7 - What I like about me – physically and personally?
- 8 - How is my body and personality changing and how do I feel about it?

Unit II

Family Roots

Family roots – American origins and beyond

- 6 - Who/when/why did my family migrate west?
- 7 - What/Who are my southern roots?
- 8 - How far can I go back and trace my roots?

Unit III

Community Matters

Making my community better

- 6. What are the problems facing my community?
- 7. What can I do to improve my community?
- 8. What improvements have been made in the past 20 years that have made a difference?

Unit IV

Stake in my state (being)

My state (being) in five years

- 6. What makes a good state?
- 7. What changes can be made in my state?
- 8. What is my state in five years (one year after high school)



Grade 3 • Unit 1 • Scope and Sequence

Big Idea: Growing and Learning How can learning help us grow?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection <div><div>A</div>: Approaching Level</div> <div><div>O</div>: On Level</div> <div><div>E</div>: ELL</div> <div><div>B</div>: Beyond Level</div>	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 1 Writing Focus: <i>Friendly Letter, Personal Narrative</i> Writing Products: <i>Narrative Text</i>	Research
Week 1 Weekly Concept: Storytime Essential Question: What can stories teach you? Connect to Science: Tell how variations among individuals of the same species may provide advantages.	Title: “Three Pigs, a Wolf, and a Book” Genre: Fantasy Strategy: Visualize	Short Text: “Bruno’s New Home” Lexile: 430 Genre: Fantasy Strategy: Visualize Skill: Character, Setting, Plot: Character	Main Selection Title: <i>Wolf!</i> Lexile: 650 Genre: Fantasy Paired Selection Title: “Jennie and the Wolf” Lexile: 450 Genre: Fable Strategy: Visualize Skill: Character, Setting, Plot: Character	Strategy: Visualize Skill: Character, Setting, Plot: Character Main Selection Genre: Fantasy Titles: <div><div>A</div>: <i>Berries, Berries, Berries</i></div> <div><div>O</div>: <i>Duck’s Discovery</i></div> <div><div>E</div>: <i>Duck’s Discovery</i></div> <div><div>B</div>: <i>Robot Race</i></div> Paired Selection Genre: Fable Titles: <div><div>A</div>: “The Heron and the Fish”</div> <div><div>O</div>: “The Lion and the Fox”</div> <div><div>E</div>: “The Lion and the Fox”</div> <div><div>B</div>: “The Hare and the Tortoise”</div> Lexiles <div><div>A</div>: 430</div> <div><div>O</div>: 530</div> <div><div>E</div>: 410</div> <div><div>B</div>: 750</div>	Reading/ Writing Workshop: Genre, Connection of Ideas Literature Anthology: Purpose, Genre, Sentence Structure, Connection of Ideas	Vocabulary Words: <i>ached, concentrate, discovery, educated, effort, improved, inspired, satisfied</i> Additional Academic Vocabulary: <i>fantasy, expression, moral</i> Vocabulary Strategy: Context Clues: Synonyms Build Vocabulary: <i>wandered, emergencies, village, budge, ignore, serious, impressed, confidence, passion, master</i>	Phonics/Spelling Skill: Short Vowels <i>a, i</i> Structural Analysis: Word Families	Expression	Writing Trait: Ideas/Focus on an Event Write About the Text: Narrative Text Write to Sources: Reading/Writing Workshop: “Bruno’s New Home” Literature Anthology: Wolf!, “ <i>Jennie and the Wolf</i> ” Grammar Skill: Sentences and Fragments Grammar Mechanics: Capitalization and Punctuation	Project: Research Aesop’s fables Product: Fable Story Map
Week 2 Weekly Concept: Traditions Essential Question: What can traditions teach you about cultures?	Title: “Ready for Aloha!” Genre: Realistic Fiction Strategy: Visualize	Short Text: “The Dream Catcher” Lexile: 470 Genre: Realistic Fiction Strategy: Visualize Skill: Character, Setting, Plot: Sequence	Main Selection Title: <i>Yoon and the Jade Bracelet</i> Lexile: 480 Genre: Realistic Fiction Paired Selection Title: “Family Traditions” Lexile: 480 Genre: Expository Text Strategy: Visualize Skill: Character, Setting, Plot: Sequence	Strategy: Visualize Skill: Character, Setting, Plot: Sequence Main Selection Genre: Realistic Fiction Titles: <div><div>A</div>: The Special Meal</div> <div><div>O</div>: A Row of Lamps</div> <div><div>E</div>: A Row of Lamps</div> <div><div>B</div>: Dragons on the Water</div> Paired Selection Genre: Expository Text Titles: <div><div>A</div>: “More About Mole”</div> <div><div>O</div>: “Diwali”</div> <div><div>E</div>: “Diwali”</div> <div><div>B</div>: “A Great Tradition”</div> Lexiles <div><div>A</div>: 380</div> <div><div>O</div>: 410</div> <div><div>E</div>: 310</div> <div><div>B</div>: 700</div>	Reading/Writing Workshop: Prior Knowledge, Genre Literature Anthology: Genre (Dialogue), Prior Knowledge, Purpose, Specific Vocabulary, Connection of Ideas	Vocabulary Words: <i>celebrate, courage, disappointment, precious, pride, remind, symbol, tradition</i> Vocabulary Strategy: Context Clues: Synonyms Build Vocabulary: <i>settled, etched, gem, straight, pest</i>	Phonics/Spelling Skill: Short Vowels <i>e, o, u</i> Structural Analysis: Inflectional Endings	Phrasing	Writing Trait: Word Choice/Descriptive Details Write About the Text: Narrative Text Write to Sources: Reading/Writing Workshop: “The Dream Catcher” Literature Anthology: <i>Yoon and the Jade Bracelet</i> , “Family Traditions” Grammar Skill: Commands and Exclamations Grammar Mechanics: Punctuation in Commands and Exclamations	Project: Research contributions of different cultures Product: Culture Web



Grade 3 • Unit 1 • Scope and Sequence

Big Idea: Growing and Learning How can learning help us grow?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 1 Writing Focus: <i>Friendly Letter, Personal Narrative</i> Writing Products: <i>Narrative Text</i>	Research
Week 3 Weekly Concept: Communities Essential Question: How do people from different cultures contribute to a community? Connect to Social Studies: Trace the establishment of diverse communities.	Title: “Faith Ringgold: Telling Stories Through Art” Genre: Narrative Nonfiction Strategy: Ask and Answer Questions	Short Text: “Room to Grow” Lexile: 490 Genre: Narrative Nonfiction Strategy: Ask and Answer Questions Skill: Text Structure: Sequence Text Features: Headings, Map	Main Selection Title: <i>Gary the Dreamer</i> Lexile: 500 Genre: Narrative Nonfiction Paired Selection Title: “Sharing Polkas and Pitas” Lexile: 530 Genre: Expository Text Strategy: Ask and Answer Questions Skill: Text Structure: Sequence	Strategy: Ask and Answer Questions Skill: Text Structure: Sequence Main Selection Genre: Biography Titles: A: <i>Judy Baca</i> O: <i>Judy Baca</i> E: <i>Judy Baca</i> B: <i>Judy Baca</i> Paired Selection Genre: Expository Text Titles: A: “Vibrant Los Angeles” O: “Vibrant Los Angeles” E: “Vibrant Los Angeles” B: “Vibrant Los Angeles” Lexiles A: 560 O: 630 E: 610 B: 750	Reading/ Writing Workshop: Organization, Genre Literature Anthology: Genre, Organization, Connection of Ideas	Vocabulary Words: <i>admires, classmate, community, contribute, practicing, pronounce, scared, tumble</i> Vocabulary Strategy: Compound Words Build Vocabulary: <i>sprinkled, blasted, ammo, tropical, staggered, blared, thumped, cha-cha, sombrero</i>	Phonics/Spelling Skill: Final e Structural Analysis: Inflectional Endings: Drop Final e	Rate	Writing Trait: Organization/ Sequence Write About the Text: Informative Text Write to Sources: Reading/Writing Workshop: “Room to Grow” Literature Anthology: <i>Gary the Dreamer</i> , “Sharing Polkas and Pitas” Grammar Skill: Subjects Grammar Mechanics: Complete Sentences and Fragments	Project: Research community resources Product: Community Travel Brochure
Week 4 Weekly Concept: Inventions Essential Question: How can problem solving lead to new ideas? Connect to Science: Explain how scientists develop possible solutions.	Title: “Chester Greenwood and His Cold Ears” Genre: Biography Strategy: Ask and Answer Questions	Short Text: “Mary Anderson’s Great Invention” Lexile: 460 Genre: Biography Strategy: Ask and Answer Questions Skill: Text Structure: Cause and Effect Text Features: Diagrams, Sidebars	Main Selection Title: <i>All Aboard! Elijah McCoy’s Steam Engine</i> Lexile: 430 Genre: Biography Paired Selection Title: “Lighting the World” Lexile: Genre: Expository Text Strategy: Ask and Answer Questions Skill: Text Structure: Cause and Effect	Strategy: Ask and Answer Questions Skill: Text Structure: Cause and Effect Main Selection Genre: Biography Titles: A: <i>The Amazing Benjamin Franklin</i> O: <i>The Amazing Benjamin Franklin</i> E: <i>The Amazing Benjamin Franklin</i> B: <i>The Amazing Benjamin Franklin</i> Paired Selection Genre: Biography Titles: A: “Beulah Henry: Inventor” O: “Beulah Henry: Inventor” E: “Beulah Henry: Inventor” B: “Beulah Henry: Inventor” Lexiles A: 520 O: 770 E: 550 B: 770	Reading/ Writing Workshop: Organization Literature Anthology: Purpose, Prior Knowledge, Connections of Ideas, Organization, Sentence Structure, Specific Vocabulary, Genre	Vocabulary Words: <i>design, encouraged, examine, investigation, quality, simple, solution, substitutes</i> Additional Domain Words: <i>bailed, boiler, patent</i> Vocabulary Strategy: Metaphors Build Vocabulary: <i>tinkering, grimy, clambered, tanked, knockoffs, marvel</i>	Phonics/Spelling Skill: Long <i>a</i> Spellings Structural Analysis: Plurals -s and -es	Expression	Writing Trait: Word Choice Write About the Text: Informative Text Write to Sources: Reading/Writing Workshop: “Mary Anderson’s Great Invention” Literature Anthology: <i>All Aboard! Elijah McCoy’s Steam Engine</i> , “Lighting the World” Grammar Skill: Predicates Grammar Mechanics: Complete Sentences	Project: Research problems in classroom or community Product: Create an action plan to solve a problem



Grade 3 • Unit 1 • Scope and Sequence

Big Idea: Growing and Learning How can learning help us grow?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 1 Writing Focus: <i>Friendly Letter, Personal Narrative</i> Writing Products: <i>Narrative Text</i>	Research
Week 5 Weekly Concept: Landmarks Essential Question: How do landmarks help us understand our country's story? Connect to Social Studies: Know the importance of American heroes.	Title: "America's Landmarks and Memorials" Genre: Expository Text Strategy: Ask and Answer Questions	Short Text: "A Natural Beauty" Lexile: 560 Genre: Expository Text Strategy: Ask and Answer Questions Skill: Main Idea and Key Details Text Features: Captions, Map, Sidebar	Main Selection Title: <i>A Mountain of History</i> Lexile: 560 Genre: Expository Text Paired Selection Title: "A Landmark Street" Lexile: 580 Genre: Expository Text Strategy: Ask and Answer Questions Skill: Main Idea and Key Details	Strategy: Ask and Answer Questions Skill: Main Idea and Key Details Main Selection Genre: Expository Text Titles: A: <i>The National Mall</i> O: <i>The National Mall</i> E: <i>The National Mall</i> B: <i>The National Mall</i> Paired Selection Genre: Expository Text Titles: A: "Gateway Arch" O: "Gateway Arch" E: "Gateway Arch" B: "Gateway Arch" Lexiles A: 650 O: 750 E: 700 B: 840	Reading/ Writing Workshop: Purpose, Genre Literature Anthology: Sentence Structure, Genre, Purpose	Vocabulary Words: <i>carved, clues, grand, landmark, massive, monument, national, traces</i> Vocabulary Strategy: Context Clues: Multiple-Meaning Words	Phonics/Spelling Skill: Long o: o, ow, o_e, oa, oe Structural Analysis: Compound Words	Accuracy and Phrasing	Writing Trait: Sentence Fluency/ Sentence Types Write About the Text: Opinion Write to Sources: Reading/Writing Workshop: "A Natural Beauty" Literature Anthology: <i>A Mountain of History</i> , "A Landmark Street" Grammar Skill: Simple and Compound Sentences Grammar Mechanics: Punctuate Simple and Compound Sentences	Project: Research natural and man-made landmarks in the United States. Product: Informative report
Week 6 Review and Assessment										

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.



Grade 3 • Unit 2 • Scope and Sequence

Big Idea: Figure It Out What does it take to solve a problem?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection <div><div>A</div>: Approaching Level</div> <div><div>O</div>: On Level</div> <div><div>E</div>: ELL</div> <div><div>B</div>: Beyond Level</div>	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 2: Unit Writing Focus: How-To, Explanatory Essay Writing Products: Informative Text	Research
Week 1 Weekly Concept: Cooperation Essential Question: Why is working together a good way to solve a problem? Connect to Science: Understand that humans can take steps to minimize the impacts of natural hazards.	Title: “A Field Full of Stones” Genre: Folktale Strategy: Make, Confirm, or Revise Predictions	Short Text: “Anansi Learns a Lesson” Lexile: 510 Genre: Folktale Strategy: Make, Confirm, or Revise Predictions Skill: Theme	Main Selection Title: <i>Roadrunner’s Dance</i> Lexile: 640 Genre: Folktale Paired Selection Title: “Deltona Is Going Batty” Lexile: 550 Genre: Expository Text Strategy: Make, Confirm, or Revise Predictions Skill: Theme	Strategy: Make, Confirm, or Revise Predictions Skill: Theme Main Selection Genre: Folktale Titles: <div><div>A</div>: <i>The Quarreling Quails</i></div> <div><div>O</div>: <i>Jungle Treasures</i></div> <div><div>E</div>: <i>Jungle Treasures</i></div> <div><div>B</div>: <i>The Bear Who Stole the Chinook</i></div> Paired Selection Genre: Expository Text Titles: <div><div>A</div>: “The Dragon Slayers”</div> <div><div>O</div>: “Urban Roots”</div> <div><div>E</div>: “Urban Roots”</div> <div><div>B</div>: “Saving Lubec”</div> Lexiles <div><div>A</div>: 410</div> <div><div>O</div>: 680</div> <div><div>E</div>: 560</div> <div><div>B</div>: 740</div>	Reading/ Writing Workshop: Genre, Connection of Ideas Literature Anthology: Genre, Organization, Purpose, Connection of Ideas, Sentence Structure	Vocabulary Words: <i>attempt, awkward, cooperation, created, furiously, interfere, involved, timid</i> Additional Academic Vocabulary: <i>predictions, connections</i> Vocabulary Strategy: Context Clues: Antonyms Build Vocabulary: <i>slithered, solution, inhibiting, assembled, plucked, tottered, lumbered, abode, slunk, proclaimed</i>	Phonics/Spelling Skill: Long <i>i</i> and long <i>u</i> Structural Analysis: Plural Words with <i>y</i> to <i>i</i>	Intonation and Phrasing	Writing Trait: Word Choice/Linking Words and Phrases Write About the Text: Narrative Text Write to Sources: Reading/Writing Workshop: “Anansi Learns a Lesson” Literature Anthology: <i>Roadrunner’s Dance</i> , “Deltona Is Going Batty” Grammar Skill: Kinds of Nouns Grammar Mechanics: Capitalize Proper Nouns	Inquiry Space: Informative Investigate: Floods
Week 2 Weekly Concept: Immigration Essential Question: Why do people immigrate to new places? Connect to Social Studies: Trace how families contributed to the founding of their community.	Title: “Our Story Cloth” Genre: Historical Fiction Strategy: Make Confirm, or Revise Predictions	Short Text: “Sailing to America” Lexile: 460 Genre: Historical Fiction Strategy: Make, Confirm, or Revise Predictions Skill: Theme	Main Selection Title: <i>The Castle on Hester Street</i> Lexile: 730 Genre: Historical Fiction Paired Selection Title: “Next Stop, America!” Lexile: 510 Genre: Expository Text Strategy: Make, Confirm, or Revise Predictions Skill: Theme	Strategy: Make, Confirm, or Revise Predictions Skill: Theme Main Selection Genre: Historical Fiction Titles: <div><div>A</div>: <i>The Promise of Gold Mountain</i></div> <div><div>O</div>: <i>Moving from Mexico</i></div> <div><div>E</div>: <i>Moving from Mexico</i></div> <div><div>B</div>: <i>Gustaf Goes to America</i></div> Paired Selection Genre: Expository Text Titles: <div><div>A</div>: “Gold in California!”</div> <div><div>O</div>: “ Mexican Revolution 1910–1920”</div> <div><div>E</div>: “ Mexican Revolution 1910–1920”</div> <div><div>B</div>: “ Celebrating Swedish Culture”</div> Lexiles <div><div>A</div>: 490</div> <div><div>O</div>: 640</div> <div><div>E</div>: 540</div> <div><div>B</div>: 690</div>	Reading/ Writing Workshop: Organization, Specific Vocabulary Literature Anthology: Prior Knowledge, Specific Vocabulary, Sentence Structure, Connection of Ideas, Purpose	Vocabulary Words: <i>arrived, immigrated, inspected, moment, opportunity, photographs, valuable, whispered</i> Additional Domain Words: <i>astronomer, ticker tape, confetti, borders, pushcart</i> Additional Academic Vocabulary: <i>precise, accurate, repetition</i> Vocabulary Strategy: Figurative Language: Similes Build Vocabulary: <i>solid, shooting, rough, mighty, tailor, royalty</i>	Phonics/Spelling Skill: Long <i>e</i> Structural Analysis: Inflectional Endings	Rate	Writing Trait: Word Choice/Precise Language Write About the Text: Opinion Write to Sources: Reading/Writing Workshop: “Sailing to America” Literature Anthology: <i>The Castle on Hester Street</i> , “Next Stop, America!” Grammar Skill: Singular and Plural Nouns Grammar Mechanics: Punctuate Four Sentence Types	Inquiry Space: Informative Investigate: Floods



Grade 3 • Unit 2 • Scope and Sequence

Big Idea: Figure It Out What does it take to solve a problem?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 2: Unit Writing Focus: How-To, Explanatory Essay Writing Products: Informative Text	Research
Week 3 Weekly Concept: Government Essential Question: How do people make government work? Connect to Social Studies: Discuss the role of citizens in the classroom and community.	Title: "All About Elections" Genre: Nonfiction Strategy: Reread	Short Text: "Every Vote Counts!" Lexile: 560 Genre: Expository Text Strategy: Reread Skill: Author's Point of View Text Features: Headings, Bar Graph	Main Selection Title: <i>Vote!</i> Lexile: 530 Genre: Expository Text Paired Selection Title: "A Plan for the People" Lexile: 530 Genre: Expository Text Strategy: Reread Skill: Author's Point of View	Strategy: Reread Skill: Author's Point of View Main Selection Genre: Expository Text Titles: A: <i>The Race for the Presidency</i> O: <i>The Race for the Presidency</i> E: <i>The Race for the Presidency</i> B: <i>The Race for the Presidency</i> Paired Selection Genre: Expository Text Titles: A: "Elementary School Lawmakers" O: "Elementary School Lawmakers" E: "Elementary School Lawmakers" B: "Elementary School Lawmakers" Lexiles A: 560 O: 720 E: 710 B: 890	Reading/ Writing Workshop: Sentence Structure, Purpose Literature Anthology: Purpose, Prior Knowledge, Genre, Orghanization, Specific Vocabulary, Sentence Structure, Connection of Ideas	Vocabulary Words: <i>announced, candidates, convince, decisions, elect, estimate, government, independent</i> Additional Domain Words: <i>campaign, volunteers, sworn, laws</i> Vocabulary Strategy: Prefixes: re-, un-, dis-, mis- Build Vocabulary: <i>democracy, right, Libertarians, Progressives, debate, particular, absentee, in advance</i>	Phonics/Spelling Skill: Words with Silent Letters Structural Analysis: Singular and Plural Possessives	Accuracy and Phrasing	Writing Trait: Ideas/Supporting Details Write About the Text: Opinion Write to Sources: Reading/Writing Workshop: "Every Vote Counts!" Literature Anthology: <i>Vote!</i> , A Plan for the People Grammar Skill: Special Nouns Grammar Mechanics: Spelling Plural Nouns	Inquiry Space: Informative Investigate: Floods
Week 4 Weekly Concept: Survival Essential Question: How can people help animals survive? Connect to Science: Describe how organisms adapt or fail to adapt to particular environments.	Title: "The Bald Eagle: A Success Story" Genre: Expository Text Strategy: Reread	Short Text: "Kids to the Rescue!" Lexile: 560 Genre: Expository Text Strategy: Reread Skill: Author's Point of View Text Features: Sidebar, Map	Main Selection Title: <i>Whooping Cranes in Danger</i> Lexile: 580 Genre: Expository Text Paired Selection Title: "Help the Manatees!" Lexile: 630 Genre: Expository Text Strategy: Reread Skill: Author's Point of View	Strategy: Reread Skill: Author's Point of View Main Selection Genre: Expository Tex Titles: A: <i>Protecting the Islands</i> O: <i>Protecting the Islands</i> E: <i>Protecting the Islands</i> B: <i>Protecting the Islands</i> Paired Selection Genre: Expository Tex Titles: A: "Penguins Go Global" O: "Penguins Go Global" E: "Penguins Go Global" B: "Penguins Go Global" Lexiles A: 560 O: 720 E: 660 B: 810	Reading/ Writing Workshop: Prior Knowledge, Genre Literature Anthology: Purpose, Prior Knowledge, Organization, Genre, Sentence Structure, Specific Vocabulary	Vocabulary Words: <i>caretakers, population, recognized, relatives, resources, success, survive, threatened</i> Additional Domain Words: <i>trackers, relative</i> Additional Academic Vocabulary: <i>organize, signal, events</i> Vocabulary Strategy: Suffixes -ful, -less Build Vocabulary: <i>devote, dreadful, resources, refuge, migrate, operation, revved, predator, recovery</i>	Phonics/Spelling Skill: Three-Letter Blends Structural Analysis: Closed Syllables	Rate	Writing Trait: Organization/ Sequence Write About the Text: Informative Text Write to Sources: Reading/Writing Workshop: "Kids to the Rescue!" Literature Anthology: <i>Whooping Cranes in Danger</i> , "Help the Manatees!" Grammar Skill: Combining Sentences Grammar Mechanics: Commas	Inquiry Space: Informative Investigate: Floods



Grade 3 • Unit 2 • Scope and Sequence

Big Idea: Figure It Out What does it take to solve a problem?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 2: Unit Writing Focus: How-To, Explanatory Essay Writing Products: Informative Text	Research
Week 5 Weekly Concept: Figure It Out Essential Question: How do people figure things out? Connect to Science: Define a simple design problem reflecting a need or want.	Title: “New Bike, Old Blke” Genre: Poetry Strategy: Reread	Short Text: “Empanada Day,” “Cold Feet,” Our Washing Machine, “Bugged” Lexile: Non-Prose Genre: Poetry: Limerick and Free Verse Literary Elements: Alliteration and Rhyme Skill: Point of View	Main Selection Title: “The Inventor Thinks Up Helicopters,” “The Ornithopter” Lexile: Non-Prose Genre: Poetry Paired Selection Title: “Montgolfier Brothers’ Hot Air Balloon” Lexile: Non Prose Genre: Poetry Skill: Point of View	Strategy: Reread Skill: Point of View Main Selection Genre: Realistic Fiction Titles: A: <i>Problem Solved</i> O: <i>The Long Walk</i> E: <i>The Long Walk</i> B: <i>Two Up, One Down</i> Paired Selection Genre: Poetry Titles: A: “Rainy Day” O: “The Forgetful Girl,” “The Friendly Frog” E: “Thomas the Mess Monster” B: “I Listen,” “The Nesting Box” Lexiles A: 480 O: 560 E: 480 B: 610	Reading/ Writing Workshop: Specific Vocabulary, Author’s Purpose Literature Anthology: Sentence Structure, Specific Vocabulary, Connection of Ideas	Vocabulary Words: <i>bounce, imagine, inventor, observer</i> Poetry Terms: <i>alliteration, free verse, limerick, rhyme</i> Additional Academic Vocabulary: <i>descriptive</i> Vocabulary Strategy: Figurative Language: Similes	Phonics/Spelling Skill: Digraphs Structural Analysis: Open Syllables	Phrasing	Writing Trait: Ideas/Descriptive Details Write About the Text: Narrative Text Write to Sources: Reading/Writing Workshop: “Empanada Day,” “Cold Feet,” Our Washing Machine, “Bugged” Literature Anthology: “The Inventor Thinks Up Helicopters,” “The Ornithopter,” “Montgolfier Brothers’ Hot Air Balloon” Grammar Skill: Possessive Nouns Grammar Mechanics: Apostrophes in Possessive Nouns	Inquiry Space: Informative Investigate: Floods
Week 6 Review and Assessment										



Grade 3 • Unit 3 • Scope and Sequence

Big Idea: One of a Kind Why are individual qualities important?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection <div><div>A</div> Approaching Level</div> <div><div>O</div> On Level</div> <div><div>E</div> ELL</div> <div><div>B</div> Beyond Level</div>	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 3: Unit Writing Focus: Opinion Letter, Book Review Writing Products: Opinion Writing	Research
Week 1 Weekly Concept: Be Unique Essential Question: What makes different animals unique? Connect to Science: Understand how organisms vary because they have different inheritances.	Title: “Bear, Beaver, and Bee” Genre: Folktale Strategy: Visualize	Short Text: “The Inchworm’s Tale” Lexile: 590 Genre: Folktale Strategy: Visualize Skill: Problem and Solution	Main Selection Title: <i>Martina the Beautiful Cockroach</i> Lexile: 570 Genre: Folktale Paired Selection Title: “Get a Backbone!” Lexile: 510 Genre: Expository Text Strategy: Visualize Skill: Problem and Solution	Strategy: Visualize Skill: Problem and Solution Main Selection Genre: Folktale Titles: <div><div>A</div> <i>The Ballgame Between the Birds and the Animals</i></div> <div><div>O</div> <i>King of the Birds</i></div> <div><div>E</div> <i>King of the Birds</i></div> <div><div>B</div> <i>Sheep and Pig Set Up Housekeeping</i></div> Paired Selection Genre: Expository Text Titles: <div><div>A</div> “All About Bats”</div> <div><div>O</div> “The Real Quetzal”</div> <div><div>E</div> “The Real Quetzal”</div> <div><div>B</div> “Sheep and Wolves”</div> Lexiles <div><div>A</div> 540</div> <div><div>O</div> 600</div> <div><div>E</div> 550</div> <div><div>B</div> 680</div>	Reading/ Writing Workshop: Organization, Genre Literature Anthology: Genre, Specific Vocabulary, Sentence, Structure, Connection of Ideas	Vocabulary Words: <i>disbelief, dismay, fabulous, features, offered, splendid, unique, watchful</i> Additional Domain Words: <i>ability, species, amphibian</i> Additional Academic Vocabulary: <i>declarative, exclamatory, imperative, interrogative</i> Vocabulary Strategy: Context Clues: Synonyms Build Vocabulary: <i>cozy, aghast, stammered, daintily, crooned, hesitated, instant, splattered, mock, unimaginable, cologne, livid</i>	Phonics/Spelling Skill: <i>r</i> -Controlled Vowels Structural Analysis: Contractions	Expression	Writing Trait: Sentence Fluency/Vary Sentence Types Write About the Text: Narrative Text Write to Sources: Reading/Writing Workshop: “The Inchworm’s Tale” Literature Anthology: <i>Martina the Beautiful Cockroach</i> , “Get a Backbone!” Grammar Skill: Action Verbs Grammar Mechanics: Quotation Marks and Colons in Time	Inquiry Space: Opinion Take a Stand: Overfishing
Week 2 Weekly Concept: Leadership Essential Question: How can one person change the way you think? Connect to Social Studies: Trace how producers have used resources to produce goods and services.	Title: “Meeting the Pride of Puerto Rico” Genre: Historical Fiction Strategy: Visualize	Short Text: “Jane’s Discovery” Lexile: 660 Genre: Historical Fiction Strategy: Visualize Skill: Character, Setting, Plot: Cause and Effect	Main Selection Title: <i>Finding Lincoln</i> Lexile: 660 Genre: Historical Fiction Paired Selection Title: “A Great American Teacher” Lexile: 600 Genre: Biography Strategy: Visualize Skill: Character, Setting, Plot: Cause and Effect	Strategy: Visualize Skill: Character, Setting, Plot: Cause and Effect Main Selection Genre: Historical Fiction Titles: <div><div>A</div> <i>On the Ball</i></div> <div><div>O</div> <i>Harry’s Great Idea</i></div> <div><div>E</div> <i>Harry’s Great Idea</i></div> <div><div>B</div> <i>Best Friends in Business</i></div> Paired Selection Genre: Biography Titles: <div><div>A</div> “Jackie Robinson”</div> <div><div>O</div> “Eleanor Roosevelt”</div> <div><div>E</div> “Madam C.J. Walker”</div> <div><div>B</div> “Eleanor Roosevelt”</div> Lexiles <div><div>A</div> 530</div> <div><div>O</div> 550</div> <div><div>E</div> 500</div> <div><div>B</div> 640</div>	Reading/ Writing Workshop: Genre, Organization Literature Anthology: Prior Knowledge, Specific Vocabulary, Connection of Ideas, Organization, Sentence Structure, Genre, Purpose	Vocabulary Words: <i>amazement, bravery, disappear, donated, leader, nervous, refused, temporary</i> Additional Domain Words: <i>essay</i> Additional Academic Vocabulary: <i>relationship</i> Vocabulary Strategy: Figurative Language: Idioms Build Vocabulary: <i>enormous, mumbled, polished, errand, budge, game</i>	Phonics/Spelling Skill: <i>r</i> -Controlled Vowels /är/ and /ôr/ Structural Analysis: Prefixes <i>un-</i> , <i>re-</i> , and <i>pre-</i>	Phrasing	Writing Trait: Word Choice/Linking Words and Phrases Write About the Text: Narrative Text Write to Sources: Reading/Writing Workshop: “Jane’s Discovery” Literature Anthology: <i>Finding Lincoln</i> , “A Great American Teacher” Grammar Skill: Present-Tense Verbs Grammar Mechanics: Subject-Verb Agreement	Inquiry Space: Opinion Take a Stand: Overfishing



Grade 3 • Unit 3 • Scope and Sequence

Big Idea: One of a Kind Why are individual qualities important?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 3: Unit Writing Focus: Opinion Letter, Book Review Writing Products: Opinion Writing	Research
Week 3 Weekly Concept: Discoveries Essential Question: What do we know about Earth and its neighbors? Connect to Science: Tell how solutions to a problem are limited by available materials and resources.	Title: “Our Home in the Solar System” Genre: Expository Text Strategy: Summarize	Short Text: “Earth and Its Neighbors” Lexile: 660 Genre: Expository Text Strategy: Summarize Skill: Main Idea and Key Details Text Features: Key Words, Chart	Main Selection Title: <i>Earth</i> Lexile: 630 Genre: Expository Text Paired Selection Title: “Coyote and the Jar of Stars” Lexile: 530 Genre: Legend Strategy: Summarize Skill: Main Idea and Key Details	Strategy: Summarize Skill: Main Idea and Key Details Main Selection Genre: Expository Text Titles: A: <i>Destination Saturn</i> O: <i>Destination Saturn</i> E: <i>Destination Saturn</i> B: <i>Destination Saturn</i> Paired Selection Genre: Legend Titles: A: “Why the Stars Twinkle” O: “Why the Stars Twinkle” E: “Why the Stars Twinkle” B: “Why the Stars Twinkle” Lexiles A: 500 O: 700 E: 660 B: 780	Reading/ Writing Workshop: Connection of Ideas, Organization Literature Anthology: Genre, Purpose, Connection of Ideas, Specific Vocabulary, Organization	Vocabulary Words: <i>amount, astronomy, globe, solar system, support, surface, temperature, warmth</i> Additional Domain Words: <i>elliptical, rotate, axis</i> Additional Academic Vocabulary: <i>key word, related, paragraph</i> Vocabulary Strategy: Suffixes -y, -ly Build Vocabulary: <i>billions, imaginary, crescent</i>	Phonics/Spelling Skill: <i>r</i> -Controlled Vowels /är/ and /îr/, Structural Analysis: Suffixes -y and -ly	Accuracy and Phrasing	Writing Trait: Organization/Strong Paragraphs Write About the Text: Informative Text Write to Sources: Reading/Writing Workshop: “Earth and Its Neighbors” Literature Anthology: <i>Earth</i> , “Coyote and the Jar of Stars” Grammar Skill: Past-Tense Verbs Grammar Mechanics: Abbreviations and Name Titles	Inquiry Space: Opinion Take a Stand: Overfishing
Week 4 Weekly Concept: New Ideas Essential Question: What ideas can we get get from nature? Connect to Science: Know that different solutions need to be tested to find which solves the problem.	Title: “Ideas From Nature” Genre: Expository Text Strategy: Summarize	Short Text: “Bats Did It First” Lexile: 700 Genre: Expository Text Strategy: Summarize Skill: Main Idea and Key Details Text Features: Diagram, Caption	Main Selection Title: <i>Big Ideas from Nature</i> Lexile: 670 Genre: Expository Text Paired Selection Title: “Perdix Invents the Saw” Lexile: 580 Genre: Myth Strategy: Summarize Skill: Main Idea and Key Details	Strategy: Summarize Skill: Main Idea and Key Details Main Selection Genre: Expository Text Titles: A: <i>Inspired by Nature</i> O: <i>Inspired by Nature</i> E: <i>Inspired by Nature</i> B: <i>Inspired by Nature</i> Paired Selection Genre: Myth Titles: A: “Hermes and the Lyre” O: “Hermes and the Lyre” E: “Hermes and the Lyre” B: “Hermes and the Lyre” Lexiles A: 570 O: 660 E: 630 B: 790	Reading/ Writing Workshop: Prior Knowledge Literature Anthology: Genre, Organization, Specific Vocabulary, Prior Knowledge	Vocabulary Words: <i>effective, example, identical, imitate, material, model, observed, similar</i> Additional Domain Words: <i>invention, biomimicry</i> Additional Academic Vocabulary: <i>context, closure</i> Vocabulary Strategy: Root Words Build Vocabulary: <i>curious, fastener, fibers, flexible, pollute</i>	Phonics/Spelling Skill: Prefixes <i>pre-</i> , <i>dis-</i> , <i>mis-</i> Structural Analysis: Syllables with Final e	Phrasing and Rate	Writing Trait: Organization/Strong Conclusions Write About the Text: Informative Text Write to Sources: Reading/Writing Workshop: “Bats Did It First” Literature Anthology: <i>Big Ideas from Nature</i> , “Perdix Invents the Saw” Grammar Skill: Future-Tense Verbs Grammar Mechanics: Book Titles	Inquiry Space: Opinion Take a Stand: Overfishing



Grade 3 • Unit 3 • Scope and Sequence

Big Idea: One of a Kind Why are individual qualities important?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection <div><div>A</div>: Approaching Level</div> <div><div>O</div>: On Level</div> <div><div>E</div>: ELL</div> <div><div>B</div>: Beyond Level</div>	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 3: Unit Writing Focus: Opinion Letter, Book Review Writing Products: Opinion Writing	Research
Week 5 Weekly Concept: Value the Past Essential Question: How is each event in history unique? Connect to Social Studies: Research explorers and newcomers who settled in California.	Title: “The California Gold Rush” Genre: Expository Text Strategy: Summarize	Short Text: “The Long Road to Oregon” Lexile: 680 Genre: Expository Text Strategy: Summarize Skill: Sequence Text Features: Sidebar, Photographs and Captions, Map	Main Selection Title: <i>Riding the Rails West!</i> Lexile: 730 Genre: Expository Text Paired Selection Title: “Discovering Life Long Ago” Lexile: 740 Genre: Expository Text Strategy: Summarize Skill: Sequence	Strategy: Summarize Skill: Sequence Main Selection Genre: Expository Text Titles: <div><div>A</div>: <i>The Life of a Homesteader</i></div> <div><div>O</div>: <i>The Life of a Homesteader</i></div> <div><div>E</div>: <i>The Life of a Homesteader</i></div> <div><div>B</div>: <i>The Life of a Homesteader</i></div> Paired Selection Genre: Titles: <div><div>A</div>: “Keeping History Alive”</div> <div><div>O</div>: “Keeping History Alive”</div> <div><div>E</div>: “Keeping History Alive”</div> <div><div>B</div>: “Keeping History Alive”</div> Lexiles <div><div>A</div>: 520</div> <div><div>O</div>: 690</div> <div><div>E</div>: 560</div> <div><div>B</div>: 850</div>	Reading/ Writing Workshop: Connection of Ideas, Genre Literature Anthology: Organization, Sentence Structure	Vocabulary Words: <i>agreeable, appreciate, boomed, descendants, emigration, pioneers, transportation, vehicles</i> Additional Academic Vocabulary: <i>formal, informal, contractions</i> Vocabulary Strategy: Suffixes <i>-able, -ful, -less</i>	Phonics/Spelling Skill: Diphthongs /oi/ and /ou/ Structural Analysis: Prefixes <i>un-, non-, dis-</i>	Accuracy and Phrasing	Writing Trait: Voice Write About the Text: Opinion Write to Sources: Reading/Writing Workshop: “The Long Road to Oregon” Literature Anthology: <i>Riding the Rails West!</i> , “Discovering Life Long Ago” Grammar Skill: Combining Sentences with Verbs Grammar Mechanics: Punctuation in Formal Letters, Dates, Addresses, and Locations	Inquiry Space: Opinion Take a Stand: Overfishing
Week 6 Review and Assessment										

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.



Grade 3 • Unit 4 • Scope and Sequence

Big Idea: Meet the Challenge What are different ways to meet challenges?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection <div><div>A</div> Approaching Level</div> <div><div>O</div> On Level</div> <div><div>E</div> ELL</div> <div><div>B</div> Beyond Level</div>	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 4: Unit Writing Focus: Fictional Narrative, Poetry Writing Products: Narrative Text/Poetry	Research
Week 1 Weekly Concept: Choices Essential Question: What choices are good for us? Connect to Science: Learn how organisms have diverse life cycles, but all have birth, growth, reproduction and death in common.	Title: “Three Wishes” Genre: Folktale Strategy: Ask and Answer Questions	Short Text: “Nail Soup” Lexile: 580 Genre: Folktale Strategy: Ask and Answer Questions Skill: Point of View	Main Selection Title: <i>The Real Story of Stone Soup</i> Lexile: 570 Genre: Folktale Paired Selection Title: “Healthful Food Choices” Lexile: 420 Genre: Expository Text Strategy: Ask and Answer Questions Skill: Point of View	Strategy: Ask and Answer Questions Skill: Point of View Main Selection Genre: Folktale Titles: <div><div>A</div> <i>The Weaver of Rugs</i></div> <div><div>O</div> <i>Why the Sea Is Salty</i></div> <div><div>E</div> <i>Why the Sea Is Salty</i></div> <div><div>B</div> <i>Finn MacCool and the Salmon of Knowledge</i></div> Paired Selection Genre: Directions Titles: <div><div>A</div> “How to Make Paper Mats”</div> <div><div>O</div> “How to Make Sea Salt”</div> <div><div>E</div> “How to Make Sea Salt”</div> <div><div>B</div> “Brain Food”</div> Lexiles <div><div>A</div> 520</div> <div><div>O</div> 570</div> <div><div>E</div> 510</div> <div><div>B</div> 780</div>	Reading/ Writing Workshop: Connection of Ideas Literature Anthology: Prior Knowledge, Connection of Ideas, Sentence Structure, Genre	Vocabulary Words: <i>aroma, expect, flavorful, graceful, healthful, interrupted, luscious, variety</i> Additional Academic Vocabulary: <i>emotions, positive</i> Vocabulary Strategy: Root Words Build Vocabulary: <i>stingy, troublesome, dock, blabbering, purred, whiff, drizzled, delectable, demonstrated</i>	Phonics/Spelling Skill: /ü/ and /û/ Structural Analysis: Roots in Related Words	Expression	Writing Trait: Voice Write About the Text: Opinion Write to Sources: Reading/Writing Workshop: “Nail Soup” Literature Anthology: <i>The Real Story of Stone Soup</i> , “Healthful Food Choices” Grammar Skill: Linking Verbs Grammar Mechanics: End Punctuation and Complete Sentences	Inquiry Space: Narrative Write About: Frogs
Week 2 Weekly Concept: Skills and Talents Essential Question: How can you use what you know to help others?	Title: “Dancing La Raspa” Genre: Realistic Fiction Strategy: Ask and Answer Questions	Short Text: “The Impossible Pet Show” Lexile: 600 Genre: Realistic Fiction Strategy: Ask and Answer Questions Skill: Point of View	Main Selection Title: <i>The Talented Clementine</i> Lexile: 660 Genre: Realistic Fiction Paired Selection Title: “Clementine and the Family Meeting” Lexile: 630 Genre: Realistic Fiction Strategy: Ask and Answer Questions Skill: Point of View	Strategy: Ask and Answer Questions Skill: Point of View Main Selection Genre: Realistic Fiction Titles: <div><div>A</div> <i>Every Picture Tells a Story</i></div> <div><div>O</div> <i>A Chef in the Family</i></div> <div><div>E</div> <i>A Chef in the Family</i></div> <div><div>B</div> <i>Stepping Forward</i></div> Paired Selection Genre: Realistic Fiction Titles: <div><div>A</div> “Hidden Treasure”</div> <div><div>O</div> “The Perfect Sandwich”</div> <div><div>E</div> “The Perfect Sandwich”</div> <div><div>B</div> “Rigel to the Rescue”</div> Lexiles <div><div>A</div> 470</div> <div><div>O</div> 530</div> <div><div>E</div> 440</div> <div><div>B</div> 700</div>	Reading/ Writing Workshop: Genre, Connection of Ideas Literature Anthology: Organization, Connection of Ideas, Sentence Structure, Prior Knowledge, Genre, Specific Vocabulary	Vocabulary Words: <i>achievement, apologize, attention, audience, confidence, embarrassed, realized, talents</i> Additional Domain Words: <i>agenda</i> Additional Academic Vocabulary: <i>dialogue, realistic, prefixes, narration</i> Vocabulary Strategy: Prefixes <i>un-</i> , <i>non-</i> , <i>im-</i> , <i>pre-</i> Build Vocabulary: <i>rehearsal, glaring, nonsense, antsy, duet, empathetic</i>	Phonics/Spelling Skill: Plural Words Structural Analysis: Vowel Team Syllables	Phrasing	Writing Trait: Ideas Write About the Text: Opinion Write to Sources: Reading/Writing Workshop: “The Impossible Pet Show” Literature Anthology: <i>The Talented Clementine</i> , “Clementine and the Family Meeting” Grammar Skill: Contractions with Not Grammar Mechanics: Using Apostrophes	Inquiry Space: Narrative Write About: Frogs

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.



Grade 3 • Unit 4 • Scope and Sequence

Big Idea: Meet the Challenge What are different ways to meet challenges?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection <div><div>A</div> Approaching Level</div> <div><div>O</div> On Level</div> <div><div>E</div> ELL</div> <div><div>B</div> Beyond Level</div>	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 4: Unit Writing Focus: Fictional Narrative, Poetry Writing Products: Narrative Text/Poetry	Research
Week 3 Weekly Concept: Adaptations Essential Question: How do animals adapt to challenges in their habitat? Connect to Science: Describe how in a particular environment, some organisms survive well, some less well, and some cannot survive.	Title: "African Lions" Genre: Expository Text Strategy: Reread	Short Text: "Gray Wolf! Red Fox!" Lexile: 750 Genre: Expository Text Strategy: Reread Skill: Compare and Contrast Text Features: Map, Photos with Captions	Main Selection Title: <i>Amazing Wildlife of the Mojave</i> Lexile: 720 Genre: Expository Text Paired Selection Title: "Little Half Chick" Lexile: 690 Genre: Folktale Strategy: Reread Skill: Text Structure: Compare and Contrast	Strategy: Reread Skill: Text Structure: Compare and Contrast Main Selection Genre: Expository Text Titles: <div><div>A</div> <i>Life in a Tide Pool</i></div> <div><div>O</div> <i>Life in a Tide Pool</i></div> <div><div>E</div> <i>Life in a Tide Pool</i></div> <div><div>B</div> <i>Life in a Tide Pool</i></div> Paired Selection Genre: Folktale Titles: <div><div>A</div> "Bluebird and Coyote"</div> <div><div>O</div> "Bluebird and Coyote"</div> <div><div>E</div> "Bluebird and Coyote"</div> <div><div>B</div> "Bluebird and Coyote"</div> Lexiles <div><div>A</div> 550</div> <div><div>O</div> 730</div> <div><div>E</div> 610</div> <div><div>B</div> 860</div>	Reading/ Writing Workshop: Prior Knowledge, Genre Literature Anthology: Purpose, Prior Knowledge, Organization, Genre, Specific Vocabulary, Connection of Ideas	Vocabulary Words: <i>alert, competition, environment, excellent, prefer, protection, related, shelter</i> Additional Domain Words: <i>burrows, vibrations</i> Vocabulary Strategy: Sentence Clues Build Vocabulary: <i>scurry, fascinating, surface, sprawl, abandoned, absorb</i>	Phonics/Spelling Skill: Variant Vowel /ô/ Structural Analysis: Greek and Latin Roots	Intonation	Writing Trait: Organization Write About the Text: Informative Text Write to Sources: Reading/Writing Workshop: "Gray Wolf! Red Fox!" Literature Anthology: <i>Amazing Wildlife of the Mojave</i> , "Little Half Chick" Grammar Skill: Main and Helping Verbs Grammar Mechanics: Commas and Quotation Marks in Dialogue	Inquiry Space: Narrative Write About: Frogs
Week 4 Weekly Concept: Flight Essential Question: How are people able to fly? Connect to Science: Learn that forces that do not sum to zero can cause changes in speed or direction.	Title: "Fly Like a Bird" Genre: Expository Text Strategy: Reread	Short Text: "Firsts in Flights" Lexile: 750 Genre: Expository Text Strategy: Reread Skill: Compare and Contrast Text Features: Sidebar	Main Selection Title: <i>Hot Air Balloons</i> Lexile: 680 Genre: Expository Text Paired Selection Title: "Bellerophon and Pegasus" Lexile: 640 Genre: Myth Strategy: Reread Skill: Text Structure: Cause and Effect	Strategy: Reread Skill: Text Structure: Cause and Effect Main Selection Genre: Expository Text Titles: <div><div>A</div> <i>The Future of Flight</i></div> <div><div>O</div> <i>The Future of Flight</i></div> <div><div>E</div> <i>The Future of Flight</i></div> <div><div>B</div> <i>The Future of Flight</i></div> Paired Selection Genre: Myth Titles: <div><div>A</div> "The Cloak of Feathers"</div> <div><div>O</div> "The Cloak of Feathers"</div> <div><div>E</div> "The Cloak of Feathers"</div> <div><div>B</div> "The Cloak of Feathers"</div> Lexiles <div><div>A</div> 600</div> <div><div>O</div> 690</div> <div><div>E</div> 650</div> <div><div>B</div> 770</div>	Reading/ Writing Workshop: Connection of Ideas, Sentence Structure Literature Anthology: Genre, Purpose, Organization, Specific Vocabulary, Prior Knowledge	Vocabulary Words: <i>controlled, direction, flight, impossible, launched, motion, passenger, popular</i> Additional Domain Words: <i>spy, physics</i> Vocabulary Strategy: Multiple-Meaning Words Build Vocabulary: <i>fabric, inflates, scout, valve</i>	Phonics/Spelling Skill: Homophones Structural Analysis: r-Controlled Vowel	Accuracy	Writing Trait: Organization Write About the Text: Informative Text Write to Sources: Reading/Writing Workshop: "Firsts in Flights" Literature Anthology: <i>Hot Air Balloons</i> , "Bellerophon and Pegasus" Grammar Skill: Complex Sentences Grammar Mechanics: Using Commas in Sentences	Inquiry Space: Narrative Write About: Frogs



Grade 3 • Unit 4 • Scope and Sequence

Big Idea: Meet the Challenge What are different ways to meet challenges?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection <div><div>A</div>: Approaching Level</div> <div><div>O</div>: On Level</div> <div><div>E</div>: ELL</div> <div><div>B</div>: Beyond Level</div>	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 4: Unit Writing Focus: Fictional Narrative, Poetry Writing Products: Narrative Text/Poetry	Research
Week 5 Weekly Concept: Inspiration Essential Question: How can others inspire us?	Title: “My Grandpa” Genre: Narrative and Free Verse Strategy: Reread	Short Text: “Ginger’s Fingers,” “The Giant,” “Captain’s Log” Lexile: Non-Prose Genre: Narrative and Free Verse Literary Elements: Repetition and Rhyme Skill: Theme	Main Selection Title: “The Winningest Woman of the Iditarod Dog Sled Race” “The Brave Ones” Lexile: Non-Prose Genre: Poetry Paired Selection Title: “Narcissa” Lexile: Non Prose Genre: Poetry: Narrative and Free Verse Skill: Theme	Strategy: Reread Skill: Theme Main Selection Genre: Realistic Fiction Titles: <div><div>A</div>: A Speech to Remember</div> <div><div>O</div>: Melanie’s Mission</div> <div><div>E</div>: Melanie’s Mission</div> <div><div>B</div>: In the Running</div> Paired Selection Genre: Poetry Titles: <div><div>A</div>: “Let the Lion Roar”</div> <div><div>O</div>: “In the Land of the Lions”</div> <div><div>E</div>: “The Greedy Puppy”</div> <div><div>B</div>: “Everybody’s Surfing”</div> Lexiles <div><div>A</div>: 480</div> <div><div>O</div>: 590</div> <div><div>E</div>: 510</div> <div><div>B</div>: 700</div>	Reading/ Writing Workshop: Specific Vocabulary Literature Anthology: Genre, Organization, Connection of Ideas	Vocabulary Words: <i>adventurous, courageous, extremely, weird</i> Poetry Terms: <i>free verse, narrative poem, repetition, rhyme</i> Additional Academic Words: <i>metaphor, specific</i> Vocabulary Strategy: Using Metaphors	Phonics/Spelling Skill: Soft c and g Structural Analysis: Words with -er and -est	Expression	Writing Trait: Word Choice Write About the Text: Narrative Text Write to Sources: Reading/Writing Workshop: “Ginger’s Fingers,” “The Giant,” “Captain’s Log” Literature Anthology: “The Winningest Woman of the Iditarod Dog Sled Race” “The Brave Ones,” “Narcissa” Grammar Skill: Irregular verbs Grammar Mechanics: Correct Verb Forms	Inquiry Space: Narrative Write About: Frogs
Week 6 Review and Assessment										



Grade 3 • Unit 5 • Scope and Sequence

Big Idea: Take Action What are ways people can take action?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection <div><div>A</div> Approaching Level</div> <div><div>O</div> On Level</div> <div><div>E</div> ELL</div> <div><div>B</div> Beyond Level</div>	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 5: Unit Writing Focus: Opinion Essay, Book Review Writing Products: Opinion Writing	Research
Week 1 Weekly Concept: Let's Trade Essential Question: How do we get what we need? Connect to Social Studies: Understand that economic choices involve the evaluation of benefits and costs.	Title: "Wei and the Golden Goose" Genre: Fairy Tale Strategy: Summarize	Short Text: "Juanita and the Beanstalk" Lexile: 610 Genre: Fairy Tale Strategy: Summarize Skill: Point of View	Main Selection Title: <i>Clever Jack Takes the Cake</i> Lexile: 600 Genre: Fairy Tale Paired Selection Title: "When Corn Was Cash" Lexile: 660 Genre: Expository Text Strategy: Summarize Skill: Point of View	Strategy: Summarize Skill: Point of View Main Selection Genre: Fairy Tale Titles: <div><div>A</div> <i>The Chickpea Boy</i></div> <div><div>O</div> <i>The Golden Goose</i></div> <div><div>E</div> <i>The Golden Goose</i></div> <div><div>B</div> <i>A Gift for Mario</i></div> Paired Selection Genre: Expository Text Titles: <div><div>A</div> "Forgotten Gold"</div> <div><div>O</div> "Gold, Gold, Gold"</div> <div><div>E</div> "Gold, Gold, Gold"</div> <div><div>B</div> "The Golden Land"</div> Lexiles <div><div>A</div> 510</div> <div><div>O</div> 590</div> <div><div>E</div> 440</div> <div><div>B</div> 800</div>	Reading/ Writing Workshop: Genre, Specific Vocabulary Literature Anthology: Organization, Sentence Structure, Specific Vocabulary, Genre, Connection of Ideas, Purpose	Vocabulary Words: <i>admit, barter, considered, creation, humble, magnificent, payment, reluctantly</i> Additional Academic Words: <i>structure, complex</i> Vocabulary Strategy: Root Words Build Vocabulary: <i>threadbare, pitted, admire, snuffed, flickered, jig, fortress, tiara, gaze, concluded, proclaimed</i>	Phonics/Spelling Skill: Compound Words Structural Analysis: Consonant + le Syllables	Intonation	Writing Trait: Sentence Fluency Write to Sources: Reading/Writing Workshop: "Juanita and the Beanstalk" Literature Anthology: <i>Clever Jack Takes the Cake</i> , "When Corn Was Cash" Write About the Text: Narrative Text Grammar Skill: Singular and Plural Pronouns Grammar Mechanics: Capitalizing I, and Nouns	Project: Research the things that people need and how they get those things. Product: Create a List
Week 2 Weekly Concept: Reuse and Recycle Essential Question: How can we reuse what we already have? Connect to Science: Describe how changes in habitats affect the organisms living there.	Title: "The School Garden" Genre: Realistic Fiction Strategy: Summarize	Short Text: "The New Hoop" Lexile: 660 Genre: Realistic Fiction Strategy: Summarize Skill: Point of View	Main Selection Title: <i>Bravo, Tavo!</i> Lexile: 590 Genre: Realistic Fiction Paired Selection Title: "Trash Into Art" Lexile: 740 Genre: Expository Text Strategy: Summarize Skill: Point of View	Strategy: Summarize Skill: Point of View Main Selection Genre: Realistic Fiction Titles: <div><div>A</div> <i>The Great Book Swap</i></div> <div><div>O</div> <i>The Salvage Crew</i></div> <div><div>E</div> <i>The Salvage Crew</i></div> <div><div>B</div> <i>Bikes Forever</i></div> Paired Selection Genre: Expository Text Titles: <div><div>A</div> "Why Not Swap?"</div> <div><div>O</div> "From Trash to Treasure"</div> <div><div>E</div> "From Trash to Treasure"</div> <div><div>B</div> "Recycle-a-Bicycle"</div> Lexiles <div><div>A</div> 480</div> <div><div>O</div> 670</div> <div><div>E</div> 610</div> <div><div>B</div> 760</div>	Reading/ Writing Workshop: Connection of Ideas, Purpose Literature Anthology: Specific Vocabulary, Connection of Ideas, Organization	Vocabulary Words: <i>conservation, discouraged, frustration, gazed, jubilant, recycling, remaining, tinkered</i> Additional Domain Words: <i>soles, channel, sensation, unison, overflowed, reuse</i> Vocabulary Strategy: Context Clues: Homographs Build Vocabulary: <i>remnant, parched, ravine, debris, arid, machete, amazement</i>	Phonics/Spelling Skill: Inflectional Endings -ed, -ing, -s Structural Analysis: Suffixes <i>-ful, -less, -able</i>	Phrasing	Writing Trait: Word Choice Write About the Text: Narrative Text Write to Sources: Reading/Writing Workshop: "The New Hoop" Literature Anthology: <i>Bravo, Tavo!</i> , "Trash Into Art" Grammar Skill: Subject and Object Pronouns Grammar Mechanics: Pronoun Usage	Project: Research how to recycle everyday materials Product: Create a Collage

Common Core State Standards K-12 Technology Skills Scope and Sequence

Introduction to the Scope and Sequence Document

This Scope and Sequence is adapted from the California Department of Education and the Long Beach Unified School District recommended Digital Literacy and Technology Skills to support the California Common Core State Standards. The skills identified for each grade level align to the Common Core State Standards (CCSS) for Mathematics and English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects, as well as, skills required to take the Smarter Balanced Assessment Consortium's (SBAC) Computer Adaptive Assessments. Students will use technology, not only to reinforce basic skills but to demonstrate mastery of subject area skills including Computer Science and Coding. ELITE students will graduate proficient in coding, so these skills are incorporated into the Scope and Sequence as well, and are in addition to grade-level requirements for California students.

Additional skills identified in this Scope and Sequence are from the National Educational Technology Standards 2007: Creativity and Innovation; Digital Citizenship; and Technology Operations and Concepts. Standard Grade levels are not specified for the standards, as they are indicated in the grade level columns.

Standards

Grade levels are not specified for the standards as they are indicated in the grade level columns

English Language Arts Anchor Standards	Mathematics Standards
RL – Reading Standards for Literature RI - Reading Standards for Informational Text W – Writing SL – Speaking and Listening L - Language	MD – Measurement and Data G – Geometry EE – Expressions and Equations A – Algebra F – Functions SP- Standards and Probability SMP – Standards of Mathematical Practice

Mathematics standards are focused, mainly, in grades 6-12, as there are no technology requirements in grades K-5. Interdisciplinary projects will be used to determine student proficiency in the determined standards. Because the SBAC assessment is taken beginning in 3rd grade, most of the SBAC Testing Skills cover the skills are covered for California's students, in the elementary grades. At ELITE, we add instruction in Coding from TK – grade 12. Standards of Mathematical Practice (SMP) are also referenced as they encompass use of appropriate technology tools.

The ELITE scope and sequence goes from TK-12, but is broken up into sections for TK-5 and 6-12. Even though students in grades K, 1, 2, 9, 10 and 12 are not tested for CCSS, the skills help build basic technology competencies to support the grade levels at which the students are tested, while also helping them become proficient at Computer Science and Coding.

Common Core State Standards TK-12 Technology Skills Scope and Sequence

Elementary Digital Literacy

Digital Literacy Categories		Alignment to CCSS/SBAC	Skills	TK K	1	2	3	4	5
Demonstrate proficiency in the use of computers and applications as well as an understanding of the concepts underlying hardware, software and connectivity		SBAC test taking skills	Turn on a computer and login	I	R	M	M	M	M
		SBAC test taking skills	Use pointing device such as a mouse to manipulate shapes, icons, click on urls, radio buttons, check boxes, use scroll bar	I	R	M	M	M	M
		SBAC test taking skills	Use desktop icons, windows and menus to open applications and documents	I	R	M	M	M	M
		SBAC test taking skills	File management – saving documents	O	I	R	M	M	M
		SBAC test taking skills	Explain and use age-appropriate online tools and resources (eg tutorial, assessment, web browser)		I	R	M	M	M
		W 6	Keyboarding <ul style="list-style-type: none"> • Use proper posture and ergonaomics • Locate and use letter and numbers keys with left and right hand placement • Locate and use correct finger, hand for space bar, return/enter and shift key • Gain proficiency and speed in touch typing 	I	R	M	M	M	M
		W 5, W 6 W 10	Use a word processing application to write, edit, print and save simple assignments	I	R	M	M	M	M
		W 5, W 6 W 10	Use menu/tool bar functions (eg font/size/style/line spacing, margins) to format edit and print a document		I	R	M	M	M
		W 5, W 6 W 10	Highlight text, copy, and paste text		O	I	R	M	M
		W 5, W 6 W 10	Copy and paste images within the document and from outside sources Insert and size a graphic in a document		I	R	M	M	M
		L 4	Proofread and edit writing using appropriate resources (eg dictionary, spell checker, grammar, and thesaurus)		O	I	R	M	M

I – Introduce R-Reinforce M-Mastery (ability to teach others) O – Optional for grade level

Elementary - Digital Literacy

Digital Literacy Categories		Alignment to CCSS/SBAC	Skills	TK K	1	2	3	4	5
Demonstrate proficiency in the use of computers and applications as well as an understanding of the concepts Underlying hardware, software and connectivity		MD, SBAC testing skills	Demonstrate an understanding of the spreadsheet as a tool to record, organize and graph information				I	R	M
		SBAC testing skills	Identify and explain terms and concepts related to spreadsheets (ie cell, column, row, values, tables, chart, graph)			O	I	R	M
		MD, SBAC testing skills	Enter/edit data in spreadsheets and perform calculations using formulas			O	I	R	M
		MD, SBAC testing skills	Use mathematical symbols eg + add, - Minus, x multiply, / divide				I	R	M
		RI 7	Use spreadsheets and other applications to make predictions, solve problems and draw conclusions				I	R	M
		W6	Create, edit and format text on a slide		I	R	M	M	M
		W6	Create a series of slides and organize them to present research or convey an idea			I	R	M	M
		W6, SL5	Copy and paste or import graphics; change their size and position on a slide			O	I	R	M
		W6, SL5	Use painting and drawing tools/applications to create and edit work			I	R	M	M
		W6, RL 7, SBAC testing skills	Watch online videos and use play, pause, rewind and forward buttons while taking notes	I	R	M	M	M	M

I – Introduce R – Reinforce M – Mastery (ability to teach others) O – Optional for grade level

Elementary - Digital Literacy

Digital Literacy Categories		Alignment to CCSS and SBAC	Skills	K	1	2	3	4	5
Demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic media at home, in school, and in society	Acceptable Use Copyright and Plagiarism	Digital Citizenship	Explain and demonstrate compliance with classroom, school rules (Acceptable Use Policy) regarding responsible use of computers and networks	I	R	M	M	M	M
		Digital Citizenship	Explain responsible uses of technology and digital information: describe possible consequences of inappropriate use	I	R	M	M	M	M
		Digital Citizenship	Explain Fair Use Guidelines for the use of copyrighted materials (eg text, images, music, video in student projects) and giving credit to media creators		I	R	M	M	M
		Digital Citizenship	Identify and explain the strategies for the safe and efficient use of computers (eg passwords, virus protection software, spam filters, popup blockers)		I	R	M	M	M
		Digital Citizenship	Demonstrate safe email practices, recognition of the potentially public exposure of email and appropriate email etiquette				I	R	M
		Digital Citizenship	Identify cyberbullying and describe strategies to deal with such a situation	I	R	M	M	M	M
		Digital Citizenship	Recognize and describe the potential risks and dangers Associated with various forms of offline communications		I	R	M	M	M

I – Introduce R – Reinforce M – Mastery (ability to teach others) O – Optimal for grade level

Elementary - Digital Literacy

Digital Literacy Categories		Alignment to CCSS/SBAC	Skills	K	1	2	3	4	5
Demonstrate the ability to use technology for research, critical thinking, decision making, communication and collaboration creativity and innovation	Research and Gathering Information	RI 5, RI 7	Use age appropriate technologies to locate, collect, organize content from media collection for specific purposes, citing sources	I	R	M	M	M	M
		RI 5, Ri 7	Perform basic searches on databases (eg library card, catalog, encyclopedia) to locate information			I	R	M	M
		RI 5, RI 7	Evaluate teacher-selected or self-selected Internet resources in terms of their usefulness for research	I	R	M	M	M	M
		RI 7	Use content -specific technology tools (eg environmental probes, sensors, and measuring devices, simulations) to gather and analyze data			O	I	R	M
		RI 6, RI 7, RI 9	Use Web 2.0 tools (eg online discussions, blogs, and wikis) to gather and share information			O	I	R	M
		RL 7	Identify and analyze the purpose of a media message (to inform, persuade and entertain)	I	R	M	M	M	M
	Communication and Collaboration	W6	Work collaboratively online with other students under adult supervision			I	R	M	M
		W6, W10	Use a variety of age-appropriate technologies (eg drawing program, presentation software) to communicate and exchange ideas		I	R	M	M	M
		W6, W10 SL 2, SL 5	Create projects that use text and various forms of graphics, audio, and video (with proper citations) to communicate ideas			I	R	M	M
		W6, W10 SL 3	Use teacher developed guidelines to evaluate multimedia presentations for organization, content, design, presentation and appropriateness of citations			O	I	R	M
		W6, W10 SL 1	Use charter approved Web 2.0 tools for communication and collaboration			I	R	M	M

I – Introduce R – Reinforce M – Mastery (ability to teach others) O – Optional for Grade Level

Elementary Coding (Weteachnyc)

Skills	TK/K	1	2	3	4	5
Online Safety	I	R	R	R	R	R
Commands	I	R	R	R	R	M
Sequencing	I	R	R	R	R	M
Debugging	I	R	R	R	R	M
Conditionals	I	R	R	R	R	M
Loops		I	R	R	R	M
Binary Language					I	R
Functions						I
Story Creation	I	R	R	R	R	R
Game Creation/Design				I	R	R

Online Safety - The ability to use digital technology, communication tools and/or networks to locate, evaluate, use, and create information responsibly. Topics of study include cyberbullying, inappropriate material, online predators, and revealing too much personal information.

Commands - Instructions for the computer. Many commands put together make up algorithms and computer programs.

Conditionals - Statements that only run under certain conditions or situations.

Sequencing - To arrange commands into a specific order.

Loops - The action of doing something over and over again.

Debug - To find and fix errors in programs.

Binary Language - A way of representing information using only two options.

Functions - A piece of code that you can easily call over and over again.

Story Creation - Students create stories using various robots and coding applications such as Kibo, Dash & Dot, scratch, Scratch Jr. and Play Lab in Code.org,

Game Creation/Design - Students create/design games using various coding application such as Tynker, Scratch and Scratch Jr.

Secondary - Digital Literacy

Digital Literacy Categories		Alignment to CCSS/SBAC	Skills	6	7	8	9	10	11	12
Demonstrate proficiency in the use of computers and applications as well as an understanding of the concepts underlying the hardware and software and connectivity	Basic Operations	Technology Operations and Concepts	Identify successful troubleshooting strategies for minor hardware and software issues/problems (eg frozen screen)	I	R	M	M	M	M	M
		Technology Operations and Concepts	Independently operate peripheral equipment (eg scanner, digital camera, camcorder), if available	I	R	M	M	M	M	M
		Technology Operations and Concepts	Compress and expand large files	I	R	M	M	M	M	M
		Technology Operations and Concepts	Identify and use a variety of storage media (eg CDs CVDs, flash drives, school servers, and online storage spaces) and provide a rationale for using a certain medium for a specific purpose	I	R	M	M	M	M	M
		W6	Demonstrate automaticity in keyboarding skills by increasing accuracy and speed. (For students with disabilities, demonstrate alternate input techniques as appropriate)	R	M	M	M	M	M	M
		Creativity and Innovation	Identify and assess the capabilities and limitations of emerging technologies	I	R	M	M	M	M	M
	Word Processing	W5 W6 W10	Demonstrate use of intermediate features in word processing application (eg tabs, indents, headers and footers, end notes, bullet and numbering, tables)	I	R	M	M	M	M	M
		W5 W6 W10 SL5	Apply advanced formatting and page layout features when appropriate (eg columns, templates, and styles) to improve the appearance of documents and materials	I	R	M	M	M	M	M
		W5 W6 W10	Highlight text, copy and paste text	R	M	M	M	M	M	M
		W5 W6 W10 SL 1	Use the Comment function in Review for peer editing of documents	I	R	M	M	M	M	M
		WS W6 W10 SL1	Use track changes feature in Review for peer editing documents		O	I	R	M	M	M

I – Introduce R – Reinforce M – Mastery (ability to teach others) O – Optional for grade level

Secondary Digital Literacy

Digital Literacy Categories		Alignment to CCSS/SBAC	Skills	6	7	8	9	10	11	12
Demonstrate proficiency in the use of computers and applications as well as an understanding of the concepts underlying hardware, software and connectivity	Spreadsheet (Tables/Charts and Graphs)	F SMP RI7	Use spreadsheets to calculate, graph, organize, and present data in a variety of real-world settings and choose the most appropriate type to represent given data							
		F SMP 5, RI 7	Enter formulas and functions, use the auto/fill feature in a spreadsheet application							
		F, EE, SMP5, RI7	Use functions of a spreadsheet application (eg scientific notations, percentages, exponents) as appropriate							
		EE, SMP 6	Use various number formats (eg scientific notations, percentages, and exponents) as appropriate							
		F, SMP5, RI7	Use advanced formatting features of a spreadsheet application (eg reposition columns and rows, add and name worksheets)							
		SMP 5, RI7	Differentiate between formulas with absolute and relative cell references							
		SMP5, RI7	Use multiple sheets within a workbook and create links among worksheets to solve problems							
		SMP5, RI7	Import and export data between spreadsheets and other applications							
	Mathematical Applications	G, SMP 5	Draw two and three dimensional geometric shapes and use a variety of technology tools							
		EE, SMP 5	Use and interpret scientific notations using a variety of technology applications							
		EE A F, SP, SMP5, W8, SL5	Explain and demonstrate how specialized technology tools can be used for problem-solving, decision making, and creativity in all subject areas (eg simulation software, environmental probes, computer aided design, geographic information systems, dynamic geometric software, graphing calculators)							

I – Introduce R – Reinforce M – Mastery (ability to teach others) O – Optional for grade level

Secondary Digital Literacy

Digital Literacy Categories		Alignment to CCSS/SBAC	Skills	6	7	8	9	10	11	12
Demonstrate proficiency in the use of computers and applications as well as an understanding of the concepts underlying hardware, software and connectivity		SMP 3, SL 5	Create presentations for a variety of audiences and purposes with use of appropriate transitions and animations to add interest	R	M	M	M	M	M	M
		SMP 5, W6	Use a variety of technological tools (eg dictionary, thesaurus, grammar checker, calculator/graphing calculator) to maximize the accuracy of the work	R	M	M	M	M	M	M
		SL 5	Make strategic use of digital media to enhance understanding	R	M	M	M	M	M	M
		W6 SL5	Use painting and drawing tools/applications to create and edit work	R	M	M	M	M	M	M
		RL7 RI7 SBAC testing skills	Use note-taking skills while viewing online videos and using the play, pause, rewind and stop buttons	R	M	M	M	M	M	M
		SMP 3, SL5	Independently use appropriate technology tools (eg graphic organizer, audio visual) to define problems and propose hypotheses	I	R	M	M	M	M	M
Demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic media at home, in school, and in society		Digital Citizenship	Comply with the charters Acceptable Use Policy related to ethical use, cyberbullying, privacy, plagiarism, spam, viruses, hacking, and file sharing	R	M	M	M	M	M	M
		Digital Citizenship	Explain Fair Use guidelines for using copyrighted materials and possible consequences (eg images, music, video, text) in school projects	R	M	M	M	M	M	M
		Digital Citizenship	Analyze and explain how media and technology can be used to distort, exaggerate and misrepresent information	I	R	M	M	M	M	M
		Digital Citizenship	Give examples of hardware and applications that enable people with disabilities to use technology	I	R	M	M	M	M	M
		Digital Citizenship	Explain the potential risks associated with the use of networked digital environments (eg internet, mobile, phones, wireless, LANs) and sharing personal information	R	M	M	M	M	M	M

I – Introduce R – Reinforce M – Mastery (ability to teach others) O – Optional for grade level

Secondary - Digital Literacy

Digital Literacy Categories		Alignment to CCSS/SBAC	Skills	6	7	8	9	10	11	12
Demonstrate the ability to use technology for research, critical thinking, decision-making, communication, collaboration, creativity and innovation	Research (Gathering and Using Information)	RI5, RI7	Identify probable types and locations of Web sites by examining their domain names (eg .edu, .com, .org, .gov, au)	I	R	M	M	M	M	M
		RI5, RI7	Use effective search strategies for locating and retrieving electronic information (eg using syntax and Boolean logic operators)	R	M	M	M	M	M	M
		RI5, RI7	Use search engines and online directories. Explain the difference among various search engines and how they rank results	I	R	M	M	M	M	M
		RI7	Use appropriate academic language in online learning environments (eg post, thread, intranet, discussion forum, drop box, account, and password)	I	R	M	M	M	M	M
		RI5, RI7, SMP3	Explain how technology can support communication and collaboration, personal and professional productivity, and lifelong learning	I	R	M	M	M	M	M
		RI5, RI7	Write correct in-text citations and reference lists for text and images gathered from electronic sources	I	R	M	M	M	M	M
		RI5, RI7	Use Web browsing to access information (eg enter a URL, access links, create bookmarks/favorites, print Web pages)	I	R	M	M	M	M	M
		RI7, RI10 SMP 5	Use and modify databases and spreadsheets to analyze data and propose solutions	I	R	M	M	M	M	M
		RI 7, SMP3	Develop and use guidelines to evaluate the content organization, design, use of citations and presentation of technologically enhanced products	I	R	M	M	M	M	M

I – Introduce R – Reinforce M – Mastery (ability to teach others) O – Optional for grade level

Digital Literacy - Secondary

Digital Literacy Categories		Alignment to CCSS/SBAC	Skills	6	7	8	9	10	11	12
Demonstrate the ability to use technology for research, critical-thinking	Communication and collaboration	W6, W10, SL5, SMP 5, RI7	Use a variety of media to present information for specific purposes (eg reports, research papers, presentations, newsletters, web sites, podcasts, blogs) citing sources	R	M	M	M	M	M	M
		W6, W10, SL2, SL5, SMP 3	Demonstrate how the use of various techniques and effects (eg editing, music, color, rhetorical devices) can be used to convey meaning in media	I	R	M	M	M	M	M
		RI6, RI7, RI9, SMP 3, SL5	Use a variety of charter approved Web 2.0 tools (eg email discussion groups, blogs, etc) to collaborate and communicate with peers, experts, and other audiences using appropriate academic language	R	M	M	M	M	M	M
		W6 W10, SL3	Use teacher developed guidelines to evaluate multimedia presentations for organizations, content, design, presentation and appropriateness of citations	R	M	M	M	M	M	M
		RI6, RI7, RI9, SMP3	Plan and implement a collaborative project with students in other classrooms and schools using telecommunications tools (eg email, discussion forums,	I	R	M	M	M	M	M

I – Introduce R – Reinforce M – Mastery (ability to teach others) O – Optional for grade level

Elementary - Coding

Skills	TK/K	1	2	3	4	5
Online Safety	I	R	R	R	R	R
Commands	I	R	R	R	R	M
Sequencing	I	R	R	R	R	M
Debugging	I	R	R	R	R	M
Conditionals	I	R	R	R	R	M
Loops		I	R	R	R	M
Binary Language					I	R
Functions						I
Story Creation	I	R	R	R	R	R
Game Creation/Design				I	R	R

I – Information R – Reinforce M – Mastery (ability to teach others) O – Optional for the Grade Level

Online Safety

The ability to use digital technology, communication tools and/or networks to locate, evaluate, use, and create information responsibly. Topics of study include cyberbullying, inappropriate material, online predators, and revealing too much personal information.

Commands

Instructions for the computer. Many commands put together make up algorithms and computer programs.

Conditionals

Statements that only run under certain conditions or situations.

Sequencing

To arrange commands into a specific order.

Loops

The action of doing something over and over again.

Debug

To find and fix errors in programs.

Binary Language

A way of representing information using only two options.

Functions

A piece of code that you can easily call over and over again.

Story Creation

Students create stories using various robots and coding applications

Game Creation/Design

Students create/design games using various coding applications.

Secondary Coding – adapted from Code.org

Skills	6	7	8	9	10	11	12
Games and Animation	R	R	M	M	M	M	M
Problem Solving	R	R	R	M	M	M	M
Web Design and Development	I	I	R	R	M	M	M
Design Process	I	I	I	R	R	M	M
Data Solutions	I	I	I	R	R	M	M
Physical Computing	I	I	I	R	R	M	M

I – Information R – Reinforce M – Mastery (ability to teach others) O – Optional for the Grade Level

Games and Animations

Building on the elementary scope and sequence, students refine their skills in program animation, interactive art, and the continued creation of games. Students will build on their ability to use simple shapes and progress to more sophisticated games, using programming concepts and design concepts computer scientists use.

Problem Solving.

Using the problem-solving process to create solutions to different puzzles, challenges, and real-world scenarios, and develop a strong understanding of how computers, process and store information to help humans solve problems, how computers input and output data.

Web Design and Development

Students will determine what content they wish to include and develop the skills to create web pages linked with projects they have developed in class. They will create web pages using HTML and CSS. Students may also work with outside clients to create and publish websites to the internet.

Design Process

Students will understand a series of design challenges, and, while developing a solution to a problem. learn to understand the needs of others while developing a solution to a problem. Students will either identify a problem on their own or work with an internal or external client to identify a issue they would like to resolve, create prototype solutions, and test those solutions, gather feedback and make adjustments.

Data Solutions

Students will refine their skills in using data to solve problems. Students will continue to explore the representation of information in various systems, and challenges posed by using each. Students will further explore the use of data to solve problems, and how the automation of the steps of the problem-solving process. Students will learn how to apply the data-solving process to areas of their choosing.

Physical Computing

Students continue to refine their programming skills while adding to their understanding of hardware platforms in computing. They will revisit input and output elements of the Input/Storage/Processing/Output model. Students will utilize current and smart devices to comprehend ways different sensors provide more advanced input and output than the traditional keyboard, mouse and monitor. Students will develop programs utilizing the hardware inputs and outputs, create a simple prototype, and develop It into a finished product.



Grade 3 • Unit 5 • Scope and Sequence

Big Idea: Take Action What are ways people can take action?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 5: Unit Writing Focus: Opinion Essay, Book Review Writing Products: Opinion Writing	Research
Week 3 Weekly Concept: Teaming Up Essential Question: How do teams work together? Connect to Social Studies: Identify how to participate in the classroom, community and in civic life.	Title: “Firefighters: Teamwork Counts” Genre: Expository Text Strategy: Ask and Answer Questions	Short Text: “Rescue Dogs Save the Day” Lexile: 720 Genre: Expository Text Strategy: Ask and Anser Questions Skill: Author’s Point of View Text Features: Headings, Chart	Main Selection Title: <i>Wildfires</i> Lexile: 750 Genre: Expository Text Paired Selection Title: “Windy Gale and the Great Hurricane” Lexile: 660 Genre: Tall Tale Strategy: Ask and Answer Questions Skill: Author’s Point of View	Strategy: Ask and Answer Questions Skill: Author’s Point of View Main Selection Genre: Expository Text Titles: A: <i>Firefighting Heroes</i> O: <i>Firefighting Heroes</i> E: <i>Firefighting Heroes</i> B: <i>Firefighting Heroes</i> Paired Selection Genre: Tall Tale Titles: A: “A Favor Repaid” O: “A Favor Repaid” E: “A Favor Repaid” B: “A Favor Repaid” Lexiles A: 600 O: 690 E: 580 B: 780	Reading/ Writing Workshop: Genre, Purpose Literature Anthology: Organization, Prior Knowledge, Connection of Ideas, Genre, Specific Vocabulary	Vocabulary Words: <i>accidental, careless, disasters, equipment, harmful, prevention, purpose, respond</i> Additional Domain Words: <i>regrowth, reborn, renewing</i> Vocabulary Strategy: Context Clues: Sentence Clues Build Vocabulary: <i>invisible, undergrowth, dead wood, renewing, meadows, mossy</i>	Phonics/Spelling Skill: Closed Syllables Structural Analysis: Roots in Related Words	Phrasing and Rate	Writing Trait: Organization Write About the Text: Informative Text Write to Sources: Reading/Writing Workshop: “Rescue Dogs Save the Day” Literature Anthology: <i>Wildfires</i> , “Windy Gale and the Great Hurricane” Grammar Skill: Pronoun-Verb Agreement Grammar Mechanics: Pronoun-Verb Agreement	Project: Research how to participate effectively in a team Product: Write a paragraph about a successful team
Week 4 Weekly Concept: Good Citizens Essential Question: What do good citizens do? Connect to Social Studies: Describe the lives of American heroes who took risks to secure our freedoms.	Title: “Jimmy Carter: A Good Citizen” Genre: Biography Strategy: Ask and Answer Questions	Short Text: “Dolores HuertA: Growing Up Strong” Lexile: 670 Genre: Biography Strategy: Ask and Answer Questions Skill: Author’s Point of View Text Features: Caption, Timeline	Main Selection Title: <i>Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote</i> Lexile: 700 Genre: Biography Paired Selection Title: “Susan B. Anthony Takes Action!” Lexile: 730 Genre: 730 Strategy: Ask and Answer Questions Skill: Author’s Point of View	Strategy: Ask and Answer Questions Skill: Author’s Point of View Main Selection Genre: Biography Titles: A: <i>Eunice Kennedy Shriver</i> O: <i>Eunice Kennedy Shriver</i> E: <i>Eunice Kennedy Shriver</i> B: <i>Eunice Kennedy Shriver</i> Paired Selection Genre: Biography Titles: A: “The Lifesaver” O: “The Lifesaver” E: “The Lifesaver” B: “The Lifesaver” Lexiles A: 600 O: 690 E: 600 B: 860	Reading/ Writing Workshop: Prior Knowledge, Connection of Ideas Literature Anthology: Connection of Ideas, Sentence Structure, Prior Knowledge, Specific Vocabulary, Purpose, Organization, Genre	Vocabulary Words: <i>citizenship, continued, daring, horrified, participate, proposed, unfairness, waver</i> Additional Domain Words: <i>abolitionist, sentiments</i> Vocabulary Strategy: Prefixes and Suffixes Build Vocabulary: <i>strong-spirited, property, gasped, scolded</i>	Phonics/Spelling Skill: Inflectional Endings y and i Structural Analysis: Suffixes -ful, -ness, -less	Phrasing and Rate	Writing Trait: Organization Write About the Text: Informative Text Write to Sources: Reading/Writing Workshop: “Dolores HuertA: Growing Up Strong” Literature Anthology: <i>Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote</i> , “Susan B. Anthony Takes Action!” Grammar Skill: Possessive Pronouns Grammar Mechanics: Possessive Pronouns and Reflexive Pronouns	Project: Research different ways to be a good citizen Product: Create a Visual Narrative

Not shown: Start Smart Introduction to Key Instructional Routines and Procedures.



Grade 3 • Unit 5 • Scope and Sequence

Big Idea: Take Action What are ways people can take action?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection <div><div>A</div>: Approaching Level</div> <div><div>O</div>: On Level</div> <div><div>E</div>: ELL</div> <div><div>B</div>: Beyond Level</div>	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 5: Unit Writing Focus: Opinion Essay, Book Review Writing Products: Opinion Writing	Research
Week 5 Weekly Concept: Energy Essential Question: What are different kinds of energy? Connect to Science: Learn that forces that do not sum to zero can cause changes in speed or direction.	Title: "Using Power" Genre: Expository Text Strategy: Ask and Answer Questions	Short Text: "Here Comes Solar Power" Lexile: 710 Genre: Expository Text Strategy: Ask and Answer Questions Skill: Cause and Effect Text Features: Photographs and Captions, Sidebar	Main Selection Title: <i>It's All in the Wind</i> Lexile: 740 Genre: Expository Text Paired Selection Title: "Power for All" Lexile: 780 Genre: Expository Text Strategy: Ask and Answer Questions Skill: Cause and Effect	Strategy: Ask and Answer Questions Skill: Cause and Effect Main Selection Expository Text Genre: Titles: <div><div>A</div>: <i>The Fuel of the Future</i></div> <div><div>O</div>: <i>The Fuel of the Future</i></div> <div><div>E</div>: <i>The Fuel of the Future</i></div> <div><div>B</div>: <i>The Fuel of the Future</i></div> Paired Selection Genre: Expository Text Titles: <div><div>A</div>: "Saving Energy"</div> <div><div>O</div>: "Saving Energy"</div> <div><div>E</div>: "Saving Energy"</div> <div><div>B</div>: "Saving Energy"</div> Lexiles <div><div>A</div>: 680</div> <div><div>O</div>: 750</div> <div><div>E</div>: 680</div> <div><div>B</div>: 800</div>	Reading/ Writing Workshop: Connection of Ideas, Organization Literature Anthology: Purpose, Connection of Ideas, Genre	Vocabulary Words: <i>energy, natural, pollution, produce, renewable, replace, sources, traditional</i> Vocabulary Strategy: Context Clues: Homophones	Phonics/Spelling Skill: Open Syllables Structural Analysis: Prefixes and Suffixes	Rate	Writing Trait: Voice Write About the Text: Opinion Write to Sources: Reading/Writing Workshop: "Here Comes Solar Power" Literature Anthology: <i>It's All in the Wind</i> , "Power for All" Grammar Skill: Pronoun-Verb Contractions Grammar Mechanics: Spelling Contractions and Possessive Pronouns	Project: Research alternative energy sources and traditional energy sources Product: Create a Venn Diagram
Week 6 Review and Assessment										



Grade 3 • Unit 6 • Scope and Sequence

Big Idea: Think It Over How do we decide what’s important?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection <div><div>A</div> Approaching Level</div> <div><div>O</div> On Level</div> <div><div>E</div> ELL</div> <div><div>B</div> Beyond Level</div>	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 6: Unit Writing Focus: Feature Article, Research Report Writing Products: Informative Text	Research
Week 1 Weekly Concept: Treasures Essential Question: How do you decide what is important?	Title: “Pandora Finds a Box” Genre: Myth/Drama Strategy: Make, Confirm, and Revise Predictions	Short Text: “Athena and Arachne” Lexile: Non-Prose Genre: Myth/Drama Strategy: Make, Confirm, and Revise Predictions Skill: Theme	Main Selection Title: <i>King Midas and the Golden Touch</i> Lexile: Non-Prose Genre: Drama/Myth Paired Selection Title: “Carlos’s Gift” Lexile: 640 Genre: Realistic Fiction Strategy: Make, Confirm, and Revise Predictions Skill: Theme	Strategy: Make, Confirm, and Revise Predictions Skill: Theme Main Selection Genre: Drama Titles: <div><div>A</div> <i>Midas and the Donkey Ears</i></div> <div><div>O</div> <i>The Naming of Athens</i></div> <div><div>E</div> <i>The Naming of Athens</i></div> <div><div>B</div> <i>Odysseus and King Aeolus</i></div> Paired Selection Genre: Realistic Fiction Titles: <div><div>A</div> “It’s Party Time!”</div> <div><div>O</div> “The Perfect Present”</div> <div><div>E</div> “The Perfect Present”</div> <div><div>B</div> “Daria’s Dream”</div> Lexiles <div><div>A</div> 520</div> <div><div>O</div> 590</div> <div><div>E</div> 470</div> <div><div>B</div> 650</div>	Reading/ Writing Workshop: Prior Knowledge, Genre Literature Anthology: Genre, Sentence Structure, Connection of Ideas, Organization, Specific Vocabulary	Vocabulary Words: <i>alarmed, anguished, necessary, obsessed, possess, reward, treasure, wealth</i> Additional Domain Words: <i>crestfallen, optimistic, volunteer</i> Additional Academic Vocabulary: <i>myth, drama, scene, stage directions</i> Vocabulary Strategy: Root Words Build Vocabulary: <i>rhythm, moans, ails, dismount, appreciated</i>	Phonics/Spelling Skill: Prefixes <i>un-, re-, pre-, dis-</i> Structural Analysis: Roots in Related Words	Expression	Writing Trait: Sentence Fluency Write About the Text: Opinion Write to Sources: Reading/Writing Workshop: “Athena and Arachne” Literature Anthology: <i>King Midas and the Golden Touch</i> , “Carlos’s Gift” Grammar Skill: Adjectives and Articles Grammar Mechanics: Commas in a Series and in Dates	Project: Research qualities people value Product: Interview a Classmate
Week 2 Weekly Concept: Weather Essential Question: How can weather affect us? Connect to Science: Summarize how scientists record patterns of weather so they can make predictions.	Title: “Joshua’s Odd Neighbor” Genre: Historical Fiction Strategy: Make Predictions	Short Text: “The Big Blizzard” Lexile: 690 Genre: Historical Fiction Strategy: Make, Confirm, and Revise Predictions Skill: Theme	Main Selection Title: <i>Noah’s Ark</i> Lexile: 740 Genre: Historical Fiction Paired Selection Title: “The Wind and the Sun” Lexile: 570 Genre: Fable Strategy: Make, Confirm, and Revise Predictions Skill: Theme	Strategy: Make, Confirm, and Revise Predictions Skill: Theme Main Selection Genre: Historical Fiction Titles: <div><div>A</div> <i>The Big Storm</i></div> <div><div>O</div> <i>The Schoolhouse Blizzard</i></div> <div><div>E</div> <i>The Schoolhouse Blizzard</i></div> <div><div>B</div> <i>The Hottest Summer</i></div> Paired Selection Genre: Fable Titles: <div><div>A</div> “The Oak and the Reeds”</div> <div><div>O</div> “The Lion and the Boar”</div> <div><div>E</div> “The Lion and the Boar”</div> <div><div>B</div> “The Swallow and the Crow”</div> Lexiles <div><div>A</div> 470</div> <div><div>O</div> 610</div> <div><div>E</div> 490</div> <div><div>B</div> 630</div>	Reading/ Writing Workshop: Prior Knowledge, Specific Vocabulary Literature Anthology: Specific Vocabulary, Connection of Ideas, Genre, Sentence Structure, Prior Knowledge, Organization	Vocabulary Words: <i>argue, astonished, complained, conditions, forbidding, forecast, relief, stranded</i> Additional Domain Words: <i>granite, heifer</i> Additional Academic Vocabulary: <i>idiom, literal</i> Vocabulary Strategy: Idioms Build Vocabulary: <i>torrents, oilcloth, scarcely, shiver, shrieked, skillet, sprinted, bailing</i>	Phonics/Spelling Skill: Consonant + le Syllable Structural Analysis: Latin Suffixes	Phrasing	Writing Trait: Word Choice Write About the Text: Narrative Text Write to Sources: Reading/Writing Workshop: “The Big Blizzard” Literature Anthology: <i>Noah’s Ark</i> , “The Wind and the Sun” Grammar Skill: Adjectives That Compare Grammar Mechanics: Correct Comparative and Superlative Forms	Project: Research the effects of extreme weather Product: Write a Summary



Grade 3 • Unit 6 • Scope and Sequence

Big Idea: Think It Over How do we decide what’s important?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection A: Approaching Level O: On Level E: ELL B: Beyond Level	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 6: Unit Writing Focus: Feature Article, Research Report Writing Products: Informative Text	Research
Week 3 Weekly Concept: Learning to Succeed Essential Question: Why are goals important? Connect to Social Studies: Explain how work in school and effort can pay off.	Title: “Mae Jamison, Astronaut” Genre: Biography Strategy: Reread	Short Text: “Rocketing into Space” Lexile: 790 Genre: Biography Strategy: Reread Skill: Problem and Solution Text Features: Keywords, Photographs	Main Selection Title: <i>Out of This World! The Ellen Ochoa Story</i> Lexile: 780 Genre: Biography Paired Selection Title: “A Flight to Lunar City” Lexile: 600 Genre: Adventure Story Strategy: Reread Skill: Problem and Solution	Strategy: Reread Skill: Problem and Solution: Main Selection Genre: Biography Titles: A: <i>Reach for the Stars</i> O: <i>Reach for the Stars</i> E: <i>Reach for the Stars</i> B: <i>Reach for the Stars</i> Paired Selection Genre: Science Fiction Titles: A: “Melina Shows Her Mettle” O: “Melina Shows Her Mettle” E: “Melina Shows Her Mettle” B: “Melina Shows Her Mettle” Lexiles A: 600 O: 750 E: 680 B: 850	Reading/ Writing Workshop: Genre Literature Anthology: Specific Language, Connection of Ideas, Genre, Specific Vocabulary	Vocabulary Words: <i>communicated, essential, goal, motivated, preprofessional, research, serious, specialist</i> Additional Domain Words: <i>weightlessness, mission specialist, payload, climate, lunar</i> Additional Academic Vocabulary: <i>achieve, interview, organize</i> Vocabulary Strategy: Greek and Latin Roots Build Vocabulary: <i>potential, debrief, procedures</i>	Phonics/Spelling Skill: Vowel-Team Syllables Structural Analysis: Greek and Latin Roots	Accuracy	Writing Trait: Organization Write About the Text: Informative Text Write to Sources: Reading/Writing Workshop: “Rocketing into Space” Literature Anthology: <i>Out of This World! The Ellen Ochoa Story</i> , “A Flight to Lunar City” Grammar Skill: Adverbs Grammar Mechanics: Adverbs and Adjectives	Project: Research how to set goals and achieve them Product: Interview a Classmate
Week 4 Weekly Concept: Animals and You Essential Question: How can learning about animals help you respect them? Connect to Science: Identify how in an environment some organisms survive well, some less well, and some cannot survive.	Title: “Respect for the Florida Panther” Genre: Expository Text Strategy: Reread	Short Text: “Butterflies Big and Small” Lexile: 870 Genre: Expository Text Strategy: Reread Skill: Compare and Contrast Text Features: Headings, Diagram	Main Selection Title: <i>Alligators and Crocodiles</i> Lexile: 870 Genre: Expository Text Paired Selection Title: “The Monkey and the Crocodile” Lexile: 730 Genre: Folktale Strategy: Reread Skill: Compare and Contrast	Strategy: Reread Skill: Compare and Contrast Main Selection Genre: Expository Text Titles: A: <i>African Cats</i> O: <i>African Cats</i> E: <i>African Cats</i> B: <i>African Cats</i> Paired Selection Genre: Folktale Titles: A: “How Leopard Got His Spots” O: “How Leopard Got His Spots” E: “How Leopard Got His Spots” B: “How Leopard Got His Spots” Lexiles A: 580 O: 720 E: 660 B: 840	Reading/ Writing Workshop: Prior Knowledge, Connection of Ideas Literature Anthology: Purpose, Organizaton, Prior Knowledge, Genre, Specific Vocabulary, Sentence Structure, Connection of Ideas	Vocabulary Words: <i>endangered, fascinating, illegal, inhabit, requirement, respected, unaware, wildlife</i> Additional Domain Words: <i>sensory, webbed, plates, nocturnal, hatchling</i> Additional Academic Vocabulary: <i>compare and contrast, signal words, conclusion</i> Vocabulary Strategy: Context Clues: Paragaraph Clues Build Vocabulary: <i>drifting, keys, detect, territory, marshlands</i>	Phonics/Spelling Skill: r-Controlled Vowel Syllables Structural Analysis: Latin Suffixes	Phrasing	Writing Trait: Organization Write About the Text: Informative Text Write to Sources: Reading/Writing Workshop: “Respect for the Florida Panther” Literature Anthology: <i>Alligators and Crocodiles</i> , “The Monkey and the Crocodile” Grammar Skill: Adverbs That Compare Grammar Mechanics: Using More and Most	Project: Research an animal's unique qualities Product: Create Illustrations



Grade 3 • Unit 6 • Scope and Sequence

Big Idea: Think It Over How do we decide what’s important?	Read Aloud	Reading/Writing Workshop Comprehension	Literature Anthology Main Selection, Paired Selection	Leveled Reader Main Selection, Paired Selection <div><div>A</div>: Approaching Level</div> <div><div>O</div>: On Level</div> <div><div>E</div>: ELL</div> <div><div>B</div>: Beyond Level</div>	Access Complex Text (ACT)	Vocabulary Words	Phonics	Fluency Skill	Writing Unit 6: Unit Writing Focus: Feature Article, Research Report Writing Products: Informative Text	Research
Week 5 Weekly Concept: Funny Times Essential Question: How do you decide what’s important?	Title: “Show and Tell” Genre: Narrative Poem Strategy: Reread	Short Text: “The Camping Trip” “Bubble Gum” Lexile: Non-Prose Genre: Poetry: Narrative Poem Literary Elements: Rhythm and Rhyme Skill: Point of View	Main Selection Title: “Ollie’s Escape” Lexile: Non-Prose Genre: Poetry: Narrative Poem Paired Selection Title: “The Gentleman Bookworm” Lexile: Non-Prose Genre: Poetry: Narrataive Poem Literary Elements: Rhythm and Rhyme Skill: Point of View	Literary Elements: Rhythm and Rhyme Skill: Point of View Main Selection Genre: Realistic Fiction Titles: <div><div>A</div>: <i>Funny Faces</i></div> <div><div>O</div>: <i>Too Many Frogs</i></div> <div><div>E</div>: <i>Too Many Frogs</i></div> <div><div>B</div>: <i>The Joke’s on You</i></div> Paired Selection Genre: Poetry Titles: <div><div>A</div>: “My Cheeky Puppy”</div> <div><div>O</div>: “Pet Day”</div> <div><div>E</div>: “Cat and Dog”</div> <div><div>B</div>: “The Homework Blues”</div> Lexiles <div><div>A</div>: 450</div> <div><div>O</div>: 670</div> <div><div>E</div>: 600</div> <div><div>B</div>: 780</div>	Reading/ Writing Workshop: Specific Vocabulary Literature Anthology: Genre, Sentence Structure, Specific Vocabulary	Vocabulary Words: <i>entertainment, humorous,</i> <i>ridiculous, slithered</i> Poetry Terms: <i>narrative</i> <i>poem, rhyme, rhythm,</i> <i>stanza</i> Additional Academic Vocabulary: <i>precise</i> <i>language</i> Vocabulary Strategy: Idioms	Phonics/Spelling Skill: Suffixes <i>-ful,</i> <i>-less, -ly</i> Structural Analysis: Frequently Misspelled Words	Phrasing and Expression	Writing Trait: Word Choice Write About the Text: Narrative Text Write to Sources: Reading/Writing Workshop: “The Camping Trip” “Bubble Gum” Literature Anthology: “Ollie’s Escape,” “The Gentleman Bookworm” Grammar Skill: Prepositions Grammar Mechanics: Commas after Introduction	Project: Research how to use language to create humor in writing Product: Write a Humorous Poem
Week 6 Review and Assessment										



Grade 3 • Unit 1 • Scope and Sequence

General Information					Core Components				
The Big Idea: ¡Eureka! ¡Lo conseguí! <i>(Eureka! I've Got It!)</i> ¿Dónde puede comenzar una idea? <i>(Where can an idea begin?)</i>	Vocabulary: <ul style="list-style-type: none">• Vocabulary Words• Concept Words• Strategy• Build Vocabulary Words	Comprehension: <ul style="list-style-type: none">• Strategy• Skill • Subskill• G.O. • Review Skill	Writing: <ul style="list-style-type: none">• Trait• Prompt• Write About the Text	Grammar Spelling Mechanics & Usage	Reading/Writing Workshop (RWW)	Literature Anthology (LA)	Leveled Reader A: Approaching Level Lexile Range: 400-600	Leveled Reader B: On Level Lexile Range: 500-700	Leveled Reader B: Beyond Level Lexile Range: 650-850
Week 1							Lexile Target: 450	Lexile Target: 550	Lexile Target: 675
Weekly Concept: La hora del cuento <i>(storytime)</i> Essential Question: ¿Qué te enseñan los cuentos? <i>(What can stories teach you?)</i> Weekly Concept G.O.: 5 Connect to Content: Science: How animals adapt to new environment boy takes home a stray dog Connect to Science: Definir cómo las variaciones entre los individuos de la misma especie pueden ser una ventaja.	Vocabulary Words: <i>Arrancar; empujar; recetar; oscuridad; ruido; agujero</i> Concept Words: <i>descubrir, inspirar</i> Strategy: <i>Claves de contexto: Sinónimos (Context Clues: Synonyms)</i> Build Vocabulary Words: <i>chico, monstruos, jarabe, reto, darle el gusto, banco, ombligo, muerto de miedo, polenta</i>	Strategy: Visualizar <i>(Visualize)</i> Skill: Personaje, ambiente, trama: personaje <i>(Character, setting, plot: character)</i> Subskill: Personaje <i>(Character)</i> Compr. G.O.: 95 Review Skill:: Personaje <i>(Character)</i>	Trait: Ideas: Enfocarse en un suceso <i>(Ideas: Focus on an event)</i> Prompt: Write a story about an animal. Use details to focus on an event. <i>(Narrative)</i> Write About the Text: Texto narrativo	Grammar: Frases y oraciones enunciativas e interrogativas. Spelling: Palabras con c, z Mechanics & Usage: Puntuación de las oraciones enunciativas e interrogativas	Shared Read: Matías y su hermano Genre: Fantasía Lexile: 560	Main Selection: Miedo Author: Graciela Cabal Genre: fantasía Lexile: 580 Paired Selection: <u>Juanita y el lobo</u> Genre: Fábula Lexile: 650	Main Selection: <u>Los colores posibles</u> Author: Sebastián Olaso Genre: Fantasía <i>(Fantasy)</i> Paired Selection: <u>La garza y los peces</u> <i>(The Heron and the Fish)</i> Genre: Fábula <i>(Fable)</i> GR: K Benchmark: 20 Lexile: 540	Main Selection: <u>Los consejos del pato</u> Author: Sebastián Olaso Genre: Fantasía <i>(Fantasy)</i> Paired Selection: <u>El león y el zorro</u> <i>(The Lion and the Fox)</i> Genre: Fábula <i>(Fable)</i> GR: M Benchmark: 28 Lexile: 540	Main Selection: <u>¡A nadar!</u> Author: Sebastián Olaso Genre: Fantasía <i>(Fantasy)</i> Paired Selection: <u>La liebre y la tortuga</u> <i>(The Hare and the Tortoise)</i> Genre: Fábula <i>(Fable)</i> GR: P Benchmark: 38 Lexile: 660
Week 2							Lexile Target: 450	Lexile Target: 550	Lexile Target: 875
Weekly Concept: Tradiciones <i>(Sharing Traditions)</i> Essential Question: ¿Qué aprendemos de las culturas a través de las tradiciones? <i>(What can traditions teach you about cultures?)</i> Weekly Concept G.O.: 62 Connect to Content: Social Studies: Cultures: indigenous cultures in South America, more specifically Chile Connect to Science: Definir cómo se adaptan los animales.	Vocabulary Words: <i>Guanaco, ahuyentar, morada, hogar, sendero, vigilar</i> Concept Words: <i>Tradición, orgullo</i> Strategy: <i>Claves de contexto: claves en las oraciones (Context Clues: sentence clues)</i> Build Vocabulary Words: <i>se compadeció, cumbre, pulverizadas, tocado, tensar, lenga, ladera, morada</i>	Strategy: Visualizar <i>(Visualize)</i> Skill: Personaje, ambiente, trama: secuencia <i>(Character, setting, plot: sequence)</i> Subskill: secuencia G.O.: 35 Review Skill: Personaje, ambiente, trama: personaje <i>(Character, setting, plot: character)</i>	Trait: Selección de palabras: detalles descriptivos <i>(Word Choice: descriptive details)</i> Prompt: Write about a family tradition. Choose interesting words and details. <i>(E)</i> Write About the Text: Texto narrativo	Grammar: Oraciones imperativas y exclamativas Spelling: Palabras con c, s, z Mechanics & Usage: Puntuación de las oraciones exclamativas e imperativas	Shared Read: Un hogar en el valle Genre: Fantasía Lexile: 620	Main Selection: El pequeño Anik Autor: Víctor Carvajal Ilustrador: Alberto Montt Genre: Fantasía Lexile: 660 Paired Selection: Tradiciones de familia <i>(Family Traditions)</i> Genre: Expository Text Lexile: 640	Main Selection: <u>Fiesta en la quebrada</u> Author: Virginia Segret Mouró Genre: Fantasía <i>(Fantasy)</i> Paired Selection: <u>El mole poblano</u> <i>(More About Mole)</i> Genre: Texto expositivo <i>(Expository Text)</i> GR: K Benchmark: 20 Lexile: 480	Main Selection: <u>El viaje maravilloso</u> Author: Diego Kochmann Genre: Fantasía <i>(Fantasy)</i> Paired Selection: <u>Diwali</u> <i>(Diwali)</i> Genre: Texto expositivo <i>(Expository Text)</i> GR: M Benchmark: 28 Lexile: 540	Main Selection: <u>Dragones y tradiciones</u> Author: Miguel Ísola Genre: Fantasía <i>(Fantasy)</i> Paired Selection: <u>Una antigua tradición</u> <i>(A Great Tradition)</i> Genre: Texto expositivo <i>(Expository Text)</i> GR: P Benchmark: 38 Lexile: 710

Unit Writing Products: Boceto autobiográfico (Autobiographical Sketch) (N) (focus on narrative technique Narrativa personal (Personal Narrative) (N) (include point of view) (including strong conclusion that follows from narrated experiences or events)

Unit Writing Focus: Using narrative structure to write about real events • (N) Narrative • (E) Expository • (O) Opinion



Grade 3 • Unit 1 • Scope and Sequence

General Information					Core Components				
The Big Idea: ¡Eureka! ¡Lo conseguí! <i>(Eureka! I've Got It!)</i> ¿Dónde puede comenzar una idea? <i>(Where can an idea begin?)</i>	Vocabulary: • Vocabulary Words • Concept Words • Strategy • Build Vocabulary Words	Comprehension: • Strategy • Skill • Subskill • G.O. • Review Skill	Writing: • Trait • Prompt • Write About the Text	Grammar Spelling Mechanics & Usage	Reading/Writing Workshop (RWW)	Literature Anthology (LA)	Leveled Reader A: Approaching Level Lexile Range: 400-600	Leveled Reader On Level Lexile Range: 500-700	Leveled Reader B: Beyond Level Lexile Range: 650-850
Week 3							Lexile Target: 450	Lexile Target: 550	Lexile Target: 675
Weekly Concept: La comunidad <i>(Communities)</i> Essential Question: ¿Cómo contribuyen las personas de diferentes culturas a una comunidad? <i>(How do people from different cultures contribute to a community?)</i> Weekly Concept G.O.: 103 Connect to Content: Social Studies Connect to Social Studies: Investigar cómo se establecieron diversas culturas.	Vocabulary Words: <i>Asustar, biblioteca, practicar, pronunciar, tropezar, admirar</i> Concept Words: <i>Comunidad, contribuir</i> Strategy: <i>Palabras compuestas (Word Parts: compound words)</i> Build Vocabulary Words: <i>espolvorear, municiones, tropical, tambalearse, chachachá</i>	Strategy: Ask and Answer Questions <i>(Hacer y responder preguntas)</i> Skill: Text Structure: secuencia <i>(Text Structure: sequence)</i> Subskill: secuencia G.O.: 73 Review Skill: Text Structure: secuencia <i>(Text Structure: sequence)</i>	Trait: Organización: secuencia Prompt: Write about something that really happened to you. Put your ideas in order. <i>(N)</i> Write About the Text: Texto informativo	Grammar: El sujeto Spelling: Palabras con <i>b, bl y br</i> Mechanics & Usage: Las mayúsculas en los días feriados y los nombres propios	Shared Read: Un jardín para todos <i>(Room to Grow)</i> Genre: Narrative non-fiction Text Features: headings, illustrations and map Lexile: 510	Main Selection: Gary el soñador Gary the Dreamer Author: Gary Soto Genre: narrative nonfiction Lexile: 680 Paired Selection: Una mezcla de polca y pan pita Sharing Polkas and Pitas Genre: Expository text Lexile: 660	Main Selection: <u>Judy Baca</u> <i>(Judy Baca)</i> Author: Anna Harris Genre: Narrativa de no ficción <i>(Narrative nonfiction)</i> Paired Selection: <u>Los Ángeles vibrante</u> <i>(Vibrant Los Angeles)</i> Genre: Texto expositivo <i>(Expository Text)</i> GR: K Benchmark: 20 Lexile: 530	Main Selection: <u>Judy Baca</u> <i>(Judy Baca)</i> Author: Anna Harris Genre: Narrativa de no ficción <i>(Narrative nonfiction)</i> Paired Selection: <u>Los Ángeles vibrante</u> <i>(Vibrant Los Angeles)</i> Genre: Texto expositivo <i>(Expository Text)</i> GR: M Benchmark: 28 Lexile: 600	Main Selection: <u>Judy Baca</u> <i>(Judy Baca)</i> Author: Anna Harris Genre: Narrativa de no ficción <i>(Narrative nonfiction)</i> Paired Selection: <u>Los Ángeles vibrante</u> <i>(Vibrant Los Angeles)</i> Genre: Texto expositivo <i>(Expository Text)</i> GR: P Benchmark: 38 Lexile: 660
Week 4							Lexile Target: 450	Lexile Target: 550	Lexile Target: 675
Weekly Concept: Inventos <i>(Inventions: inventing something new)</i> Essential Question: ¿Cómo ser creativo al resolver un problema? <i>(How can problem-solving lead to new ideas?)</i> Weekly Concept G.O.: 56 Connect to Content: Technology Connect to Science: Definir cómo desarrollan posibles soluciones los científicos.	Vocabulary Words: <i>diseñar, simple, invento, animar, sustituto, calidad</i> Concept Words: <i>examinar, solución</i> Strategy: <i>Lenguaje figurado Metáforas (Figurative language (metaphor))</i> Build Vocabulary Words: <i>mugre, sustituto, maravilloso</i>	Strategy: Ask and Answer Questions <i>(Hacer y responder preguntas)</i> Skill: Text Structure: causa y efecto <i>(con secuencia) (Text Structure: cause and effect with sequence)</i> Subskill: causa y efecto G.O.: 87 Review Skill: Text Structure: secuencia <i>(Text Structure: sequence)</i>	Trait: Selección de palabras: palabras que indican secuencia <i>(Word Choice: Time-order Words)</i> Prompt: Write about an inventor. Use words to show the order of events. <i>(E)</i> Write About the Text: Texto informativo	Grammar: El predicado Spelling: Palabras con <i>nv, v</i> Mechanics & Usage: Las minúsculas en los días de la semana y los nombres de los meses	Shared Read: EL gran invento de Mary Anderson Mary Anderson's Great Invention Genre: Biography Lexile: 550	Main Selection: Todos abordo! La máquina de vapor de Elijah McCoy All Aboard! Elijah McCoy's Steam Engine Author: Bill Slavin Genre: Biography Lexile: 510 Paired Selection: Un mundo con luz Lighting the World Genre: Biografía <i>(Biography)</i> Lexile: 540	Main Selection: <u>El asombroso Benjamin Franklin</u> <i>(The Amazing Benjamin Franklin)</i> Author: Victoria St John Genre: Biografía <i>(Biography)</i> Paired Selection: <u>Beulah Henry: Inventora</u> <i>(Beulah Henry: Inventor)</i> Genre: Biografía <i>(Biography)</i> GR: K Benchmark: 20 Lexile: 520	Main Selection: <u>El asombroso Benjamin Franklin</u> <i>(The Amazing Benjamin Franklin)</i> Author: Victoria St John Genre: Biografía <i>(Biography)</i> Paired Selection: <u>Beulah Henry: Inventora</u> <i>(Beulah Henry: Inventor)</i> Genre: Biografía <i>(Biography)</i> GR: M Benchmark: 28 Lexile: 640	Main Selection: <u>El asombroso Benjamin Franklin</u> <i>(The Amazing Benjamin Franklin)</i> Author: Victoria St John Genre: Biografía <i>(Biography)</i> Paired Selection: <u>Beulah Henry: Inventora</u> <i>(Beulah Henry: Inventor)</i> Genre: Biografía <i>(Biography)</i> GR: P Benchmark: 38 Lexile: 700

Unit Writing Products: Boceto autobiográfico (Autobiographical Sketch) (N) (focus on narrative technique Narrativa personal (Personal Narrative) (N) (include point of view) (including strong conclusion that follows from narrated experiences or events)

Unit Writing Focus: Using narrative structure to write about real events • (N) Narrative • (E) Expository • (O) Opinion



Grade 3 • Unit 1 • Scope and Sequence

General Information					Core Components				
The Big Idea: ¡Eureka! ¡Lo conseguí! <i>(Eureka! I've Got It!)</i> ¿Dónde puede comenzar una idea? <i>(Where can an idea begin?)</i>	Vocabulary: <ul style="list-style-type: none">• Vocabulary Words• Concept Words• Strategy• Build Vocabulary Words	Comprehension: <ul style="list-style-type: none">• Strategy• Skill • Subskill• G.O. • Review Skill	Writing: <ul style="list-style-type: none">• Trait• Prompt• Write About the Text	Grammar Spelling Mechanics & Usage	Reading/Writing Workshop (RWW)	Literature Anthology (LA)	Leveled Reader A: Approaching Level Lexile Range: 400-600	Leveled Reader On Level Lexile Range: 500-700	Leveled Reader B: Beyond Level Lexile Range: 650-850
Week 5							Lexile Target: 450	Lexile Target: 600	Lexile Target: 675
Weekly Concept: Monumentos históricos (<i>Landmarks</i>) Essential Question: ¿Cómo nos ayudan los monumentos a entender la historia de nuestro país? (<i>How do landmarks help us understand our country's story?</i>) Weekly Concept G.O.: 53 Connect to Content: Geography Connect to Social Studies: Conocer la importancia de los héroes estadounidenses.	Vocabulary Words: <i>Tallar, nacional, rastró, pista, grandioso, masivo</i> Concept Words: <i>monumento, hito</i> Strategy: <i>Palabras de significados múltiples: claves de contexto y claves en la oración (Multiple meaning words: context clues, sentence clues)</i>	Strategy: Ask and Answer Questions (<i>Hacer y responder preguntas</i>) Skill: Idea Principal y detalles (<i>Main Idea and key details</i>) G.O.: 86 Review Skill: Text Structure: cause and effect (<i>Text Structure: cause and effect</i>)	Trait: Fluidez de la oración: tipos de oraciones (<i>Sentence Fluency: Varying Sentence Types</i>) Prompt: Write about why it is important to have parks. Support your opinion with details. (<i>O</i>) Write About the Text: Texto de opinión	Grammar: oraciones compuestas Spelling: Palabras con <i>mb, mp</i> Mechanics & Usage: Oraciones compuestas con la conjunción <i>y</i>	Shared Read: Una belleza natural A Natural Beauty Genre: Texto expositivo (<i>Expository Text</i>) Lexile: 660	Main Selection: Una montaña de historia A Mountain of History Author: Genre: Texto expositivo (<i>Expository Text</i>) Lexile: 560 Paired Selection: Una calle histórica A Landmark Street Genre: Texto expositivo (<i>Expository Text</i>) Lexile: 590	Main Selection: <u>El Paseo Nacional</u> (<i>The National Mall</i>) Author: Elizabeh Brereton Genre: Texto expositivo (<i>Expository Text</i>) Paired Selection: El arco Gateway (<i>Gateway Arch</i>) Genre: Texto expositivo (<i>Expository Text</i>) GR: K Benchmark: 20 Lexile: 570	Main Selection: <u>El Paseo Nacional</u> (<i>The National Mall</i>) Author: Elizabeh Brereton Genre: Texto expositivo (<i>Expository Text</i>) Paired Selection: El arco Gateway (<i>Gateway Arch</i>) Genre: Texto expositivo (<i>Expository Text</i>) GR: N Benchmark: 30 Lexile: 670	Main Selection: El Paseo Nacional (<i>The National Mall</i>) Author: Elizabeh Brereton Genre: Texto expositivo (<i>Expository Text</i>) Paired Selection: El arco Gateway (<i>Gateway Arch</i>) Genre: Texto expositivo (<i>Expository Text</i>) GR: P Benchmark: 38 Lexile: 710

Unit Writing Products: Boceto autobiográfico (Autobiographical Sketch) (N) (focus on narrative technique Narrativa personal (Personal Narrative) (N) (include point of view) (including strong conclusion that follows from narrated experiences or events)

Unit Writing Focus: Using narrative structure to write about real events • (N) Narrative • (E) Expository • (O) Opinion



Grade 3 • Unit 2 • Scope and Sequence

General Information					Core Components				
The Big Idea: Resuélvelo (<i>Figure it out</i>) ¿Qué esfuerzos necesitas hacer para resolver problemas? (<i>What does it take to solve a problem?</i>)	Vocabulary: <ul style="list-style-type: none">Vocabulary WordsConcept WordsStrategyBuild Vocabulary Words	Comprehension: <ul style="list-style-type: none">StrategySkill • SubskillG.O. • Review Skill	Writing: <ul style="list-style-type: none">TraitPromptWrite About the Text	Grammar Spelling Mechanics & Usage	Reading/Writing Workshop (RWW)	Literature Anthology (LA)	Leveled Reader A: Approaching Level Lexile Range: 400-600	Leveled Reader On Level Lexile Range: 500-700	Leveled Reader B: Beyond Level Lexile Range: 650-850
Week 1							Lexile Target: 450	Lexile Target: 600	Lexile Target: 675
Weekly Concept: Cooperación (<i>Cooperation: working together</i>) Essential Question: ¿Por qué es mejor trabajar en equipo para resolver problemas? (<i>Why is working together a good way to solve a problem?</i>) Weekly Concept G.O.: 85 Connect to Content: Government: Government and people work together to recycle more Connect to Science: Comprender que los humanos pueden tomar medidas para disminuir el impacto ambiental.	Vocabulary Words: <i>Unir, enredar, escondite, escama, aleta, rapidez</i> Concept Words: <i>Comprometido, cooperación</i> Strategy: <i>Antónimos: claves de contexto y claves en la oración (Antonyms: context clues, sentence clues)</i> Build Vocabulary Words: <i>mecerse, ondulaban, jugar a las escondidas, se apresuró, rabo del ojo, inevitable, te pillé, relucientes, te delataron, apenado, intensamente, tiritando,</i>	Strategy: Hacer, confirmar y revisar predicciones (<i>Make, confirm and revise predictions</i>) Skill: Tema (<i>Theme</i>) Compr. G.O.: 90 Review Skill: Personaje, ambiente, trama: secuencia (<i>Character, setting, plo: sequence</i>)	Trait: Selección de palabras: Palabras de enlace RL.4.3 Prompt: Tell about a time when a good idea came from an unexpected place. Include descriptive details that tell about this experience. (<i>Narrative</i>) Write About the Text: Texto narrativo	Grammar: El sustantivo: común y propio Spelling: Palabras con c, q, k Mechanics & Usage: La puntuación en cartas y correos electrónicos	Shared Read: Un lago feliz Genre: Fantasía Lexile: 680	Main Selection: Un amigo muy especial Author: Gabriela Sieveking, Amparo Phillips Genre: Fantasía Lexile: 520 Paired Selection: Deltona quiere murciélagos (<i>Deltona Is Going Batty</i>) Genre: Expository text Lexile: 640	Main Selection: <u>Los amigos del prado</u> Author: Sabrina Herreros Genre: Fantasía (<i>Fantasy</i>) Paired Selection: <u>Los Cazadragones</u> (<i>The Dragon Slayers</i>) Genre: Texto expositivo (<i>Expository Text</i>) GR: K Benchmark: 20 Lexile: 500	Main Selection: <u>El pastel más rico del mundo</u> Author: Miguel Ísola Genre: Fantasía (<i>Fantasy</i>) Paired Selection: <u>Raíces Urbanas</u> (<i>Urban Roots</i>) Genre: Texto expositivo (<i>Expository Text</i>) GR: N Benchmark: 30 Lexile: 620	Main Selection: <u>Vacaciones en el Polo Norte</u> Author: Virginia Segret Mouro Genre: Fantasía (<i>Fantasy</i>) Paired Selection: <u>Salvemos Lubec</u> (<i>Saving Lubec</i>) Genre: Texto expositivo (<i>Expository Text</i>) GR: P Benchmark: 38 Lexile: 680
Week 2							Lexile Target: 500	Lexile Target:600	Lexile Target: 700
Weekly Concept: Inmigración (Immigration: finding a home) Essential Question: ¿Por qué la gente emigra a otros lugares? (<i>Why do people immigrate to new places?</i>) Weekly Concept G.O.: 103 Connect to Content: Soc. Studies: Geography/history: reasons to emigrate Connect to Social Studies: Investigar cómo las familias contribuyeron a fundar la comunidad.	Vocabulary Words: <i>Ábaco, almacén, indígena, peñasco, azotea, bulto</i> Concept Words: <i>Oportunidad, emigrar</i> Strategy: <i>Lenguaje figurado: símiles (Figurative Language: simile)</i> Build Vocabulary Words: <i>tofú, platos, tambaleante, pagodas, se empolva, láminas, mostrador, bombea</i>	Strategy: Hacer, confirmar y revisar predicciones (<i>Make, confirm and revise predictions</i>) Skill: Tema (<i>Theme</i>) Compr. G.O.: 90 Review Skill: Personaje, ambiente, trama: personaje (<i>Character, setting, plo: character</i>)	Trait: Selección de palabras: lenguaje preciso (<i>Word Choice: precise language</i>) Prompt: Tell a story about moving to a new place. Use precise language to make your writing clear. (<i>N</i>) Write About the Text: Texto de opinión	Grammar: El sustantivo: masculino y femenino Spelling: Palabras con ca, co, cu, que, qui Mechanics & Usage: Las abreviaturas <i>Dr., Dra., Sr., Sra.</i>	Shared Read: El quipus de Amaru Genre: Ficción histórica Lexile: 660	Main Selection: La tienda de mamá y papá Author: Amelia Lau Carling Genre: Historical fiction Lexile: 800 Paired Selection: ¡Tierra a la vista! (<i>Next Stop, America!</i>) Genre: Texto expositivo (<i>Expository Text</i>) Lexile: 620	Main Selection: <u>La promesa de la Montaña de Oro</u> (<i>The Promise of Gold Mountain</i>) Author: Emma Turner Genre: Ficción histórica (<i>Historical Fiction</i>) Paired Selection: <u>¡Oro en California!</u> (<i>Gold in California!</i>) Genre: Texto expositivo (<i>Expository Text</i>) GR: L Benchmark: 24 Lexile: 510	Main Selection: <u>Mudanza desde México</u> (<i>Moving from Mexico</i>) Author: Liz Rawlings Genre: Ficción histórica (<i>Historical Fiction</i>) Paired Selection: <u>La Revolución mexicana</u> (<i>Mexican Revolution</i>) Genre: Texto expositivo (<i>Expository Text</i>) GR: N Benchmark: 30 Lexile: 610	Main Selection: <u>Gustaf viaja a Estados Unidos</u> (<i>Gustaf Goes to America</i>) Author: Erica Larssen Genre: Ficción histórica (<i>Historical Fiction</i>) Paired Selection: <u>Celebración de la cultura sueca</u> (<i>Celebrating Swedish Culture</i>) Genre: Texto expositivo (<i>Expository Text</i>) GR: Q Benchmark: 40 Lexile: 660

Unit Writing Products: Boceto autobiográfico (Autobiographical Sketch) (N) (focus on narrative technique Narrativa personal (Personal Narrative) (N) (include point of view) (including strong conclusion that follows from narrated experiences or events)

Unit Writing Focus: Using narrative structure to write about real events • (N) Narrative • (E) Expository • (O) Opinion



Grade 3 • Unit 2 • Scope and Sequence

General Information					Core Components				
The Big Idea: Resuélvelo (<i>Figure it out</i>) ¿Qué esfuerzos necesitas hacer para resolver problemas? (<i>What does it take to solve a problem?</i>)	Vocabulary: <ul style="list-style-type: none">Vocabulary WordsConcept WordsStrategyBuild Vocabulary Words	Comprehension: <ul style="list-style-type: none">StrategySkill • SubskillG.O. • Review Skill	Writing: <ul style="list-style-type: none">TraitPromptWrite About the Text	Grammar Spelling Mechanics & Usage	Reading/Writing Workshop (RWW)	Literature Anthology (LA)	Leveled Reader A: Approaching Level Lexile Range: 400-600	Leveled Reader On Level Lexile Range: 500-700	Leveled Reader B: Beyond Level Lexile Range: 650-850
Week 3							Lexile Target: 500	Lexile Target: 600	Lexile Target: 700
Weekly Concept: Gobierno (<i>Government: Our Voices Count</i>) Essential Question: ¿En qué forma contribuimos a que funcione el gobierno? (<i>How do people make government work?</i>) Weekly Concept G.O.: 103 Connect to Content: Government Connect to Social Studies: Definir el rol de los ciudadanos en la clase y en la comunidad	Vocabulary Words: <i>Candidato, convencer, independiente, calcular, anunciar, elegir</i> Concept Words: <i>Gobierno, decisión</i> Strategy: <i>Prefijos (Prefixes)</i> Build Vocabulary Words: <i>democracia, derecho, libertario, progresista, debatir, ausencia, por adelantado</i>	Strategy: Volver a leer (<i>Reread</i>) Skill: Punto de vista del autor (<i>Author's point of view</i>) Subskill: Compr. G.O.: 88 Review Skill: Estructura del texto: secuencia (<i>Text structure: sequence</i>)	Trait: Ideas: detalles de apoyo (<i>Ideas: Supporting details</i>) Prompt: Write about why voting is important. Support your opinion with details Write About the Text: Texto de opinión	Grammar: El sustantivo: singular, plural y colectivo Spelling: Palabras con cc, la terminación -cción Mechanics & Usage: La Puntuación en las oraciones (<i>enunciativas, interrogativas, exclamativas e imperativas</i>)	Shared Read: Cada voto cuenta Every Vote Counts! Genre: Expository Lexile: 600	Main Selection: ¡A votar! Vote! Author: Eileen Christelow Genre: Expository Text Lexile: 440 Paired Selection: Un legado para la gente (<i>A Plan for the People</i>) Genre: Expository Lexile: 550	Main Selection: <u>La carrera por la presidencia</u> (<i>The Race for the Presidency</i>) Author: Mary Atkinson Genre: Texto expositivo (<i>Expository Text</i>) Paired Selection: <u>Estudiantes legisladores</u> (<i>Elementary School Lawmakers</i>) Genre: Texto expositivo (<i>Expository Text</i>) GR: L Benchmark: 24 Lexile: 590	Main Selection: <u>La carrera por la presidencia</u> (<i>The Race for the Presidency</i>) Author: Mary Atkinson Genre: Texto expositivo (<i>Expository Text</i>) Paired Selection: <u>Estudiantes legisladores</u> (<i>Elementary School Lawmakers</i>) Genre: Texto expositivo (<i>Expository Text</i>) GR: N Benchmark: 30 Lexile: 720	Main Selection: <u>La carrera por la presidencia</u> (<i>The Race for the Presidency</i>) Author: Mary Atkinson Genre: Texto expositivo (<i>Expository Text</i>) Paired Selection: <u>Estudiantes legisladores</u> (<i>Elementary School Lawmakers</i>) Genre: Texto expositivo (<i>Expository Text</i>) GR: Q Benchmark: 40 Lexile: 790
Week 4							Lexile Target: 500	Lexile Target: 600	Lexile Target: 700
Weekly Concept: La sobrevivencia (<i>Survival: Saving Animals</i>) Essential Question: ¿Cómo ayudamos a que los animales sobrevivan? (<i>How can people help animals survive?</i>) Weekly Concept G.O.: 56 Connect to Content: Life Science Connect to Science: Describir cómo se adaptan o no los organismos en determinados hábitats.	Vocabulary Words: <i>Población, cuidador, reconocer, pariente, éxito, sobrevivir</i> Concept Words: <i>amenazar, recursos</i> Strategy: <i>Sufijos (suffixes)</i> Build Vocabulary Words: <i>terrible, recursos, migrar, operación, depredador, recuperación</i>	Strategy: Volver a leer (<i>Reread</i>) RI 3.1 Skill: Punto de vista del autor (<i>Author's point of view</i>) Subskill: Compr. G.O.: 88 Review Skill: Estructura del texto: causa y efecto (<i>Text structure: cause and effect</i>)	Trait: Organización: secuencia (<i>Organization. Sequence</i>) Prompt: Think about an animal you would like to help. Use sequence to explain how you would help the animal. (<i>E</i>) Write About the Text: Texto informativo	Grammar: El sustantivo: aumentativo y diminutivo Spelling: Palabras con ge, gi, j Mechanics & Usage: La coma en una serie	Shared Read: Niños al rescate Kids to the Rescue Genre: Expository Nonfiction Lexile: 580	Main Selection: Las grullas blancas están en peligro Whooping Cranes in Danger Author: Susan Goodman Genre: Expository Text Lexile: 660 Paired Selection: Ayudemos al manatí (<i>Help the Manatees!</i>) Genre: Expository Text Lexile: 640	Main Selection: <u>La protección de las islas</u> (<i>Protecting the Islands</i>) Author: Karen Alexander Genre: Texto expositivo (<i>Expository Text</i>) Paired Selection: <u>Pingüinos globales</u> (<i>Penguins Go Global</i>) Genre: Texto expositivo (<i>Expository Text</i>) GR: L Benchmark: 24 Lexile: 560	Main Selection: <u>La protección de las islas</u> (<i>Protecting the Islands</i>) Author: Karen Alexander Genre: Texto expositivo (<i>Expository Text</i>) Paired Selection: <u>Pingüinos globales</u> (<i>Penguins Go Global</i>) Genre: Texto expositivo (<i>Expository Text</i>) GR: N Benchmark: 30 Lexile: 670	Main Selection: <u>La protección de las islas</u> (<i>Protecting the Islands</i>) Author: Karen Alexander Genre: Texto expositivo (<i>Expository Text</i>) Paired Selection: <u>Pingüinos globales</u> (<i>Penguins Go Global</i>) Genre: Texto expositivo (<i>Expository Text</i>) GR: Q Benchmark: 40 Lexile: 750

Unit Writing Products: Boceto autobiográfico (Autobiographical Sketch) (N) (focus on narrative technique Narrativa personal (Personal Narrative) (N) (include point of view) (including strong conclusion that follows from narrated experiences or events)

Unit Writing Focus: Using narrative structure to write about real events • (N) Narrative • (E) Expository • (O) Opinion



Grade 3 • Unit 2 • Scope and Sequence

General Information					Core Components				
The Big Idea: Resuélvelo (<i>Figure it out</i>) ¿Qué esfuerzos necesitas hacer para resolver problemas? (<i>What does it take to solve a problem?</i>)	Vocabulary: <ul style="list-style-type: none">• Vocabulary Words• Concept Words• Strategy• Build Vocabulary Words	Comprehension: <ul style="list-style-type: none">• Strategy• Skill • Subskill• G.O. • Review Skill	Writing: <ul style="list-style-type: none">• Trait• Prompt• Write About the Text	Grammar Spelling Mechanics & Usage	Reading/Writing Workshop (RWW)	Literature Anthology (LA)	Leveled Reader A: Approaching Level Lexile Range: 400-600	Leveled Reader O: On Level Lexile Range: 500-700	Leveled Reader B: Beyond Level Lexile Range: 650-850
Week 5							Lexile Target: 500	Lexile Target: 600	Lexile Target: 700
Weekly Concept: Resuélvelo (<i>Figure it out: What do I do next?</i>) Essential Question: ¿Cómo se nos ocurren las ideas? (<i>How do people figure things out?</i>) Weekly Concept G.O.: 33 Connect to Content: Science: climate change. How do we adapt to climate change? Connect to Science: Definir un problema simple de diseño que refleje una necesidad.	Vocabulary Words: <i>marshante, vetrina</i> Concept Words: <i>Imaginar, cascabel</i> Strategy: <i>Lenguaje figurado: símiles</i> <i>Figurative language (simile)</i>	Strategy: Volver a leer (<i>Reread</i>) Skill: Punto de vista (<i>point of view</i>) Subskill: Compr. G.O.: 88 Review Skill: Tema (<i>Theme</i>)	Trait: Ideas: detalles descriptivos (<i>Ideas descriptive details</i>) Prompt: Descriptive writing that qualifies as expository (<i>E</i>) Write About the Text: Texto narrativo	Grammar: El artículo: definido e indefinido. Concordancia en género y número con el sustantivo Spelling: Palabras con <i>gue, gui</i> y con diéresis Mechanics & Usage: Las mayúsculas en los días feriados y los nombres propios	Shared Read: El coloquio de los ratones; Las hormigas De hormigas (<i>Yolanda Blanco</i>) Mi abuela; La gota viva Genre: Poetry Lexile: NP	Main Selection: El sapo distraído Author: Javier Rondón Genre: Poetry Lexile: NP Paired Selection: Adivinanzas de anónimos Genre: Poetry Lexile: NP	Main Selection: <u>Aviones de papel</u> Author: Virginia Segret Mouro Genre: Ficción realista (<i>Realistic Fiction</i>) Paired Selection: <u>Los números</u> Author: Maritza Valle Tejeda Genre: Poesía (<i>Poetry</i>) R: L Benchmark: 24 Lexile: 520	Main Selection: <u>¿Qué problema!</u> Author: Sabrina Herreros Genre: Ficción realista (<i>Realistic Fiction</i>) Paired Selection: <u>¿Cómo huyó el ratoncito?</u> Author: Esteban Ruiz Genre: Poesía (<i>Poetry</i>) GR: N Benchmark: 30 Lexile: 660	Main Selection: <u>Una tarde inolvidable</u> Author: Sebastián Olaso Genre: Ficción realista (<i>Realistic Fiction</i>) Paired Selection: <u>Adivinanzas</u> Author: Anónimo Genre: Poesía (<i>Poetry</i>) GR: Q Benchmark: 40 Lexile: 730

Unit Writing Products: Boceto autobiográfico (Autobiographical Sketch) (N) (focus on narrative technique Narrativa personal (Personal Narrative) (N) (include point of view) (including strong conclusion that follows from narrated experiences or events)

Unit Writing Focus: Using narrative structure to write about real events • (N) Narrative • (E) Expository • (O) Opinion



Grade 3 • Unit 3 • Scope and Sequence

General Information					Core Components				
The Big Idea: Único en su especie <i>(One of a kind)</i> ¿Por qué son importantes las características personales? <i>(Why are individual qualities important?)</i>	Vocabulary: <ul style="list-style-type: none">Vocabulary WordsConcept WordsStrategyBuild Vocabulary Words	Comprehension: <ul style="list-style-type: none">StrategySkill • SubskillG.O. • Review Skill	Writing: <ul style="list-style-type: none">TraitPromptWrite About the Text	Grammar Spelling Mechanics & Usage	Reading/Writing Workshop (RWW)	Literature Anthology (LA)	Leveled Reader A: Approaching Level Lexile Range: 400-600	Leveled Reader On Level Lexile Range: 500-700	Leveled Reader B: Beyond Level Lexile Range: 650-850
Week 1							Lexile Target: 500	Lexile Target: 600	Lexile Target: 700
Weekly Concept: Ser único <i>(Be unique/Special Qualities)</i> Essential Question: ¿Qué características hacen que los animales sean únicos? <i>(What makes different animals unique?)</i> Weekly Concept G.O.: 84 Connect to Content: Life Science: all about bugs Connect to Science: Definir cómo cambian los organismos cuando tienen diferentes genes	Vocabulary Words: <i>Reluciente, reajo, arrogante, atrevido, atento, noticia</i> Concept Words: <i>Característica, único</i> Strategy: <i>Sinónimos</i> Build Vocabulary Words: <i>alborotó, inquietó, horrorizada, tartamudeó, inflado, empinó, dudó, instante, derramar, musitó, inolvidable, colonia, bravo</i>	Strategy: Visualizar <i>(Visualize)</i> Skill: Personaje, ambiente, trama: problema y solución <i>(Character, setting, plot: problem and solution with character and sequence)</i> Compr. G.O.: 94 Review Skill: Tema <i>(incluye hacer inferencias)</i> <i>(Theme includes make inferences)</i>	Trait: Fluidez de la oración: tipos de oraciones <i>(Sentence Fluency: Varying Sentence Types)</i> Prompt: Write a story about your favorite animal. Describe what makes it different from other animals. Use different kinds of sentences in your story. <i>(N)</i> Write About the Text: Texto narrativo	Grammar: El verbo: infinitivo; tiempos presente, pretérito y futuro Spelling: Palabras con x, x como j, cc Mechanics & Usage: Los títulos	Shared Read: Cuento de la oruga Inchworm's tale <i>(from Wonders)</i> Genre: Folktale Lexile: 630	Main Selection: Martina una cucarachita muy linda Author: Carmen Agra Deedy Genre: Folktale Lexile: 590 Paired Selection: Animales vertebrados Genre: Expository Text Lexile: 550	Main Selection: <u>El juego de pelota entre las aves y los animales</u> <i>(The Ballgame Between the Birds and the Animals)</i> Author: versión de Anna Fenton Genre: Cuento folclórico <i>(Folktale)</i> Paired Selection: <u>Todo sobre los murciélagos</u> <i>(All About Bats)</i> Genre: Texto expositivo <i>(Expository Text)</i> GR: L Benchmark: 24 Lexile: 580	Main Selection: <u>El rey de las aves</u> <i>(King of the Birds)</i> Author: versión de Karen Alexander Genre: Cuento folclórico <i>(Folktale)</i> Paired Selection: <u>El verdadero quetzal</u> <i>(The Real Quetzal)</i> Genre: Texto expositivo <i>(Expository Text)</i> GR: N Benchmark: 30 Lexile: 580	Main Selection: <u>La oveja y el cerdo forman un hogar</u> <i>(Sheep and Pig Set Up Housekeeping)</i> Author: versión de Chloe Roberts Genre: Cuento folclórico <i>(Folktale)</i> Paired Selection: <u>Ovejas y lobos</u> <i>(Sheep and Wolves)</i> Genre: Texto expositivo <i>(Expository Text)</i> GR: Q Benchmark: 40 Lexile: 730
Week 2							Lexile Target: 500	Lexile Target: 600	Lexile Target: 700
Weekly Concept: Sobresalir <i>(Leadership/Make a difference)</i> Essential Question: ¿Cómo puede una persona cambiar tu manera de pensar? <i>(How can one person change the way you think)</i> Weekly Concept G.O.: 135 Connect to Content: History/ Civics: responsibility of a teacher in society Connect to Social Studies: Investiga cómo los productores usaron recursos para producir bienes y servicios.	Vocabulary Words: <i>espacioso, temeroso, mueca, humor, trampa, sorprendente</i> Concept Words: <i>Valentía, líder</i> Strategy: <i>Lenguaje figurado (modismos)</i> Build Vocabulary Words: <i>regañaban, piñata</i>	Strategy: Visualizar <i>(Visualize)</i> Skill: Personaje, ambiente, trama: causa y efecto <i>(Character, setting, plot: cause and effect)</i> Compr. G.O.: 96 Review Skill: Tema <i>(incluye hacer inferencias)</i> <i>(Theme includes make inferences)</i>	Trait: Selección de palabras: palabras de enlace <i>(Word Choice: linking words)</i> Prompt: Tell about a time someone inspired you. Use linking words to connect ideas in your story. <i>(N)</i> Write About the Text: Texto narrativo	Grammar: El presente de los verbos regulares terminados en -ar Spelling: Palabras con ll, y Mechanics & Usage: Las abreviaturas 1º, 2º, 3º; pm, am	Shared Read: La unión y la fuerza Genre: ficción realista Lexile: 660	Main Selection: Felicia y Odicia Genre: Ficción realista Lexile: 690 Paired Selection: Una gran maestra Genre: Biography Lexile: 620	Main Selection: <u>Al mejor nivel</u> Author: Rosa Oriolo Genre: Ficción realista <i>(Realistic Fiction)</i> Paired Selection: <u>Jackie Robinson</u> <i>(Jackie Robinson)</i> Genre: Biografía <i>(Biography)</i> GR: L Benchmark: 24 Lexile: 590	Main Selection: <u>Hay que recuperar los nidos</u> Author: Miguel Ísola Genre: Ficción realista <i>(Realistic Fiction)</i> Paired Selection: <u>Eleanor Roosevelt</u> <i>(Eleanor Roosevelt)</i> Genre: Biografía <i>(Biography)</i> GR: N Benchmark: 30 Lexile: 590	Main Selection: <u>Cantar, cantar</u> Author: Diego Kochmann Genre: Ficción realista <i>(Realistic Fiction)</i> Paired Selection: <u>Madam C. J. Walker</u> <i>(Madam C. J. Walker)</i> Genre: Biografía <i>(Biography)</i> GR: Q Benchmark: 40 Lexile: 690

Unit Writing Products: Boceto autobiográfico (Autobiographical Sketch) (N) (focus on narrative technique Narrativa personal (Personal Narrative) (N) (include point of view) (including strong conclusion that follows from narrated experiences or events)

Unit Writing Focus: Using narrative structure to write about real events • (N) Narrative • (E) Expository • (O) Opinion



Grade 3 • Unit 3 • Scope and Sequence

General Information					Core Components				
The Big Idea: Único en su especie <i>(One of a kind)</i> ¿Por qué son importantes las características personales? <i>(Why are individual qualities important?)</i>	Vocabulary: • Vocabulary Words • Concept Words • Strategy • Build Vocabulary Words	Comprehension: • Strategy • Skill • Subskill • G.O. • Review Skill	Writing: • Trait • Prompt • Write About the Text	Grammar Spelling Mechanics & Usage	Reading/Writing Workshop (RWW)	Literature Anthology (LA)	Leveled Reader A: Approaching Level Lexile Range: 400-600	Leveled Reader B: On Level Lexile Range: 500-700	Leveled Reader B: Beyond Level Lexile Range: 650-850
Week 3							Lexile Target: 500	Lexile Target: 600	Lexile Target: 700
Weekly Concept: Descubrimientos <i>(Discoveries: discover the universe)</i> Essential Question: ¿Qué sabemos del planeta Tierra y de sus vecinos en el espacio? <i>(What do we know about Earth and its neighbors in space?)</i> Weekly Concept G.O.: 3 Connect to Content: Earth, Space and Science Connect to Science: Contar cómo las soluciones a los problemas se ven limitadas por los materiales y los recursos disponibles.	Vocabulary Words: <i>Rocoso, permitir, temperatura, terráqueo, cantidad, superficie</i> Concept Words: <i>sistema solar, astronomía</i> Strategy: <i>Sufijos</i> Build Vocabulary Words: <i>millones, imaginaria, Media luna</i>	Strategy: Resumir <i>(Summarize)</i> Skill: Idea principal y detalles <i>(Main idea and key details)</i> Compr. G.O.: 86 Review Skill: Punto de vista del autor <i>(incluye hacer inferencias)</i> <i>(Author's point of view includes make inferences)</i>	Trait: Organización: párrafos bien escritos <i>(Organization/ Strong Paragraphs)</i> Prompt: Write a paragraph describing something in space. Remember to include a topic sentence and details in your paragraph. <i>(E)</i> Write About the Text: Texto informativo	Grammar: El presente de los verbos regulares terminados en –er, -ir Spelling: Palabras con h Mechanics & Usage: La minúscula en los gentilicios	Shared Read: La Tierra y sus vecinos Earth and its Neighbors Genre: Expository Nonfiction Lexile: 630	Main Selection: La Tierra Earth Author: Jeffrey Zuehlke Genre: Expository Text Lexile: 720 Paired Selection: El coyote y el bote de estrellas Coyote and the Jar of Stars Genre: Legend Lexile: 600	Main Selection: <u>Destino: Saturno</u> <i>(Destination Saturn)</i> Author: Karen Alexander Genre: Texto expositivo <i>(Expository Text)</i> Paired Selection: <u>¿Por qué titilan las estrellas?</u> <i>(Why the Stars Twinkle)</i> Genre: Leyenda <i>(Legend)</i> GR: L Benchmark: 24 Lexile: 570	Main Selection: <u>Destino: Saturno</u> <i>(Destination Saturn)</i> Author: Karen Alexander Genre: Texto expositivo <i>(Expository Text)</i> Paired Selection: <u>¿Por qué titilan las estrellas?</u> <i>(Why the Stars Twinkle)</i> Genre: Leyenda <i>(Legend)</i> GR: N Benchmark: 30 Lexile: 700	Main Selection: <u>Destino: Saturno</u> <i>(Destination Saturn)</i> Author: Karen Alexander Genre: Texto expositivo <i>(Expository Text)</i> Paired Selection: <u>¿Por qué titilan las estrellas?</u> <i>(Why the Stars Twinkle)</i> Genre: Leyenda <i>(Legend)</i> GR: Q Benchmark: 40 Lexile: 730
Week 4							Lexile Target: 500	Lexile Target: 625	Lexile Target: 700
Weekly Concept: Nuevas ideas <i>(New Ideas/Learning from nature)</i> Essential Question: ¿Qué ideas sacamos de la naturaleza? <i>(What ideas can we get from nature?)</i> Weekly Concept G.O.: 85 Connect to Content: Science Technology/ Society Connect to Science: Aprender que hay que probar las distintas soluciones para ver cuál resuelve el problema.	Vocabulary Words: <i>Modelo, idéntico, similar, ejemplo, efectivo, material</i> Concept Words: <i>observar, imitar Copiar</i> Strategy: <i>Raíces de palabras</i> Build Vocabulary Words: <i>cierre, fibras, flexible, contaminan</i>	Strategy: Resumir <i>(Summarize)</i> Skill: Idea principal y detalles <i>(Main idea and key details)</i> Subskill: Compr. G.O.: 86 Review Skill: Punto de vista del autor <i>(incluye hacer inferencias)</i> <i>(Author's point of view includes make inferences)</i>	Trait: Organización: buen final <i>(Organization. Strong Conclusions)</i> Prompt: Choose your favorite idea from nature. Give reasons to support your opinion. <i>(O)</i> Write About the Text: Texto informativo	Grammar: El pretérito de los verbos regulares terminados en -ar Spelling: Palabras que comienzan con hue-, hui-, hosp-, hum-, hidr-, hipo- Mechanics & Usage: La minúscula en los nombres de los idiomas	Shared Read: Los murciélagos fueron los primeros Bats Did It First Genre: Expository Nonfiction Lexile: 720	Main Selection: Ideas que nos da la naturaleza Big Ideas From Nature Author: Adrienne Mason Genre: Expository Text Lexile: 770 Paired Selection: EL invento de Perdix Perdix Invents the Saw Genre: Myth Lexile: 600	Main Selection: <u>Inspirados en la naturaleza</u> <i>(Inspired by Nature)</i> Author: Emma Turner Genre: Texto expositivo <i>(Expository Text)</i> Paired Selection: <u>Hermes y la lira</u> <i>(Hermes and the Lyre)</i> Genre: Mito <i>(Myth)</i> GR: L Benchmark: 24 Lexile: 610	Main Selection: <u>Inspirados en la naturaleza</u> <i>(Inspired by Nature)</i> Author: Emma Turner Genre: Texto expositivo <i>(Expository Text)</i> Paired Selection: <u>Hermes y la lira</u> <i>(Hermes and the Lyre)</i> Genre: Mito <i>(Myth)</i> GR: O Benchmark: 34 Lexile: 700	Main Selection: <u>Inspirados en la naturaleza</u> <i>(Inspired by Nature)</i> Author: Emma Turner Genre: Texto expositivo <i>(Expository Text)</i> Paired Selection: <u>Hermes y la lira</u> <i>(Hermes and the Lyre)</i> Genre: Mito <i>(Myth)</i> GR: Q Benchmark: 40 Lexile: 790

Unit Writing Products: Boceto autobiográfico (Autobiographical Sketch) (N) (focus on narrative technique Narrativa personal (Personal Narrative) (N) (include point of view) (including strong conclusion that follows from narrated experiences or events)

Unit Writing Focus: Using narrative structure to write about real events • (N) Narrative • (E) Expository • (O) Opinion



Grade 3 • Unit 3 • Scope and Sequence

General Information					Core Components				
The Big Idea: Único en su especie <i>(One of a kind)</i> ¿Por qué son importantes las características personales? <i>(Why are individual qualities important?)</i>	Vocabulary: <ul style="list-style-type: none">Vocabulary WordsConcept WordsStrategyBuild Vocabulary Words	Comprehension: <ul style="list-style-type: none">StrategySkill • SubskillG.O. • Review Skill	Writing: <ul style="list-style-type: none">TraitPromptWrite About the Text	Grammar Spelling Mechanics & Usage	Reading/Writing Workshop (RWW)	Literature Anthology (LA)	Leveled Reader A: Approaching Level Lexile Range: 400-600	Leveled Reader On Level Lexile Range: 500-700	Leveled Reader B: Beyond Level Lexile Range: 650-850
Week 5							Lexile Target: 500	Lexile Target: 625	Lexile Target: 700
Weekly Concept: La historia vive <i>(History lives)</i> Essential Question: ¿Qué hace que un evento histórico sea único? <i>(How is each event in history unique?)</i> Weekly Concept G.O.: 7 Connect to Content: Economics Connect to Social Studies: Investigar acerca de los exploradores e inmigrantes que se asentaron en California.	Vocabulary Words: <i>Pionero, apreciar, placentero, explosión demográfica, descendiente, vehículo</i> Concept Words: <i>Inmigración, transporte</i> Strategy: <i>Sufijos (latín)</i>	Strategy: Resumir <i>(Summarize)</i> Skill: Estructura del texto: secuencia <i>(Text structure: sequence)</i> Subskill: secuencia Compr. G.O.: 73 Review Skill: Punto de vista del autor <i>(incluye hacer inferencias)</i> <i>(Text structure: cause and effect)</i>	Trait: Voz: formal e informal <i>(Formal and informal voice)</i> Prompt: Tell why studying history is important. Support your opinion with details. <i>(O)</i> Write About the Text: Texto de opinión	Grammar: El pretérito de los verbos regulares terminados en <i>–er, -ir</i> Spelling: Palabras que comienzan con <i>ch</i> Mechanics & Usage: La La puntuación en cartas y correos electrónicos	Shared Read: Camino a Oregon The Long Road to Oregon Genre: Texto expositivo <i>(Expository Text)</i> Lexile: 620	Main Selection: Viajar en tren de costa a costa Riding the Rails West Author: Genre: Texto expositivo <i>(Expository Text)</i> Lexile: 700 Paired Selection: Descubre el pasado Discovering Life Long Ago Genre: Texto expositivo <i>(Expository Text)</i> Lexile: 770	Main Selection: <u>La vida de los nuevos colonos</u> <i>(The Life of a Homesteader)</i> Author: Raewyn Glynn Genre: Texto expositivo <i>(Expository Text)</i> Paired Selection: <u>La historia sigue viva</u> <i>(Keeping History Alive)</i> Genre: Texto expositivo <i>(Expository Text)</i> GR: M Benchmark: 28 Lexile: 530	Main Selection: <u>La vida de los nuevos colonos</u> <i>(The Life of a Homesteader)</i> Author: Raewyn Glynn Genre: Texto expositivo <i>(Expository Text)</i> Paired Selection: <u>La historia sigue viva</u> <i>(Keeping History Alive)</i> Genre: Texto expositivo <i>(Expository Text)</i> GR: O Benchmark: 34 Lexile: 680	Main Selection: <u>La vida de los nuevos colonos</u> <i>(The Life of a Homesteader)</i> Author: Raewyn Glynn Genre: Texto expositivo <i>(Expository Text)</i> Paired Selection: <u>La historia sigue viva</u> <i>(Keeping History Alive)</i> Genre: Texto expositivo <i>(Expository Text)</i> GR: Q Benchmark: 40 Lexile: 760

Unit Writing Products: Boceto autobiográfico (Autobiographical Sketch) (N) (focus on narrative technique Narrativa personal (Personal Narrative) (N) (include point of view) (including strong conclusion that follows from narrated experiences or events)

Unit Writing Focus: Using narrative structure to write about real events • (N) Narrative • (E) Expository • (O) Opinion



Grade 3 • Unit 4 • Scope and Sequence

General Information					Core Components				
The Big Idea: Vence obstáculos <i>(Meet the challenge)</i> ¿Cómo logramos nuestras metas venciendo los obstáculos? <i>(What are different ways to meet challenges?)</i>	Vocabulary: <ul style="list-style-type: none">Vocabulary WordsConcept WordsStrategyBuild Vocabulary Words	Comprehension: <ul style="list-style-type: none">StrategySkill • SubskillG.O. • Review Skill	Writing: <ul style="list-style-type: none">TraitPromptWrite About the Text	Grammar Spelling Mechanics & Usage	Reading/Writing Workshop (RWW)	Literature Anthology (LA)	Leveled Reader A: Approaching Level Lexile Range: 400-600	Leveled Reader On Level Lexile Range: 500-700	Leveled Reader B: Beyond Level Lexile Range: 650-850
Week 1							Lexile Target: 500	Lexile Target: 625	Lexile Target: 700
Weekly Concept: elecciones <i>(Choices: Make smart choices)</i> Essential Question: ¿Qué elección es mejor para nosotros? <i>(What choices are good for us?)</i> Weekly Concept G.O.: 33 Connect to Content: Life Science: what grows where and why <i>(fruits and vegetables)</i> Connect to Science: Aprender que los organismos tienen distintos ciclos vitales, pero todos nacen, crecen, se reproducen y mueren.	Vocabulary Words: <i>barranco, saborear, curiosear, abundantemente, cultivar, pulpa</i> Concept Words: <i>Variedad, saludable</i> Strategy: <i>Raíces de palabras</i> Build Vocabulary Words: <i>quebradas, favoritos, de primera mano, manjar blanco, molidas, fastidiosos, champuz, amazónicas, paltas, delicada, en un dos por tres</i>	Strategy: Hacer y responder preguntas <i>(Ask and answer questions)</i> Skill: Punto de vista (Enfoque en el punto de vista del narrador) <i>(Point of view: (focus on narrator's point of view))</i> Subskill: Compr. G.O.: 88 Review Skill: Personaje, ambiente, trama: personaje <i>(y hacer inferencias)</i> <i>(Character, setting, plot: character and make inferences)</i>	Trait: Voz: expresar sentimientos <i>(Voice: Show feelings)</i> Prompt: Think of something healthful you do. Give reasons why it is important. <i>(O)</i> Write About the Text: Texto de opinión	Grammar: El pretérito imperfecto Spelling: Palabras con <i>ch</i> Mechanics & Usage: La minúscula en los puntos cardenales, <i>sur, norte, este, oeste</i>	Shared Read: Una semana en el Caribe Genre: Ficción histórica Lexile: 710	Main Selection: La chimoyoa Author: Genre: Ficción histórica Lexile: 840 Paired Selection: ¡Comamos bien! <i>(Healthful Food Choices)</i> Genre: Instrucciones Directions Lexile: 570	Main Selection: <u>Yolotzin y el maíz</u> Author: Rosa Oriolo Genre: Ficción histórica <i>(Historical Fiction)</i> Paired Selection: <u>Mantelitos de papel</u> <i>(How to Weave Paper Mats)</i> Genre: Instrucciones <i>(Directions)</i> GR: M Benchmark: 28 Lexile: 570	Main Selection: <u>El salar</u> Author: Virginia Segret Mouro Genre: Ficción histórica <i>(Historical Fiction)</i> Paired Selection: <u>Todo sobre la sal</u> <i>(All About Salt)</i> Genre: Instrucciones <i>(Directions)</i> GR: O Benchmark: 34 Lexile: 630	Main Selection: <u>El primer salmón</u> Author: Sebastián Olaso Genre: Ficción histórica <i>(Historical Fiction)</i> Paired Selection: <u>Alimento para el cerebro</u> <i>(Brain Food)</i> Genre: Instrucciones <i>(Directions)</i> GR: Q Benchmark: 40 Lexile: 710
Week 2							Lexile Target: 500	Lexile Target: 625	Lexile Target: 725
Weekly Concept: Talentos <i>(Skills and talents/use your skills)</i> Essential Question: ¿Cómo usas tus talentos para ayudar a los demás? <i>(How can you use what you know to help others?)</i> Weekly Concept G.O.: 103 Connect to Content: Life science: learning about the needs of plants Connect to Science: Aprender cuáles son nuestros talentos y habilidades.	Vocabulary Words: <i>Pacientemente, inquieto, imprudente, domicilio, comprometer, travieso</i> Concept Words: <i>Logro, confianza</i> Strategy: <i>Prefijos</i> Build Vocabulary Words: <i>frágil, adecuada, vigías, chapuzón, chapotear, glotón, mosaicos, catástrofe, regaño, recodo, escondrijo, rebosante, jde lujo!, estrenando</i>	Strategy: Hacer y responder preguntas Skill: Punto de vista <i>(Enfoque en el punto de vista del narrador)</i> <i>(Point of view: (focus on narrator's point of view))</i> Compr. G.O.: 88 Review Skill: Tema <i>(Theme)</i>	Trait: Ideas: crear personajes <i>(Ideas: develop characters)</i> Prompt: Tell a story about a time you or someone you know solved a problem. Use dialogue in your story. <i>(N)</i> Write About the Text: Texto de opinión	Grammar: El verbo irregular ir en presente, pretérito y futuro Spelling: Palabras con <i>r, rr</i> Mechanics & Usage: Los títulos en un texto	Shared Read: Una idea genial Genre: Realistic Fiction Lexile: 70	Main Selection: Flor o caracol? Author: Elena Dreser Genre: Realistic Fiction Lexile: 770 Paired Selection: Una niña muy especial Genre: Realistic Fiction Lexile: 620	Main Selection: <u>Amigos generosos</u> Author: Sabrina Herreros Genre: Ficción realista <i>(Realistic fiction)</i> Paired Selection: <u>Tesoro escondido</u> <i>(Hidden Treasure)</i> Genre: Ficción realista <i>(Realistic fiction)</i> GR: M Benchmark: 28 Lexile: 540	Main Selection: <u>Un pequeño gran violinista</u> Author: Miguel Ísola Genre: Ficción realista <i>(Realistic fiction)</i> Paired Selection: <u>El sándwich perfecto</u> <i>(The Perfect Sandwich)</i> Genre: Ficción realista <i>(Realistic fiction)</i> GR: O Benchmark: 34 Lexile: 610	Main Selection: <u>La feria de la abundancia</u> Author: Virginia Segret Mouro Genre: Ficción realista <i>(Realistic fiction)</i> Paired Selection: <u>Rigel al rescate</u> <i>(Rigel to the Rescue)</i> Genre: Ficción realista <i>(Realistic fiction)</i> GR: R Benchmark: 40 Lexile: 690

Unit Writing Products: Boceto autobiográfico (Autobiographical Sketch) (N) (focus on narrative technique Narrativa personal (Personal Narrative) (N) (include point of view) (including strong conclusion that follows from narrated experiences or events)

Unit Writing Focus: Using narrative structure to write about real events • (N) Narrative • (E) Expository • (O) Opinion



Grade 3 • Unit 4 • Scope and Sequence

General Information					Core Components				
The Big Idea: Vence obstáculos <i>(Meet the challenge)</i> ¿Cómo logramos nuestras metas venciendo los obstáculos? <i>(What are different ways to meet challenges?)</i>	Vocabulary: <ul style="list-style-type: none">Vocabulary WordsConcept WordsStrategyBuild Vocabulary Words	Comprehension: <ul style="list-style-type: none">StrategySkill • SubskillG.O. • Review Skill	Writing: <ul style="list-style-type: none">TraitPromptWrite About the Text	Grammar Spelling Mechanics & Usage	Reading/Writing Workshop (RWW)	Literature Anthology (LA)	Leveled Reader A: Approaching Level Lexile Range: 400-600	Leveled Reader On Level Lexile Range: 500-700	Leveled Reader B: Beyond Level Lexile Range: 650-850
Week 3							Lexile Target: 500	Lexile Target: 625	Lexile Target: 725
Weekly Concept: Adaptación <i>(Adaptations/Adapt to challenges)</i> Essential Question: ¿Cómo se adaptan los animales a su hábitat cuando hay obstáculos? <i>(How do animals adapt to challenges in their habitat?)</i> Weekly Concept G.O.: 7 Connect to Content: Life Science Life Science Connect to Science: Describir cómo, en un hábitat determinado, algunos organismos sobreviven bien, algunos más o menos y otros no pueden sobrevivir.	Vocabulary Words: <i>Relacionado, preferir, proteger, excelente, alertar, competir</i> Concept Words: <i>arbusto, ambiente, refugio</i> Strategy: <i>Claves de contexto (claves en una oración)</i> Build Vocabulary Words: <i>superficie, refugiándose, abandonada, absorber</i>	Strategy: Volver a leer <i>(Reread)</i> Skill: Estructura del texto: comparar y contrastar <i>(Text Structure: compare and contras (with scientific text)t)</i> Subskill: comparar y contrastar Compr. G.O.: 107 Review Skill: Personaje, ambiente, trama: personaje <i>(y hacer inferencias)</i> <i>(Author's Point of View (include make inferences))</i>	Trait: Organización: un principio interesante <i>(Organization. Strong Openings)</i> Prompt: Tell about how your favorite animal adapts to its environment. Begin in a way that will grab the readers' interest. <i>(E)</i> Write About the Text: Texto informativo	Grammar: El presente y pretérito de los verbos irregulares ser y estar Spelling: Palabras con diptongos <i>au, eu, ia, ie, io, ua, ue</i> Mechanics & Usage: Las comillas	Shared Read: Lobo gris, zorro rojo Grey Wolf, Red Fox Genre: Texto expositivo <i>(Expository Text)</i> Lexile: 710	Main Selection: La impresionante naturaleza del Mojave Author: Laurence Pringle Genre: Texto expositivo <i>(Expository Text)</i> Lexile: 730 Paired Selection: El pollito a medias Little Half Chick Genre: Folktale Lexile: 720	Main Selection: <u>La vida en una poza de marea</u> <i>(Life in a Tide Pool)</i> Author: Mary Mackie Genre: Texto expositivo <i>(Expository Text)</i> Paired Selection: <u>Azulejo y Coyote</u> <i>(Bluebird and Coyote)</i> Genre: Cuento folclórico <i>(Folktale)</i> GR: M Benchmark: 28 Lexile: 610	Main Selection: <u>La vida en una poza de marea</u> <i>(Life in a Tide Pool)</i> Author: Mary Mackie Genre: Texto expositivo <i>(Expository Text)</i> Paired Selection: <u>Azulejo y Coyote</u> <i>(Bluebird and Coyote)</i> Genre: Cuento folclórico <i>(Folktale)</i> GR: O Benchmark: 34 Lexile: 690	Main Selection: <u>La vida en una poza de marea</u> <i>(Life in a Tide Pool)</i> Author: Mary Mackie Genre: Texto expositivo <i>(Expository Text)</i> Paired Selection: <u>Azulejo y Coyote</u> <i>(Bluebird and Coyote)</i> Genre: Cuento folclórico <i>(Folktale)</i> GR: R Benchmark: 40 Lexile: 770
Week 4							Lexile Target: 500	Lexile Target: 625	Lexile Target: 725
Weekly Concept: Volar <i>(Flight: Up, up and away)</i> Essential Question: ¿Cómo podemos volar? <i>(How are people able to fly?)</i> Weekly Concept G.O.: 62 Connect to Content: Life Science Physical Science Connect to Science: Aprender que las fuerzas que no suman cero pueden producir cambios en la velocidad o la dirección.	Vocabulary Words: <i>Pasajero, probable, despegue, popular, controlar, ingenio</i> Concept Words: <i>movimiento, vuelo</i> Strategy: <i>(Context clues) Multiple meaning words</i> Build Vocabulary Words: <i>infla, explorar, válvula</i>	Strategy: Volver a leer <i>(Reread)</i> Skill: Estructura del texto: causa y efecto <i>(con secuencia y texto científico)(Text Structure: compare and contras (with sequence and scientific text))</i> Subskill: causa y efecto Compr. G.O.: 87 Review Skill: Idea principal y detalles <i>(Main idea and key details)</i>	Trait: Organización: un buen final <i>(Organization. Strong Conclusions)</i> Prompt: Tell which flying machine is your favorite. Give reasons to support your opinion. <i>(O)</i> Write About the Text: Texto informativo	Grammar: El presente y pretérito de los verbos irregulares tener y saber Spelling: Palabras con diptongos <i>ai (ay), ei (ey), iu, oi (oy), ui (uy)</i> Mechanics & Usage: La raya en los diálogos	Shared Read: Los primeros en volar Firsts in Flight Genre: Expository Nonfiction Lexile: 680	Main Selection: Globos Hot Air Balloons Author: Dana Meachen Rau Genre: Expository Text Lexile: 760 Paired Selection: Belerofonte y Pegaso Bellerophon and Pegasus Genre: Myth Lexile: 640	Main Selection: <u>Los vuelos del futuro</u> <i>(The Future of Flight)</i> Author: Anna Harris Genre: Texto expositivo <i>(Expository Text)</i> Paired Selection: <u>La capa de plumas</u> <i>(The Cloak of Feathers)</i> Genre: Mito <i>(Myth)</i> GR: M Benchmark: 28 Lexile: 630	Main Selection: <u>Los vuelos del futuro</u> <i>(The Future of Flight)</i> Author: Anna Harris Genre: Texto expositivo <i>(Expository Text)</i> Paired Selection: <u>La capa de plumas</u> <i>(The Cloak of Feathers)</i> Genre: Mito <i>(Myth)</i> GR: O Benchmark: 34 Lexile: 690	Main Selection: <u>Los vuelos del futuro</u> <i>(The Future of Flight)</i> Author: Anna Harris Genre: Texto expositivo <i>(Expository Text)</i> Paired Selection: <u>La capa de plumas</u> <i>(The Cloak of Feathers)</i> Genre: Mito <i>(Myth)</i> GR: R Benchmark: 40 Lexile: 740

Unit Writing Products: Boceto autobiográfico (Autobiographical Sketch) (N) (focus on narrative technique Narrativa personal (Personal Narrative) (N) (include point of view) (including strong conclusion that follows from narrated experiences or events)

Unit Writing Focus: Using narrative structure to write about real events • (N) Narrative • (E) Expository • (O) Opinion



Grade 3 • Unit 4 • Scope and Sequence

General Information					Core Components				
The Big Idea: Vence obstáculos <i>(Meet the challenge)</i> ¿Cómo logramos nuestras metas venciendo los obstáculos? <i>(What are different ways to meet challenges?)</i>	Vocabulary: <ul style="list-style-type: none">Vocabulary WordsConcept WordsStrategyBuild Vocabulary Words	Comprehension: <ul style="list-style-type: none">StrategySkill • SubskillG.O. • Review Skill	Writing: <ul style="list-style-type: none">TraitPromptWrite About the Text	Grammar Spelling Mechanics & Usage	Reading/Writing Workshop (RWW)	Literature Anthology (LA)	Leveled Reader A: Approaching Level Lexile Range: 400-600	Leveled Reader O: On Level Lexile Range: 500-700	Leveled Reader B: Beyond Level Lexile Range: 650-850
Week 5							Lexile Target: 500	Lexile Target: 625	Lexile Target: 725
Weekly Concept: Inspiración <i>(Inspiration)</i> Essential Question: ¿Qué nos inspira? <i>(How can others inspire us?)</i> Weekly Concept G.O.: 89 Connect to Content: Social Studies Society: feudal society versus modern society Connect to Social Studies: Encontrar distintas fuentes de inspiración.	Vocabulary Words: <i>Reposo, sencillo</i> Concept Words: <i>Sentir, Sereno, crecer,</i> Strategy: <i>Lenguaje figurado: metáforas</i> Build Vocabulary Words: <i>compungido</i>	Strategy: Volver a leer <i>(Reread)</i> Skill: Tema <i>(Theme)</i> Subskill: causa y efecto Compr. G.O.: 71 Review Skill: Punto de vista <i>(Point of view)</i>	Trait: Selección de palabras: palabras expresivas <i>(Word Choice: strong words)</i> Prompt: Write a poem about someone you admire. Write About the Text: Texto narrativo	Grammar: El verbo auxiliar <i>haber</i> ; el pretérito perfecto Spelling: Palabras con triptongos <i>(buey)</i> Mechanics & Usage: El guion	Shared Read: Me gusta Author: Hugo García Genre: Poetry Lexile: NP	Main Selection: Gato embotado y enamorado Author: Silvia Dioverti Genre: Poetry Lexile: NP Paired Selection: El río; El manzano Genre: Poetry Lexile: NP	Main Selection: <u>La música y yo</u> Author: Sabrina Herreros Genre: Ficción <i>(Fiction)</i> Paired Selection: <u>Palabras</u> Author: Nicolás Arroyos Genre: Poesía <i>(Poetry)</i> GR: M Benchmark: 28 Lexile: 480	Main Selection: <u>Ayer, hoy y mañana</u> Author: Sebastián Olaso Genre: Ficción <i>(Fiction)</i> Paired Selection: <u>La luna</u> Author: Alberto Blanco Genre: Poesía <i>(Poetry)</i> GR: O Benchmark: 34 Lexile: 640	Main Selection: <u>Sobre el escenario</u> Author: Virginia Segret Mouro Genre: Ficción <i>(Fiction)</i> Paired Selection: <u>La canción del grillo</u> Author: Nicolás Arroyos Genre: Poesía <i>(Poetry)</i> GR: R Benchmark: 40 Lexile: 680

Unit Writing Products: Boceto autobiográfico (Autobiographical Sketch) (N) (focus on narrative technique Narrativa personal (Personal Narrative) (N) (include point of view) (including strong conclusion that follows from narrated experiences or events)

Unit Writing Focus: Using narrative structure to write about real events • (N) Narrative • (E) Expository • (O) Opinion



Grade 3 • Unit 5 • Scope and Sequence

General Information					Core Components				
The Big Idea: ¡Manos a la obra! <i>(Take Action)</i> ¿Cómo ponemos manos a la obra? <i>(What are ways people can take action?)</i>	Vocabulary: <ul style="list-style-type: none">Vocabulary WordsConcept WordsStrategyBuild Vocabulary Words	Comprehension: <ul style="list-style-type: none">StrategySkill • SubskillG.O. • Review Skill	Writing: <ul style="list-style-type: none">TraitPromptWrite About the Text	Grammar Spelling Mechanics & Usage	Reading/Writing Workshop (RWW)	Literature Anthology (LA)	Leveled Reader A: Approaching Level Lexile Range: 400-600	Leveled Reader On Level Lexile Range: 500-700	Leveled Reader B: Beyond Level Lexile Range: 650-850
Week 1							Lexile Target: 500	Lexile Target: 625	Lexile Target: 725
Weekly Concept: Intercambio <i>(Let's trade: give and take)</i> Essential Question: ¿Cómo conseguimos lo que necesitamos? <i>(How do we get what we need?)</i> Weekly Concept G.O.: 103 Connect to Content: Economics: the value of arts in society Connect to Social Studies: Comprender que las decisiones económicas incluyen la evaluación de beneficios y costos.	Vocabulary Words: <i>congelar, labranza, granero, huerto, simiente, hacendoso</i> Concept Words: <i>Trueque, pago</i> Strategy: <i>Raíces de palabras</i> Build Vocabulary Words: <i>componiendo, requieren de, cosechar, cultivo, invernales, escasez, estimado, cuente con ello</i>	Strategy: Resumir <i>(Summarize)</i> Skill: Punto de vista <i>(de un personaje, no del narrador)</i> <i>(Point of view (focus on a character's point of view, not the narrator's))</i> Subskill: Compr. G.O.: 88 Review Skill: Personaje, ambiente, trama: personaje <i>(y hacer inferencias)</i> <i>(Character, setting, plot: character (and make inferences))</i>	Trait: Fluidez de la oración: estructura de las oraciones <i>(Sentence Fluency: varying sentence structure)</i> Prompt: Write a story about a time you traded something with a friend. Use different kinds of sentences in your story. <i>(N)</i> Write About the Text: Texto narrativo	Grammar: El pronombre personal Spelling: Hiatos Mechanics & Usage: Siglas	Shared Read: Gracias a la amistad Genre: Teatro Lexile: NP	Main Selection: La cigarra, la hormiga y el chapulín Author: Mireya Cueto Genre: Teatro Lexile: NP Paired Selection: Cuando el maíz valía oro <i>(When Corn Was Cash)</i> Genre: Expository Text Lexile: 740	Main Selection: <u>El dulce canto del ruiseñor</u> Author: Virginia Segret Mouro Genre: Obra de teatro <i>(Drama)</i> Paired Selection: <u>El oro olvidado</u> <i>(Forgotten Gold)</i> Genre: Texto expositivo <i>(Expository Text)</i> GR: M Benchmark: 28 Lexile: NP	Main Selection: <u>La ardilla viajera</u> Author: Sebastián Olaso Genre: Obra de teatro <i>(Drama)</i> Paired Selection: <u>Oro, oro, oro</u> <i>(Gold, Gold, Gold)</i> Genre: Texto expositivo <i>(Expository Text)</i> GR: O Benchmark: 34 Lexile: NP	Main Selection: <u>El zapallo y los juegos</u> Author: Diego Kochmann Genre: Obra de teatro <i>(Drama)</i> Paired Selection: <u>La tierra del oro</u> <i>(The Golden Land)</i> Genre: Texto expositivo <i>(Expository Text)</i> GR: R Benchmark: 40 Lexile: NP
Week 2							Lexile Target: 500	Lexile Target: 625	Lexile Target: 725
Weekly Concept: ¡A reciclar! <i>(Recycling: recycle and reuse)</i> Essential Question: ¿Cómo rescatar cosas usadas? <i>(How can we reuse what we already have?)</i> Weekly Concept G.O.: 85 Connect to Content: Earth Science: finite resources Connect to Science: Describir cómo los cambios en los hábitos afectan a los organismos que viven allí.	Vocabulary Words: <i>Antepasado, oficio, serrar, envejecer, arder, oxidado</i> Concept Words: <i>Reciclar, conservación</i> Strategy: <i>Homógrafos</i> Build Vocabulary Words: <i>cántaros, rebosantes, cojeaba, brasero</i>	Strategy: Resumir <i>(Summarize)</i> Skill: Punto de vista <i>(del personaje en el taller y del narrador en la antología)</i> <i>(Point of view (focus on a character's point of view in RWW and on the narrator's on LA))</i> Subskill: Compr. G.O.: 88 Review Skill: Personaje, ambiente, trama: problema y solución <i>(secuencia de las acciones del personaje)</i> <i>(Character, setting, plot: problem and solution (taught in sequence as a result of character's actions))</i>	Trait: Selección de palabras: lenguaje sensorial <i>(Word Choice Sensory Language)</i> Prompt: Tell a story about how you have reused something. Use sensory language to help the reader imagine the object. <i>(N)</i> Write About the Text: Texto narrativo	Grammar: Pronombres personales: yo, mí, tú, ti Spelling: División en sílabas, contar las sílabas; identificar la sílaba tónica Mechanics & Usage: Las abreviaturas de los nombres de los estados	Shared Read: EL bicicletero Genre: Fantasía Lexile: 680	Main Selection: De cómo nació la memoria de El Bosque Author: Rocío Martínez Genre: Fantasía Lexile: 880 Paired Selection: De basura a arte Genre: Texto expositivo <i>(Expository Text)</i> Lexile: 700	Main Selection: <u>El sastre y los conejos</u> Author: Beatriz Abelleira Genre: Fantasía <i>(Fantasy)</i> Paired Selection: <u>¿Por qué no intercambiamos?</u> <i>(Why Not Swap?)</i> Genre: Texto expositivo <i>(Expository Text)</i> GR: M Benchmark: 28 Lexile: 580	Main Selection: <u>Pajaritos en colores</u> Author: Miguel Ísola Genre: Fantasía <i>(Fantasy)</i> Paired Selection: <u>De basura a tesoro</u> <i>(From Trash to Treasure)</i> Genre: Texto expositivo <i>(Expository Text)</i> GR: O Benchmark: 34 Lexile: 620	Main Selection: <u>¡En casa aprovechamos todo!</u> Author: Sabrina Herreros Genre: Fantasía <i>(Fantasy)</i> Paired Selection: <u>Reciclado de bicicletas</u> <i>(Recycle-a-Bicycle)</i> Genre: Texto expositivo <i>(Expository Text)</i> GR: R Benchmark: 40 Lexile: 690

Unit Writing Products: Boceto autobiográfico (Autobiographical Sketch) (N) (focus on narrative technique Narrativa personal (Personal Narrative) (N) (include point of view) (including strong conclusion that follows from narrated experiences or events)

Unit Writing Focus: Using narrative structure to write about real events • (N) Narrative • (E) Expository • (O) Opinion



Grade 3 • Unit 5 • Scope and Sequence

General Information					Core Components				
The Big Idea: ¡Manos a la obra! <i>(Take Action)</i> ¿Cómo ponemos manos a la obra? <i>(What are ways people can take action?)</i>	Vocabulary: <ul style="list-style-type: none">• Vocabulary Words• Concept Words• Strategy• Build Vocabulary Words	Comprehension: <ul style="list-style-type: none">• Strategy• Skill • Subskill• G.O. • Review Skill	Writing: <ul style="list-style-type: none">• Trait• Prompt• Write About the Text	Grammar Spelling Mechanics & Usage	Reading/Writing Workshop (RWW)	Literature Anthology (LA)	Leveled Reader A: Approaching Level Lexile Range: 400-600	Leveled Reader On Level Lexile Range: 500-700	Leveled Reader B: Beyond Level Lexile Range: 650-850
Week 3							Lexile Target: 600	Lexile Target: 625	Lexile Target: 725
Weekly Concept: Trabajo en equipo <i>(Teamwork: join the team)</i> Essential Question: ¿Cómo trabajan juntos los equipos? <i>(How do teams work together?)</i> Weekly Concept G.O.: 56 Connect to Content: Earth Science	Vocabulary Words: <i>Dañino, accidental, descuidado, propósito, equipo (indumentaria y artículos de deporte) acudir, Concept Words: desastre, prevención Strategy: Claves de contexto: claves en las oraciones Build Vocabulary Words: maleza, madera muerta, musgoso</i>	Strategy: Hacer y responder preguntas <i>(Ask and answer questions)</i> Skill: Punto de vista del autor <i>(Author's Point of view)</i> Subskill: Compr. G.O.: 88 Review Skill: Idea principal y detalles <i>(Main idea and key details)</i>	Trait: Organización: párrafos bien escritos <i>(Organization. Strong paragraphs)</i> Prompt: Write about how emergency workers help people. Remember to include a topic sentence and details in your paragraphs. Write About the Text: Texto informativo	Grammar: EL pronombre posesivo y demostrativo Spelling: Palabras agudas sin acento ortográfico Mechanics & Usage: Direcciones en una carta	Shared Read: Perros al rescate Rescue Dogs Save the Day Genre: Non-fiction Lexile: 640	Main Selection: Incendios forestales Wildfires Author: Seymour Simmons Genre: Expository Text Lexile: 720 Paired Selection: EL gran huracán de Windy GaleWindy Gale and the Great Hurricane Genre: Tall Tale Lexile: 600	Main Selection: <u>Héroes contra el fuego</u> <i>(Firefighting Heroes)</i> Author: Kate Sinclair Genre: Texto expositivo <i>(Expository Text)</i> Paired Selection: <u>Un favor devuelto</u> <i>(A Favor Repaid)</i> Genre: Cuento exagerado <i>(Tall Tale)</i> GR: N Benchmark: 30 Lexile: 610	Main Selection: <u>Héroes contra el fuego</u> <i>(Firefighting Heroes)</i> Author: Kate Sinclair Genre: Texto expositivo <i>(Expository Text)</i> Paired Selection: <u>Un favor devuelto</u> <i>(A Favor Repaid)</i> Genre: Cuento exagerado <i>(Tall Tale)</i> GR: P Benchmark: 38 Lexile: 660	Main Selection: <u>Héroes contra el fuego</u> <i>(Firefighting Heroes)</i> Author: Kate Sinclair Genre: Texto expositivo <i>(Expository Text)</i> Paired Selection: <u>Un favor devuelto</u> <i>(A Favor Repaid)</i> Genre: Cuento exagerado <i>(Tall Tale)</i> GR: R Benchmark: 40 Lexile: 680
Week 4							Lexile Target: 600	Lexile Target: 625	Lexile Target: 725
Weekly Concept: Ciudadanía <i>(Citizenship: be a good citizen)</i> Essential Question: ¿Qué hacen los buenos ciudadanos? <i>(What do good citizens do?)</i> Weekly Concept G.O.: 103 Connect to Content: Civics Connect to Social Studies: Describir la vida de los héroes estadounidenses que arriesgaron su vida por nuestra libertad.	Vocabulary Words: <i>Horrorizado, injusticia, continuar, proponer, audaz, vacilar, obstáculo Concept Words: ciudadanía, participar Strategy: Prefijos y sufijos Build Vocabulary Words: propiedad, reprender</i>	Strategy: Hacer y responder preguntas <i>(Ask and answer questions)</i> Skill: Punto de vista del autor <i>(Author's Point of view)</i> Subskill: Compr. G.O.: 88 Review Skill: Estructura del texto: causa y efecto <i>(Text structure: cause and effect)</i>	Trait: Organización: un principio interesante <i>(Organization. Strong Openings)</i> Prompt: Why is it important to be a good citizen? Begin in a way that will grab the readers' interest. Support your opinion with reasons. <i>(O)</i> Write About the Text: Texto informativo	Grammar: El pronombre indefinido y numeral Spelling: Palabras llanas sin acento ortográfico Mechanics & Usage: Las minúsculas en los días de la semana y los nombres de los meses	Shared Read: Dolores Huerta: Growing Up Strong Genre: Nonfiction Biography Lexile: 690 Text Features: Photos with Captions and timeline	Main Selection: Elizabeth y el derecho al voto : la historia de Elizabeth Cady Stanton Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right To Vote Author: Tanya Lee Stone Genre: Biography Lexile: 710 Paired Selection: Susan B. Anthony ¡en acción! Susan B. Anthony Takes Action! Genre: Biography Lexile: 630	Main Selection: <u>Eunice Kennedy Shriver</u> <i>(Eunice Kennedy Shriver)</i> Author: Geoff Fairburn Genre: Biografía <i>(Biography)</i> Paired Selection: <u>El socorrista</u> <i>(The Lifesaver)</i> Genre: Biografía <i>(Biography)</i> GR: N Benchmark: 30 Lexile: 620	Main Selection: <u>Eunice Kennedy Shriver</u> <i>(Eunice Kennedy Shriver)</i> Author: Geoff Fairburn Genre: Biografía <i>(Biography)</i> Paired Selection: <u>El socorrista</u> <i>(The Lifesaver)</i> Genre: Biografía <i>(Biography)</i> GR: P Benchmark: 38 Lexile: 680	Main Selection: <u>Eunice Kennedy Shriver</u> <i>(Eunice Kennedy Shriver)</i> Author: Geoff Fairburn Genre: Biografía <i>(Biography)</i> Paired Selection: <u>El socorrista</u> <i>(The Lifesaver)</i> Genre: Biografía <i>(Biography)</i> GR: R Benchmark: 40 Lexile: 760

Unit Writing Products: Boceto autobiográfico (Autobiographical Sketch) (N) (focus on narrative technique Narrativa personal (Personal Narrative) (N) (include point of view) (including strong conclusion that follows from narrated experiences or events)

Unit Writing Focus: Using narrative structure to write about real events • (N) Narrative • (E) Expository • (O) Opinion



Grade 3 • Unit 5 • Scope and Sequence

General Information					Core Components				
The Big Idea: ¡Manos a la obra! <i>(Take Action)</i> ¿Cómo ponemos manos a la obra? <i>(What are ways people can take action?)</i>	Vocabulary: <ul style="list-style-type: none">• Vocabulary Words• Concept Words• Strategy• Build Vocabulary Words	Comprehension: <ul style="list-style-type: none">• Strategy• Skill • Subskill• G.O. • Review Skill	Writing: <ul style="list-style-type: none">• Trait• Prompt• Write About the Text	Grammar Spelling Mechanics & Usage	Reading/Writing Workshop (RWW)	Literature Anthology (LA)	Leveled Reader A: Approaching Level Lexile Range: 400-600	Leveled Reader On Level Lexile Range: 500-700	Leveled Reader B: Beyond Level Lexile Range: 650-850
Week 5							Lexile Target: 600	Lexile Target: 625	Lexile Target: 725
Weekly Concept: Energía <i>(Energy)</i> Essential Question: ¿Qué tipos de energía existen? <i>(What are different kinds of energy?)</i> Weekly Concept G.O.: 7 Connect to Content: Technology Connect to Science: Aprender que las fuerzas que no suman cero pueden causar cambios en la dirección o velocidad.	Vocabulary Words: <i>Fuente, producir, recurso natural, renovable, contaminación, reemplazar</i> Concept Words: <i>Tradicional, energía</i> Strategy: <i>Homófonos</i>	Strategy: Hacer y responder preguntas <i>(Ask and answer questions)</i> Skill: Estructura del texto: causa y efecto <i>(con secuencia de texto científico)</i> <i>(Text structure: cause and effect(with sequence in science text))</i> Subskill: causa y efecto Compr. G.O.: 87 Review Skill: Punto de vista del autor <i>(con hacer inferencias)</i> <i>(Author's Point of view (include make inferences))</i>	Trait: Voz: expresar opinión <i>(Voice: Voice opinions)</i> Prompt: Tell why electricity is important. Give reasons to support your opinion. Write About the Text: Texto de opinión	Grammar: Conjunciones e, u, y, o, ni Spelling: Palabras esdrújulas, acento diacrítico <i>(adv. más; conj. mas)</i> Mechanics & Usage: Abreviaturas h., min., etc.	Shared Read: La energía solar <i>(Here Comes Solar Power)</i> Genre: Texto expositivo <i>(Expository Text)</i> Lexile: 620	Main Selection: El poder del viento Wind Energy Author: Genre: Texto expositivo <i>(Expository Text)</i> Lexile: 700 Paired Selection: Energía para todos Power For All Genre: Texto expositivo <i>(Expository Text)</i> Lexile: 720	Main Selection: <u>El combustible del futuro</u> <i>(The Fuel of the Future)</i> Author: Vanessa York Genre: Texto expositivo <i>(Expository Text)</i> Paired Selection: <u>Ahorro de energía</u> <i>(Saving Energy)</i> Genre: Texto expositivo <i>(Expository Text)</i> GR: N Benchmark: 30 Lexile: 670	Main Selection: <u>El combustible del futuro</u> <i>(The Fuel of the Future)</i> Author: Vanessa York Genre: Texto expositivo <i>(Expository Text)</i> Paired Selection: <u>Ahorro de energía</u> <i>(Saving Energy)</i> Genre: Texto expositivo <i>(Expository Text)</i> GR: P Benchmark: 38 Lexile: 740	Main Selection: <u>El combustible del futuro</u> <i>(The Fuel of the Future)</i> Author: Vanessa York Genre: Texto expositivo <i>(Expository Text)</i> Paired Selection: <u>Ahorro de energía</u> <i>(Saving Energy)</i> Genre: Texto expositivo <i>(Expository Text)</i> GR: R Benchmark: 40 Lexile: 760

Unit Writing Products: Boceto autobiográfico (Autobiographical Sketch) (N) (focus on narrative technique Narrativa personal (Personal Narrative) (N) (include point of view) (including strong conclusion that follows from narrated experiences or events)

Unit Writing Focus: Using narrative structure to write about real events • (N) Narrative • (E) Expository • (O) Opinion



Grade 3 • Unit 6 • Scope and Sequence

General Information					Core Components				
The Big Idea: Pensar una y otra vez <i>(Think It Over)</i> ¿Cómo decidimos lo que es importante? <i>(How do we decide what is important?)</i>	Vocabulary: <ul style="list-style-type: none">• Vocabulary Words• Concept Words• Strategy• Build Vocabulary Words	Comprehension: <ul style="list-style-type: none">• Strategy• Skill • Subskill• G.O. • Review Skill	Writing: <ul style="list-style-type: none">• Trait• Prompt• Write About the Text	Grammar Spelling Mechanics & Usage	Reading/Writing Workshop (RWW)	Literature Anthology (LA)	Leveled Reader A: Approaching Level Lexile Range: 400-600	Leveled Reader On Level Lexile Range: 500-700	Leveled Reader B: Beyond Level Lexile Range: 650-850
Week 1							Lexile Target: 600	Lexile Target: 675	Lexile Target: 775
Weekly Concept: Tesoros <i>(Treasures: what we value)</i> Essential Question: ¿Cómo decidimos lo que es importante? <i>(How do you decide what is important?)</i> Weekly Concept G.O.: 53 Connect to Content: Social Studies Economics: the value of things	Vocabulary Words: <i>Envoltura, elegancia, cabecera, aplaudir, pianista, despegar</i> Concept Words: <i>Tesoro, riqueza</i> Strategy: <i>Raíces de palabras</i> Build Vocabulary Words: <i>curitas, mertiolate, banqueta, basura, tubería, amuleto, semana, bolsa, cachar, aterrizó</i>	Strategy: Hacer, confirmar y revisar predicciones <i>(Make, confirm and revise predictions)</i> Skill: Tema <i>(Theme)</i> Compr. G.O.: 90 Review Skill: Personaje, ambiente, trama: personaje <i>(y hacer inferencias)</i> <i>(Character, setting, plot: character(include make inferences))</i>	Trait: Sentence Fluency: Varying Sentence Lengths Prompt: Tell about something that is valuable to you and give reasons why. Use short and long sentences. <i>(O)</i> Write About the Text: Texto de opinión	Grammar: EL adjetivo calificativo y numeral Spelling: Identificar la sílaba tónica; las palabras agudas, llanas, esdrújulas Mechanics & Usage: La raya en los diálogos	Shared Read: El niño pianista Genre: Ficción realista Lexile: 730	Main Selection: A Lucas todo le sale mal Author: María Luisa Puga Genre: Ficción realista Lexile: 590 Paired Selection: El viento Zonda Genre: Cuento de hadas Lexile: 730	Main Selection: <u>Reunión familiar</u> Author: Diego Kochmann Genre: Ficción realista <i>(Realistic Fiction)</i> Paired Selection: <u>El soplido del lobo</u> Genre: Cuento de hadas <i>(Fairy Tale)</i> GR: N Benchmark: 30 Lexile: 640	Main Selection: <u>Los buenos amigos</u> Author: Virginia Segret Mouro Genre: Ficción realista <i>(Realistic Fiction)</i> Paired Selection: <u>La casita del duende</u> Genre: Cuento de hadas <i>(Fairy Tale)</i> GR: P Benchmark: 38 Lexile: 660	Main Selection: <u>La música</u> Author: Sabrina Herreros Genre: Ficción realista <i>(Realistic Fiction)</i> Paired Selection: <u>El pez carpintero</u> Genre: Cuento de hadas <i>(Fairy Tale)</i> GR: R Benchmark: 40 Lexile: 730
Week 2							Lexile Target: 600	Lexile Target: 675	Lexile Target: 775
Weekly Concept: El clima tiempo <i>(Weather: weather affects us)</i> Essential Question: ¿Cómo nos afecta el tiempo? <i>(How can weather affect us?)</i> Weekly Concept G.O.: 103 Connect to Content: Social Studies: climate change Connect to Science: Entender que los científicos graban patrones del clima para poder predecirlo.	Vocabulary Words: <i>Argue, astonished, complained, forbidding, relief, stranded Varado, estupefacto, discutir, quejarse, prohibir, alivio</i> Concept Words: <i>condición, pronóstico</i> Strategy: <i>Lenguaje figurado (modismos)</i> Build Vocabulary Words: <i>torrencialmente, hule, temblar, gritar</i>	Strategy: Hacer, confirmar y revisar predicciones <i>(Make, confirm and revise predictions)</i> Skill: Tema <i>(Theme)</i> Subskill: Compr. G.O.: 90 Review Skill: Personaje, ambiente, trama: causa y efecto <i>(Character, setting, plot: cause and effect)</i>	Trait: Word Choice: linking words Prompt: Tell a story about an experience with the weather. Use linking words to connect ideas. <i>(N)</i> Write About the Text: Textonarrativo	Grammar: Concordancia entre adjetivo y sustantivo Spelling: Palabras agudas con acento ortográfico Mechanics & Usage: Las mayúsculas y su acentuación	Shared Read: La gran tormenta <i>(The Big Blizzard)</i> Genre: Historical Fiction Lexile: 680	Main Selection: Nora's Ark <i>(Pick up from Wonders)</i> Author: Genre: Historical Fiction Lexile: 690 Paired Selection: El viento y el sol The Wind and the Sun Genre: Fable Lexile: 570	Main Selection: <u>La gran tormenta</u> <i>(The Big Storm)</i> Author: Kate Sinclair Genre: Ficción histórica <i>(Historical Fiction)</i> Paired Selection: <u>El roble y los juncos</u> <i>(The Oak and the Reeds)</i> Genre: Fábula <i>(Fable)</i> GR: N Benchmark: 30 Lexile: 570	Main Selection: <u>Tormenta de nieve en la escuela</u> <i>(The Schoolhouse Blizzard)</i> Author: Mary Atkinson Genre: Ficción histórica <i>(Historical Fiction)</i> Paired Selection: <u>El león y el jabalí</u> <i>(The Lion and the Boar)</i> Genre: Fábula <i>(Fable)</i> GR: P Benchmark: 38 Lexile: 590	Main Selection: <u>El verano más caluroso</u> <i>(The Hottest Summer)</i> Author: Vanessa York Genre: Ficción histórica <i>(Historical Fiction)</i> Paired Selection: <u>La golondrina y el cuervo</u> <i>(The Swallow and the Crow)</i> Genre: Fábula <i>(Fable)</i> GR: S Benchmark: 50 Lexile: 740

Unit Writing Products: Boceto autobiográfico (Autobiographical Sketch) (N) (focus on narrative technique Narrativa personal (Personal Narrative) (N) (include point of view) (including strong conclusion that follows from narrated experiences or events)

Unit Writing Focus: Using narrative structure to write about real events • (N) Narrative • (E) Expository • (O) Opinion



Grade 3 • Unit 6 • Scope and Sequence

General Information					Core Components				
The Big Idea: Pensar una y otra vez <i>(Think It Over)</i> ¿Cómo decidimos lo que es importante? <i>(How do we decide what is important?)</i>	Vocabulary: <ul style="list-style-type: none">• Vocabulary Words• Concept Words• Strategy• Build Vocabulary Words	Comprehension: <ul style="list-style-type: none">• Strategy• Skill • Subskill• G.O. • Review Skill	Writing: <ul style="list-style-type: none">• Trait• Prompt• Write About the Text	Grammar Spelling Mechanics & Usage	Reading/Writing Workshop (RWW)	Literature Anthology (LA)	Leveled Reader A: Approaching Level Lexile Range: 400-600	Leveled Reader On Level Lexile Range: 500-700	Leveled Reader B: Beyond Level Lexile Range: 650-850
Week 3							Lexile Target: 600	Lexile Target: 675	Lexile Target: 775
Weekly Concept: Metas <i>(Success: learning to succeed)</i> Essential Question: ¿Cómo conseguimos lo que anhelamos? <i>(Why are goals important?)</i> Weekly Concept G.O.: 135 Connect to Content: Technology Connect to Science: Explicar cómo el esfuerzo en la escuela da resultados.	Vocabulary Words: <i>Entereza, laborioso, aplomo, culto, tertulia, distinguir</i> Concept Words: <i>Meta, motivar</i> Strategy: <i>Raíces latinas y griegas</i> Build Vocabulary Words: <i>cobijaba, caña, criolla, hacienda, presteza, destreza, refugio, ansias, bullicio, prestigio, niño prodigio, mutua, virreina, virrey, corte, esplendor, vasta, sosegado, meca, vigente, profeta</i>	Strategy: Volver a leer (<i>reread</i>) Skill: Estructura del texto: problema y solución (<i>Text structure: problem and solution</i>) Subskill: problema y solución Compr. G.O.: 119 Review Skill: Estructura del texto: secuencia (<i>Text structure: sequence</i>)	Trait: Organization. Order ideas Prompt: Explain why going to school is important. Put your ideas in an order that makes sense to readers. (<i>E</i>) Write About the Text: Texto informativo	Grammar: El adjetivo: posesivo y demostrativo Spelling: Palabras llanas con acento ortográfico Mechanics & Usage: La minúscula en los gentilicios	Shared Read: Hacia el espacio (<i>translation</i>) Genre: Biography Lexile: 700	Main Selection: Juana Inés Author: Georgina Lázaró Genre: Biography Lexile: 630 Paired Selection: Viaje a la ciudad Lunar A Flight To Lunar City Genre: Ciencia ficción (<i>Science Fiction</i>) Lexile: 610	Main Selection: <u>Alcanza las estrellas</u> (<i>Reach for the Stars</i>) Author: Dominic Ashton Genre: Biografía (<i>Biography</i>) Paired Selection: <u>Melina muestra su entereza</u> (<i>Melina Shows Her Mettle</i>) Genre: Ciencia ficción (<i>Science Fiction</i>) GR: N Benchmark: 30 Lexile: 680	Main Selection: <u>Alcanza las estrellas</u> (<i>Reach for the Stars</i>) Author: Dominic Ashton Genre: Biografía (<i>Biography</i>) Paired Selection: <u>Melina muestra su entereza</u> (<i>Melina Shows Her Mettle</i>) Genre: Ciencia ficción (<i>Science Fiction</i>) GR: P Benchmark: 38 Lexile: 760	Main Selection: <u>Alcanza las estrellas</u> (<i>Reach for the Stars</i>) Author: Dominic Ashton Genre: Biografía (<i>Biography</i>) Paired Selection: <u>Melina muestra su entereza</u> (<i>Melina Shows Her Mettle</i>) Genre: Ciencia ficción (<i>Science Fiction</i>) GR: S Benchmark: 50 Lexile: 780
Week 4							Lexile Target: 600	Lexile Target: 675	Lexile Target: 775
Weekly Concept: Los animales y tú (<i>Respecting animals: animals and you</i>) Essential Question: ¿Cómo conocer mejor a los animales para respetarlos? (<i>How can learning about animals help you respect them?</i>) Weekly Concept G.O.: 6 Connect to Content: Life Science Connect to Science: Identificar cómo en un ecosistema algunos organismos sobreviven, otros más o menos, y otros no.	Vocabulary Words: <i>Habitar, desprevenido, ilegal, amenazado, respetar, fabuloso</i> Concept Words: <i>fauna, requisito</i> Strategy: <i>Claves de contexto</i> Build Vocabulary Words: <i>deslizar, cayos, detectar, territorio, pantanos</i>	Strategy: Volver a leer (<i>reread</i>) Skill: Estructura del texto: comparar y contrastar (<i>Text structure: compare and contrast</i>) Subskill: problema y solución Compr. G.O.: 107 Review Skill: Idea principal y detalles (<i>Main Idea and key details</i>)	Trait: Organization: strong conclusions Prompt: Think about an animal you learned about. Explain how learning about that animal changed your mind about it. Use a strong ending. Write About the Text: Texto informativo	Grammar: Preposiciones: <i>en, sobre, a, de, desde, con, por</i> Spelling: Palabras esdrújulas Mechanics & Usage: La minúscula en los nombres de los idiomas y los gentilicios	Shared Read: Mariposas y maripositas Butterflies big and small Genre: Nonfiction Lexile: 790	Main Selection: Lagartos y cocodrilos Alligators and Crocodiles Author: Gail Gibbons Genre: Expository Text Lexile: 770 Paired Selection: EL mono y el cocodrilo The Monkey and the Crocodile Genre: Cuento folclórico (<i>Folktale</i>) Lexile: 740	Main Selection: <u>Gatos africanos</u> (<i>African Cats</i>) Author: Vanessa York Genre: Texto expositivo (<i>Expository Text</i>) Paired Selection: <u>Leopardo obtiene sus manchas</u> (<i>How Leopard Got His Spots</i>) Genre: Cuento folclórico (<i>Folktale</i>) GR: N Benchmark: 30 Lexile: 580	Main Selection: <u>Gatos africanos</u> (<i>African Cats</i>) Author: Vanessa York Genre: Texto expositivo (<i>Expository Text</i>) Paired Selection: <u>Leopardo obtiene sus manchas</u> (<i>How Leopard Got His Spots</i>) Genre: Cuento folclórico (<i>Folktale</i>) GR: P Benchmark: 38 Lexile: 670	Main Selection: <u>Gatos africanos</u> (<i>African Cats</i>) Author: Vanessa York Genre: Texto expositivo (<i>Expository Text</i>) Paired Selection: <u>Leopardo obtiene sus manchas</u> (<i>How Leopard Got His Spots</i>) Genre: Cuento folclórico (<i>Folktale</i>) GR: S Benchmark: 50 Lexile: 770

Unit Writing Products: Boceto autobiográfico (Autobiographical Sketch) (N) (focus on narrative technique Narrativa personal (Personal Narrative) (N) (include point of view) (including strong conclusion that follows from narrated experiences or events)

Unit Writing Focus: Using narrative structure to write about real events • (N) Narrative • (E) Expository • (O) Opinion



Grade 3 • Unit 6 • Scope and Sequence

General Information					Core Components				
The Big Idea: Pensar una y otra vez <i>(Think It Over)</i> ¿Cómo decidimos lo que es importante? <i>(How do we decide what is important?)</i>	Vocabulary: <ul style="list-style-type: none">• Vocabulary Words• Concept Words• Strategy• Build Vocabulary Words	Comprehension: <ul style="list-style-type: none">• Strategy• Skill • Subskill• G.O. • Review Skill	Writing: <ul style="list-style-type: none">• Trait• Prompt• Write About the Text	Grammar Spelling Mechanics & Usage	Reading/Writing Workshop (RWW)	Literature Anthology (LA)	Leveled Reader A: Approaching Level Lexile Range: 400-600	Leveled Reader On Level Lexile Range: 500-700	Leveled Reader B: Beyond Level Lexile Range: 650-850
Week 5							Lexile Target: 600	Lexile Target: 675	Lexile Target: 775
Weekly Concept: Momentos graciosos <i>(Funny time: let's laugh)</i> Essential Question: ¿Qué te hace reír? <i>(What makes you laugh?)</i> Weekly Concept G.O.: 7 Connect to Content: Social studies: psychology Laughing is good and healthy	Vocabulary Words: <i>Chancleta, revés</i> Concept Words: <i>risotada risueño</i> Strategy: <i>Lenguaje figurado (modismos)</i> Build Vocabulary Words: <i>estrepitosas, desternillarse</i>	Strategy: Volver a leer <i>(reread)</i> Skill: Punto de vista <i>(Point of view)</i> Subskill: problema y solución Compr. G.O.: 88 Review Skill: Tema <i>(Theme)</i>	Trait: Word Choice Precise language Prompt: Descriptive writing that qualifies as explanatory text <i>(E)</i> Describe something that makes you laugh. Use details and strong clear language Write About the Text: Texto narrativo	Grammar: El adverbio Spelling: Homófonos Mechanics & Usage: La puntuación en las oraciones <i>(enunciativas, interrogativas, exclamativas e imperativas)</i>	Shared Read: El chicle viajero <i>(Pedro Mañas); Pies (Antonio del Toro) ; Disparate (Ma/de la Luz Uribe)</i> Genre: Poetry Lexile: NP	Main Selection: Risa/Se vende todo Author: Cecilia Beuchat/Pedro Mañas Genre: Poetry Lexile: NP Paired Selection: Adivinanzas y trabalenguas de Antonio Granados Genre: Lexile: NP	Main Selection: <u>Travesuras en el mar</u> Author: Sebastián Olaso Genre: Ficción <i>(Fiction)</i> Paired Selection: <u>La orquesta</u> Author: Pedro Mañas Genre: Poesía <i>(Poetry)</i> GR: N Benchmark: 30 Lexile: 590	Main Selection: <u>En busca del tesoro</u> Author: Beatriz Abelleira Genre: Ficción <i>(Fiction)</i> Paired Selection: <u>Era que se era</u> Author: María de la Luz Uribe Genre: Poesía <i>(Poetry)</i> GR: P Benchmark: 38 Lexile: 640	Main Selection: <u>La fiesta de Rodrigo</u> Author: Miguel Ísola Genre: Ficción <i>(Fiction)</i> Paired Selection: <u>Poema rascacielos</u> Author: Pedro Mañas Genre: Poesía <i>(Poetry)</i> GR: S Benchmark: 50 Lexile: 710
Week 6									
Review and Assessment									
Unit Writing Products: Boceto autobiográfico (Autobiographical Sketch) (N) (focus on narrative technique Narrative personal (Personal Narrative) (N) (include point of view) (including strong conclusion that follows from narrated experiences or events) Unit Writing Focus: Using narrative structure to write about real events • (N) Narrative • (E) Expository • (O) Opinion									

Unit 1: Relationships between Quantities		
Clusters with Instructional Notes	Common Core State Standards	Integrated Math I
Reinforce understanding of the properties of integer exponents. The initial experience with exponential expressions, equations, and functions involves integer exponents and builds on this understanding. • Reason quantitatively and use units to solve problems. Working with quantities and the relationships between them provides grounding for work with expressions, equations, and functions.	N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	Throughout the text; for example, 2-7, Extend 3-2, 4-5, 7-5
	N.Q.2 Define appropriate quantities for the purpose of descriptive modeling.	Extend 2-6
	N.Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	Extend 1-3
• Interpret the structure of expressions. Limit to linear expressions and to exponential expressions with integer exponents.	A.SSE.1 Interpret expressions that represent a quantity in terms of its context. a. Interpret parts of an expression, such as terms, factors, and coefficients	1-1, 1-4
	b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P .	1-2, 1-3
• Create equations that describe numbers or relationships. Limit A.CED.1 and A.CED.2 to linear and exponential equations, and, in the case of exponential equations, limit to situations requiring evaluation of exponential functions at integer inputs. Limit A.CED.3 to linear equations and inequalities. Limit A.CED.4 to formulas with a linear focus.	A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions..	1-5, 2-1, 5-1, 5-2, 5-3, 5-4, 5-5
	A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales	Extend 1-7, 4-7, 6-3, 8-6, 8-7, 8-4, 8-6, 8-7
	A.CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.	5-6, 6-1, 6-2
	A.CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R .	2-8
Unit 2: Linear and Exponential Relationships		
Clusters with Instructional Notes	Common Core State Standards	Integrated Math I
• Represent and solve equations and inequalities graphically. <i>For A.REI.10 focus on linear and exponential equations and be able to adapt and apply that learning to other types of equations in future courses.</i> <i>For A.REI.11, focus on cases where $f(x)$ and $g(x)$ are linear or exponential.</i>	A.REI.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	1-6, 3-2, 3-4
	A.REI.11 Explain why the x -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.	Extend 6-1, Extend 8-7
	A.REI.12 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	5-6, Extend 5-6, 6-6, Extend 6-6

<ul style="list-style-type: none"> Understand the concept of a function and use function notation. <i>Students should experience a variety of types of situations modeled by functions. Detailed analysis of any particular class of function at this stage is not advised. Students should apply these concepts throughout their future mathematics courses. Draw examples from linear and exponential functions. In F.IF.3, draw connection to F.BF.2, which requires students to write arithmetic and geometric sequences. Emphasize arithmetic and geometric sequences as examples of linear and exponential functions.</i> 	F.IF.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.	1-6, 1-7
	F.IF.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	1-7, 4-3
	F.IF.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. <i>For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.</i>	7-8
<ul style="list-style-type: none"> Interpret functions that arise in applications in terms of a context. <i>For F.IF.4 and 5, focus on linear and exponential functions. For F.IF.6, focus on linear functions and intervals for exponential functions whose domain is a subset of the integers. Mathematics II and III will address other function types. N.RN.1 and N.RN.2 will need to be referenced here before discussing exponential models with continuous domains.</i> 	F.IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i>	1-8, Explore 3-1, 3-1, 8 1
	F.IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function</i>	1-7, 7-5, 7-6
	F.IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.	Explore 3-3, 3-3, Extend 7-7
<ul style="list-style-type: none"> Analyze functions using different representations. <i>For F.IF.7a, 7e, and 9 focus on linear and exponential functions. Include comparisons of two functions presented algebraically. For example, compare the growth of two linear functions, or two exponential functions such as $y=3n$ and $y=100 \cdot 2n$.</i> 	F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. a. Graph linear and quadratic functions and show intercepts, maxima, and minima.	3-1, 3-2, Extend 3-2, 3-4, 4-1
	e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude	Explore 7-5, 7-5
	F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</i>	1-7, 3-6, 4-3, 7-8
<ul style="list-style-type: none"> Build a function that models a relationship between two quantities. <i>Limit F.BF.1a, 1b, and 2 to linear and exponential functions. In F.BF.2, connect arithmetic sequences to linear functions and geometric sequences to exponential functions.</i> 	F.BF.1 Write a function that describes a relationship between two quantities. a. Determine an explicit expression, a recursive process, or steps for calculation from a context.	1-7, 3-1, 3-4, 3-6, 4-1, 4-2, 4-3, 4-4, 4-5, 4-6, 4-7, 7-6, 7-8
	b. Combine standard function types using arithmetic operations. <i>For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.</i>	4-2
	F.BF.2 Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.	3-5, 7-7, 7-8

<ul style="list-style-type: none"> • Build new functions from existing functions. <i>Focus on vertical translations of graphs of linear and exponential functions. Relate the vertical translation of a linear function to its y-intercept. While applying other transformations to a linear graph is appropriate at this level, it may be difficult for students to identify or distinguish between the effects of the other transformations included in this standard.</i> 	F.BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. <i>Include recognizing even and odd functions from their graphs and algebraic expressions for them.</i>	Extend 4-1, Explore 7-5
Construct and compare linear, quadratic, and exponential models and solve problems. <i>For F.LE.3, limit to comparisons between exponential and linear models.</i>	F.LE.1 Distinguish between situations that can be modeled with linear functions and with exponential functions. a. Prove that linear functions grow by equal differences over equal intervals; exponential functions grow by equal factors over equal intervals.	Explore 3-3, 3-3, 7-7
	b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.	3-6, 7-7
	c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another	7-7
	F.LE.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).	3-5, 3-6, 4-2, 4-3, 4-4, 7-5, 7-6
	F.LE.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.	3-5, 3-6, 4-2, 4-3, 4-4, 4-5, 4-6, 7-5, 7-6, 7-7
<ul style="list-style-type: none"> • Interpret expressions for functions in terms of the situation they model. <i>Limit exponential functions to those of the form $f(x) = bx + k$.</i> 	F.LE.5 Interpret the parameters in a linear or exponential function in terms of a context.	3-4, Explore 4-1, 4-1, Extend 4-1, 4-5, 7-5, 7-6, 7-7
Unit 3: Reasoning with Equations		
Clusters with Instructional Notes	Common Core State Standards	Integrated Math I
<ul style="list-style-type: none"> • Understand solving equations as a process of reasoning and explain the reasoning. <i>Students should focus on and master A.REI.1 for linear equations and be able to extend and apply their reasoning to other types of equations in future courses. Students will solve exponential equations with logarithms in Mathematics III.</i> 	A.REI.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.	2-2, 2-3, 2-4, 2-5, 2-6, 2-9
<ul style="list-style-type: none"> • Solve equations and inequalities in one variable. <i>Extend earlier work with solving linear equations to solving linear inequalities in one variable and to solving literal equations that are linear in the variable being solved for. Include simple exponential equations that rely only on application of the laws of exponents, such as $5x = 125$ or $2x = 1/16$.</i> 	A.REI.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	1-5, Explore 2-2, 2-2, Explore 2-3, 2-3, 2-4, 2-5, 2-6, 2-7, 2-8, 2-9, 5-1, Explore 5-2, 5-2, 5-3, 5-4, 5-5

<ul style="list-style-type: none"> Solve systems of equations. <i>Build on student experiences graphing and solving systems of linear equations from middle school to focus on justification of the methods used.</i> Include cases where the two equations describe the same line (yielding infinitely many solutions) and cases where two equations describe parallel lines (yielding no solution); connect to GPE.5, which requires students to prove the slope criteria for parallel lines. 	A.REI.5 Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.	6-4
	A.REI.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	6-1, 6-2, 6-3, 6-4, 6-5, Extend 6-5
Unit 4: Descriptive Statistics		
Clusters with Instructional Notes	Common Core State Standards	Integrated Math I
<ul style="list-style-type: none"> Summarize, represent, and interpret data on a single count or measurement variable. <i>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</i> 	S.ID.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).	0-13
	S.ID.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.	9-1, 9-2, 9-3, Extend 9-3B
	S.ID.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).	9-2, 9-3
<ul style="list-style-type: none"> Summarize, represent, and interpret data on two categorical and quantitative variables. <i>Students take a more sophisticated look at using a linear function to model the relationship between two numerical variables. In addition to fitting a line to data, students assess how well the model fits by analyzing residuals. S.ID.6b should be focused on situations for which linear models are appropriate.</i> 	S.ID.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.	Extend 9-3
	S.ID.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. <i>Use given functions or choose a function suggested by the context. Emphasize linear and exponential models.</i>	4-5, 4-6
	b. Informally assess the fit of a function by plotting and analyzing residuals	4-6
	c. Fit a linear function for scatter plots that suggest a linear association.	4-5, 4-6
<ul style="list-style-type: none"> Interpret linear models. <i>Build on students' work with linear relationships in eighth grade and introduce the correlation coefficient. The focus here is on the computation and interpretation of the correlation coefficient as a measure of how well the data fit the relationship. The important distinction between a statistical relationship and a cause and- effect relationship arises in S.ID.9.</i> 	S.ID.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	4-1, Extend 4-1, 4-4
	S.ID.8 Compute (using technology) and interpret the correlation coefficient of a linear fit.	4-6
	S.ID.9 Distinguish between correlation and causation.	Extend 4-5

Unit 5: Congruence, Proof, and Constructions		
Clusters with Instructional Notes	Common Core State Standards	Integrated Math I
<ul style="list-style-type: none"> Experiment with transformations in the plane. <i>Build on student experience with rigid motions from earlier grades. Point out the basis of rigid motions in geometric concepts, e.g., translations move points a specified distance along a line parallel to a specified line; rotations move objects along a circular arc with a specified center through a specified angle.</i> 	G.CO.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	10-1, 10-2, 10-3, 10-4, 11-1, 11-2, 15-1
	G.CO.2 Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).	Explore 14-6, Explore 14-7, 14-7, 14-9
	G.CO.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.	14-8
	G.CO.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments	14-4, 14-5, 14-6
	G.CO.5 Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.	Explore 12-7, 14-4, 14-5, Explore 14-6, 14-6, Explore 14-7, 14-7
<ul style="list-style-type: none"> Understand congruence in terms of rigid motions. <i>Rigid motions are at the foundation of the definition of congruence. Students reason from the basic properties of rigid motions (that they preserve distance and angle), which are assumed without proof. Rigid motions and their assumed properties can be used to establish the usual triangle congruence criteria, which can then be used to prove other theorems.</i> 	G.CO.6 Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.	Explore 12-7, 12-7
	G.CO.7 Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent	12-3, Explore 12-7, 12-7
	G.CO.8 Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.	Extend 14-9
<ul style="list-style-type: none"> Make geometric constructions. <i>Build on prior student experience with simple constructions. Emphasize the ability to formalize and defend how these constructions result in the desired objects. Some of these constructions are closely related to previous standards and can be introduced in conjunction with them.</i> 	G.CO.12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). <i>Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.</i>	10-2, 10-3, 10-4, Extend 10-6, 10-7, Explore 11-2, 11-5, 11-6, 12-1, Explore 12-2, 12-4, Extend 12-4, 12-5, 12-6, Explore 12-9A, Explore 12-9B, Explore 12-9C, Explore 13-2, Extend 14-8, 15-3
	G.CO.13 Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.	Extend 15-3

Unit 6: Connecting Algebra and Geometry Through Coordinates		
Clusters with Instructional Notes	Common Core State Standards	Integrated Math I
<p>Use coordinates to prove simple geometric theorems algebraically. <i>This unit has a close connection with the next unit. For example, a curriculum might merge G.GPE.1 and the Unit 5 treatment of G.GPE.4 with the standards in this unit. Reasoning with triangles in this unit is limited to right triangles; e.g., derive the equation for a line through two points using similar right triangles.</i> <i>Relate work on parallel lines in G.GPE.5 to work on A.REI.5 in Mathematics I involving systems of equations having no solution or infinitely many solutions. G.GPE.7 provides practice with the distance formula and its connection with the Pythagorean theorem.</i></p>	<p>G.GPE.4 Use coordinates to prove simple geometric theorems algebraically. <i>For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$.</i></p>	12-8, 13-1, 13-2, 13-3, 13-4, 13-5
	<p>G.GPE.5 Prove the slope criteria for parallel and perpendicular lines; use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).</p>	Explore 11-3, 11-3, 11-4, Extend 11-4, Extend 14-1
	<p>G.GPE.7 Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula. ★</p>	10-6, 12-9

Unit 1: Extending the Number System		
Clusters with Instructional Notes	Common Core State Standards	Integrated Math II
<ul style="list-style-type: none"> Extend the properties of exponents to rational exponents.. 	N.RN.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. <i>For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5(1/3)^3$ to hold, so $(5^{1/3})^3$ must equal 5.</i>	Extend 8-2
	N.RN.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents.	4-4, Extend 4-4 , 4-5
<ul style="list-style-type: none"> Use properties of rational and irrational numbers. <i>Connect N.RN.3 to physical situations, e.g., finding the perimeter of a square of area 2.</i> 	N.RN.3 Explain why sums and products of rational numbers are rational, that the sum of a rational number and an irrational number is irrational, and that the product of a nonzero rational number and an irrational number is irrational.	Extend 4-3
Perform arithmetic operations with complex numbers. <i>Limit to multiplications that involve i^2 as the highest power of i.</i>	N.CN.1 Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.	3-3
	N.CN.2 Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers. <i>umber has the form $a + bi$ with a and b real.</i>	3-3
<ul style="list-style-type: none"> Perform arithmetic operations on polynomials. <i>Focus on polynomial expressions that simplify to forms that are linear or quadratic in a positive integer power of x.</i> 	A.APR.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	Explore 1-1, 1-1, 1-2, Explore 1-3, 1-3
Unit 2: Quadratic Functions and Modeling		
Clusters with Instructional Notes	Common Core State Standards	Integrated Math II
Interpret functions that arise in applications in terms of a context. <i>Focus on quadratic functions; compare with linear and exponential functions studied in Mathematics I.</i>	F.IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i>	2-1, 2-7, Extend 3-1, Explore 3-5, Explore 7-4
	F.IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.</i>	0-10, 2-1, 2-6, 4-1, Explore 4-2, 4-2, Extend 4-2
	F.IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.	Extend 2-1, 2-6, Extend 3-5
<ul style="list-style-type: none"> Analyze functions using different representations. <i>For F.IF.7b, compare and contrast absolute value, step and piecewise defined functions with linear, quadratic, and exponential functions. Highlight issues of domain, range and usefulness when examining piecewise-defined functions. Note that this unit, and in particular in F.IF.8b, extends the work begun in Mathematics I on exponential functions with integer exponents. For F.IF.9, focus on expanding the types of functions considered to include, linear, exponential, and quadratic. Extend work with quadratics to include the relationship between coefficients and roots, and that once roots are known, a quadratic equation can be factored.</i> 	F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. a. Graph linear and quadratic functions and show intercepts, maxima, and minima.	2-1, 2-2, Explore 2-3, 2-3, Extend 2-3
	b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	2-7, Extend 2-7
	F.IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.	2-4, Extend 2-4, 3-5

	b. Use the properties of exponents to interpret expressions for exponential functions. <i>For example, identify percent rate of change in functions such as $y = (1.02)t$, $y = (0.97)t$, $y = (1.01)12t$, $y = (1.2)t/10$, and classify them as representing exponential growth or decay.</i>	4-1
	F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</i>	2-1, 2-3
• Build a function that models a relationship between two quantities. <i>Focus on situations that exhibit quadratic or exponential relationship.</i>	F.BF.1 Write a function that describes a relationship between two quantities. a. Determine an explicit expression, a recursive process, or steps for calculation from a context.	2-3, 2-7
	b. Combine standard function types using arithmetic operations. <i>For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.</i>	4-1
• Build new functions from existing functions. <i>For F.BF.3, focus on quadratic functions and consider including absolute value functions.. For F.BF.4a, focus on linear functions but consider simple situations where the domain of the function must be restricted in order for the inverse to exist, such as $f(x) = x^2$, $x > 0$.</i>	F.BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. <i>Include recognizing even and odd functions from their graphs and algebraic expressions for them.</i>	Explore 2-3, Explore 3-5, 3-5
	F.BF.4 Find inverse functions. a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. <i>For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.</i>	0-7, Explore 0-7
• Construct and compare linear, quadratic, and exponential models and solve problems. <i>Compare linear and exponential growth studied in Mathematics I to quadratic growth.</i>	F.LE.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.	2-7, Extend 2-7
Unit 3: Expressions and Equations		
Clusters with Instructional Notes	Common Core State Standards	Integrated Math II
• Interpret the structure of expressions. <i>Focus on quadratic and exponential expressions. For A.SSE.1b, exponents are extended from the integer exponents found in Mathematics I to rational exponents focusing on those that represent square or cube roots.</i>	A.SSE.1 Interpret expressions that represent a quantity in terms of its context. a. Interpret parts of an expression, such as terms, factors, and coefficients.	1-1
	b. Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</i>	3-4
	A.SSE.2 Use the structure of an expression to identify ways to rewrite it. <i>For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</i>	Explore 1-5, 1-5, Explore 1-6, 2-4, 3-2
• Write expressions in equivalent forms to solve problems. <i>It is important to balance conceptual understanding and procedural fluency in work with equivalent expressions. For example, development of skill in factoring and completing the square goes hand-in-hand with understanding what different forms of a quadratic expression reveal.</i>	A.SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. a. Factor a quadratic expression to reveal the zeros of the function it defines.	1-5, 1-6, 1-7, 1-8, 1-9
	b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.	2-3, Extend 2-4
	c. Use the properties of exponents to transform expressions for exponential functions. <i>For example the expression $1.15t$ can be rewritten as $(1.151/12)12t \approx 1.01212t$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.</i>	

<ul style="list-style-type: none"> • Create equations that describe numbers or relationships. <i>Extend work on linear and exponential equations in Mathematics I to quadratic equations. Extend A.CED.4 to formulas involving squared variables.</i> 	A.CED.1 Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i>	3-6, 4-2
	A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	0-7, 4-5
	A.CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</i>	4-3,
<ul style="list-style-type: none"> • Solve equations and inequalities in one variable. <i>Extend to solving any quadratic equation with real coefficients, including those with complex solutions.</i> 	A.REI.4 Solve quadratic equations in one variable. a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.	2-4, 2-5, 4-3
	b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .	1-6, 1-7, 1-8, 2-2, 2-4, 2-5
<ul style="list-style-type: none"> • Use complex numbers in polynomial identities and equations. <i>Limit to quadratics with real coefficients.</i> 	N.CN.7 Solve quadratic equations with real coefficients that have complex solutions.	Extend 3-3B, 3-4
	N.CN.8 (+) Extend polynomial identities to the complex numbers. <i>For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.</i>	3-3, 3-4
	N.CN.9 (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.	1-10
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Unit 4: Applications of Probability

Clusters with Instructional Notes	Common Core State Standards	Integrated Math II
<ul style="list-style-type: none"> • Understand independence and conditional probability and use them to interpret data. <i>Build on work with two-way tables from Mathematics I Unit 4 (S.ID.5) to develop understanding of conditional probability and independence.</i> 	S.CP.1 Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).	13-6
	S.CP.2 Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.	13-5
	S.CP.3 Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A , and the conditional probability of B given A is the same as the probability of B .	13-5
	S.CP.4 Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. <i>For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.</i>	Extend 13-5

	S.CP.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. <i>For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.</i>	13-4, 13-5
• Use the rules of probability to compute probabilities of compound events in a uniform probability model.	S.CP.6 Find the conditional probability of A given B as the fraction of B 's outcomes that also belong to A , and interpret the answer in terms of the model.	Extend 13-5
	S.CP.7 Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.	13-6
	S.CP.8 (+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B A) = P(B)P(A B)$, and interpret the answer in terms of the model.	13-4, 13-5
	S.CP.9 (+) Use permutations and combinations to compute probabilities of compound events and solve problems.	13-1, 13-2
• Use probability to evaluate outcomes of decisions. <i>This unit sets the stage for work in Mathematics III, where the ideas of statistical inference are introduced. Evaluating the risks associated with conclusions drawn from sample data (i.e. incomplete information) requires an understanding of probability concepts.</i>	S.MD.6 (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).	0-3, 13-4
	S.MD.7 (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).	0-3, 13-3
Unit 5: Similarity, Right Triangle Trigonometry, and Proof		
Clusters with Instructional Notes	Common Core State Standards	Integrated Math II
• Understand similarity in terms of similarity transformations.	G.SRT.1 Verify experimentally the properties of dilations given by a center and a scale factor. a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.	Explore 10-8, 10-8
	b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.	Explore 10-8, 10-8
	G.SRT.2 Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.	9-2, 9-6
	G.SRT.3 Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.	9-3, 9-6
• Prove geometric theorems. <i>Encourage multiple ways of writing proofs, such as in narrative paragraphs, using flow diagrams, in two-column format, and using diagrams without words. Students should be encouraged to focus on the validity of the underlying reasoning while exploring a variety of formats for expressing that reasoning. Implementation of G.CO.10 may be extended to include concurrence of perpendicular bisectors and angle bisectors as preparation for G.C.3 in Unit 6.</i>	G.CO.9 Prove theorems about lines and angles. <i>Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.</i>	5-2, 5-3, 5-4, 5-5, 5-6
	G.CO.10 Prove theorems about triangles. <i>Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.</i>	6-1, 6-3, 6-4, 6-5, 6-6, 7-1, 7-2, 7-3, 7-4, 7-6
	G.CO.11 Prove theorems about parallelograms. <i>Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.</i>	8-2, 8-3, 8-4, 8-5
• Prove theorems involving similarity.	G.SRT.4 Prove theorems about triangles. <i>Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.</i>	9-3, 9-4, 9-5, 10-1

	G.SRT.5 Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	6-2, 6-3, Extend 6-3, 6-4, Extend 6-4, 9-3, 9-4, 9-5, 9-6, 10-1
• Use coordinates to prove simple geometric theorems algebraically.	G.GPE.6 Find the point on a directed line segment between two given points that partitions the segment in a given ratio.	10-7, 11-8
• Define trigonometric ratios and solve problems involving right triangles.	G.SRT.6 Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.	10-3, Explore 10-4, 10-4, Extend 10-4
	G.SRT.7 Explain and use the relationship between the sine and cosine of complementary angles.	10-4
	G.SRT.8 Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.	10-2, 10-5
• Prove and apply trigonometric identities. <i>In this course, limit θ to angles between 0 and 90 degrees. Connect with the Pythagorean theorem and the distance formula. A course with a greater focus on trigonometry could include the (+) standard F.TF.9: Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems. This could continue to be limited to acute angles in Mathematics II. Extension of trigonometric functions to other angles through the unit circle is included in Mathematics III.</i>	F.TF.8 Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$, given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$, and the quadrant of the angle.	10-4
Unit 6: Circles With and Without Coordinates		
Clusters with Instructional Notes	Common Core State Standards	Integrated Math II
• Understand and apply theorems about circles.	G.C.1 Prove that all circles are similar.	11-1
	G.C.2 Identify and describe relationships among inscribed angles, radii, and chords. <i>Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.</i>	11-2, 11-3, 11-4
	G.C.3 Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.	11-4, Extend 11-5
	G.C.4 (+) Construct a tangent line from a point outside a given circle to the circle.	11-5, 11-6, 11-7
• Find arc lengths and areas of sectors of circles. <i>Emphasize the similarity of all circles. Note that by similarity of sectors with the same central angle, arc lengths are proportional to the radius. Use this as a basis for introducing radian as a unit of measure. It is not intended that it be applied to the development of circular trigonometry in this course.</i>	G.C.5 Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.	11-2
• Translate between the geometric description and the equation for a conic section. <i>Connect the equations of circles and parabolas to prior work with quadratic equations. The directrix should be parallel to a coordinate axis.</i>	G.GPE.1 Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.	11-8

	G.GPE.2 Derive the equation of a parabola given a focus and directrix.	Extend 11-8
<ul style="list-style-type: none"> Use coordinates to prove simple geometric theorems algebraically. <i>Include simple proofs involving circles.</i> 	G.GPE.4 Use coordinates to prove simple geometric theorems algebraically. <i>For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$.</i>	8-2, 8-3, 8-4, 8-5, 8-6
<ul style="list-style-type: none"> Explain volume formulas and use them to solve problems. <i>Informal arguments for area and volume formulas can make use of the way in which area and volume scale under similarity transformations: when one figure in the plane results from another by applying a similarity transformation with scale factor k, its area is k^2 times the area of the first. Similarly, volumes of solid figures scale by k^3 under a similarity transformation with scale factor k.</i> 	G.GMD.1 Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. <i>Use dissection arguments, Cavalieri's principle, and informal limit arguments.</i>	11-9, 12-4, 12-5, 12-6
	G.GMD.3 Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.	12-4, 12-5, 12-6

Unit 1: Inferences and Conclusions from Data		
Clusters with Instructional Notes	Common Core State Standards	Integrated Math III
Summarize, represent, and interpret data on a single count or measurement variable. <i>While students may have heard of the normal distribution, it is unlikely that they will have prior experience using it to make specific estimates. Build on students' understanding of data distributions to help them see how the normal distribution uses area to make estimates of frequencies (which can be expressed as probabilities). Emphasize that only some data are well described by a normal distribution.</i>	S.ID.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.	10-5, Extend 10-5
Understand and evaluate random processes underlying statistical experiments. <i>For S.IC.2, include comparing theoretical and empirical results to evaluate the effectiveness of a treatment.</i>	S.IC.1 Understand that statistics allows inferences to be made about population parameters based on a random sample from that population.	10-2, 10-6
	S.IC.2 Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?	10-7, Explore 11-8
Make inferences and justify conclusions from sample surveys, experiments, and observational studies. <i>In earlier grades, students are introduced to different ways of collecting data and use graphical displays and summary statistics to make comparisons. These ideas are revisited with a focus on how the way in which data is collected determines the scope and nature of the conclusions that can be drawn from that data. The concept of statistical significance is developed informally through simulation as meaning a result that is unlikely to have occurred solely as a result of random selection in sampling or random assignment in an experiment.</i> <i>For S.IC.4 and 5, focus on the variability of results from experiments—that is, focus on statistics as a way of dealing with, not eliminating, inherent randomness.</i>	S.IC.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.	10-1
	S.IC.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.	Extend 10-1, 10-6
	S.IC.5 Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.	10-1
	S.IC.6 Evaluate reports based on data.	Extend 10-1
Use probability to evaluate outcomes of decisions. Extend to more complex probability models. Include situations such as those involving quality control or diagnostic tests that yields both false positive and false negative results.	S.MD.6 (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).	10-4, 10-7
	S.MD.7 (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).	10-3, 10-4
Unit 2: Polynomials, Rational, and Radical Relationships		
Clusters with Instructional Notes	Common Core State Standards	Integrated Math III
Use complex numbers in polynomial identities and equations. <i>Build on work with quadratics equations in Mathematics II. Limit to polynomials with real coefficients.</i>	N.CN.8 (+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.	4-6
	N.CN.9 (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.	4-7

Interpret the structure of expressions. <i>Extend to polynomial and rational expressions.</i>	A.SSE.1 Interpret expressions that represent a quantity in terms of its context. a. Interpret parts of an expression, such as terms, factors, and coefficients.	1-1
	b. Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</i>	1-1, 1-4, 2-4, 8-2, 8-3, 8-4, 8-5, 8-6, 9-5
	A.SSE.2 Use the structure of an expression to identify ways to rewrite it. <i>For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</i>	1-2, 5-4, 5-5, 5-7, 6-2, 6-5
Write expressions in equivalent forms to solve problems. <i>Consider extending A.SSE.4 to infinite geometric series in curricular implementations of this course description.</i>	A.SSE.4 Derive the formula for the sum of a geometric series (when the common ratio is not 1), and use the formula to solve problems. <i>For example, calculate mortgage payments.</i>	9-3
Perform arithmetic operations on polynomials. <i>Extend beyond the quadratic polynomials found in Mathematics II.</i>	A.APR.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	4-1
Understand the relationship between zeros and factors of polynomials.	A.APR.2 Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.	4-6
	A.APR.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.	4-7
Use polynomial identities to solve problems. <i>This cluster has many possibilities for optional enrichment, such as relating the example in A.APR.4 to the solution of the system $u^2 + v^2 = 1$, $v = t(u+1)$, relating the Pascal triangle property of binomial coefficients to $(x+y)^{n+1} = (x+y)(x+y)^n$, deriving explicit formulas for the coefficients, or proving the binomial theorem by induction.</i>	A.APR.4 Prove polynomial identities and use them to describe numerical relationships. <i>For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.</i>	0-3, 4-3, 4-5, 4-6
	A.APR.5 (+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n , where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.	9-4, 9-5
Rewrite rational expressions <i>The limitations on rational functions apply to the rational expressions in A.APR.6. A.APR.7 requires the general division algorithm for polynomials.</i>	A.APR.6 Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.	4-2
	A.APR.7 (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.	7-1, 7-2
Understand solving equations as a process of reasoning and explain the reasoning. <i>Extend to simple rational and radical equations.</i>	A.REI.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.	Extend 5-7, 7-5, Extend 7-5

Represent and solve equations and inequalities graphically. <i>Include combinations of linear, polynomial, rational, radical, absolute value, and exponential functions.</i>	A.REI.11 Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.	Explore 3-1, Extend 4-5, Extend 5-7, Extend 6-4, Extend 7-5, 8-7
Analyze functions using different representations. <i>Relate F.IF.7c to the relationship between zeros of quadratic</i>	F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.	2-6, 5-3, 5-4, Extend 5-4, 5-6, 5-7
Unit 3: Trigonometry of General Triangles and Trigonometric Functions		
Clusters with Instructional Notes	Common Core State Standards	Integrated Math III
Apply trigonometry to general triangles. <i>With respect to the general case of the Laws of Sines and Cosines, the definitions of sine and cosine must be extended to obtuse angles.</i>	G.SRT.9 (+) Derive the formula $A = \frac{1}{2} ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.	Extend 12-2, 12-4
	G.SRT.10 (+) Prove the Laws of Sines and Cosines and use them to solve problems.	12-4, 12-5
	G.SRT.11 (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).	12-4, 12-5
Model periodic phenomena with trigonometric functions.	F.TF.5 Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline..	11-7
Unit 4: Mathematical Modeling		
Clusters with Instructional Notes	Common Core State Standards	Integrated Math III
Create equations that describe numbers or relationships. <i>For A.CED.1, use all available types of functions to create such equations, including root functions, but constrain to simple cases. While functions used in A.CED.2, 3, and 4 will often be linear, exponential, or quadratic the types of problems should draw from more complex situations than those addressed in Mathematics I. For example, finding the equation of a line through a given point perpendicular to another line allows one to find the distance from a point to a line. Note that the example given for A.CED.4 applies to earlier instances of this standard, not to the current course..</i>	A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.	1-3, 1-4, 1-5, 4-5, 6-2, 6-3, 6-4, 7-4,7-5
	A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	2-4, 7-3, 7-4, 8-2, 8-4, 8-5, 11-9
	A.CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i>	1-5, 2-7, Explore 3-1, 3-2, 3-3, 3-4, 3-5, 3-6
	A.CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</i>	8-1, 8-3, 9-2

Interpret functions that arise in applications in terms of a context. <i>Emphasize the selection of a model function based on behavior of data and context.</i>	F.IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i>	2-1, Extend 2-1, 2-2, Extend 2-2, 2-3, Extend 2-4, 2-5, 2-6, 4-3, 4-4, Extend 4-4, 5-2, 9-1
	F.IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.</i>	2-1
	F.IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. <i>Estimate the rate of change from a graph.</i>	2-3, 4-3, Extend 4-7, Extend 5-2,
Analyze functions using different representations. <i>Focus on applications and how key features relate to characteristics of a situation, making selection of a particular type of function model appropriate.</i>	F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	2-5, 5-3, Extend 5-4, 6-1
	e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.	6-1, 11-8
	F.IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	
	F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</i>	2-2, 5-1, 7-4, 8-6
Build a function that models a relationship between two quantities. <i>Develop models for more complex or sophisticated situations than in previous courses.</i>	F.BF.1 Write a function that describes a relationship between two quantities.* b. Combine standard function types using arithmetic operations. <i>For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.</i>	5-1
Build new functions from existing functions. <i>Use transformations of functions to find more optimum models as students consider increasingly more complex situations.</i> <i>For F.BF.3, note the effect of multiple transformations on a single function and the common effect of each transformation across function types. Include functions defined only by a graph.</i> <i>Extend F.BF.4a to simple rational, simple radical, and simple exponential functions; connect F.BF.4a to F.LE.4.</i>	F.BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. <i>Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.</i>	2-6, 5-3, Extend 5-4, 6-1, 7-1, 7-3, Explore 11-8, 11-8
	F.BF.4 Find inverse functions. a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. <i>For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.</i>	5-2
Construct and compare linear, quadratic, and exponential models and solve problems. Consider extending this unit to include the relationship between properties of logarithms and properties of exponents, such as the connection between the properties of exponents and the basic logarithm property that $\log xy = \log x + \log y$.	F.LE.4 For exponential models, express as a logarithm the solution to a $bct = d$ where a , c , and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology.	6-6

Visualize relationships between two dimensional and three-dimensional objects.	G.GMD.4 Identify the shapes of two-dimensional cross-sections of three dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.	Extend 14-3, 15-1
Apply geometric concepts in modeling situations.	G.MG.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).	15-3, 15-4
	G.MG.2 Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).	6-4, Extend 6-4, 7-3, 7-4, Extend 7-4, 8-3,
	G.MG.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).	10-7, 13-1, 13-4, 15-2

Unit 1: Relationships between Quantities	
Common Core State Standards	Integrated IV
Extend the properties of exponents to rational exponents. N-RN 1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents.	0-4
N-RN 2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.	0-4, 3-4
Use properties of rational and irrational numbers. N-RN3. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.	
Reason quantitatively and use units to solve problems. N-Q1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	4-2
N-Q2. Define appropriate quantities for the purpose of descriptive modeling.	4-4, , 9-2,
N-Q3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	
Perform arithmetic operations with complex numbers. N-CN1 Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.	0-2
N-CN2 Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.	0-2
N-CN3 (+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.	0-2, 0-5
Unit 2: Linear and Exponential Relationships	
Common Core State Standards	Integrated IV
N-CN4 Represent complex numbers and their operations on the complex plane. (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.	9-5
N-CN5(+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation.	9-5
N-CN6(+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.	9-5

Use complex numbers in polynomial identities and equations. N-CN7. Solve quadratic equations with real coefficients that have complex solutions.	2-2
N-CN8(+) Extend polynomial identities to the complex numbers.	2-1
N-CN9. (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.	2-1
Represent and model with vector quantities. N-VM1(+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., \mathbf{v} , $ \mathbf{v} $, $\ \mathbf{v}\ $, v).	8-1
N-VM2(+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.	8-2
N-VM3(+) Solve problems involving velocity and other quantities that can be represented by vectors.	8-1, 8-2
Perform operations on vectors. N-VM4 (+) Add and subtract vectors.	8-1, 8-2, 8-3
a. Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.	8-1
b. Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.	8-1, 8-2
c. Understand vector subtraction $\mathbf{v} - \mathbf{w}$ as $\mathbf{v} + (-\mathbf{w})$, where $-\mathbf{w}$ is the additive inverse of \mathbf{w} , with the same magnitude as \mathbf{w} and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.	8-1
N-VM5 Multiply a vector by a scalar.	8-1, 8-2
a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$.	8-2
b. Compute the magnitude of a scalar multiple $c\mathbf{v}$ using $\ c\mathbf{v}\ = c \mathbf{v}$. Compute the direction of $c\mathbf{v}$ knowing that when $ c \mathbf{v} \neq 0$, the direction of $c\mathbf{v}$ is either along \mathbf{v} (for $c > 0$) or against \mathbf{v} (for $c < 0$).	8-1
N-VM6. Perform operations on matrices and use matrices in applications. (+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.	0-6, 6-1, 6-2, 6-3
N-VM7(+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.	0-6

N-VM8(+) Add, subtract, and multiply matrices of appropriate dimensions.	0-6, 6-2
N-VM9 Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.	6-2
N-VM10(+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.	0-6, 6-2
N-VM11(+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.	Extend 8-4
Unit 3: Reasoning with Equations	
Common Core State Standards	Integrated I
N-VM12(+) Work with 2×2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.	Extend 6-2
Interpret the structure of expressions A-SSE1 Interpret expressions that represent a quantity in terms of its context. ★ a. Interpret parts of an expression, such as terms, factors, and coefficients.	3-4, 4-4, 4-5, 5-1, 5-2, 5-3
b. Interpret complicated expressions by viewing one or more of their parts as a single entity.	5-2
A-SSE2 Use the structure of an expression to identify ways to rewrite it.	
Unit 4: Descriptive Statistics	
Common Core State Standards	Integrated I
Write expressions in equivalent forms to solve problems A-SSE3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. ★	0-3, 3-3, 3-4, 5-3, 5-4
a. Factor a quadratic expression to reveal the zeros of the function it defines.	0-3
b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.	
c. Use the properties of exponents to transform expressions for exponential functions.	3-3, 3-4
A-SSE4 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. ★	

<p>Perform arithmetic operations on polynomials</p> <p>A-APR1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</p>	2-1, 2-3
<p>A-APR2 Understand the relationship between zeros and factors of polynomials</p> <p>Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.</p>	
<p>A-APR3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.</p>	2-1
<p>Use polynomial identities to solve problems</p> <p>A-APR5. Prove polynomial identities and use them to describe numerical relationships.</p>	10-2
<p>A-APR5. (+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.</p>	10-2
<p>A-APR6. Rewrite rational expressions</p> <p>Rewrite simple rational expressions in different forms; write $\frac{a(x)}{b(x)}$ in the form $q(x) + \frac{r(x)}{b(x)}$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.</p>	
<p>A-APR 7. (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.</p>	

Unit 5: Congruence, Proof, and Constructions	
Creating Equations ★ A-CED	Integrated IV
<p>A-CED1. Create equations that describe numbers or relationships</p> <p>Create equations and inequalities in one variable and use them to solve problems.</p>	0-3, , 2-2, 3-4
<p>A-CED2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p>	1-5, 3-1, 9-4, 11-7
<p>A-CED3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.</p>	3-4, 5-3
<p>A-CED4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.</p>	3-4, 5-3

Understand solving equations as a process of reasoning and explain the reasoning A-REI1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.	
A-REI2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.	2-2
A-REI3. Solve equations and inequalities in one variable Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	0-5
A-REI4. Solve quadratic equations in one variable.	0-3
a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.	0-3
b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .	0-3, 2-1
Solve systems of equations A-REI5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.	
A-REI 6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	0-5, 6-1, 6-3
A-REI 7. Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically.	0-3, 0-5
A-REI8. Represent a system of linear equations as a single matrix equation in a vector variable.	6-2, 6-3
A-REI9. (+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3×3 or greater).	6-2, 6-3

Unit 6: Connecting Algebra and Geometry Through Coordinates	
Common Core State Standards	Integrated IV
A-REI10 Represent and solve equations and inequalities graphically Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	1-2
A-REI11. Explain why the x -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. ★	1-2
A-REI12 Graph the solutions to a linear inequality in two variables as a halfplane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	0-5
Understand the concept of a function and use function notation F-IF1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.	1-1
F-IF2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	1-1
F-IF3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.	0-1, 10-3
F-IF4 Interpret functions that arise in applications in terms of the context For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. ★	4-4, 9-2, 11-7
F-IF5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.	0-3, 1-1, 1-2, 1-5, 2-2, 3-1, 3-2, 4-4, 4-5, 4-6
F-IF6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. ★	1-4
F-IF7 Analyze functions using different representations Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. ★	1-4, 2-2, 4-4, 7-2, 9-2
a. Graph linear and quadratic functions and show intercepts, maxima, and minima.	0-3
b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	1-2, 1-5

c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.	
d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.	2-5
e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.	3-1, 3-2, 4-4, 4-5
F-IF8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	0-3
a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.	0-3
b. Use the properties of exponents to interpret expressions for exponential functions.	3-1, 3-4
F-IF9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).	1-5
F-BF1 Build a function that models a relationship between two quantities Write a function that describes a relationship between two quantities. ★	1-1, 1-5, 3-1, 3-5, 4-4, 4-5, 4-6, 7-1, 7-2, 11-7
a. Determine an explicit expression, a recursive process, or steps for calculation from a context.	1-1, 1-5, 3-1, 3-5, 4-4, 4-5, 4-6, 7-1, 7-2, 11-7
b. Combine standard function types using arithmetic operations.	1-6
c. (+) Compose functions.	1-6, 4-6
F-BF3. Build new functions from existing functions Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology.	1-5, 3-1, 3-2, 4-4
F-BF4. Find inverse functions.	1-7, 4-6
a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse.	1-7, 4-6
b. (+) Verify by composition that one function is the inverse of another.	1-7, 4-6
c. (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.	1-7, 4-6
d. (+) Produce an invertible function from a non-invertible function by restricting the domain.	1-7, 4-6
F-BF5(+). Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents. ★	3-2, 3-3, 3-4

Construct and compare linear, quadratic, and exponential models and solve problems F-LE1 Distinguish between situations that can be modeled with linear functions and with exponential functions.	3-5
a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.	
b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.	
c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.	
F-LE2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).	3-1, 3-4
F-LE3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.	
F-LE4. For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a , c , and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology.	3-1, 3-5
Interpret expressions for functions in terms of the situation they model F-LE-5. Interpret the parameters in a linear or exponential function in terms of a context.	3-1, 3-2, 3-3, 3-4, 3-5
Extend the domain of trigonometric functions using the unit circle F-TF-1. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.	4-2
F-TF2. Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.	4-2
F-TF-3(+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\frac{\pi}{3}$, $\frac{\pi}{4}$ and $\frac{\pi}{6}$, and use the unit circle to express the values of sine, cosine, and tangent for x , $\pi + x$, and $\pi - x$ in terms of their values for x , where x is any real number.	4-3
F-TF4(+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.	4-3
F-TF5 Model periodic phenomena with trigonometric functions Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline. ★	4-4, 4-5, 4-6
F-TF6(+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.	4-6
F-TF7(+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context. ★	4-1, 4-6
Prove and apply trigonometric identities F-TF8. Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to calculate trigonometric ratios.	5-1

F-TF9. (+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.	5-4
G-SRT6. Define trigonometric ratios and solve problems involving right triangles Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.	4-1
G-SRT7. Explain and use the relationship between the sine and cosine of complementary angles.	4-1
G-SRT8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. ★	4-1
G-SRT9. Apply trigonometry to general triangles (+) Derive the formula $A = \frac{1}{2} ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.	4-7
G-SRT10. (+) Prove the Laws of Sines and Cosines and use them to solve problems.	4-7
G-SRT11. (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).	4-7
G-GPE1. Translate between the geometric description and the equation for a conic section Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.	7-1
G-GPE3. +) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.	7-1, 7-2
G-MG2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot). ★	1-3, 3-2, 10-3, 11-6
S-ID1. Summarize, represent, and interpret data on a single count or measurement variable Represent data with plots on the real number line (dot plots, histograms, and box plots).	0-8, 11-1
S-ID2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.	0-8, 11-1
S-ID3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).	0-8, 11-1
S-ID4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.	11-3, 11-4
S-JD6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.	3-5, 11-7

b. Informally assess the fit of a function by plotting and analyzing residuals.	11-7
c. Fit a linear function for a scatter plot that suggests a linear association.	11-7
Interpret linear models S-ID7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	11-7
S-ID8. Compute (using technology) and interpret the correlation coefficient of a linear fit.	11-7
S-IC1. Understand and evaluate random processes underlying statistical experiments Understand statistics as a process for making inferences about population parameters based on a random sample from that population	11-5, 11-6
S-IC4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.	11-5
Understand independence and conditional probability and use them to interpret data S-CP1. Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).	0-1
S-CP9. (+) Use permutations and combinations to compute probabilities of compound events and solve problems.	0-7
S-MD1 Calculate expected values and use them to solve problems (+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.	11-2
S-MD2(+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.	11-2
S-MD3. (+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value.	11-2
S-MD4(+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value.	11-2
SMD5. Use probability to evaluate outcomes of decisions (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. Find the expected payoff for a game of chance.	11-2
S-MD6. Use probability to evaluate outcomes of decisions. (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).	11-2
S-MD7(+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).	11-3

Progression of Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts in Kindergarten through Grade Twelve

2016 Science Framework
for California Public Schools
Kindergarten through Grade 12



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Progression of Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts in Kindergarten through Grade Twelve

Progression of Science and Engineering Practices in Grades K–12

Adapted from the NGSS Appendix F by the California Science Project

1. Asking questions (for science) and defining problems (for engineering)			
Primary School (Grades K–2)	Elementary School (Grades 3–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
<p>Asking questions and defining problems in K–2 builds on prior experiences and progresses to simple descriptive questions that can be tested.</p> <ul style="list-style-type: none"> • Ask questions based on observations to find more information about the natural and/or designed world(s). • Ask and/or identify questions that can be answered by an investigation. • Define a simple problem that can be solved through the development of a new or improved object or tool. 	<p>Asking questions and defining problems in 3–5 builds on K–2 experiences and progresses to specifying qualitative relationships.</p> <ul style="list-style-type: none"> • Ask questions about what would happen if a variable is changed. • Identify scientific (testable) and non-scientific (non- testable) questions. • Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships. • Use prior knowledge to describe problems that can be solved. • Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost. 	<p>Asking questions and defining problems in 6–8 builds on K–5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models.</p> <ul style="list-style-type: none"> • Ask questions <ul style="list-style-type: none"> ◦ that arise from careful observation of phenomena, models, or unexpected results, to clarify and/or seek additional information. ◦ to identify and/or clarify evidence and/or the premise(s) of an argument. ◦ to determine relationships between independent and dependent variables and relationships in models. ◦ to clarify and/or refine a model, an explanation, or an engineering problem. ◦ that require sufficient and appropriate empirical evidence to answer. ◦ that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles. ◦ that challenge the premise(s) of an argument or the interpretation of a data set. <p>Define a design problem that can be solved through the development of an object, tool, process or system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions.</p>	<p>Asking questions and defining problems in 9–12 builds on K–8 experiences and progresses to formulating, refining, and evaluating empirically testable questions and design problems using models and simulations.</p> <ul style="list-style-type: none"> • Ask questions <ul style="list-style-type: none"> ◦ that arise from careful observation of phenomena, or unexpected results, to clarify and/or seek additional information. ◦ that arise from examining models or a theory, to clarify and/or seek additional information and relationships. ◦ to determine relationships, including quantitative relationships, between independent and dependent variables. ◦ to clarify and refine a model, an explanation, or an engineering problem. • Evaluate a question to determine if it is testable and relevant. • Ask questions that can be investigated within the scope of the school laboratory, research facilities, or field (e.g., outdoor environment) with available resources and, when appropriate, frame a hypothesis based on a model or theory. • Ask and/or evaluate questions that challenge the premise(s) of an argument, the interpretation of a data set, or the suitability of a design. • Define a design problem that involves the development of a process or system with interacting components and criteria and constraints that may include social, technical, and/or environmental considerations.

2. Developing and using models

Primary School (Grades K–2)	Elementary School (Grades 3–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
<p>Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.</p> <ul style="list-style-type: none"> • Distinguish between a model and the actual object, process, and/or events the model represents. • Compare models to identify common features and differences. • Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s). • Develop a simple model based on evidence to represent a proposed object or tool. 	<p>Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.</p> <ul style="list-style-type: none"> • Identify limitations of models. • Collaboratively develop and/or revise a model based on evidence that shows the relationships among variables for frequent and regular occurring events. • Develop a model using an analogy, example, or abstract representation to describe a scientific principle or design solution. • Develop and/or use models to describe and/or predict phenomena. • Develop a diagram or simple physical prototype to convey a proposed object, tool, or process. • Use a model to test cause and effect relationships or interactions concerning the functioning of a natural or designed system. 	<p>Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.</p> <ul style="list-style-type: none"> • Evaluate limitations of a model for a proposed object or tool. • Develop or modify a model— based on evidence – to match what happens if a variable or component of a system is changed. • Use and/or develop a model of simple systems with uncertain and less predictable factors. • Develop and/or revise a model to show the relationships among variables, including those that are not observable but predict observable phenomena. • Develop and/or use a model to predict and/or describe phenomena. • Develop a model to describe unobservable mechanisms. • Develop and/or use a model to generate data to test ideas about phenomena in natural or designed systems, including those representing inputs and outputs, and those at unobservable scales. 	<p>Modeling in 9–12 builds on K–8 experiences and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed worlds.</p> <ul style="list-style-type: none"> • Evaluate merits and limitations of two different models of the same proposed tool, process, mechanism or system in order to select or revise a model that best fits the evidence or design criteria. • Design a test of a model to ascertain its reliability. • Develop, revise, and/or use a model based on evidence to illustrate and/or predict the relationships between systems or between components of a system. • Develop and/or use multiple types of models to provide mechanistic accounts and/or predict phenomena, and move flexibly between model types based on merits and limitations. • Develop a complex model that allows for manipulation and testing of a proposed process or system. • Develop and/or use a model (including mathematical and computational) to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems.

3. Planning and carrying out investigations			
Primary School (Grades K–2)	Elementary School (Grades 3–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
<p>Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.</p> <ul style="list-style-type: none"> • With guidance, plan and conduct an investigation in collaboration with peers (for K). • Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. • Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question. • Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons. • Make observations (firsthand or from media) and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal. • Make predictions based on prior experiences. 	<p>Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.</p> <ul style="list-style-type: none"> • Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. • Evaluate appropriate methods and/or tools for collecting data. • Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution. • Make predictions about what would happen if a variable changes. • Test two different models of the same proposed object, tool, or process to determine which better meets criteria for success. 	<p>Planning and carrying out investigations in 6–8 builds on K–5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or solutions.</p> <ul style="list-style-type: none"> • Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim. • Conduct an investigation and/or evaluate and/or revise the experimental design to produce data to serve as the basis for evidence that meet the goals of the investigation. • Evaluate the accuracy of various methods for collecting data. • Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions. • Collect data about the performance of a proposed object, tool, process or system under a range of conditions. 	<p>Planning and carrying out investigations in 9–12 builds on K–8 experiences and progresses to include investigations that provide evidence for and test conceptual, mathematical, physical, and empirical models.</p> <ul style="list-style-type: none"> • Plan an investigation or test a design individually and collaboratively to produce data to serve as the basis for evidence as part of building and revising models, supporting explanations for phenomena, or testing solutions to problems. Consider possible confounding variables or effects and evaluate the investigation's design to ensure variables are controlled. • Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. • Plan and conduct an investigation or test a design solution in a safe and ethical manner including considerations of environmental, social, and personal impacts. • Select appropriate tools to collect, record, analyze, and evaluate data. <p>Make directional hypotheses that specify what happens to a dependent variable when an independent variable is manipulated.</p> <ul style="list-style-type: none"> • Manipulate variables and collect data about a complex model of a proposed process or system to identify failure points or improve performance relative to criteria for success or other variables.

4. Analyzing and interpreting data

Primary School (Grades K–2)	Elementary School (Grades 3–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
<p>Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <ul style="list-style-type: none"> Record information (observations, thoughts, and ideas). Use and share pictures, drawings, and/or writings of observations. Use observations (firsthand or from media) to describe patterns and/or relationships in the natural and designed world(s) in order to answer scientific questions and solve problems. Compare predictions (based on prior experiences) to what occurred (observable events). Analyze data from tests of an object or tool to determine if it works as intended. 	<p>Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.</p> <ul style="list-style-type: none"> Represent data in tables and/or various graphical displays (bar graphs, pictographs and/or pie charts) to reveal patterns that indicate relationships. Analyze and interpret data to make sense of phenomena, using logical reasoning, mathematics, and/or computation. Compare and contrast data collected by different groups in order to discuss similarities and differences in their findings. Analyze data to refine a problem statement or the design of a proposed object, tool, or process. Use data to evaluate and refine design solutions. 	<p>Analyzing data in 6–8 builds on K–5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.</p> <ul style="list-style-type: none"> Construct, analyze, and/or interpret graphical displays of data and/or large data sets to identify linear and nonlinear relationships. Use graphical displays (e.g., maps, charts, graphs, and/or tables) of large data sets to identify temporal and spatial relationships. Distinguish between causal and correlational relationships in data. Analyze and interpret data to provide evidence for phenomena. Apply concepts of statistics and probability (including mean, median, mode, and variability) to analyze and characterize data, using digital tools when feasible. Consider limitations of data analysis (e.g., measurement error), and/or seek to improve precision and accuracy of data with better technological tools and methods (e.g., multiple trials). Analyze and interpret data to determine similarities and differences in findings. Analyze data to define an optimal operational range for a proposed object, tool, process or system that best meets criteria for success. 	<p>Analyzing data in 9–12 builds on K–8 experiences and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data.</p> <ul style="list-style-type: none"> Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution. Apply concepts of statistics and probability (including determining function fits to data, slope, intercept, and correlation coefficient for linear fits) to science and engineering questions and problems, using digital tools when feasible. Consider limitations of data analysis (e.g., measurement error, sample selection) when analyzing and interpreting data. Compare and contrast various types of data sets (e.g., self-generated, archival) to examine consistency of measurements and observations. Evaluate the impact of new data on a working explanation and/or model of a proposed process or system. Analyze data to identify design features or characteristics of the components of a proposed process or system to optimize it relative to criteria for success.

5. Using mathematics and computational thinking			
Primary School (Grades K–2)	Elementary School (Grades 3–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
<p>Mathematical and computational thinking in K–2 builds on prior experience and progresses to recognizing that mathematics can be used to describe the natural and designed world(s).</p> <ul style="list-style-type: none"> Decide when to use qualitative vs. quantitative data. Use counting and numbers to identify and describe patterns in the natural and designed world(s). Describe, measure, and/or compare quantitative attributes of different objects and display the data using simple graphs. Use quantitative data to compare two alternative solutions to a problem. 	<p>Mathematical and computational thinking in 3–5 builds on K–2 experiences and progresses to extending quantitative measurements to a variety of physical properties and using computation and mathematics to analyze data and compare alternative design solutions.</p> <ul style="list-style-type: none"> Decide if qualitative or quantitative data are best to determine whether a proposed object or tool meets criteria for success. Organize simple data sets to reveal patterns that suggest relationships. Describe, measure, estimate, and/or graph quantities (e.g., area, volume, weight, time) to address science and engineering questions and problems. Create and/or use graphs and/or charts generated from simple algorithms to compare alternative solutions to an engineering problem. 	<p>Mathematical and computational thinking in 6–8 builds on K–5 experiences and progresses to identifying patterns in large data sets and using mathematical concepts to support explanations and arguments.</p> <ul style="list-style-type: none"> Use digital tools (e.g., computers) to analyze very large data sets for patterns and trends. Use mathematical representations to describe and/or support scientific conclusions and design solutions. Create algorithms (a series of ordered steps) to solve a problem. Apply mathematical concepts and/or processes (e.g., ratio, rate, percent, basic operations, simple algebra) to science and engineering questions and problems. Use digital tools and/or mathematical concepts and arguments to test and compare proposed solutions to an engineering design problem. 	<p>Mathematical and computational thinking in 9–12 builds on K–8 experiences and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.</p> <ul style="list-style-type: none"> Create and/or revise a computational model or simulation of a phenomenon, designed device, process, or system. Use mathematical, computational, and/or algorithmic representations of phenomena or design solutions to describe and/or support claims and/or explanations. Apply techniques of algebra and functions to represent and solve science and engineering problems. Use simple limit cases to test mathematical expressions, computer programs, algorithms, or simulations of a process or system to see if a model “makes sense” by comparing the outcomes with what is known about the real world. Apply ratios, rates, percentages, and unit conversions in the context of complicated measurement problems involving quantities with derived or compound units (such as mg/mL, kg/m³, acre-feet, etc.).

6. Constructing explanations (for science) and designing solutions (for engineering)			
Primary School (Grades K–2)	Elementary School (Grades 3–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
<p>Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.</p> <ul style="list-style-type: none"> • Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. • Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem. • Generate and/or compare multiple solutions to a problem. 	<p>Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.</p> <ul style="list-style-type: none"> • Construct an explanation of observed relationships (e.g., the distribution of plants in the back yard). • Use evidence (e.g., measurements, observations, patterns) to construct or support an explanation or design a solution to a problem. • Identify the evidence that supports particular points in an explanation. • Apply scientific ideas to solve design problems. • Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution. 	<p>Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.</p> <ul style="list-style-type: none"> • Construct an explanation that includes qualitative or quantitative relationships between variables that predict(s) and/or describe(s) phenomena. • Construct an explanation using models or representations. • Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. • Apply scientific ideas, principles, and/or evidence to construct, revise and/or use an explanation for real-world phenomena, examples, or events. • Apply scientific reasoning to show why the data or evidence is adequate for the explanation or conclusion. <p>Apply scientific ideas or principles to design, construct, and/or test a design of an object, tool, process or system.</p> <ul style="list-style-type: none"> • Undertake a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design criteria and constraints. • Optimize performance of a design by prioritizing criteria, making tradeoffs, testing, revising, and re-testing. 	<p>Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.</p> <ul style="list-style-type: none"> • Make a quantitative and/or qualitative claim regarding the relationship between dependent and independent variables. • Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. • Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and solve design problems, taking into account possible unanticipated effects. • Apply scientific reasoning, theory, and/or models to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion. <p>Design, evaluate, and/or refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations.</p>

7. Engaging in argument from evidence

Primary School (Grades K–2)	Elementary School (Grades 3–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
<p>Engaging in argument from evidence in K–2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s).</p> <ul style="list-style-type: none"> Identify arguments that are supported by evidence. Distinguish between explanations that account for all gathered evidence and those that do not. Analyze why some evidence is relevant to a scientific question and some is not. Distinguish between opinions and evidence in one's own explanations. Listen actively to arguments to indicate agreement or disagreement based on evidence, and/or to retell the main points of the argument. Construct an argument with evidence to support a claim. Make a claim about the effectiveness of an object, tool, or solution that is supported by relevant evidence. 	<p>Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).</p> <ul style="list-style-type: none"> Compare and refine arguments based on an evaluation of the evidence presented. Distinguish among facts, reasoned judgment based on research findings, and speculation in an explanation. Respectfully provide and receive critiques from peers about a proposed procedure, explanation, or model by citing relevant evidence and posing specific questions. Construct and/or support an argument with evidence, data, and/or a model. Use data to evaluate claims about cause and effect. Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem. 	<p>Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world(s).</p> <ul style="list-style-type: none"> Compare and critique two arguments on the same topic and analyze whether they emphasize similar or different evidence and/or interpretations of facts. Respectfully provide and receive critiques about one's explanations, procedures, models, and questions by citing relevant evidence and posing and responding to questions that elicit pertinent elaboration and detail. Construct, use, and/or present an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem. Make an oral or written argument that supports or refutes the advertised performance of a device, process, or system based on empirical evidence concerning whether or not the technology meets relevant criteria and constraints. <p>Evaluate competing design solutions based on jointly developed and agreed-upon design criteria.</p>	<p>Engaging in argument from evidence in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s). Arguments may also come from current scientific or historical episodes in science.</p> <ul style="list-style-type: none"> Compare and evaluate competing arguments or design solutions in light of currently accepted explanations, new evidence, limitations (e.g., trade-offs), constraints, and ethical issues. Evaluate the claims, evidence, and/or reasoning behind currently accepted explanations or solutions to determine the merits of arguments. Respectfully provide and/or receive critiques on scientific arguments by probing reasoning and evidence, challenging ideas and conclusions, responding thoughtfully to diverse perspectives, and determining additional information required to resolve contradictions. Construct, use, and/or present an oral and written argument or counter-arguments based on data and evidence. Make and defend a claim based on evidence about the natural world or the effectiveness of a design solution that reflects scientific knowledge and student-generated evidence. Evaluate competing design solutions to a real-world problem based on scientific ideas and principles, empirical evidence, and/or logical arguments regarding relevant factors (e.g. economic, societal, environmental, ethical considerations).

8. Obtaining, evaluating, and communicating information

Primary School (Grades K–2)	Elementary School (Grades 3–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
<p>Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.</p> <ul style="list-style-type: none"> • Read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s). • Describe how specific images (e.g., a diagram showing how a machine works) support a scientific or engineering idea. • Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question and/or supporting a scientific claim. • Communicate information or design ideas and/or solutions with others in oral and/or written forms using models, drawings, writing, or numbers that provide detail about scientific ideas, practices, and/or design ideas. 	<p>Obtaining, evaluating, and communicating information in 3–5 builds on K–2 experiences and progresses to evaluating the merit and accuracy of ideas and methods.</p> <ul style="list-style-type: none"> • Read and comprehend grade-appropriate complex texts and/or other reliable media to summarize and obtain scientific and technical ideas and describe how they are supported by evidence. • Compare and/or combine across complex texts and/or other reliable media to support the engagement in other science and/or engineering practices. • Combine information in written text with that contained in corresponding tables, diagrams, and/or charts to support the engagement in other science and/or engineering practices. • Obtain and combine information from books and/or other reliable media to explain phenomena or solutions to a design problem. • Communicate scientific and/or technical information orally and/or in written formats, including various forms of media as well as tables, diagrams, and charts. 	<p>Obtaining, evaluating, and communicating information in 6–8 builds on K–5 experiences and progresses to evaluating the merit and validity of ideas and methods.</p> <ul style="list-style-type: none"> • Critically read scientific texts adapted for classroom use to determine the central ideas and/or obtain scientific and/or technical information to describe patterns in and/or evidence about the natural and designed world(s). • Integrate qualitative and/or quantitative scientific and/or technical information in written text with that contained in media and visual displays to clarify claims and findings. • Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence. • Evaluate data, hypotheses, and/or conclusions in scientific and technical texts in light of competing information or accounts. • Communicate scientific and/or technical information (e.g. about a proposed object, tool, process, system) in writing and/or through oral presentations. 	<p>Obtaining, evaluating, and communicating information in 9–12 builds on K–8 experiences and progresses to evaluating the validity and reliability of the claims, methods, and designs.</p> <ul style="list-style-type: none"> • Critically read scientific literature adapted for classroom use to determine the central ideas or conclusions and/or to obtain scientific and/or technical information to summarize complex evidence, concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. • Compare, integrate and evaluate sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a scientific question or solve a problem. • Gather, read, and evaluate scientific and/or technical information from multiple authoritative sources, assessing the evidence and usefulness of each source. • Evaluate the validity and reliability of and/or synthesize multiple claims, methods, and/or designs that appear in scientific and technical texts or media reports, verifying the data when possible. • Communicate scientific and/or technical information or ideas (e.g. about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (i.e., orally, graphically, textually, mathematically).

Progression of Disciplinary Core Ideas in Grades K–12

Topic	Primary School (Grades K–2)	Elementary School (Grades 3 Adapted from the NGSS Appendix F by the California Science Project 5)	Middle School (Grades 6 Adapted from the NGSS Appendix F by the California Science Project 8)	High School (Grades 9 Adapted from the NGSS Appendix F by the California Science Project 12)
Life Science				
LS1: From Molecules to Organisms: Structures and Processes				
LS1.A: Structure and Function	<ul style="list-style-type: none"> All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1) 	<ul style="list-style-type: none"> Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1) 	<ul style="list-style-type: none"> All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular). (MS-LS1-1) Organisms reproduce, either sexually or asexually, and transfer their genetic information to their offspring. (secondary to MSLS3-2) Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell. (MS-LS1-2) In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions. (MS-LS1-3) 	<ul style="list-style-type: none"> Systems of specialized cells within organisms help them perform the essential functions of life. (HS-LS1-1) All cells contain genetic information in the form of Deoxyribonucleic acid (DNA) molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells. (HS-LS1-1) (secondary to HS-LS3-1) Multicellular organisms have a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level. (HS-LS1-2) Feedback mechanisms maintain a living system's internal conditions within certain limits and mediate behaviors, allowing it to remain alive and functional even as external conditions change within some range. Feedback mechanisms can encourage (through positive feedback) or discourage (negative feedback) what is going on inside the living system. (HS-LS1-3)
LS1.B: Growth and Development of Organisms	<ul style="list-style-type: none"> Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (1-LS1-2) 	<ul style="list-style-type: none"> Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. (3-LS1-1) 	<ul style="list-style-type: none"> Animals engage in characteristic behaviors that increase the odds of reproduction. (MS-LS1-4) Plants reproduce in a variety of ways, sometimes depending on animal behavior and specialized features for reproduction. (MS-LS1-4) Genetic factors as well as local conditions affect the growth of the adult plant. (MS-LS1-5) 	<ul style="list-style-type: none"> In multicellular organisms individual cells grow and then divide via a process called mitosis, thereby allowing the organism to grow. The organism begins as a single cell (fertilized egg) that divides successively to produce many cells, with each parent cell passing identical genetic material (two variants of each chromosome pair) to both daughter cells. Cellular division and differentiation produce and maintain a complex organism, composed of systems of tissues and organs that work together to meet the needs of the whole organism. (HS-LS1-4)

<p>LS1.C: Organization for Matter and Energy Flow in Organisms</p>	<ul style="list-style-type: none"> • All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (K-LS1-1) 	<ul style="list-style-type: none"> • Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion. (secondary to 5-PS3-1) • Plants acquire their material for growth chiefly from air and water. (5-LS1-1) 	<ul style="list-style-type: none"> • Plants, algae (including phytoplankton), and many microorganisms use the energy from light to make sugars (food) from carbon dioxide from the atmosphere and water through the process of photosynthesis, which also releases oxygen. These sugars can be used immediately or stored for growth or later use. (MS-LS1-6) • Within individual organisms, food moves through a series of chemical reactions in which it is broken down and rearranged to form new molecules, to support growth, or to release energy. (MS-LS1-7) 	<ul style="list-style-type: none"> • The process of photosynthesis converts light energy to stored chemical energy by converting carbon dioxide plus water into sugars plus released oxygen. (HS-LS1-5) • The sugar molecules thus formed contain carbon, hydrogen, and oxygen: their hydrocarbon backbones are used to make amino acids and other carbon-based molecules that can be assembled into larger molecules (such as proteins or DNA), used for example to form new cells. (HS-LS1-6) • As matter and energy flow through different organizational levels of living systems, chemical elements are recombined in different ways to form different products. (HS-LS1-6),(HS-LS1-7) • As a result of these chemical reactions, energy is transferred from one system of interacting molecules to another and release energy to the surrounding environment and to maintain body temperature. Cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and new compounds are formed that can transport energy to muscles. (HS-LS1-7)
<p>LS1.D: Information processing</p>	<ul style="list-style-type: none"> • Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs.(1-LS1-1) 	<ul style="list-style-type: none"> • Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain. Animals are able to use their perceptions and memories to guide their actions. (4-LS1-2) 	<ul style="list-style-type: none"> • Each sense receptor responds to different inputs (electromagnetic, mechanical, chemical), transmitting them as signals that travel along nerve cells to the brain. The signals are then processed in the brain, resulting in immediate behaviors or memories. (MS-LS1-8) 	

Topic	Primary School (Grades K–2)	Elementary School (Grades 3–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
LS2: Ecosystems: Interactions, Energy, and Dynamics				
LS2.A: Interdependent Relationships in Ecosystems	<ul style="list-style-type: none"> Plants depend on water and light to grow. (2-LS2-1) Plants depend on animals for pollination or to move their seeds around. (2-LS2-2) 	<ul style="list-style-type: none"> The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as “decomposers.” Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem. (5-LS2-1) 	<ul style="list-style-type: none"> Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors. (MS-LS2-1) In any ecosystem, organisms and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently constrains their growth and reproduction. (MS-LS2-1) Growth of organisms and population increases are limited by access to resources. (MS-LS2-1) Similarly, predatory interactions may reduce the number of organisms or eliminate whole populations of organisms. Mutually beneficial interactions, in contrast, may become so interdependent that each organism requires the other for survival. Although the species involved in these competitive, predatory, and mutually beneficial interactions vary across ecosystems, the patterns of interactions of organisms with their environments, both living and nonliving, are shared. (MS-LS2-2) 	<ul style="list-style-type: none"> Ecosystems have carrying capacities, which are limits to the numbers of organisms and populations they can support. These limits result from such factors as the availability of living and nonliving resources and from such challenges such as predation, competition, and disease. Organisms would have the capacity to produce populations of great size were it not for the fact that environments and resources are finite. This fundamental tension affects the abundance (number of individuals) of species in any given ecosystem. (HS-LS2-1),(HLS2-2)
LS2.B: Cycles of Matter and Energy Transfer in Ecosystems		<ul style="list-style-type: none"> Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gases, and water, from the environment, and release waste matter (gas, liquid, or solid) back into the environment. (5-LS2-1) 	<ul style="list-style-type: none"> Food webs are models that demonstrate how matter and energy is transferred between producers, consumers, and decomposers as the three groups interact within an ecosystem. Transfers of matter into and out of the physical environment occur at every level. Decomposers recycle nutrients from dead plant or animal matter back to the soil in terrestrial environments or to the water in aquatic environments. The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem. (MS-LS2-3) 	<ul style="list-style-type: none"> Photosynthesis and cellular respiration (including anaerobic processes) provide most of the energy for life processes. (HS-LS2-3) Plants or algae form the lowest level of the food web. At each link upward in a food web, only a small fraction of the matter consumed at the lower level is transferred upward, to produce growth and release energy in cellular respiration at the higher level. Given this inefficiency, there are generally fewer organisms at higher levels of a food web. Some matter reacts to release energy for life functions, some matter is stored in newly made structures, and much is discarded. The chemical elements that make up the molecules of organisms pass through food webs and into and out of the atmosphere and soil, and they are combined and recombined in different ways. At each link in an ecosystem, matter and energy are conserved. (HS-LS2-4) Photosynthesis and cellular respiration are important components of the carbon cycle, in which carbon is exchanged among the biosphere, atmosphere, oceans, and geosphere through chemical, physical, geological, and biological processes. (HS-LS2-5)

LS2.C: Ecosystem Dynamics, Functioning, and Resilience		<ul style="list-style-type: none"> When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die. (secondary to 3-LS4-4) 	<ul style="list-style-type: none"> Ecosystems are dynamic in nature; their characteristics can vary over time. Disruptions to any physical or biological component of an ecosystem can lead to shifts in all its populations. (MS-LS2-4) Biodiversity describes the variety of species found in Earth's terrestrial and oceanic ecosystems. The completeness or integrity of an ecosystem's biodiversity is often used as a measure of its health. (MS-LS2-5) 	<ul style="list-style-type: none"> A complex set of interactions within an ecosystem can keep its numbers and types of organisms relatively constant over long periods of time under stable conditions. If a modest biological or physical disturbance to an ecosystem occurs, it may return to its more or less original status (i.e., the ecosystem is resilient), as opposed to becoming a very different ecosystem. Extreme fluctuations in conditions or the size of any population, however, can challenge the functioning of ecosystems in terms of resources and habitat availability. (HS-LS2-2),(HS-LS2-6) Moreover, anthropogenic changes (induced by human activity) in the environment—including habitat destruction, pollution, introduction of invasive species, overexploitation, and climate change—can disrupt an ecosystem and threaten the survival of some species. (HS-LS2-7)
LS2.D: Social Interactions and Group Behavior		<ul style="list-style-type: none"> Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size (Note: Moved from K–2). (3-LS2-1) 	<ul style="list-style-type: none"> Changes in biodiversity can influence humans' resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on—for example, water purification and recycling. (secondary to MS-LS2-5) 	<ul style="list-style-type: none"> Group behavior has evolved because membership can increase the chances of survival for individuals and their genetic relatives. (HLS2-8)
Topic	Primary School (Grades K–2)	Elementary School (Grades 3–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
LS3: Heredity: Inheritance and Variation of Traits				
LS3.A: Inheritance of Traits	<ul style="list-style-type: none"> Young animals are very much, but not exactly, like, their parents. Plants also are very much, but not exactly, like their parents. (1-LS3-1) 	<ul style="list-style-type: none"> Many characteristics of organisms are inherited from their parents. (3- LS3-1) Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment. (3- LS3-2) 	<ul style="list-style-type: none"> Genes are located in the chromosomes of cells, with each chromosome pair containing two variants of each of many distinct genes. Each distinct gene chiefly controls the production of specific proteins, which in turn affects the traits of the individual. Changes (mutations) to genes can result in changes to proteins, which can affect the structures and functions of the organism and thereby change traits. (MS-LS3-1) Variations of inherited traits between parent and offspring arise from genetic differences that result from the subset of chromosomes (and therefore genes) inherited. (MS-LS3-2) 	<ul style="list-style-type: none"> Each chromosome consists of a single very long DNA molecule, and each gene on the chromosome is a particular segment of that DNA. The instructions for forming species' characteristics are carried in DNA. All cells in an organism have the same genetic content, but the genes used (expressed) by the cell may be regulated in different ways. Not all DNA codes for a protein; some segments of DNA are involved in regulatory or structural functions, and some have no as-yet known function. (HS-LS3-1)
LS3.B: Variation of Traits	<ul style="list-style-type: none"> Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways. (1-LS3-1) 	<ul style="list-style-type: none"> Different organisms vary in how they look and function because they have different inherited information. (3- LS3-1) The environment also affects the traits that an organism develops. (3- LS3-2) 	<ul style="list-style-type: none"> In sexually reproducing organisms, each parent contributes half of the genes acquired (at random) by the offspring. Individuals have two of each chromosome and hence two alleles of each gene, one acquired from each parent. These versions may be identical or may differ from each other. (MS-LS3-2) In addition to variations that arise from sexual reproduction, genetic information can be altered because of mutations. Though rare, mutations may result in changes to the structure and function of proteins. Some changes are beneficial, others harmful, and some neutral to the organism. (MS-LS3-1) 	<ul style="list-style-type: none"> In sexual reproduction, chromosomes can sometimes swap sections during the process of meiosis (cell division), thereby creating new genetic combinations and thus more genetic variation. Although DNA replication is tightly regulated and remarkably accurate, errors do occur and result in mutations, which are also a source of genetic variation. Environmental factors can also cause mutations in genes, and viable mutations are inherited. (HS-LS3-2) Environmental factors also affect expression of traits, and hence affect the probability of occurrences of traits in a population. Thus the variation and distribution of traits observed depends on both genetic and environmental factors. (HS-LS3-2),(HS-LS3-3)

Topic	Primary School (Grades K–2)	Elementary School (Grades 3–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
LS4: Biological Evolution: Unity and Diversity				
LS4.A: Evidence of Common Ancestry and Diversity		<ul style="list-style-type: none"> Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (Note: moved from K-2) (3-LS4-1) Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments. (3-LS4-1) 	<ul style="list-style-type: none"> The collection of fossils and their placement in chronological order (e.g., through the location of the sedimentary layers in which they are found or through radioactive dating) is known as the fossil record. It documents the existence, diversity, extinction, and change of many life forms throughout the history of life on Earth. (MS-LS4-1) Anatomical similarities and differences between various organisms living today and between them and organisms in the fossil record, enable the reconstruction of evolutionary history and the inference of lines of evolutionary descent. (MS-LS4-2) Comparison of the embryological development of different species also reveals similarities that show relationships not evident in the fully-formed anatomy. (MS-LS4-3) 	<ul style="list-style-type: none"> Genetic information provides evidence of evolution. DNA sequences vary among species, but there are many overlaps; in fact, the ongoing branching that produces multiple lines of descent can be inferred by comparing the DNA sequences of different organisms. Such information is also derivable from the similarities and differences in amino acid sequences and from anatomical and embryological evidence. (HS-LS4-1)
LS4.B: Natural Selection		<ul style="list-style-type: none"> Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing. (3-LS4-2) 	<ul style="list-style-type: none"> Natural selection leads to the predominance of certain traits in a population, and the suppression of others. (MS-LS4-4) In artificial selection, humans have the capacity to influence certain characteristics of organisms by selective breeding. One can choose desired parental traits determined by genes, which are then passed on to offspring. (MS-LS4-5) 	<ul style="list-style-type: none"> Natural selection occurs only if there is both (1) variation in the genetic information between organisms in a population and (2) variation in the expression of that genetic information—that is, trait variation—that leads to differences in performance among individuals. (HS-LS4-2),(HS-LS4-3) The traits that positively affect survival are more likely to be reproduced, and thus are more common in the population. (HS-LS4-3)

LS4.C: Adaptation		<ul style="list-style-type: none"> For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (3-LS4-3) 	<ul style="list-style-type: none"> Adaptation by natural selection acting over generations is one important process by which species change over time in response to changes in environmental conditions. Traits that support successful survival and reproduction in the new environment become more common; those that do not become less common. Thus, the distribution of traits in a population changes. (MS-LS4-6) 	<ul style="list-style-type: none"> Evolution is a consequence of the interaction of four factors: (1) the potential for a species to increase in number, (2) the genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for an environment's limited supply of the resources that individuals need in order to survive and reproduce, and (4) the ensuing proliferation of those organisms that are better able to survive and reproduce in that environment. (HS-LS4-2) Natural selection leads to adaptation, that is, to a population dominated by organisms that are anatomically, behaviorally, and physiologically well suited to survive and reproduce in a specific environment. That is, the differential survival and reproduction of organisms in a population that have an advantageous heritable trait leads to an increase in the proportion of individuals in future generations that have the trait and to a decrease in the proportion of individuals that do not. (HS-LS4-3),(HS-LS4-4) Adaptation also means that the distribution of traits in a population can change when conditions change. (HS-LS4-3) Changes in the physical environment, whether naturally occurring or human induced, have thus contributed to the expansion of some species, the emergence of new distinct species as populations diverge under different conditions, and the decline—and sometimes the extinction—of some species. (HS-LS4-5),(HS-LS4-6) Species become extinct because they can no longer survive and reproduce in their altered environment. If members cannot adjust to change that is too fast or drastic, the opportunity for the species' evolution is lost. (HS-LS4-5)
LS4.D: Biodiversity	<ul style="list-style-type: none"> There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1) 	<ul style="list-style-type: none"> Populations live in a variety of habitats, and change in those habitats affects the organisms living there. (3-LS4-4) 		<ul style="list-style-type: none"> Biodiversity is increased by the formation of new species (speciation) and decreased by the loss of species (extinction). (secondary to HS-LS2-7) Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change. Thus sustaining biodiversity so that ecosystem functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value. (secondary to HS-LS2-7) (HS-LS4-6)

Topic	Primary School (Grades K–2)	Elementary School (Grades 3–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
Earth and Space Science				
ESS1: Earth's Place in the Universe				
ESS1.A: The Universe and Its Stars	<ul style="list-style-type: none"> Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. (1-ESS1-1) 	<ul style="list-style-type: none"> The sun is a star that appears larger and brighter than other stars because it is closer. Stars range greatly in their distance from Earth. (5-ESS1-1) 	<ul style="list-style-type: none"> Patterns of the apparent motion of the sun, the moon, and stars in the sky can be observed, described, predicted, and explained with models. (MS-ESS1-1) Earth and its solar system are part of the Milky Way galaxy, which is one of many galaxies in the universe. (MS-ESS1-2) 	<ul style="list-style-type: none"> The star called the sun is changing and will burn out over a lifespan of approximately 10 billion years. (HS-ESS1-1) The study of stars' light spectra and brightness is used to identify compositional elements of stars, their movements, and their distances from Earth. (HS-ESS1-2),(HS-ESS1-3) The Big Bang theory is supported by observations of distant galaxies receding from our own, of the measured composition of stars and non-stellar gases, and of the maps of spectra of the primordial radiation (cosmic microwave background) that still fills the universe. (HSESS1-2) Other than the hydrogen and helium formed at the time of the Big Bang, nuclear fusion within stars produces all atomic nuclei lighter than and including iron, and the process releases electromagnetic energy. Heavier elements are produced when certain massive stars achieve a supernova stage and explode. (HS-ESS1-2),(HS-ESS1-3)
ESS1.B: Earth and the Solar System	<ul style="list-style-type: none"> Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (1-ESS1-2) 	<ul style="list-style-type: none"> The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year. (5-ESS1-2) 	<ul style="list-style-type: none"> The solar system consists of the sun and a collection of objects, including planets, their moons, and asteroids that are held in orbit around the sun by its gravitational pull on them. (MS-ESS1-2),(MSESS1-3) This model of the solar system can explain eclipses of the sun and the moon. Earth's spin axis is fixed in direction over the short-term but tilted relative to its orbit around the sun. The seasons are a result of that tilt and are caused by the differential intensity of sunlight on different areas of Earth across the year. (MS-ESS1-1) The solar system appears to have formed from a disk of dust and gas, drawn together by gravity. (MS-ESS1-2) 	<ul style="list-style-type: none"> Kepler's laws describe common features of the motions of orbiting objects, including their elliptical paths around the sun. Orbits may change due to the gravitational effects from, or collisions with, other objects in the solar system. (HS-ESS1-4) Cyclical changes in the shape of Earth's orbit around the sun, together with changes in the tilt of the planet's axis of rotation, both occurring over hundreds of thousands of years, have altered the intensity and distribution of sunlight falling on the earth. These phenomena cause a cycle of ice ages and other gradual climate changes. (secondary to HS-ESS2-4)
ESS1.C: The History of Planet Earth	<ul style="list-style-type: none"> Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (2-ESS1-1) 	<ul style="list-style-type: none"> Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed. (4-ESS1-1) 	<ul style="list-style-type: none"> The geologic time scale interpreted from rock strata provides a way to organize Earth's history. Analyses of rock strata and the fossil record provide only relative dates, not an absolute scale. (MS-ESS1-4) Tectonic processes continually generate new ocean sea floor at ridges and destroy old sea floor at trenches. (HS.ESS1.C GBE) (secondary to MS-ESS2-3) 	<ul style="list-style-type: none"> Continental rocks, which can be older than 4 billion years, are generally much older than the rocks of the ocean floor, which are less than 200 million years old. (HS-ESS1-5) Although active geologic processes, such as plate tectonics and erosion, have destroyed or altered most of the very early rock record on Earth, other objects in the solar system, such as lunar rocks, asteroids, and meteorites, have changed little over billions of years. Studying these objects can provide information about Earth's formation and early history. (HS-ESS1-6)

Topic	Primary School (Grades K–2)	Elementary School (Grades 3–5)	Middle School (Grades 6–8)	High School (Grades 9v12)
ESS2: Earth's Systems				
ESS2.A: Earth Materials and Systems	<ul style="list-style-type: none"> Wind and water can change the shape of the land. (2-ESS2-1) 	<ul style="list-style-type: none"> Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around. (4-ESS2-1) Earth's major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth's surface materials and processes. The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of 	<ul style="list-style-type: none"> All Earth processes are the result of energy flowing and matter cycling within and among the planet's systems. This energy is derived from the sun and Earth's hot interior. The energy that flows and matter that cycles produce chemical and physical changes in Earth's materials and living organisms. (MS-ESS2-1) The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future. (MS-ESS2-2) 	<ul style="list-style-type: none"> Earth's systems, being dynamic and interacting, cause feedback effects that can increase or decrease the original changes. (HSESS2-1),(HS-ESS2-2) Evidence from deep probes and seismic waves, reconstructions of historical changes in Earth's surface and its magnetic field, and an understanding of physical and chemical processes lead to a model of Earth with a hot but solid inner core, a liquid outer core, a solid mantle and crust. Motions of the mantle and its plates occur primarily through thermal convection, which involves the cycling of matter due to the outward flow of energy from Earth's interior and gravitational movement of denser materials toward the interior. (HS-ESS2-3) The geological record shows that changes to global and regional climate can be caused by interactions among changes in the sun's energy output or Earth's orbit, tectonic events, ocean circulation, volcanic activity, glaciers, vegetation, and human activities. These changes can occur on a variety of time scales from sudden (e.g., volcanic ash clouds) to intermediate (ice ages) to very long-term tectonic cycles. (HS-ESS2-4)
ESS2.B: Plate Tectonics and Large-Scale System Interactions	<ul style="list-style-type: none"> Maps show where things are located. One can map the shapes and kinds of land and water in any area. (2-ESS2-2) 	<ul style="list-style-type: none"> The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the different land and water features areas of Earth. (4-ESS2-2) 	<ul style="list-style-type: none"> Maps of ancient land and water patterns, based on investigations of rocks and fossils, make clear how Earth's plates have moved great distances, collided, and spread apart. (MS-ESS2-3) 	<ul style="list-style-type: none"> The radioactive decay of unstable isotopes continually generates new energy within Earth's crust and mantle, providing the primary source of the heat that drives mantle convection. Plate tectonics can be viewed as the surface expression of mantle convection. (HS-ESS2-3) Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. (ESS2.B grade eight GBE) (HS-ESS2-1) (secondary to HS-ESS1-5)
ESS2.C: The Roles of Water in Earths Surface	<ul style="list-style-type: none"> Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form. (2-ESS2-3) 	<ul style="list-style-type: none"> Nearly all of Earth's available water is in the ocean. Most fresh water is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere. (5-ESS2-2) 	<ul style="list-style-type: none"> Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation, condensation and crystallization, and precipitation, as well as downhill flows on land. (MS-ESS2-4) The complex patterns of the changes and the movement of water in the atmosphere, determined by winds, landforms, and ocean temperatures and currents, are major determinants of local weather patterns. (MSESS2-5) Global movements of water and its changes in form are propelled by sunlight and gravity. (MS-ESS2-4) Variations in density due to variations in temperature and salinity drive a global pattern of interconnected ocean currents. (MS-ESS2-6) Water's movements—both on the land and underground—cause weathering and erosion, which change the land's surface features and create underground formations. (MS-ESS2-2) 	<ul style="list-style-type: none"> The abundance of liquid water on Earth's surface and its unique combination of physical and chemical properties are central to the planet's dynamics. These properties include water's exceptional capacity to absorb, store, and release large amounts of energy, transmit sunlight, expand upon freezing, dissolve and transport materials, and lower the viscosities and melting points of rocks. (HS- ESS2-5)

Topic	Primary School (Grades K–2)	Elementary School (Grades 3–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
ESS2.D: Weather and Climate	<ul style="list-style-type: none"> Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1) 	<ul style="list-style-type: none"> Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next. (3-ESS2-1) Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years. (3-ESS2-2) 	<ul style="list-style-type: none"> Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things. These interactions vary with latitude, altitude, and local and regional geography, all of which can affect oceanic and atmospheric flow patterns. (MS-ESS2-6) Because these patterns are so complex, weather can only be predicted probabilistically. (MS-ESS2-5) The ocean exerts a major influence on weather and climate by absorbing energy from the sun, releasing it over time, and globally redistributing it through ocean currents. (MS-ESS2-6) 	<ul style="list-style-type: none"> The foundation for Earth's global climate systems is the electromagnetic radiation from the sun, as well as its reflection, absorption, storage, and redistribution among the atmosphere, ocean, and land systems, and this energy's re-radiation into space. (HS-ESS2-4) Gradual atmospheric changes were due to plants and other organisms that captured carbon dioxide and released oxygen. (HS-ESS2-6),(HS-ESS2-7) Changes in the atmosphere due to human activity have increased carbon dioxide concentrations and thus affect climate. (HS-ESS2-6),(HS-ESS2-4) Current models predict that, although future regional climate changes will be complex and varied, average global temperatures will continue to rise. The outcomes predicted by global climate models strongly depend on the amounts of human-generated greenhouse gases added to the atmosphere each year and by the ways in which these gases are absorbed by the ocean and biosphere. (secondary to HSESS3-6)
ESS2.E: Biogeology	<ul style="list-style-type: none"> Plants and animals can change their environment. (K-ESS2-2) 	<ul style="list-style-type: none"> Living things affect the physical characteristics of their regions. (4-ESS2-1) 		<ul style="list-style-type: none"> The many dynamic and delicate feedbacks between the biosphere and other Earth systems cause a continual co-evolution of Earth's surface and the life that exists on it. (HS-ESS2-7)

Topic	Primary School (Grades K–2)	Elementary School (Grades 3–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
ESS3: Earth and Human Activity				
ESS3.A: Natural Resources	<ul style="list-style-type: none"> Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. (K-ESS3-1) 	<ul style="list-style-type: none"> Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not. (4-ESS3-1) 	<ul style="list-style-type: none"> Humans depend on Earth's land, ocean, atmosphere, and biosphere for many different resources. Minerals, fresh water, and biosphere resources are limited, and many are not renewable or replaceable over human lifetimes. These resources are distributed unevenly around the planet as a result of past geologic processes. (MS-ESS3-1) 	<ul style="list-style-type: none"> Resource availability has guided the development of human society. (HS-ESS3-1) All forms of energy production and other resource extraction have associated economic, social, environmental, and geopolitical costs and risks as well as benefits. New technologies and social regulations can change the balance of these factors. (HS-ESS3-2)
ESS3.B: Natural Hazards	<ul style="list-style-type: none"> Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. (K-ESS3-2) 	<ul style="list-style-type: none"> A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) (4-ESS3-2.) 	<ul style="list-style-type: none"> Mapping the history of natural hazards in a region, combined with an understanding of related geologic forces can help forecast the locations and likelihoods of future events. (MS-ESS3-2) 	<ul style="list-style-type: none"> Natural hazards and other geologic events have shaped the course of human history; [they] have significantly altered the sizes of human populations and have driven human migrations. (HS-ESS3-1)
ESS3.C: Human Impacts on Earth Systems	<ul style="list-style-type: none"> Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (K-ESS3-3) (secondary to K-ESS2-2) 	<ul style="list-style-type: none"> Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1) 	<ul style="list-style-type: none"> Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species. But changes to Earth's environments can have different impacts (negative and positive) for different living things. (MS-ESS3-3) Typically as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise. (MSESS3-3),(MS-ESS3-4) 	<ul style="list-style-type: none"> The sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources. (HS-ESS3-3) Scientists and engineers can make major contributions by developing technologies that produce less pollution and waste and that preclude ecosystem degradation. (HS-ESS3-4)
ESS3.D: Global		<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Human activities, such as the release of greenhouse gases from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities. (MS-ESS3-5) 	<ul style="list-style-type: none"> Though the magnitudes of human impacts are greater than they have ever been, so too are human abilities to model, predict, and manage current and future impacts. (HS-ESS3-5) Through computer simulations and other studies, important discoveries are still being made about how the ocean, the atmosphere, and the biosphere interact and are modified in response to human activities. (HS-ESS3-6)

Topic	Primary School (Grades K–2)	Elementary School (Grades 3–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
Physical Science				
PS1: Matter and Its Interactions				
PS1.A: Structure and Properties of Matter	<ul style="list-style-type: none"> Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties. (2-PS1-1) Different properties are suited to different purposes. (2-PS1-2),(2-PS1-3) A great variety of objects can be built up from a small set of pieces. (2-PS1-3) 	<ul style="list-style-type: none"> Matter of any type can be subdivided into particles that are too small to see, but even then the matter still exists and can be detected by other means. A model shows that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including the inflation and shape of a balloon; the effects of air on larger particles or objects. (5-PS1-1) The amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish. (5-PS1-2) Measurements of a variety of properties can be used to identify materials. (Boundary: At this grade level, mass and weight are not distinguished, and no attempt is made to define the unseen particles or explain the atomic-scale mechanism of evaporation and condensation.) (5-PS1-3) 	<ul style="list-style-type: none"> Substances are made from different types of atoms, which combine with one another in various ways. Atoms form molecules that range in size from two to thousands of atoms. (MS-PS1-1) Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it. (MS-PS1-2), (MS-PS1-3) Gases and liquids are made of molecules or inert atoms that are moving about relative to each other. (MS-PS1-4) In a liquid, the molecules are constantly in contact with others; in a gas, they are widely spaced except when they happen to collide. In a solid, atoms are closely spaced and may vibrate in position but do not change relative locations. (MS-PS1-4) Solids may be formed from molecules, or they may be extended structures with repeating subunits (e.g., crystals). (MS-PS1-1) The changes of state that occur with variations in temperature or pressure can be described and predicted using these models of matter. (MS-PS1-4) 	<ul style="list-style-type: none"> Each atom has a charged substructure consisting of a nucleus, which is made of protons and neutrons, surrounded by electrons. (HS-PS1-1) The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those with similar chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states. (HS-PS1-1),(HS-PS1-2) The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms. (HS-PS1-3),(secondary to HS-PS2-6) Stable forms of matter are those in which the electric and magnetic field energy is minimized. A stable molecule has less energy than the same set of atoms separated; one must provide at least this energy in order to take the molecule apart. (HS-PS1-4)
PS1.B: Chemical Reactions	<ul style="list-style-type: none"> Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not. (2-PS1-4) 	<ul style="list-style-type: none"> When two or more different substances are mixed, a new substance with different properties may be formed. (5-PS1-4) No matter what reaction or change in properties occurs, the total weight of the substances does not change. (Boundary: Mass and weight are not distinguished at this grade level.) (5-PS1-2) 	<ul style="list-style-type: none"> Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants. (MS-PS1-2),(MS-PS1-3),(MS-PS1-5) The total number of each type of atom is conserved, and thus the mass does not change. (MS-PS1-5) Some chemical reactions release energy, others store energy. (MS-PS1-6) 	<ul style="list-style-type: none"> Chemical processes, their rates, and whether or not energy is stored or released can be understood in terms of the collisions of molecules and the rearrangements of atoms into new molecules, with consequent changes in the sum of all bond energies in the set of molecules that are matched by changes in kinetic energy. (HSPS1-4),(HS-PS1-5) In many situations, a dynamic and condition-dependent balance between a reaction and the reverse reaction determines the numbers of all types of molecules present. (HS-PS1-6) The fact that atoms are conserved, together with knowledge of the chemical properties of the elements involved, can be used to describe and predict chemical reactions. (HS-PS1-2),(HS-PS1-7)
PS1.C: Nuclear				<ul style="list-style-type: none"> Nuclear processes, including fusion, fission, and radioactive decays of unstable nuclei, involve release or absorption of energy. The total number of neutrons plus protons does not change in any nuclear process. (HSPS1-8) Spontaneous radioactive decays follow a characteristic exponential decay law. Nuclear lifetimes allow radiometric dating to be used to determine the ages of rocks and other materials. (secondary to HS-ESS1-5),(secondary to HS-ESS1-6)

Topic	Primary School (Grades K–2)	Elementary School (Grades 3–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
PS2: Motion and Stability: Forces and Interactions				
PS2.A: Forces and Motion	<ul style="list-style-type: none"> Pushes and pulls can have different strengths and directions. (K-PS2-1),(K-PS2-2) Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (K-PS2-1),(K-PS2-2) 	<ul style="list-style-type: none"> Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object's speed or direction of motion. (Boundary: Qualitative and conceptual, but not quantitative addition of forces are used at this level.) (3-PS2-1) The patterns of an object's motion in various situations can be observed and measured; when that past motion exhibits a regular pattern, future motion can be predicted from it. (Boundary: Technical terms, such as magnitude, velocity, momentum, and vector quantity, are not introduced at this level, but the concept that some quantities need both size and direction to be described is developed.) (3-PS2-2) 	<ul style="list-style-type: none"> For any pair of interacting objects, the force exerted by the first object on the second object is equal in strength to the force that the second object exerts on the first, but in the opposite direction (Newton's third law). (MS-PS2-1) The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is not zero, its motion will change. The greater the mass of the object, the greater the force needed to achieve the same change in motion. For any given object, a larger force causes a larger change in motion. (MS-PS2-2) All positions of objects and the directions of forces and motions must be described in an arbitrarily chosen reference frame and arbitrarily chosen units of size. In order to share information with other people, these choices must also be shared. (MS-PS2-2) 	<ul style="list-style-type: none"> Newton's second law accurately predicts changes in the motion of macroscopic objects. (HS-PS2-1) Momentum is defined for a particular frame of reference; it is the mass times the velocity of the object. In any system, total momentum is always conserved. (HS-PS2-2) If a system interacts with objects outside itself, the total momentum of the system can change; however, any such change is balanced by changes in the momentum of objects outside the system. (HS-PS2-2),(HS-PS2-3)
PS2.B: Types of Interactions	<ul style="list-style-type: none"> When objects touch or collide, they push on one another and can change motion. (K-PS2-1) 	<ul style="list-style-type: none"> Objects in contact exert forces on each other. (3-PS2-1) Electric, and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other. (3-PS2-3),(3-PS2-4) The gravitational force of Earth acting on an object near Earth's surface pulls that object toward the planet's center. (5-PS2-1) 	<ul style="list-style-type: none"> Electric and magnetic (electromagnetic) forces can be attractive or repulsive, and their sizes depend on the magnitudes of the charges, currents, or magnetic strengths involved and on the distances between the interacting objects. (MS-PS2-3) Gravitational forces are always attractive. There is a gravitational force between any two masses, but it is very small except when one or both of the objects have large mass—e.g., Earth and the sun. (MS-PS2-4) Forces that act at a distance (electric and magnetic) can be explained by fields that extend through space and can be mapped by their effect on a test object (a ball, a charged object, or a magnet, respectively). (MS-PS2-5) 	<ul style="list-style-type: none"> Newton's law of universal gravitation and Coulomb's law provide the mathematical models to describe and predict the effects of gravitational and electrostatic forces between distant objects. (HS-PS2-4) Forces at a distance are explained by fields (gravitational, electric, and magnetic) permeating space that can transfer energy through space. Magnets or electric currents cause magnetic fields; electric charges or changing magnetic fields cause electric fields. (HS-PS2-4),(HS-PS2-5) Attraction and repulsion between electric charges at the atomic scale explain the structure, properties, and transformations of matter, as well as the contact forces between material objects. (HS-PS2-6),(secondary to HS-PS1-1),(secondary to HS-PS1-3) ...and "electrical energy" may mean energy stored in a battery or energy transmitted by electric currents. (secondary to HS-PS2-5)
PS2.C: Stability and Instability in Physical Systems				

Topic	Primary School (Grades K–2)	Elementary School (Grades 3–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
PS3: Energy				
PS3.A: Definitions of Energy		<ul style="list-style-type: none"> The faster a given object is moving, the more energy it possesses. (4-PS3-1) Energy can be moved from place to place by moving objects or through sound, light, or electric currents. (4-PS3-2),(4-PS3-3) 	<ul style="list-style-type: none"> Motion energy is properly called kinetic energy; it is proportional to the mass of the moving object and grows with the square of its speed. (MS-PS3-1) A system of objects may also contain stored (potential) energy, depending on their relative positions. (MS-PS3-2) Temperature is a measure of the average kinetic energy of particles of matter. The relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter present. (MS-PS3-3),(MS-PS3-4) The term “heat” as used in everyday language refers both to thermal motion (the motion of atoms or molecules within a substance) and radiation (particularly infrared and light). In science, heat is used only for this second meaning; heat is the process of the transfer of energy when two objects or systems are at different temperatures. (secondary to MS-PS1-4) Temperature is not a measure of energy; the relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter present. (secondary to MS-PS1-4) 	<ul style="list-style-type: none"> Energy is a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system. That there is a single quantity called energy is due to the fact that a system's total energy is conserved, even as, within the system, energy is continually transferred from one object to another and between its various possible forms. (HSPS3-1),(HS-PS3-2) At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy. (HSPS3-2) (HS-PS3-3) These relationships are better understood at the microscopic scale, at which all of the different manifestations of energy can be modeled as either motions of particles or energy stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space. (HS-PS3-2)
PS3.B: Conservation of Energy and Energy Transfer	<ul style="list-style-type: none"> Sunlight warms Earth's surface. (K-PS3-1),(K-PS3-2) 	<ul style="list-style-type: none"> Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced. (4-PS3-2),(4-PS3-3) Light also transfers energy from place to place. (4-PS3-2) Energy can also be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat, or light. The currents may have been produced to begin with by transforming the energy of motion into electrical energy. (4-PS3-2),(4-PS3-4) 	<ul style="list-style-type: none"> When the motion energy of an object changes, there is inevitably some other change in energy at the same time. (MS-PS3-5) The amount of energy transfer needed to change the temperature of a matter sample by a given amount depends on the nature of the matter, the size of the sample, and the environment. (MS-PS3-4) Energy is spontaneously transferred out of hotter regions or objects and into colder ones. (MS-PS3-3) 	<ul style="list-style-type: none"> Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system. (HS-PS3-1) Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems. (HS-PS3-1),(HS-PS3-4) Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g. relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be used to predict and describe system behavior. (HS-PS3-1) The availability of energy limits what can occur in any system. (HS-PS3-1) Uncontrolled systems always evolve toward more stable states—that is, toward more uniform energy distribution (e.g., water flows downhill, objects hotter than their surrounding environment cool down). (HS-PS3-4)

PS3.C: Relationship Between Energy and Forces	<ul style="list-style-type: none"> A bigger push or pull makes things go faster. (secondary to K-PS2-1) 	<ul style="list-style-type: none"> When objects collide, the contact forces transfer energy so as to change the objects' motions. (4-PS3-3) 	<ul style="list-style-type: none"> When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object. (MS-PS3-2) 	<ul style="list-style-type: none"> When two objects interacting through a field change relative position, the energy stored in the field is changed. (HS-PS3-5)
Topic	Primary School (Grades K–2)	Elementary School (Grades 3–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
PS3.D: Energy in Chemical Processes and Everyday Life		<ul style="list-style-type: none"> The expression “produce energy” typically refers to the conversion of stored energy into a desired form for practical use. (4-PS3-4) The energy released [from] food was once energy from the sun that was captured by plants in the chemical process that forms plant matter (from air and water). (5-PS3-1) 	<ul style="list-style-type: none"> The chemical reaction by which plants produce complex food molecules (sugars) requires an energy input (i.e., from sunlight) to occur. In this reaction, carbon dioxide and water combine to form carbon-based organic molecules and release oxygen. (secondary to MS-LS1-6) Cellular respiration in plants and animals involve chemical reactions with oxygen that release stored energy. In these processes, complex molecules containing carbon react with oxygen to produce carbon dioxide and other materials. (secondary to MS-LS1-7) 	<ul style="list-style-type: none"> Although energy cannot be destroyed, it can be converted to less useful forms—for example, to thermal energy in the surrounding environment. (HS-PS3-3),(HS-PS3-4) Solar cells are human-made devices that likewise capture the sun's energy and produce electrical energy. (secondary to HS-PS4-5) The main way that solar energy is captured and stored on Earth is through the complex chemical process known as photosynthesis. (secondary to HS-LS2-5) Nuclear Fusion processes in the center of the sun release the energy that ultimately reaches Earth as radiation. (secondary to HS-ESS1-1)

Topic	Primary School (Grades K–2)	Elementary School (Grades 3–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
PS4: Waves and Their Applications in Technologies for Information Transfer				
PS4.A: Wave Properties	<ul style="list-style-type: none"> Sound can make matter vibrate, and vibrating matter can make sound. (1-PS4-1) 	<ul style="list-style-type: none"> Waves, which are regular patterns of motion, can be made in water by disturbing the surface. When waves move across the surface of deep water, the water goes up and down in place; it does not move in the direction of the wave except when the water meets the beach. (Note: This grade band endpoint was moved from K–2.) (4-PS4-1) Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks). (4-PS4-1) 	<ul style="list-style-type: none"> A simple wave has a repeating pattern with a specific wavelength, frequency, and amplitude. (MS-PS4-1) A sound wave needs a medium through which it is transmitted. (MS-PS4-2) 	<ul style="list-style-type: none"> The wavelength and frequency of a wave are related to one another by the speed of travel of the wave, which depends on the type of wave and the medium through which it is passing. (HS-PS4-1) Information can be digitized (e.g., a picture stored as the values of an array of pixels); in this form, it can be stored reliably in computer memory and sent over long distances as a series of wave pulses. (HS-PS4-2),(HSPS4-5) [From the 3–5 grade band endpoints] Waves can add or cancel one another as they cross, depending on their relative phase (i.e., relative position of peaks and troughs of the waves), but they emerge unaffected by each other. (Boundary: The discussion at this grade level is qualitative only; it can be based on the fact that two different sounds can pass a location in different directions without getting mixed up.) (HS-PS4-3) Geologists use seismic waves and their reflection at interfaces between layers to probe structures deep in the planet. (secondary to HS-ESS2-3)
PS4.B: Electromagnetic Radiation	<ul style="list-style-type: none"> Objects can be seen only when light is available to illuminate them. Some objects give off their own light. (1-PS4-2) Some materials allow light to pass through them, others allow only some light through and others block all the light and create a dark shadow on any surface beyond them, where the light cannot reach. Mirrors can be used to redirect a light beam. (Boundary: The idea that light travels from place to place is developed through experiences with light sources, mirrors, and shadows, but no attempt is made to discuss the speed of light.) (1-PS4-3) 	<ul style="list-style-type: none"> An object can be seen when light reflected from its surface enters the eyes. (4-PS4-2) 	<ul style="list-style-type: none"> When light shines on an object, it is reflected, absorbed, or transmitted through the object, depending on the object's material and the frequency (color) of the light. (MS-PS4-2) The path that light travels can be traced as straight lines, except at surfaces between different transparent materials (e.g., air and water, air and glass) where the light path bends. (MS-PS4-2) A wave model of light is useful for explaining brightness, color, and the frequency-dependent bending of light at a surface between media. (MS-PS4-2) However, because light can travel through space, it cannot be a matter wave, like sound or water waves. (MS-PS4-2) 	<ul style="list-style-type: none"> Electromagnetic radiation (e.g., radio, microwaves, light) can be modeled as a wave of changing electric and magnetic fields or as particles called photons. The wave model is useful for explaining many features of electromagnetic radiation, and the particle model explains other features. (HS-PS4-3) When light or longer wavelength electromagnetic radiation is absorbed in matter, it is generally converted into thermal energy (heat). Shorter wavelength electromagnetic radiation (ultraviolet, X-rays, gamma rays) can ionize atoms and cause damage to living cells. (HS-PS4-4) Photovoltaic materials emit electrons when they absorb light of a high- enough frequency. (HS-PS4-5) Atoms of each element emit and absorb characteristic frequencies of light. These characteristics allow identification of the presence of an element, even in microscopic quantities. (secondary to HS-ESS1-2)
PS4.C: Information Technologies and Instrumentation	<ul style="list-style-type: none"> People also use a variety of devices to communicate (send and receive information) over long distances. (1-PS4-4) 	<ul style="list-style-type: none"> Digitized information transmitted over long distances without significant degradation. High-tech devices, such as computers or cell phones, can receive and decode information—convert it from digitized form to voice—and vice versa. (4-PS4-3) 	<ul style="list-style-type: none"> Digitized signals (sent as wave pulses) are a more reliable way to encode and transmit information. (MS-PS4-3) 	<ul style="list-style-type: none"> Multiple technologies based on the understanding of waves and their interactions with matter are part of everyday experiences in the modern world (e.g., medical imaging, communications, scanners) and in scientific research. They are essential tools for producing, transmitting, and capturing signals and for storing and interpreting the information contained in them. (HS-PS4-5)

Topic	Primary School (Grades K–2)	Elementary School (Grades 3–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
Engineering, Technology, and the Application of Science				
ETS1: Engineering Design				
ETS1.A: Defining and Delimiting an Engineering Problem	<ul style="list-style-type: none"> A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions. (K-2-ETS1-1) (secondary to KPS2-2) Asking questions, making observations, and gathering information are helpful in thinking about problems. (K-2-ETS1-1) (secondary to K-ESS3-2) Before beginning to design a solution, it is important to clearly understand the problem. (K-2-ETS1-1) 	<ul style="list-style-type: none"> Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. (3-5-ETS1-1) (secondary to 4-PS3-4) 	<ul style="list-style-type: none"> The more precisely a design task's criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that is likely to limit possible solutions. (MS-ETS1-1) (secondary to MS-PS3-3) 	<ul style="list-style-type: none"> Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them. (HS-ETS1-1) (secondary to HS-PS2-3) (secondary to HS-PS3-3) Humanity faces major global challenges today, such as the need for supplies of clean water and food or for energy sources that minimize pollution, which can be addressed through engineering. These global challenges also may have manifestations in local communities. (HS-ETS1-1)
ETS1.B: Developing Possible Solutions	<ul style="list-style-type: none"> Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (K-2-ETS1-1) (secondary to K-ESS3-3) (secondary to 2-LS2-2) 	<ul style="list-style-type: none"> Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions. (3-5-ETS1-2) At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs. (3-5-ETS1-2) Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved. (3-5-ETS1-3) Testing a solution involves investigating how well it performs under a range of likely conditions. (secondary to 4-ESS3-2) 	<ul style="list-style-type: none"> A solution needs to be tested, and then modified on the basis of the test results, in order to improve it. (MS-ETS1-4) (secondary to MS-PS1-6) There are systematic processes for evaluating solutions with respect to how well they meet criteria and constraints of a problem. MS-ETS1-2), (MS-ETS1-3) (secondary to MS-PS3-3) (secondary to MS-LS2-5) Sometimes parts of different solutions can be combined to create a solution that is better than any of its predecessors. (MS-ETS1-3) Models of all kinds are important for testing solutions. (MS-ETS1-4) 	<ul style="list-style-type: none"> When evaluating solutions it is important to take into account a range of constraints including cost, safety, reliability and aesthetics and to consider social, cultural and environmental impacts. (secondary to HS-LS2-7) (secondary to HS-LS4-6) (secondary to HS-ESS3-2), (secondary HS-ESS3-4) (HS-ETS1-3) Both physical models and computers can be used in various ways to aid in the engineering design process. Computers are useful for a variety of purposes, such as running simulations to test different ways of solving a problem or to see which one is most efficient or economical; and in making a persuasive presentation to a client about how a given design will meet his or her needs. (HS-ETS1-4) (secondary to HS-LS4-6)

ETS1.C: Optimizing the Design Solutions	<ul style="list-style-type: none"> Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (K-2-ETS1-1) (secondary to 2-ESS2-1) 	<ul style="list-style-type: none"> Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints. (3-5-ETS1-3) (secondary to 4-PS4-3) 	<ul style="list-style-type: none"> Although one design may not perform the best across all tests, identifying the characteristics of the design that performed the best in each test can provide useful information for the redesign process—that is, some of the characteristics may be incorporated into the new design. (MS-ETS1-3) (secondary to MS-PS1-6) The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution. (MSETS1-4) (secondary to MS-PS1-6) 	<ul style="list-style-type: none"> Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (tradeoffs) may be needed. (HS-ETS1-2) (secondary to HS-PS1-6) (secondary to HS-PS2-3)
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Progression of Crosscutting Concepts in Grades K–12

Adapted from the NGSS Appendix G by the California Science Project.

1. Patterns. Observed patterns of forms and events guide organization and classification, and they prompt questions about relationships and the factors that influence them.			
Primary School (Grades K–2)	Elementary School (Grades 3–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
Students recognize that patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence.	Students identify similarities and differences in order to sort and classify natural objects and designed products. They identify patterns related to time, including simple rates of change and cycles, and to use these patterns to make predictions.	Students recognize that macroscopic patterns are related to the nature of microscopic and atomic-level structure. They identify patterns in rates of change and other numerical relationships that provide information about natural and human designed systems. They use patterns to identify cause and effect relationships, and use graphs and charts to identify patterns in data.	Students observe patterns in systems at different scales and cite patterns as empirical evidence for causality in supporting their explanations of phenomena. They recognize classifications or explanations used at one scale may not be useful or need revision using a different scale; thus requiring improved investigations and experiments. They use mathematical representations to identify certain patterns and analyze patterns of performance in order to reengineer and improve a designed system.

2. Cause and effect: Mechanism and explanation. Events have causes, sometimes simple, sometimes multifaceted. A major activity of science is investigating and explaining causal relationships and the mechanisms by which they are mediated. Such mechanisms can then be tested across given contexts and used to predict and explain events in new contexts.			
Primary School (Grades K–2)	Elementary School (Grades 3–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
Students learn that events have causes that generate observable patterns. They design simple tests to gather evidence to support or refute their own ideas about causes.	Students routinely identify and test causal relationships and use these relationships to explain change. They understand events that occur together with regularity might or might not signify a cause and effect relationship.	Students classify relationships as causal or correlational, and recognize that correlation does not necessarily imply causation. They use cause and effect relationships to predict phenomena in natural or designed systems. They also understand that phenomena may have more than one cause, and some cause	Students understand that empirical evidence is required to differentiate between cause and correlation and to make claims about specific causes and effects. They suggest cause and effect relationships to explain and predict behaviors in complex natural and designed systems. They also propose

		and effect relationships in systems can only be described using probability.	causal relationships by examining what is known about smaller scale mechanisms within the system. They recognize changes in systems may have various causes that may not have equal effects.
<p align="center">3. Scale, proportion, and quantity.</p> <p>In considering phenomena, it is critical to recognize what is relevant at different measures of size, time, and energy and to recognize how changes in scale, proportion, or quantity affect a system's structure or performance.</p>			
Primary School (Grades K–2)	Elementary School (Grades 3–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
Students use relative scales (e.g., bigger and smaller; hotter and colder; faster and slower) to describe objects. They use standard units to measure length.	Students recognize natural objects and observable phenomena exist from the very small to the immensely large. They use standard units to measure and describe physical quantities such as weight, time, temperature, and volume.	Students observe time, space, and energy phenomena at various scales using models to study systems that are too large or too small. They understand phenomena observed at one scale may not be observable at another scale, and the function of natural and designed systems may change with scale. They use proportional relationships (e.g., speed as the ratio of distance traveled to time taken) to gather information about the magnitude of properties and processes. They represent scientific relationships through the use of algebraic expressions and equations.	Students understand the significance of a phenomenon is dependent on the scale, proportion, and quantity at which it occurs. They recognize patterns observable at one scale may not be observable or exist at other scales, and some systems can only be studied indirectly as they are too small, too large, too fast, or too slow to observe directly. Students use orders of magnitude to understand how a model at one scale relates to a model at another scale. They use algebraic thinking to examine scientific data and predict the effect of a change in one variable on another (e.g., linear growth vs. exponential growth).

<p align="center">4. Systems and system models.</p> <p>Defining the system under study—specifying its boundaries and making explicit a model of that system—provides tools for understanding and testing ideas that are applicable throughout science and engineering.</p>			
Primary School (Grades K–2)	Elementary School (Grades 3–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
Students understand objects and organisms can be described in terms of their parts; and systems in the natural and designed world have parts that work together.	Students understand that a system is a group of related parts that make up a whole and can carry out functions its individual parts cannot. They can also describe a system in terms of its components and their interactions.	Students can understand that systems may interact with other systems; they may have sub-systems and be a part of larger complex systems. They can use models to represent systems and their interactions—such as inputs, processes and outputs—	Students can investigate or analyze a system by defining its boundaries and initial conditions, as well as its inputs and outputs. They can use models (e.g., physical, mathematical, computer models) to simulate the flow of energy, matter, and

		and energy, matter, and information flows within systems. They can also learn that models are limited in that they only represent certain aspects of the system under study.	interactions within and between systems at different scales. They can also use models and simulations to predict the behavior of a system, and recognize that these predictions have limited precision and reliability due to the assumptions and approximations inherent in the models. They can also design systems to do specific tasks.
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5. Energy and matter: Flow, cycles and conservation.

Tracking fluxes of energy and matter into, out of, and within systems helps one understand the systems' possibilities and limitations.

Primary School (Grades K–2)	Elementary School (Grades 3–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
Students observe objects may break into smaller pieces, be put together into larger pieces, or change shapes.	Students learn matter is made of particles, and energy can be transferred in various ways and between objects. Students observe the conservation of matter by tracking matter flows and cycles before and after processes and recognizing the total weight of substances does not change.	Students learn matter is conserved because atoms are conserved in physical and chemical processes. They also learn within a natural or designed system, the transfer of energy drives the motion and/or cycling of matter. Energy may take different forms (e.g. energy in fields, thermal energy, energy of motion). The transfer of energy can be tracked as energy flows through a designed or natural system.	Students learn that the total amount of energy and matter in closed systems is conserved. They can describe changes of energy and matter in a system in terms of energy and matter flows into, out of, and within that system. They also learn that energy cannot be created or destroyed. It only moves between one place and another place, between objects and/or fields, or between systems. Energy drives the cycling of matter within and between systems. In nuclear processes, atoms are not conserved, but the total number of protons plus neutrons is conserved.

6. Structure and function. The way in which an object or living thing is shaped and its substructure determine many of its properties and functions.			
Primary School (Grades K–2)	Elementary School (Grades 3–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
Students observe the shape and stability of structures of natural and designed objects are related to their function(s).	Students learn different materials have different substructures, which can sometimes be observed; and substructures have shapes and parts that serve functions.	Students model complex and microscopic structures and systems and visualize how their function depends on the shapes, composition, and relationships among its parts. They analyze many complex natural and designed structures and systems to determine how they function. They design structures to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used.	Students investigate systems by examining the properties of different materials, the structures of different components, and their interconnections to reveal the system's function and/or solve a problem. They infer the functions and properties of natural and designed objects and systems from their overall structure, the way their components are shaped and used, and the molecular substructures of their various materials.

7. Stability and change. For natural and built systems alike, conditions of stability and determinants of rates of change or evolution of a system are critical elements of study.			
Primary School (Grades K–2)	Elementary School (Grades 3–5)	Middle School (Grades 6–8)	High School (Grades 9–12)
Students observe some things stay the same while other things change, and things may change slowly or rapidly.	Students measure change in terms of differences over time, and observe that change may occur at different rates. Students learn some systems appear stable, but over long periods of time they will eventually change.	Students explain stability and change in natural or designed systems by examining changes over time, and considering forces at different scales, including the atomic scale. Students learn changes in one part of a system might cause large changes in another part, systems in dynamic equilibrium are stable due to a balance of feedback mechanisms, and stability might be disturbed by either sudden events or gradual changes that accumulate over time.	Students understand much of science deals with constructing explanations of how things change and how they remain stable. They quantify and model changes in systems over very short or very long periods of time. They see some changes are irreversible, and negative feedback can stabilize a system, while positive feedback can destabilize it. They recognize systems can be designed for greater or lesser stability.

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Appendix J

K-6 Booklist Titles

Title	Author	Interest Level	Lexile	Rings of Culture	Themes
My Heart Fills With Happiness	Monique Gray Smith/Julie Flett	PK-1	AD190L	Ethnicity: Indigenous Age:Pk-1 Gender: various Socio-Economic: various National: Canadian	Daily activities of indigenous children/families, Love, happiness, indigenous culture
Golden Domes and Silver Lanterns	Hena Khan	K-2	660L	Ethnicity: South Asian?/ Age: child Gender: Girl Socio-economic: various National: Pakistani Religion: Muslim	Rituals and practices of middle eastern Muslims, alphabet
Last Stop on Market Street	Matt de la Pena	K-2	AD610L	Ethnicity: Black Age: 5-7 Gender: boy Socio-economic: working class/poor National: USA	Inner City life, intergenerational relationship, community, giving back, working together, Sunday rituals
Viva Frida	Yuyi Morales	K-2	N/A	Ethnicity: Mexican Age: Child Socio-economic: N/A Gender: various National: Mexico	Life of Frida Kahlo, art, creativity, identity
Daddy Calls Me Man	Angela Johnson	PK-1	NP	Ethnicity: Black Age: 4-7 Gender: boy Socio-economic: Working class National: USA	family, relationships, everyday life, child's perspective of family life/love
Happy to be Nappy	Bell Hooks/Chris Raschka	PK-2	410L	Ethnicity: black Age: child Gender: girl Socio-economic - any Working Class - USA	Hair, black girl hair, identity, self-love, acceptance
Mommy, Mama & Me	Leslea Newman/Caro I Thompson	Pk-2	N/A	Ethnicity: Whiteness Age: child Gender: various Socio-economic - various Orientation - Lesbian National: USA	Daily life in a family with two moms, family, love, acceptance
Round is a	Roseanne	K-2	NP	Ethnicity: Chinese	Shapes, daily

Mooncake	Thong/Grace Lin			Age: Child Socio-economic: various Gender: girl National: N/A	family life/objects in a Chinese home
City Shapes	Diana Murray	K-2	AD930L	Ethnicity: Black Gender: various Age: Child National: USA Socio-economic - various	City life, shapes, daily life in the city, exploration, awareness of surroundings
Be Boy Buzz	bell hooks/Chris Raschka	K-2	N/A	Ethnicity: Black Age: child Gender: boy National: USA Socio-economic: N/A	Identity, validating/affirming black maleness, self-love
I Love Saturdays Y Domingos	Alma flor Ada/Elivia Savadier	K-2	510L	Ethnicity: Whiteness/Mexican Age: child Gender: girl Socio-economic: working/middle class	bi-racial/bi-cultural family, identity, family, intergenerational relationships, grandparents, love, identity
Chocolate Me	Taye Diggs	K-2	N/A	Ethnicity: Black Gender: boy Age: child National: USA	Identity, self-love, self-acceptance, prejudice, looking different
My Colors, My World/Mis Colores, Mi Mundo	Maya Christina Gonzalez	PK-2	560L	Ethnicity: Mexican Gender: Girl Age: Child Socio-economic: various	Bilingual book of colors, observing the world around you, everyday colors

1st Grade Culturally Authentic Titles

Title	Author	Interest Level	Lexile	Rings of Culture	Themes
Nino Wrestles the World	Yuyi Morales	K-2	260L	Ethnicity: Mexican Gender: boy Age: Child Socio-economic: working/middle class National: Mexico/USA	Lucha Libre wrestling, playtime, imagination, fun
In Plain Sight	Richard Jackson/Jerry Pinkney	K-2	N/A	Ethnicity: Black Gender: Girl Age: intergenerational Socio-Economic: Working class National: USA	Intergenerational relationships, family, love, daily routines, grandparents love

A Tale of Two Daddies	Vanita Oelschlager/ Kristen Blackwood	K-2	N/A	Ethnicity: Whiteness Age: Child Gender: girl National: USA Socio-Economic: middle class	Daily routines in a home with two dads, family, love, parent/child relationships
I Love My Hair	Natasha Tarpley/E.B. Lewis	K-2	AD900L	Ethnicity: Black Age: 5-7 Gender: Girl National: USA Socio-Economic: Working Class/Various	Self-love, acceptance, appreciation of heritage and non-Eurocentric beauty standard
Big Red Lollipop	Rukhsana Khan	K-2	AD410L	Ethnicity: Middle Eastern Age: 6-10 Gender: Girl National: USA Socio-Economic: Various Religious: Muslim	Sibling rivalry, wanting to fit in, first generation immigrants, learning new cultural traditions, birthday traditions
Visiting Day	Jacqueline Woodson/James Ransome	K-2	N/A	Ethnicity: Black Age: intergenerational Gender: Girl National: USA Socio-Economic: Working Class	Incarcerated parent, freedom vs. captivity family, being raised by a grandparent, love, hope, anticipation
Knock Knock: My Dad's Dream for Me	Daniel Beatty/Bryan Collier	K-2	AD 780L	Ethnicity: Black Age: 4-10 Gender: Boy National: USA Socio-Economic: Working class	Incarcerated parent, separation/loss, love, hope, urban life, resilience, change
Bippity Bop Barbershop	Natasha Tarpley/E.B. Lewis	K-2	550L	Ethnicity: Black Age: intergenerational Gender: Boy National: USA Socio-Economic: Various	First haircut/cultural rituals, father/son bonding, barbershop culture, urban life,
When We Were Alone	David A. Robertson/Julie Flett	1-4	N/A	Ethnicity: Cree Age: Intergenerational Gender: Girl National: Canada Socio-Economic: poor/working class	Identity, Cree heritage, residential schools, forced assimilation, overcoming oppression, self-love/acceptance
My Princess Boy	Cheryl Kilodavis/Suzanne DeSimone	K-4	N/A	Ethnicity: Various Age: 4-10 Gender: Trans/Fluid/Questioning National: USA	Unconditional love, acceptance, gender identity, family love/relationships, self-love/acceptance

				Socio-Economic: various	
My Brother Charlie	Holly Robinson Peete/Ryan Elizabeth Peete/Shane Evans	K-2	AD540L	Ethnicity: Various Age: 4-10 Gender: Boy/Girl National: USA Socio-Economic: Middle Class/Various	Understanding autism, sibling relationships, love/acceptance, patience, family
Freedom In Congo Square	Carole Boston Weatherford/R . Gregory Christie	K-2	670L	Ethnicity: Black Age: Various Gender: Various National: USA Socio-Economic: Religious: Traditional African/Christianity	enslaved/free Africans in Louisiana, Congo Square New Orleans, cultural traditions, freedom, slave life
Dalia's Wondrous Hair	Laura Lacamara	K-2	680L	Ethnicity: Cuban Age:4-10 Gender: girl National: Cuba Socio-Economic: various	Self-love, hair, imagination, nature/environment
Stella Brings the Family	Miriam B. Schiffer/Holly Clifton Brown	K-2	N/A	Ethnicity: Whiteness Age: various Gender: Girl National: USA Socio-Economic: Middle Class Orientation: Gay	Different kinds of families, working together to solve a problem, worry, family love, acceptance, classroom community

2nd Grade Culturally Authentic Titles

Title	Author	Interest Level	Lexile	Rings of Culture	Themes
Chukfii Rabbit's Big, Bad Bellyache - trickster tale	Leslie Stall Widener/Greg Rodgers	1-4	N/A	Ethnicity: Choctaw Age: Various Gender: various National: USA	Trickster tale, greed and laziness, humor, animal tale
Mango, Abuela and Me - realistic fiction	Meg Medina, Angela Dominguez	1-4	750L	Ethnicity: Mexican/Cuban/Puert o Rican Age: various Gender: girl National: USA	Intergenerational relationships, family, language/commu nication, change, adjusting to a new culture
Firebird - realistic fiction	Misty Copeland/Chri	1-4	N/A	Ethnicity: black Age: child	Self-confidence, overcoming

	stopher Myers			Gender: girl National: USA Socio-Economic - working/middle class	obstacles, ballet, believing in yourself, following your dreams
Hot, Hot Roti for Dada-Ji - realistic fiction	F-Zia	K-5	580L	Ethnicity: South Asian Age: inter- generational Gender: boy National: India/USA Socio-Economic: Working class Religion: Hindu	Family, heritage, storytelling, intergenerational relationship, bi- cultural life,, keeping traditions
The Name Jar - realistic fiction	Yangsook Choi	K-4	290L	Ethnicity: Korean Age: 5-8 Gender: Girl National: USA Socio-Economic: Various	Immigration, adjusting to change, bias identity, heritage, cultural differences
Four Feet Two Sandals - realistic fiction	Karen Lynn Williams/ Khadra Mohammed	1-5	620L	Ethnicity: Middle Eastern Age: 4-10 Gender: Girl Religion: Muslim	Life in a refugee camp, friendship, Courage, persevering through uncertainty
Radiant Child: The Story of Young Artist Jean-Michel Basquiat - biographical	Javaka Steptoe	1-5	1050L	Ethnicity: Puerto Rican/Black Age: Various Gender: Boy National: USA Socio-Economic: Various	Young life of Jean-Michel Basquiat, creativity, love of art, identity, being unique
Yesterday I Had the Blues - poetry	Jeron Ashford Frame/R. Gregory Christie	K-2	N/A	Ethnicity: Black Age: child Gender: boy Socio-economic: Working class National: USA	Changing moods, colors, family life
Kamik: An Inuit Puppy Story - realistic fiction	Donald Uluadluak	1-4	AD850L	Ethnicity: Inuit Age: 4-10 Gender: Boy Socio-Economic: Working Class National: Canada	Inuit sledding heritage, raising dogs, responsibility, patience, relationship with sled dogs, intergenerational relationships
Ruby and the Booker Boys - realistic fiction	Derrick Barnes/Vanes sa Brantley Newton	1-4	700L	Ethnicity: Black Age: Various Gender: Girl/Boy Socio-Economic: Working Class National: USA	Family, identity, new school, fitting in , being your own person

Thunderboy Jr. - realistic fiction	Sherman Alexie/Yuyi Morlaes	K-4	AD420L	Ethnicity: indigenous Age: Intergenerational Gender: boy Socio-Economic: Working Class National: Various	Cultural significance of names, First Nation heritage, Father/Son relationship, family, identity, love, self-love/acceptance
Looking Like Me - fiction	Walter Dean Myers/Christopher Myers	1-4	N/A	Ethnicity: Black Age: 4-10 Gender: Boy Socio-Economic: Working Class/Middle Class National: USA	Self-love and Identity, recognizing the layers of identity, city life, family, community relationships
The Sissy Duckling - fiction	Harvey Fierstein	K-2	AD650L	Ethnicity: N/A Age: 4-10 Gender: Various Socio-Economic: Various National: USA Orientation: Various	Gender stereotypes, identity, self-love, acceptance, being true to who you are, overcoming bias, family relationships and acceptance
Donovan's Big Day - realistic fiction	Leslea Newman/Mike Dutton	K-2	1540L	Ethnicity: Whiteness Age: Various Gender: Boy Socio-Economic: Middle Class National: USA Orientation: Lesbian/various	Marriage equality, Wedding day excitement/preparations, family love/acceptance, intergenerational relationships, hope, happiness
Alvin Ho: Allergic to Girls, School and Other Scary Things - fiction	Lenore Look/LeUyen	1-4	600L	Ethnicity: Chinese Age: 5-10 Gender: Boy Socio-Economic: Middle Class National: USA	Fitting in, making friends, being shy/afraid, family, school/home adventures, Chinese/American culture, being bi-cultural

3rd Grade Culturally Authentic Titles

Title	Author	Interest Level	Lexile	Rings of Culture	Themes
One of a Kind, Like Me/Unico Como Yo - realistic fiction	Laurin Mayeno/Robert Liu Trujillo	1-4	N/A	Ethnicity: Age: Gender: Expansive National: Various Socio-Economic: Working Class Orientation: LGBTQ	Individuality, identity, challenging stereotypes, family, love, self-love, acceptance
Each Kindness - realistic fiction	Jacqueline Woodson	2-4	AD640L	Ethnicity: Whiteness/Black Age: 7-10 Gender: girl National: USA Socio-Economic: Rural poverty/working class	Income inequality, bullying, feeling unwelcomed, bias/prejudice, kindness, lost opportunity.
Drum Dream Girl: How One Girls Courage Changed Music - biographical	Margarita Engle/Rafael Lopez	2-4	N/A	Ethnicity: Chinese/African/Cuban Age: 7-10 Gender: girl National: Cuba Socio-Economic	Courage, defying gender roles/stereotypes, breaking tradition, traditions music/drumming, pursuing your dreams
Lost and Found Cat: The True Story of Kunkush's Incredible Journey - biographical	Doug Kuntz/Amy Shrodes	1-4	AD810L	Ethnicity: middle eastern Age: various Gender: girl Religion: Muslim National: Iraqi	Refugee life, love of a pet, change, loss, perseverance, hope, new life
Jingle Dancer - realistic fiction	Cynthia Leitich Smith	1-5	710L	Ethnicity: Muscogee Age: Intergenerational Gender: Girl National: USA Socio-Economic: Working class/various	Muscogee heritage/dancing, contemporary life of first nation people, grandmother/grandchild relationship,
Almost Zero: A Dyamonde Daniel Book - fiction	Nikki Grimes/Gregory Christie	2-5	630L	Ethnicity: Black Age: 7-10 Gender: Girl National: USA Socio-Economic: Middle Class	Family, friends, kindness, sacrifice, giving to others, learning lessons
Skateboard Party: The Carver Chronicles Book Two - fiction	Karen English/Laura Freeman	1-4	740L	Ethnicity: Black Age: 7-10 Gender: Boy National: USA	Trouble in school, friends, fun on the weekend, birthday party,

				Socio-Economic: Middle Class	consequences of not doing work
Ruby Lu, Empress of Everything - fiction	Lenore Look/Anne Wilsdorf	1-4	560L	Ethnicity: Chinese Age: 7-10 Gender: Girl National: USA Socio-Economic: Middle Class	Bi-cultural home, Chinese traditions/life, family, change, friends, summer school, learning new things
Milo's Museum - fiction	Zetta Elliott/Purple Wong	K-2	N/A	Ethnicity: Black Age: various Gender: Various Socio-Economic: working Class National: USA	Community pride, urban community pride, identity, heritage
El Deafo - fiction/fantasy	CeCe Bell	2-6	GN420L	Ethnicity: Various Age: 5-10 Gender: Girl Socio-Economic: Middle Class National: USA	Loss of hearing, change, fitting in, overcoming challenges/change, celebrating differences, friendship, family, identity, self-love, acceptance
Show Way - historical fiction	Jacqueline Woodson/Hudson Talbot	2-6	AD720L	Ethnicity: Black Age: intergenerational Gender: girl National: USA	Underground railroad, quilting, Freedom, heritage, Black history, family tradition, identity
Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation - historical fiction	Duncan Tonatiah	2-6	AD870L	Ethnicity: Mexican/Puerto Rican Age: Intergenerational Gender: girl National: USA Socio-Economic: Working Class	Segregation, protest, Civil Rights, Hispanic heritage, fighting injustice
Indian Shoes - realistic fiction stories	Cynthia Leitich Smith	3-6	820L	Ethnicity: Seminole-Cherokee Age: intergenerational Gender: Boy National: USA Socio-Economic - Working	grandparent/grandson relationship, contemporary Native American life,

4th Grade Culturally Authentic Titles

Title	Author	Interest Level	Lexile	Rings of Culture	Themes
How Tia Lola Came to (Visit)	Julia Alvarez	3-6	740L	Ethnicity: Dominican Age: intergenerational	Divorce, change, fitting in,

Stay - fiction/fantasy				Gender: boy National: USA Socio-Economic: working/middle class	extended family, family culture/tradition, being bi-cultural, self- acceptance/love
Lowriders in Space - fantasy/graphic novel	Cathy Camper/Raul the Third	2-7	GN430L	Ethnicity: Mexican Age: various Gender: Various National: USA Socio-Economic: working class	Lowrider culture, fantasy, outer space, teamwork, friendship
Tiger Boy - realistic fiction	Mitali Perkins	3-6	770L	Ethnicity: Indian/South Asian Age: 7-12 Gender: Boy National: India Socio-Economic: poor	Education, family, responsibility, climate change/ environment, challenging stereotypes, holding on to values
Locomotion - novel in verse	Jacqueline Woodson	4-7		Ethnicity: Black Age: 7-10 Gender: Boy National: USA Socio-Economic: Lower socio- economic/Working Class	Loss, foster care, separation from siblings, identity, memories, grief and survival, urban life
My Name is Maria Isabel - realistic fiction	Alma flor Ada	3-6	860L	Ethnicity: Puerto Rican Age: Intergenerational Gender: Girl National: USA Socio-Economic: Working Class	Pride in heritage, sense of self, fitting in, being bi- cultural, self-love, importance of names, overcoming bias, family, love
The Road to Paris - realistic fiction	Nikki Grimes	4-6	700L	Ethnicity: Black Age: 7-11 Gender: Girl National: USA Socio-Economic: various Religion: Christian	Fitting in, foster care, abusive parents, wanting to belong, enduring prejudice change, separation from a sibling, resilience, hope/faith
The Birchbark House - historical fiction	Louise Erdrich	4-7	970L	Ethnicity: Ojibwa Age: child Gender: girl National: USA/Canada Socio-Economic: Religion: traditional first nation	19th century Ojibwa culture, daily life, family, heritage, nature

				beliefs/practices	
How I Became a Ghost - historical fiction	Tim Tingle	4-7	480L	Ethnicity: Choctaw Age: Gender: Boy National: USA Socio-Economic: working class/farmers	History of Trail of tears, native American tragedy/history, family, loss, resilience, heritage
Inside Out and Back Again - autobiographical Verse	Thanhha Lai	4-7	800L	Ethnicity: South Asian Age: Child Gender: Girl National: Vietnam/USA Socio-Economic:	Immigration, fall of Saigon, change, loss, grief, refugee life, resilience, hope, fitting in
Drita, My Homegirl - realistic fiction	Jenny Lombard	3-5	630L	Ethnicity: Various Age: 7-10 Gender: Girl National: USA Socio-Economic: Various	Friendship, loss, refugee, starting over, grief, resilience, family
Bayou Magic - historical fiction/fantasy	Jewell Parker Rhodes	3-6	410L	Ethnicity: Creole Age: intergenerational Gender: Girl National: USA Socio-Economic: various Religion: Traditional African/Native	Visiting the Bayou, family heritage/traditions, heritage, family, friendship, southern folklore, surviving an oil spill
Sassy #1 - Little Sister is Not My Name - realistic fiction	Sharon M. Draper	3-5	630L	Ethnicity: Black Age: 8-10 Gender: Girl National: USA Socio-Economic: Middle Class	Being the youngest, finding a voice/place, middle class black life, family,

5th Grade Culturally Authentic Titles

Title	Author	Interest Level	Lexile	Rings of Culture	Themes
Zora and Me - historical fiction	Victoria Bond/J.R. Simon	4-7	860L	Ethnicity: Black Age: 7-10 Gender: girl National: USA Socio-Economic: rural working class	Storytelling, imagination, historical fiction biography of young Zora Neale Hurston, coming of age, life in rural south

Return to Sender - realistic fiction	Julia Alvarez	4-8	890L	Ethnicity: Whiteness/Mexican Age: intergenerational Gender: Boy/Girl National: USA Socio-Economic: Working Class/Poor	Farm life, financial struggles, migrant farm workers, friendship, hope, resilience, family, love
Clayton Bird Goes Underground - realistic fiction	Rita Williams Garcia	4-8	N/A	Ethnicity: Black Age: Intergenerational Gender: Boy National: USA Socio-Economic: working/middle class	Loss, family, forgiveness, grief, music, New York City
The Crossover - novel in verse	Kwame Alexander	5-8	750L	Ethnicity: Black Age: 11-14 Gender: Boy National: USA Socio-Economic: Middle Class	Basketball, family, siblings, love, change, jealousy
As Brave as You - realistic fictions	Jason Reynolds	4-8	750L	Ethnicity: Black Age: Intergenerational Gender: Boy National: USA Socio-Economic: working/middle class	Family, summer with grandparents, life in the "country", surviving with no internet, learning new things
Stef Soto, Taco Queen - realistic fiction	Jennifer Torres	4-7	780L	Ethnicity: Latinx Age: 10-13/various Gender: Girl National: USA Socio-Economic: poor/ working class	Fitting in, immigrant parents, family heritage/traditions, appreciating work ethic, being bi-cultural, self-love/acceptance
I Am Malala: How One Girl Stood Up for Education and Changed the World - autobiography	Malala Yousafzai	4-7	730L	Ethnicity: Middle Eastern Age: 10-15 Gender: Girl National: Pakistani Socio-Economic: Various Religion: Muslim	Education, equality for girls, courage, standing up for beliefs, perseverance, identity, self-confidence, love
Star Crossed - realistic fiction	Barbara Dee	4-8	630L	Ethnicity: Whiteness Age: 10-15 Gender: Girl National: USA Socio-Economic: Middle Class Orientation: LGB	Crush on a classmate, school, friendship, self-love, identity, acceptance, misunderstandings
Dancing Home - realistic fiction	Alma flor Ada	3-6	960L	Ethnicity: Mexican Age: 7-11 Gender: Girl	self-love/acceptance, fitting in,

				National: USA Socio-Economic: various	appreciation of heritage, family, friends, change, separation, resilience
The Red Pencil - novel in verse	Andrea Davis Pinkney	4-6	620L	Ethnicity: Sudanese Gender: Girl National: Sudan Age: 10-12 Religion: Muslim	Civil War, refugees, journey, coming of age, survival, loss, courage, hope
The Blossoming Universe of Violet Diamond - realistic fiction	Brenda Woods	4-7	670L	Ethnicity: Whiteness/Black Gender: Girl Age: intergenerational National: USA	Bi-racial issues, loss of a parent, wanting to belong, being the "other", searching for heritage, finding long lost relative
Stanford Wong Flunks Big Time - realistic fiction	Lisa Yee	4-8	650L	Ethnicity: Chinese Gender: Boy Age: Intergenerational National: USA Socio-Economic: Middle Class	Identity, trying to meet parental expectations, underachieving, summer school , basketball, intergenerational family, heritage, daily life
The Great Wall of Lucy Wu - realistic fiction	Wendy	4-8	700L	Ethnicity: Chinese Gender: Girl Age: Intergenerational Socio-Economic: Middle Class	Family, sacrifice, clashing cultures, fitting in, bullying, resilience, cultural appreciation, intergenerational family relationships

6th Grade Culturally Authentic Titles

Title	Author	Interest Level	Lexile	Rings of Culture	Themes
Brendan Buckley's Universe and Everything In It	Sundee T. Frazier	4-7	N/A	Ethnicity: Black/Whiteness Age:6th Grade Gender: boy Socio-Economic: Middle class National: USA	Being biracial, love of science, family, overcoming family struggles, racism/prejudice, grandparent relationship

The Distance Between Us: Young Readers Edition - memoir	Reyna Garza	6-7	780L	Ethnicity: Mexican Age: child/adolescent Gender: Girl Socio-economic: poor National: Mexican/USA	undocumented immigration, poverty, family separation, change, assimilation, overcoming adversity
Fatty Legs - autobiographical	Christy Jordan-Fenton	5-7	N/A	Ethnicity: Inuit Age: 8-12 Gender: girl Socio-economic: National: USA	Native American history, forced assimilation, colonization, Inuit culture/tradition, survival
Gaby Lost and Found -realistic fiction	Angela Cervantes	6-7	640L	Ethnicity: Honduran Age: middle school Socio-economic: poor Gender: girl National: USA	Undocumented immigrants/deportation, family separation, struggle, identity fitting in, coming of age
Ghost - realistic fiction	Jason Reynolds	5-7	730L	Ethnicity: Black Age: middle school Gender: boy Socio-economic: Poor National: USA	Inner city life, Fitting in, identity, family struggle and survival, running, choices/consequences, community
Gracefully Grayson - realistic fiction	Amy Polonsky	5-8	720L	Ethnicity: Whiteness Age: middle school Gender: transgender girl	Gender-Identity, fitting in, acceptance, coming of age, loss, family
In the Footsteps of Crazyhorse - historical fiction	Joseph Marshall III	6-8	620L	Ethnicity: Lakota Age: middle school Gender: boy Socio-economic National: USA	Native American history, Lakota heritage, story of Crazy Horse, oral tradition
Kinda Like Brothers - realistic fiction	Coe Booth	5-7	660L	Ethnicity: Black Age: 11/12 Socio-economic: poor Gender: boy National: USA	Inner city life, foster families, special needs, family conflict, overcoming challenges
Maximillian and the Mystery of the Guardian Angel	Xavier Garza	5-7	490L	Ethnicity: Mexican/ Mexican-American Gender: boy, Age: middle school National: USA/Mexico	Lucha Libre, mystery, adventure, imagination
No Name - based on traditional	Tim Tingle	5-6	N/A	Ethnicity: Choctaw & Cherokee	Family struggles, abuse, father/son

Choctaw tale					Age: middle school Gender: boy National: USA Socio-economic: Poor	relationship, basketball, facing adversity
One Crazy Summer - historical fiction	Rita Williams Garcia	5-7	750L		Ethnicity: Black Age: middle school, Gender: girl National: USA Socio-Economic: working class	Coming of age, family relationships, Black Panthers, mother/daughter relationships
Planet Middle School - novel in verse	Nikki Grimes	5-6	680L		Ethnicity: Black Age: middle school Gender: girl Socio-economic: middle class	Coming of age, adolescence, sports, being a Tomboy, middle school, change
Amina's Voice	Hena Khan	5-7	800L		Ethnicity: Pakistani Gender: girl Age: middle school Religion: Muslim National: USA	Identity, change, fitting in, adolescence, hate crimes, finding a voice

Appendix K

ELITE Public Schools
Student Progress Monitoring

Teacher: _____ Grade Level: _____

Quarter: _____

Student Name	Reading Comp	Grammar	Math Comp	Math PS	Ind Plan ED/SG/E/CBI/CBE
1					
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ED – Extended Day Intervention

SG – Small Group Intervention

E – Enrichment

CBI – Computer-Based Intervention

CBE – Computer-Based Enrichment

Appendix L

ELITE Founders Biographies

Ramona E. Bishop, Ed.D.

Dr. Bishop graduated from John F. Kennedy High School in Richmond, CA and received her Bachelor of Arts from the University of California, Berkeley. She earned her teaching credential from the University of San Francisco where she was student of the year. She earned her Master's Degree and administrative credential from California State University, Hayward. She was awarded a doctorate in educational administration from the University of Pacific.

Dr. Bishop has served as Superintendent of Vallejo City Unified School District (VCUSD) and Associate Superintendent for Educational Services in the Twin Rivers Unified School District. Her professional career also includes teaching, serving as principal, director, assistant superintendent and superintendent in several urban school districts. Additionally, Dr. Bishop has served as the elected president of the California Association of African American Superintendents and Administrators.

Colleagues and community members have recognized Dr. Bishop for her excellence in education. She has been responsible for building multiple systems that enhance outcomes for all students. As a principal she led a staff that facilitated API growth of 122 points in one year. Because of this increase in academic scores Dr. Bishop and her staff received the distinguished Governor's Performance Award. In another principal position she led a staff that facilitated student academic growth in similar schools ranking from a four to an eight. In both of those school settings the student demographic was over 70% students of color with high concentrations of African-American and Latinx students.

Dr. Bishop continued working with school teams to make a positive impact on student achievement when she became a district office administrator. As the final Superintendent of the Del Paso School District, during her one year as the district leader, Dr. Bishop worked with her board and staff to facilitate a districtwide Academic Performance Index increase of 33 points. When the districts merged, and Dr. Bishop became the Associate Superintendent of the Twin Rivers School District, she worked with her Curriculum and Academic Achievement team to facilitate increases in STAR scores, increases in graduation rates, and decreases in dropout rates. As the Superintendent of the Vallejo City Unified School District, Dr. Bishop worked with her team to bring about gradual increases in the percentages of all student groups that meet and exceed the standards on the California Assessment of Student Performance and Progress in English Language Arts and Mathematics. Additionally, graduation rates increased and dropout rates decreased significantly during her tenure. Notably, according to the A-G completion rates for African-American students doubled from 12.1 % to --- , and for Latinx students the rates went from 18.2% to ---, . These increases can be attributed to the systems put strategically in place through strategic collaboration, implementation, and continuous improvement as outlined below.

Most recently, Dr. Bishop worked with the VCUSD staff to implement innovative research-proven strategies while removing the district from state control (the district achieved positive budget certification for several years in a row and moved the district from no credit rating to a Standard and Poors rating of A+). Simultaneously, the staff implemented programs that are receiving state and national attention and having a strong impact on student achievement, including but not limited to: Wall to Wall College and Career Academies for high school students, a Full-Service Community School District, system-wide implementation of Positive Behavioral Intervention Supports (PBIS), Restorative Justice (RJ) and Trauma-informed Care (TIC), K-8 STEAM programming, and innovative magnet school programs.

Dr. Bishop had received numerous awards and recognitions including, but not limited to:
An invitation to speak at the White House at the Fix School Discipline Convening
Ida B. Wells Risk Taker Award - National Alliance of Black School Educators
Superintendent Leadership Award - Coalition for Community Schools
Superintendent of the Year - Association of California School Administrators - Region 3

Dr. Bishop is currently serving as a professor in the African-American Studies Department at UC Davis, and working as a private consultant.

Alana J. Shackelford, Ed.D.

Alana J. Shackelford is an educational leader. Professionally, she has worked in the field of education since 1997. She has 20 years of specialized experience and expertise in teaching and school-site administration in the Vallejo City Unified School District. April of 2011, Dr. Shackelford was promoted to the position of Director of Partnerships and Community Engagement, where she was responsible for the district-wide implementation of Full Service Community Schools (FSCS), in addition to overseeing the structure and development of the Wall-to-Wall Academies (W2W) at each of the comprehensive high schools.

After serving four years as a director, July of 2015, Dr. Shackelford was elevated to the position Chief Partnerships & Community Engagement Officer. Her duties as a chief include developing partnerships with parents, the business community, and relevant government agencies in order to provide school sites with the support they need. Dr. Shackelford is also responsible for supporting school sites in building positive school cultures. She led the school district in implementing their Integrated Intervention System-which includes Positive Behavior Intervention and Support, Restorative Justice and Trauma Informed Care.

Dr. Shackelford is a 1993 graduate of St. Patrick-St. Vincent High School. After high school she attended Oral Roberts University, Tulsa, Oklahoma; where she completed a Bachelor of Science degree in Biology/Pre-med May of 1997. She continued her education receiving a Master's Degree in Education & Administration and Policy Studies from California State University, Sacramento May of 2000. Dr. Shackelford graduated from St. Mary's College, Moraga, California

with a Doctorate in Educational Leadership (Ed.D) May of 2008. During Dr. Shackelford's tenure in the VCUSD, she has been recognized for many accomplishments:

- 2004-05 Walmart City Teacher of the Year
- 2005-06 Vallejo's Elk Lodge Educator of the Year

As a principal (2007-2011), Dr. Shackelford led Highland Elementary School from an Academic Performance Index (API) score of 673 to an API score of 800. In 2007, Highland Elementary was ranked the lowest performing school site ranking 16th out of 16 elementary sites, and by 2011, Highland Elementary ranked 4th out of 16 elementary school elementary sites. As a director, Dr. Shackelford and team were recipients of the California Career Partnership Trust (CCPT) \$6 million grant in support of the W2W Academies. In December of 2014, led VCUSD in being a recipient of California School Board Association (CSBA) Golden Bell Award for the implementation of FSCS.

Publications include: Foundation of Support (2014) Leadership Magazine (co-authored with Dr. Ramona E. Bishop, Superintendent). As a native of Vallejo, Dr. Shackelford is honored and grateful for the opportunity to serve her hometown in ensuring students graduate college and career.

bel Reyes

Ms. Reyes has over a decade of experience working in close partnership with various community and youth-adult partnerships. She brings a host of facilitation skills and leadership in developing community and school partnerships, and innovative design of new programs. Ms. Reyes has extensive experience working with community-based organizations to strengthen their capacity to support young leaders, engage boards of directors/administrators, develop and implement strategic plans, design and implement effective leadership, and provide training in fundraising, staff development, program evaluation and planning.

Ms. Reyes previously served as the Program Director of Community School Partnerships for the UC Davis School of Education. She currently serves as the executive director of a community-based organization located in Sacramento that seeks to bridge innovative partners for more just and equitable outcomes for youth, families, and communities. She has the proven ability to develop strategically effective professional development and technical assistance for diverse communities and stakeholders. Specifically, Ms. Reyes has worked in close partnership with numerous districts such as, the Sacramento City Unified School District, San Juan Unified School District, San Rafael Unified School District, Twin Rivers Unified School District, and the Vallejo City Unified School District to name a few. In addition to her experience working with schools, bel has also presented at numerous national conferences, led various diverse and well-experienced teams around various research-focus efforts including leading the UC Davis School of Education research team for the California Department of Health, Network for a Healthy California, and dedicated time toward juvenile justice efforts and systems change initiative both

at a local and statewide level through efforts such as, My Brother's Keeper Sacramento, the California Endowment's South Sacramento Building Healthy Communities, Youth Block Report, the Positive Youth Justice Initiative, and the Black Child Legacy Campaign.

Having been born in Sacramento, California, bel brings her unique dedication to working with communities of color, schools, families and youth throughout the Sacramento Region. One of bel's special core values is working with the Spanish Speaking families, communities and youth, developing their capacity to be educational advocates. Born to immigrant parents from Guanajuato, México, and a mother herself, bel values the contributions that culture, language, and identity have on education and community.

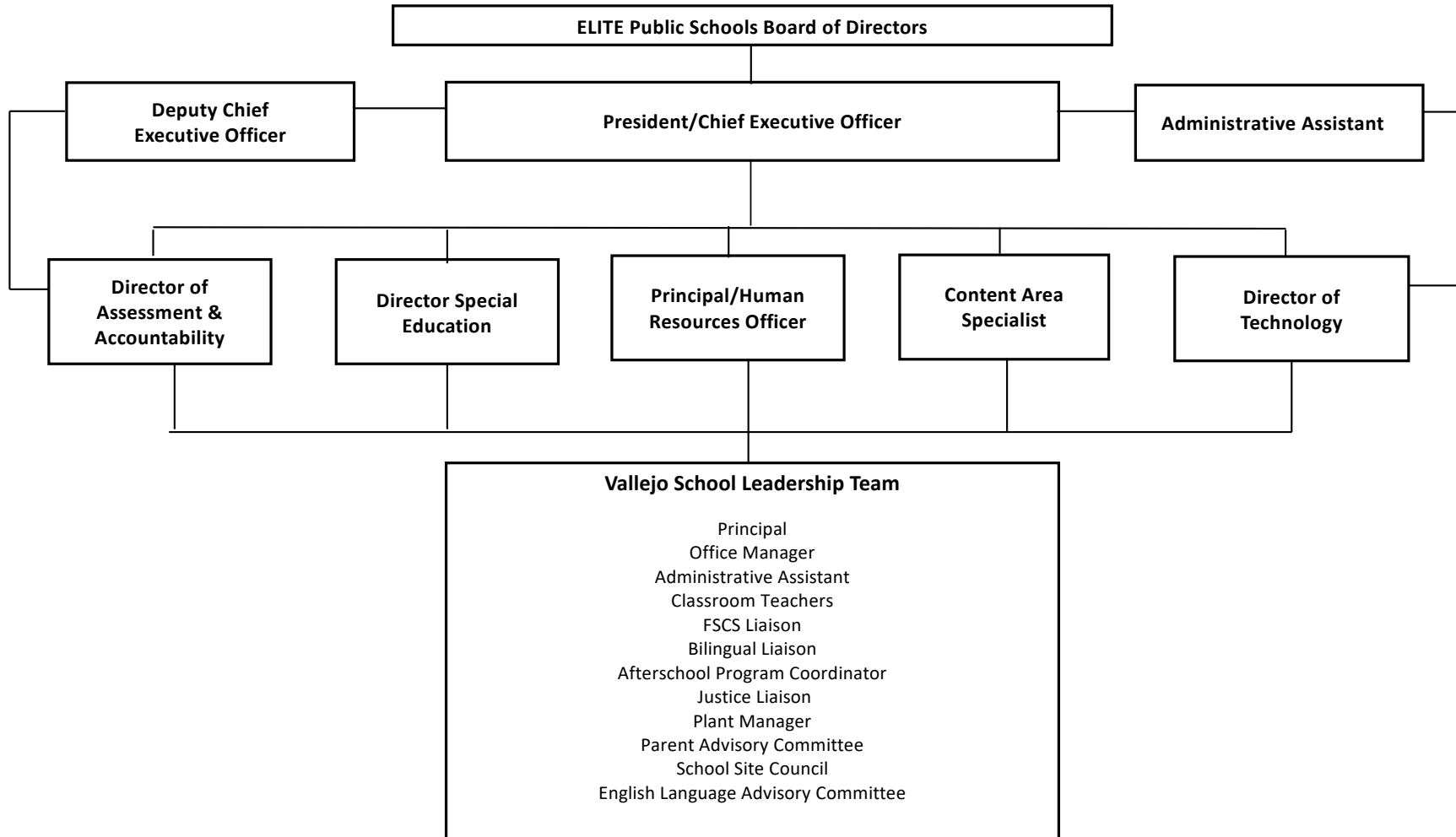
bel earned a Bachelor of Arts in Ethnic Studies at California State University, Sacramento with a concentration in Chicano/a Studies. She is currently in process of earning a Doctorate in Education from the University of Southern California, Rossier School of Education program in Organizational Change and Leadership.

Publications:

- Nuñez-Janes, M., Thornburg, A., & Booker, A.N. (2017). *Deep stories: Practicing, teaching, and learning anthropology with digital storytelling (19-34)*. Warsaw: De Gruyter Open.
- Booker, A., Montgomery-Block, K., Reyes, b., & Scott, Z. (2011). Engaged scholarship within an urban school district: A community and university partnership approach to service learning. *Journal of Public Scholarship in Higher Education*, 1, 67-87.
- Booker, A., Montgomery-Block, K., Reyes, b., & Scott, Z. (2011). How Service Learning With Social Justice Commitments Calls for Transformation of Community Responsibility In School. *Educational Research Association (AERA)*.
- Youth Telling Stories Through Social Media (2010). HealthyCal.org

Appendix M

ELITE Public Schools Organizational Chart



Appendix N

Board Member Biographies

Elder Dominique Beaumonte

Elder Dominique Beaumonte is a passionate educator and community servant. As a former foster youth, he has committed his life to mentoring African-American men and boys. He demonstrates his commitment to his community by serving as a mentor with the Big Brothers Big Sisters, advising several U.C. Davis and Sac State student groups, serving as President of the Sacramento chapter of Alpha Phi Alpha Fraternity, Inc. and as an advocate for African American students.

Professionally, he is an accomplished higher education administrator, career coach and community leader. Mr. Beaumonte has worked at the UC Davis for close to 10 years. During his tenure, he has served as the chairman of the African Faculty and Staff Association and member of the Restorative Justice Taskforce.

He has a great love for the Lord and sharing God's word. As a minister, He serves faithfully at the Progressive Church of God in Christ. At Progressive, he serves as the President of Singles Living Victoriously, President of the Young People Willing Workers (YPWW), Education Coordinator for the Youth Department, Scholarship Committee member, Armor Bearer to the Pastor, and member of the music department. He believes his life's mission is to empower others to tap into their God-given potential for the greater good of humanity.

Elder Beaumonte is a native of Seattle, Washington. He graduated from the University of Oregon with a degree in Ethnic studies/Journalism in 2003 and went on to earn a Master's degree in Educational Leadership and Counseling from the University of Nevada, Las Vegas in 2006.

Christopher M. Firle

Christopher Firle currently serves as the Vice-President of Finance and Chief Financial Officer of the Price Simms Auto Group.

Price Simms Auto Group owns six automotive dealerships throughout the bay area and is one of the largest privately owned automotive groups in Northern California. Prior to joining Price Simms, Mr. Firle served as a Controller for several luxury auto dealerships in Houston, TX. Through his almost 30 years of work experience, Mr. Firle brings expertise in the areas of budgeting, forecasting, financial management, audit management, mergers and acquisitions, and forensic accounting.

Mr. Firle and his wife, Wanda, are residents of Solano County. They are the proud parents of three children, Anthony, Courtney, and Madison. Mr. Firle holds a Bachelors of Professional Accountancy and a Master's in Business Administration from Mississippi State University where he was not only a scholar but a four-year starter and letterman on the Mississippi State Bulldog football team.

Mr. Firle is passionate about family, church, and building others. His community involvement is centered on helping young men reach their full potential regardless of their circumstances. He is also passionate about addressing issues of homelessness His hobbies are playing golf, and watching football and basketball and all things Warriors.

Mr. Clarence Block

Mr. Block is a Retired Paralegal, with expertise in Family Criminal, Landlord-Tenant and Civil Law as well as the Code of Federal Regulations. Over the past 25 years, he has developed experience working in many different legal environments, including law firms. housing and development at the San Francisco Housing Authority, and the Berkeley Housing Authority. Clarence has also worked in the Real Estate and the Mortgage industry.

Mr. Block has a B.A. in Business Management, and a Paralegal Certificate respectively from Saint Mary's College, Moraga, CA, and a Real Estate License from California Department of Real Estate.

Though he is currently retired, he continues to assist local Attorneys in their Private practices, doing case research, writing motions, and case management. Prior to and after retiring he operated a business known as CMB Attorney Service and was a legal Process Server.

Mr. Block characterizes himself a “fighter for justice”. He has a passion for helping people and has assisted many people in their fight for justice and fairness. He has also assisted many young people seeking advice in their academic pursuits.

Mr. Block has lives in the city of Vallejo, with his wife Martha of 46 years. They have 4 children, 12 grandchildren, and 5 great grandchildren. They have resided the city of Vallejo, CA since 1986. Their children attended and graduated from schools in the Vallejo City Unified School District, as have several of his grandchildren. He dedicates life to their wellness and education.

Juanita Reynolds

Dr. Juanita Reynolds, is a native of Oakland, California. She currently serves as the Executive Director Northern California for Honors Pathway. Dr. Reynolds has worked in education for over 20 years in various capacities and is considered an expert in school turnaround. She has served as a school district office administrator, a site administrator for elementary, middle and high school, as well as teacher. She most recently served as a Director of Programs at New Leaders for New Schools. In 2015 Dr. Reynolds received the Capital City Legends Award for her outstanding service and commitment to education.

Kellie Todd Griffin

Kellie Todd Griffin is the founder of Sistallect, a brand strategy and messaging consultancy firm that focuses on engaging and enhancing the lives women of color socially, politically and economically. She has been a strong advocate for women of color focusing on expanding opportunities of success personally and professionally. For more than 20 years, Todd Griffin has served as a marketing, communications and engagement leader for Fortune 500 companies, international organizations and political figures.

Throughout her two decades, she has obtained results driven experience, which includes creating innovative, nationally recognized and award-winning campaigns, initiatives and programs. She has earned accolades and recognitions including a state resolution from the California Speaker of the Assembly. Her work crosses all delivery spectrums. Recently, she created a venue for African American women to connect and engage with each other through a networking gathering.

She is also the author of a soon to be released book, *Sistagirl@Work*, which provides practical information to women of color in the workplace. She's an active participant in local politics by supporting women of color candidates. In addition, she serves on the board of directors of the Greater Sacramento Urban League and as the Health Chair for the Sacramento NAACP. Todd Griffin is a champion for women of color and works diligently to advocate for their issues to be addressed and image to be enhanced.

Currently, Todd Griffin serves as the Director of Strategic Giving & Community Engagement for Health Net. She also served as the Director of Marketing & Communications for CA Health & Wellness. She was also part of the executive leadership team that opened the new, Martin Luther King, Jr. Community Hospital in South Los Angeles as a high touch, high tech, high quality care delivery model. Todd Griffin also served as the Communications Director for former California Assembly Speaker and current Congresswoman Karen Bass. She led Bass' State of Black California initiative that developed a quality of life report that led to the first of its kind legislative agenda targeting the needs of Black Californians. In addition, she launched CA African Americans for Obama with Rep. Bass in 2007. She served as a member of the 7-person team that set up the California's Obama 08 campaign's successful 2008 presidential run.

Todd also led American Honda Motor Company, Inc.'s nation-wide diversity and philanthropy communications as the Senior Administrator for Corporate Affairs and Communications. During her tenure, she was responsible for developing and leading the communications strategies that launched the award-winning Honda Battle of the Bands competition at the Georgia Dome.

Todd Griffin also founded Sistahs Taking Action, a volunteer organization that brings women together to serve the community while networking. A native of Southern California, Todd holds a bachelor's degree in Journalism and Public Relations from the University of Texas at Arlington. She is the proud mother of two sons.

Pastor Danny Jefferson

Pastor Danny Jefferson is the Senior Pastor of Rehoboth World Outreach Center in Vallejo, CA. He is blessed with the distinct honor of succeeding his father, Superintendent Perless Jefferson, Sr. who is the Founder of Rehoboth Church, and served as Pastor for 50 years. Under Pastor Jefferson's pastoral leadership, Rehoboth has experienced tremendous growth. Pastor Jefferson's passion is Transformation.

– transforming individual lives and transforming our cities and communities. And thus, many ministries, departments, programs and services have been added to the church to fulfill this mandate.

Pastor Jefferson matriculated through Morris Brown College in Atlanta, GA and Sacramento Theological Seminary, earning a Bachelor degree. Currently, he is a Master of Arts degree Candidate at Trinity Theological Seminary, Newburgh, IN.

Pastor Jefferson has been involved with community activism for many years. Through Rehoboth Community Transformation Corporation (RCTC), he established many community programs to address the needs of families in the surrounding community. In 2006, Pastor Jefferson and RCTC completed New Life Community Transformation Center, the home of Kids Kingdom Child Development Center, Royal Employment Services, and administrative offices. RCTC also adopted John Finney High School, a continuation high school for Vallejo youth, providing support services to administration and students.

Pastor Jefferson is a member of Alpha Phi Alpha Fraternity, Inc, where he serves as Western Region Chaplain.

In 2007, he founded Vallejo Faith Organization (VFO) and serves as President. VFO has made significant impact on the City of Vallejo and continues to do so in the areas of City Government, Vallejo Schools, and the Marketplace, advancing the cause of Jesus Christ for city transformation.

Currently, Pastor Jefferson is the President of the Community Democratic Club of Solano County (CDC). The CDC is one of the largest Democratic Clubs in the county and is a force for change! Additionally, Pastor Jefferson was elected Vice President of the Vallejo Branch of NAACP.

Pastor Jefferson serves Northern California First Jurisdiction Church Of God In Christ, Bishop Albert Galbraith, Prelate, as Jurisdictional Secretary and District Superintendent of the Holy Ghost District.

Pastor Jefferson has received numerous awards and recognitions for his pastoral leadership and community activism from organizations such as, California State Assembly, University of California at Davis, Solano County Board of Education, Solano County Fighting Back Partnership, Vallejo City Unified School District, and The City of Vallejo.

He celebrates 26 years with his partner in ministry and life, Lady Camille Jefferson; and, they are the proud parents of three children – Morgan, DJ, and Junel.

Maia Johnson

Maia Johnson is currently working as a Program Manager at Intel Corporation where she is responsible for Intel's Premiere Support technical support capability. Maia began her career at Intel over 17 years ago as a Software Engineer where she developed software applications supporting Intel's graphics driver development. Maia then transitioned into management where she led a team of Software Engineers responsible for developing tools to support the process of releasing software to Intel's customers.

Maia holds a bachelor's degree in computer engineering, and a master's degree in business administration from California State University Sacramento. She is currently pursuing her Project Management Professional (PMP) certification.

When she is not at work, Maia enjoys spending time with her family, watching sports, and listening to music. Maia enjoys volunteering at elementary schools teaching children the importance of achieving a STEM education. She also volunteers at the local Women's Empowerment center teaching computer classes to homeless women.

Maia is a proud member of Delta Sigma Theta Sorority, Inc.; National Society of Black Engineers; National Black MBA Association, and the Society of Women Engineers.

Ronald Page II

Professor Page has been teaching Mathematics at City College of San Francisco (CCSF) since 2012. He is the 1st and only Black Full-Time Tenured Math Faculty member in the Mathematics Department since the college's existence in 1935.

Page has ventured down a windy road to teaching after completing K---12 schooling in Vallejo, CA and going on to complete a Bachelor's of Arts in Applied Math with a minor in African-American Studies at UC Berkeley. While at CAL, Page conducted undergraduate research in math on campuses of UC San Diego, Lawrence Berkeley and Lawrence Livermore Labs, contributing to scientific articles as well as presentations on his work nationwide. Shortly after the passing of his father, Page began and completed his Master of Science in Applied Math at CSU East Bay. It was at this time that Page began to hone in on his love for teaching young and not so young adults. At CCSF Page has contributed to the department, not only by teaching courses from basic arithmetic to Calculus, but also by leading Panel discussions on African-American experiences in Math and Science. Page currently is the Math Bridge Coordinator, as well as, the creator of a recently launched, Math Mentoring Program for Basic Skills students at the college. With CCSF fully accredited staff assistance and through the offering of free tuition this Fall to California residents, Page expects to continue to help students navigate through the language and culture of Math for many years to come.

Dr. Alexis Patterson

Alexis Patterson, Ph.D., earned her undergraduate degree from UC Berkeley and her Master's degree from Stanford University. She received her doctorate in Curriculum Studies and Teacher Education in Science from Stanford's Graduate School of Education. Prior to graduate school, Dr. Patterson worked in Oakland Unified School District as a tutor and an assistant director of an after-school program, as a middle school science teacher, and as an intervention instructor at an elementary school. In addition to Oakland's public schools, she has worked in private and charter school settings. Dr. Patterson earned her Multiple Subjects Teaching Credential from CSU East Bay.

Dr. Patterson is currently an Assistant Professor at UC Davis in their School of Education and teaches elementary science methods to teacher credential candidates amongst other courses. Her research lies at the intersection of equity studies, social psychology, and science education. Recent projects have

focused on equity issues that arise when students work together on group projects in science and the role social-emotional skills play in facilitating equitable interactions between students. Driving her research endeavors is her desire to create learning environments that are equitable and engaging for students from historically marginalized and underserved backgrounds. Dr. Patterson has been recognized for her scholarship in the area of science education and was selected to be a Faculty Scholar for UC Davis' Center for the Advancement of Multicultural Perspectives on Science (CAMPOS).

Reverend Dr. Dante R. Quick

Reverend Dr. Quick was born and reared in Washington, D.C. He relocated to Atlanta to attend Morehouse College where he received a Bachelor of Arts Degree in Political Science with a concentration in Pre-law. While at Morehouse, he was one of the first recipients of the William H. Cosby Grant for Landmark College's gifted-dyslexic student program.

Reverend Dr. Quick accepted his call to ministry under the Pastorate of the Reverend Dr. Aaron L. Parker of the Zion Hill Baptist Church in Atlanta, Georgia. In response to his commitment to serve God, Dr.

Quick received a Master of Divinity with a concentration in Theology from Princeton Theological Seminary in Princeton, New Jersey. He was the recipient of the Jean Anne Swope and James L. Mechem Prize in Christian Ethics. He served as the President of the Association of Black Seminarians, an organization that represents all Princeton seminarians of the African Diaspora. Pastor Quick also served on numerous student/faculty committees and as a Graduate Chaplain for the African-American students at Princeton University. He published his first article entitled, "The Relevance of Race," in The Princeton Theological Review and is a contributor to The African-American Lectionary.

Dr. Quick has served both the church and the academy in several capacities. In 2006, he was called to serve New Liberation Presbyterian Church in San Francisco which experienced phenomenal growth in attendance and internal love. In addition, Quick served as a Policy Analyst for ITC/Faithfactor, a Presidential Initiative of the Interdenominational Theological Center in Atlanta, Georgia. In that capacity, he developed and delivered training materials and programs to aid African-American churches and leaders in engaging in community development programming.

Secularly, Reverend Dr. Quick has served in the offices of Mayor Marion Barry, Congressman John Lewis and Governor Zell Miller. He also served as the Legislative Representative for the Atlanta Board of Education. In these capacities, he has addressed audiences at the National Conference of Black Mayors, The World Conference of Mayors and the National Conference of Black Men. He also served as the Special Programs Administrator for the Fulton County District Attorney in Atlanta, Georgia.

Reverend Dr. Quick relocated to the Bay area to pursue a Ph.D. in Philosophical and Systematic Theology at the Graduate Theological Union, as well as African-American Studies. Upon his acceptance, he was awarded the President's Award and the William Randolph Hearst Scholarship.

His studies are focused on the theology of Howard Thurman and the political philosophy of Ralph Bunche en route to the construction of an African-American political theology. He was the first appointed Howard Washington Thurman Teaching Fellow at the American Baptist Seminary of the West where he was responsible for teaching Constructive and Systematic Theology and Ethics. He was also one of only twelve Ph.D. students selected as a Walbash/Teagle Religious Educator Fellow at the Graduate Theological Union. He also served as the student representative to the Graduate Theological Union Board of Trustees.

On September 8th, 2017, Reverend Dr. Quick was conferred with his Ph.D in Philosophical and Systematic Theology with a focus on African American Studies from the Graduate Theological Union, University of California at Berkeley.

Reverend Dr. Dante R. Quick is the proud parent of Alexander Danté and Kennedy Danielle.

Vajra Watson, Ed.D.

Dr. Watson is the UC Davis Director of Research and Policy for Equity. As a scholar-activist, moments of personal, communal, and inter/national trauma shape and inform the research questions that Dr. Watson asks, her research epistemology, and the methodological principles she relies upon to communicate findings that are accessible to broad and diverse audiences as an explicit act of intervention and organizing.

In 2008, Watson founded Sacramento Area Youth Speaks (SAYS), a social justice movement that breaks the barriers of underachievement by elevating the voices of students as the authors of their own lives and agents of change. She designed a training program that pairs community-based poet-mentor educators and teachers together to develop grassroots pedagogies that reimagine schooling (says.ucdavis.edu).

Dr. Watson is the author of *Learning to Liberate: Community-Based Solutions to the Crisis in Urban Education* (Routledge, 2012), *Censoring Freedom* (2013), *Literacy is a Civil Write* (2015), *Life as Primary Text* (2017), *Transformative Schooling: Towards Racial Equity in Education* (Routledge, 2018), among others. She is the recipient of the UCD Early Career Award, the Chancellor's Individual Achievement Award for Diversity, and AERA's Social Impact Award and Social Justice Leadership Award.

Watson received her B.A. from UC Berkeley and her Doctorate from the Graduate School of Education at Harvard University.

Appendix O

Budget Narrative

The attached budget and cash flow projections are based on estimates of the actual revenue and costs to implement ELITE Public Schools (ELITE) as described in this petition. ELITE engaged EdTec to advise and consult in the development of accurately projected revenues, expenses, and cash flow.

EdTec was founded to develop, support, and advance quality charter schools by delivering high-value support services and expertise. EdTec currently works with over 300 charter schools, offering support in charter school development, finance, operations, governance, and software. Back-office clients receive a CFO-level resource to advise school leadership and specialists in Payroll, Accounts Payable, Accounting, and Data, and EdTec offers a wide range of financial services, including but not limited to building annual projected budgets, managing monthly financial statements, managing payroll, identifying grant and funding opportunities beyond federal and state dollars, and other fiduciary services.

The narrative below lays out the conservative assumptions on which this budget is based. The budget reflects a positive operating income in each of the five years and results in an ending balance that is 34% of expenses in year five, fully allowing us to adjust staffing needs responsively to our growing school and the particular student needs as they present themselves through annual enrollment.

Demographics

ELITE will open with 548 students in grades TK through 8 in the 2019-20 school year. For the 2020-21 school year, the school will expand into grades 9 through 10, with 821 students total. The following two years will see one added grade per year until full enrollment of 1,212 students in grades TK through 12 is reached in the 2022-23 school year. The attendance rate is assumed to be 93%. ELITE is confident in its ability to reach its enrollment projections due to strong community support received during outreach in the planning phase of the school's development. Please see below for detailed enrollment assumptions:

Grade	2019-20	2020-21	2021-22	2022-23	2023-24
TK	75	75	75	75	75
K	75	75	75	75	75
1	50	75	75	75	75
2	50	50	75	75	75
3	50	50	50	75	75
4	62	62	62	93	93
5	62	62	93	93	93
6	62	62	93	93	93
7	31	62	93	93	93
8	31	62	93	93	93
9	0	93	93	93	93
10	0	93	93	93	93
11	0	0	93	93	93
12	0	0	0	93	93
Total	548	821	1,063	1,212	1,212

Using the information available as of the FY19 proposed budget for the Vallejo City Unified School District which projects 75% Unduplicated Percentage for FY19 as well as ELITE's target student population, ELITE is projecting the following student demographics:

- 19% English Language Learner
- 73% Free and Reduced Priced Meals
- 74% Unduplicated Percentage

Revenue

Local Control Funding has been calculated using the Fiscal Crisis and Management Assistance Team (FCMAT) calculator v.19.1b released after the Governor's May Revise 2018 Budget. The calculator file is available on request. Major assumptions include:

Enrollment and ADA assumptions as outlined above. 75% unduplicated in all years is assumed for the Concentration Grant, based on Vallejo City Unified demographics. Concentration Grant funding is therefore estimated at \$394,468.

The calculated LCFF rate for ELITE's first year is projected to be \$10,085, if the LCFF transition is complete by FY19. Based on the Governor's May 2018 revise budget proposal, the LCFF implementation originally scheduled to be completed by FY21 is expected to be complete in FY19.

Because of this, ELITE will be funded from year one according to its own target funding calculation (unlike new charter schools in the past, who were funded at a transitional level based on their own target, but their District's floor rate). A table of assumed LCFF rates per ADA are included below.

	2019-20	2020-21	2021-22	2022-23	2023-24
COLA	2.57%	2.67%	3.42%	3.26%	0.5%
Funding Rate / ADA	\$10,085	\$10,734	\$11,130	\$11,571	\$11,628
Implementation %	100.00%	NA	NA	NA	NA

Of the above LCFF rate, 24.43% of the revenues would come from In-Lieu of Property Tax. ELITE's calculation is based on Vallejo City Unified Schools District's In-Lieu of Property Tax rate. ELITE would also receive \$200 per ADA of funding through the Education Protection Account and the remaining LCFF funds would come from State Aid.

ELITE has budgeted for Child Nutrition using 2017-18 reimbursement rates. To be conservative, ELITE is budgeting assuming a combination of bad debt (unpaid food expense by families who do not receive full subsidy) and over-ordering (food not claimed by an eligible student) will lead to a small operating loss of their nutrition program of around 10%.

ELITE expects to receive Title I funding at a rate of \$355 per FRL student, and Title II funding at a rate of \$60 per FRL student based on CDE estimates.

The school has also budgeted for state lottery revenue. These monies do not begin to arrive until year two (year one funds are accrued). This has been budgeted at \$194/ADA in 2019-20.

Grants/Fundraising

ELITE is evaluating public and private grant opportunities, none of which are currently included in the budget. Should additional grants materialize, ELITE would likely add additional expenses associated with the grants.

Additionally, ELITE would qualify for the Charter School Startup Grant program, but it is not included in the petition budget since the details are still unknown.

Expenses

Staffing

The table below contains the starting salary for all positions as well as FTE for positions in each year. The salary projections were set at the current rates in an effort to balance competitive compensation and affordability throughout the first five years of operations. Salary growth is projected at 2% per year.

Position	Starting Salary	FY 20	FY 21	FY 22	FY 23	FY 24
Classroom Teacher	\$49,640	20	29	37	42	42
Athletic Director	\$49,640	1	2	3	3	3
FSCS Coordinator	\$60,000	1	1	2	3	3
President/CEO	\$155,000	1	1	1	1	1
Deputy Chief	\$130,000	1	1	1	1	1
Principal/HR	\$130,000	1	1	1	1	1
Vice Principal	\$100,000	0	1	2	3	3
Learning Center Aide	\$35,000	1	2	3	3	3
Afterschool Liaison	\$35,000	6	9	12	13.5	13.5
Plant Manager	\$45,000	1	2	3	3	3
Administrative Assistant	\$50,000	1	2	2	2	2
Bilingual Liaison	\$45,000	1	1	2	2	2
Human Resources Technician	\$45,000	1	1	1	1	1
Office Manager	\$45,000	1	2	3	3	3

The budget also includes additional budgeted amounts of \$20,000 for teacher stipends and \$39,600 for substitute pay.

Benefits

ELITE is planning to be a member of the California State Teachers' Retirement System (CalSTRS) and as such, has budgeted the following annual contribution percentages for certificated employees:

CalSTRS	FY 20	FY 21	FY 22	FY 23	FY 24
Employer Contribution	18.13%	19.10%	19.10%	20.25%	20.25%

ELITE is planning to be a member of the California Public Employees' Retirement System (CalPERS) and as such, has budgeted the following annual contribution percentages for classified employees:

CalPERS	FY 20	FY 21	FY 22	FY 23	FY 24
Employer Contribution	20.80%	23.50%	24.60%	25.30%	25.80%

ELITE will offer health insurance to all employees at 50% FTE or greater, with a budgeted health and wellness rate of \$8,000 for each participating employee in 2019-20 and increasing by 8% per year thereafter. This amount would include health, dental, and vision. ELITE has also included employer contributions for Medicare, State Unemployment Insurance and Workers' Compensation.

Books and Supplies

Since ELITE's curriculum will place heavy emphasis on technology in the classroom, the budgets for standard curriculum will be limited. The budget includes \$300 per new student for textbooks and core curricula, with additional money to replenish curricula budgeted in year four at a rate of \$300 per student. \$135 per student is budgeted for consumable instructional supplies, and an additional \$31 per student for testing and assessment supplies. Educational software is budgeted at \$155 per student, and student computers at \$225 per student in year one, ramping up to near \$800 per student in year two, and averaging \$500 per student in future years in order to achieve a 1:1 student to computer ratio. The budget for computers also includes money for staff technology: \$16,500 for initial office systems in year one and \$1,500 per new teacher each year. In years four and five, an additional \$125,000 and \$250,000 for computer refreshes to replace old equipment is budgeted.

ELITE has budgeted \$170 per new student in classroom furniture and equipment, while non-classroom related furniture and equipment is budgeted at \$50 per new student. Further, \$50 per student is budgeted for custodial supplies, \$6 per student for PE supplies and \$50 per new student for uniforms. The school has budgeted \$12 per student for office supplies, with an additional \$10,000 in year one.

For nutrition service, food service costs start at \$294,729 in year one and rise to \$708,183 at full enrollment, operating at a small loss in all years due to reasons previously described.

Services and Operating Expenses

Many of the Services and Operating expenses and cost rates were estimated by EdTec based on its experience doing back office services for over 350 California charter schools. As much as possible, the rationale for the expenses is indicated in the notes column in the budget detail. Most expenses grow at 3% per year to account for inflation, while also increasing relative to the additional number of students and staff as the school grows.

For its facilities, ELITE is budgeting at a rate consistent with a Prop 39 agreement, which the school plans to apply for. The budget includes 80 square feet per student in year one at a rate of \$5 per square foot per year based on market research of the Vallejo City area where the school plans to locate. In year one, this would be a total cost of \$219,200. After year one, additional square feet will be added based on the number of additional students is added annually. The facilities cost reaches \$545,647 in 2022-23 when the school reaches full capacity.

The school is separately budgeting for all utilities, janitorial, and repairs and maintenance costs. Together in year one these are estimated at \$19,805 per month based on comparable facilities costs in the area, and increase proportionally with rent each year.

ELITE would be interested in discussing collaboration with VCUSD in providing special education services for its student population with Individualized Education Programs (IEPs). The budget for special education assumes this model. The Special Education Encroachment payments to the district are budgeted at of \$1,287 per ADA, a level that matches the VCUSD per ADA rate of its general fund contribution to special education per the VCUSD 2017-18 2nd Interim Financial Report.

ELITE will contract out with a back office provider, such as EdTec, for support with budget development, financial management, accounting, payroll, accounts payable, and attendance and board support. Fees are estimated based on a sliding scale percentage of revenue and are projected at \$162,133 in year one and gradually increasing to \$270,566 by year five. ELITE has separately budgeted for its non-profit audit and tax filings at \$15,000.

The school has budgeted \$2,500 per teacher for professional development and an additional \$250 per teacher for conference fees. Marketing and student recruitment is estimated at \$67 per student with \$15,000 occurring in the startup year, as well as \$50,000 for legal fees and retainers.

For technology support and services \$6,850 per month has been budgeted, given the school's high technology usage. Printing and reproduction costs are based on similar charter data and budgeted at \$25 per student, while \$35,000 is budgeted for equipment leases.

ELITE is budgeting \$5,480 for staff recruitment (\$4,000 occurring in the startup year), \$75 per student for insurance (based on similar charter data), and \$30 per student for its Student Information System.

The Charter School has included the required 1% oversight payment to its charter authorizer, the interest payments associated with the CSFA Revolving Loan, as well as \$80,000 in financing costs associated with the sale of government receivables (see Cash Flow section).

Based on benchmarking data, the budget includes \$5,480 for dues and memberships (including CCSA), \$2,500 for banking fees, \$1,750 for fingerprinting, \$300 per FTE in payroll fees, \$600 per FTE for communications (phone and internet), and \$100 per FTE in postage and delivery.

Start Up Expenses

As previously mentioned, startup expenses will include approximately \$15,000 in marketing and student recruiting, and \$4,000 in staff recruiting.

Cash Flow

The cash flow projection assumes that Property Tax payments are paid each month by the district, aside from the first two payments which would come in October 2019 and January 2020 through the special advance apportionment. Education Protection Account payments are disbursed quarterly. The Special Advance Apportionment for schools growing by a grade level is also included.

Once authorized, ELITE will apply for the California School Finance Authority Charter School Revolving Loan Fund in order to fund the initial purchasing of curriculum and equipment in order

to manage cash flow. Based on strong financial management as well as EdTec's successful record in supporting startup charter schools with this application process, ELITE is confident that it will be a strong candidate for the loan. The Charter School has forecasted receipt of \$250,000 in principal in July 2019, and assumes a four-year payback period. Repayments of this principal consist of \$62,500 per year, in six equal portions in August through January. The Charter School has also budgeted interest expense for this loan. The interest expense was calculated based on current expectations for Revolving Loan Fund terms. In the unlikely case that the Charter School does not receive the Revolving Loan, the Charter School could sell receivables to finance operations.

Due to the scale of ELITE's initial operations and timing of revenues as a new school, ELITE plans to make short-term receivable sales of its government receivables in order to bridge temporary cash shortfalls (please see attachment from Charter Asset Management). Appropriate financing costs are including in the budget.

Expenses have been allocated based on the experience of similar charter schools. Spending for books and supplies is heavier in July and August as the school purchases curriculum, technology and furniture in advance of the school year.

ELITE
Multi-year Projection
As of Pet FY2020

	Start-up Year	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	Assumptions
SUMMARY							
Revenue							
LCFF Entitlement	-	5,139,573	8,195,540	11,002,547	13,042,569	13,107,042	
Federal Revenue	-	427,346	557,542	672,953	744,013	744,013	
Other State Revenues	-	114,049	179,173	238,667	282,969	288,852	
Local Revenues	-	16,269	24,373	31,558	35,981	35,981	
Fundraising and Grants	-	-	-	-	-	-	
Total Revenue	-	5,697,237	8,956,628	11,945,725	14,105,532	14,175,888	
Expenses							
Compensation and Benefits	-	2,860,116	4,255,282	5,826,763	6,742,048	6,932,283	
Books and Supplies	-	1,014,511	1,239,093	1,472,864	2,013,753	1,818,727	
Services and Other Operating Expenditures	19,000	1,794,056	2,729,585	3,516,907	4,070,657	4,187,500	
Depreciation	-	-	-	-	-	-	
Other Outflows	-	-	4,282	1,702	1,076	450	
Total Expenses	19,000	5,668,683	8,228,242	10,818,236	12,827,534	12,938,959	
Operating Income	(19,000)	28,554	728,386	1,127,489	1,277,998	1,236,928	
Fund Balance							
Beginning Balance (Unaudited)	-	-	28,554	756,940	1,884,429	3,162,427	
Audit Adjustment	-	-	-	-	-	-	
Beginning Balance (Audited)	-	-	28,554	756,940	1,884,429	3,162,427	
Operating Income	(19,000)	28,554	728,386	1,127,489	1,277,998	1,236,928	
Ending Fund Balance	(19,000)	28,554	756,940	1,884,429	3,162,427	4,399,355	
Total Revenue Per ADA		11,179	11,731	12,084	12,514	12,577	
Total Expenses Per ADA		11,123	10,777	10,943	11,380	11,479	
Operating Income Per ADA		56	954	1,141	1,134	1,097	

ELITE
Multi-year Projection
As of Pet FY2020

	Start-up Year	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	Assumptions
Key Assumptions							
Enrollment Summary							
K-3		300	325	350	375	375	
4-6		186	186	248	279	279	
7-8		62	124	186	186	186	
9-12		-	186	279	372	372	
Total Enrolled		548	821	1,063	1,212	1,212	
ADA %							
K-3		93.0%	93.0%	93.0%	93.0%	93.0%	
4-6		93.0%	93.0%	93.0%	93.0%	93.0%	
7-8		93.0%	93.0%	93.0%	93.0%	93.0%	
9-12		93.0%	93.0%	93.0%	93.0%	93.0%	
Average ADA %		93.0%	93.0%	93.0%	93.0%	93.0%	
ADA							
K-3	0	279.0	302.3	325.5	348.8	348.8	
4-6	0	173.0	173.0	230.6	259.5	259.5	
7-8	0	57.7	115.3	173.0	173.0	173.0	
9-12	0	-	173.0	259.5	346.0	346.0	
Total ADA	0	509.6	763.5	988.6	1,127.2	1,127.2	

ELITE
Multi-year Projection
As of Pet FY2020

	Start-up Year	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	Assumptions
REVENUE							
LCFF Entitlement							
8011	Charter Schools General Purpose Entitlement - State Aid	-	3,782,066	6,161,757	8,369,281	10,040,200	10,104,673
8012	Education Protection Account Entitlement	-	101,928	152,706	197,718	225,432	225,432
8096	Charter Schools in Lieu of Property Taxes	-	1,255,579	1,881,077	2,435,548	2,776,937	2,776,937
	SUBTOTAL - LCFF Entitlement	-	5,139,573	8,195,540	11,002,547	13,042,569	13,107,042
Federal Revenue							
8220	Child Nutrition Programs	-	261,346	391,542	506,953	578,013	578,013
8291	Title I	-	142,000	142,000	142,000	142,000	142,000
8292	Title II	-	24,000	24,000	24,000	24,000	24,000
	SUBTOTAL - Federal Revenue	-	427,346	557,542	672,953	744,013	744,013
Other State Revenue							
8520	Child Nutrition - State	-	15,179	22,741	29,444	33,572	33,572
8550	Mandated Cost Reimbursements	-	-	8,307	17,436	23,600	28,354
8560	State Lottery Revenue	-	98,870	148,125	191,786	225,798	226,927
	SUBTOTAL - Other State Revenue	-	114,049	179,173	238,667	282,969	288,852
Local Revenue							
8634	Food Service Sales	-	16,269	24,373	31,558	35,981	35,981
	SUBTOTAL - Local Revenue	-	16,269	24,373	31,558	35,981	35,981
Fundraising and Grants							
	SUBTOTAL - Fundraising and Grants	-	-	-	-	-	-
	TOTAL REVENUE	-	5,697,237	8,956,628	11,945,725	14,105,532	14,175,888

ELITE
Multi-year Projection
As of Pet FY2020

	Start-up Year	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	Assumptions
EXPENSES							
Compensation & Benefits							
Certificated Salaries							
1100	Teachers Salaries	-	992,800	1,468,351	1,910,882	2,212,491	2,256,741
1101	Teacher - Stipends	-	20,000	25,000	40,000	50,000	50,000
1103	Teacher - Substitute Pay	-	39,600	36,400	52,000	54,600	54,600
1111	Teacher - Elective	-	49,640	101,266	154,936	158,035	161,196
1200	Certificated Pupil Support Salaries	-	60,000	61,200	176,868	244,078	248,959
1300	Certificated Supervisor & Administrator Salaries	-	415,000	525,300	639,846	758,764	773,939
	SUBTOTAL - Certificated Salaries	-	1,577,040	2,217,517	2,974,532	3,477,968	3,545,435
Classified Salaries							
2100	Classified Instructional Aide Salaries	-	35,000	71,400	109,242	111,427	113,655
2200	Classified Support Salaries	-	255,000	413,100	577,422	644,684	657,578
2400	Classified Clerical & Office Salaries	-	185,000	285,600	384,948	392,647	400,500
	SUBTOTAL - Classified Salaries	-	475,000	770,100	1,071,612	1,148,758	1,171,733
Employee Benefits							
3100	STRS	-	285,917	423,546	568,136	704,289	717,951
3200	PERS	-	98,800	180,974	263,617	290,636	302,307
3300	OASDI-Medicare-Alternative	-	59,205	91,067	125,109	138,310	141,046
3400	Health & Welfare Benefits	-	312,000	501,120	727,834	876,760	946,900
3500	Unemployment Insurance	-	16,244	18,676	25,116	24,360	24,360
3600	Workers Comp Insurance	-	35,911	52,283	70,808	80,968	82,550
	SUBTOTAL - Employee Benefits	-	808,076	1,267,665	1,780,618	2,115,322	2,215,115
Books & Supplies							
4100	Approved Textbooks & Core Curricula Materials	-	164,400	84,357	112,499	363,600	90,900 \$300/new student
4315	Custodial Supplies	-	27,400	42,282	56,387	66,219	68,206 \$50/student
4320	Educational Software	-	84,940	143,675	191,606	225,017	231,767 \$155/student
4325	Instructional Materials & Supplies	-	73,980	123,150	164,234	192,872	198,658 \$135/student
4330	Office Supplies	-	16,576	10,148	13,533	15,893	16,369 \$12/student - \$10K extra in Year 1
4335	PE Supplies	-	3,288	9,852	15,945	23,028	24,240 \$6/student
4350	Uniforms	-	27,400	14,060	18,750	22,019	22,680 \$50/new student
4352	Testing & Assessment Supplies	-	16,988	28,735	42,520	49,934	51,432 \$31/student
4410	Classroom Furniture, Equipment & Supplies	-	93,160	47,802	63,749	74,866	77,112 \$170/new student
4420	Computers (individual items less than \$5k)	-	171,300	250,050	151,000	232,635	274,000 Year 1: \$225/new student, \$1500/Teacher, +\$16,500 office
4430	Non Classroom Related Furniture, Equipment & Supplies	-	27,400	14,060	18,750	22,019	22,680 \$50/new student
4710	Student Food Services	-	294,729	451,096	596,415	694,099	708,183 Full participation of FRL students for lunch; 50% for breakfast and snack
4720	Other Food	-	12,950	19,828	27,477	31,552	32,499 \$350/FTE
	SUBTOTAL - Books and Supplies	-	1,014,511	1,239,093	1,472,864	2,013,753	1,818,727
Services & Other Operating Expenses							
5200	Travel & Conferences	-	9,250	14,163	19,627	22,537	23,214
5300	Dues & Memberships	-	5,480	8,456	11,277	13,244	13,641
5400	Insurance	-	41,100	63,422	84,580	99,329	102,309 Umbrella liability based on CharterSafe quotes for similarly-sized schools
5515	Janitorial, Gardening Services & Supplies	-	76,720	143,675	191,606	225,017	231,767 \$140/enrollment
5535	Utilities - All Utilities	-	131,520	202,951	270,657	317,852	327,388 \$.25/sqft/month; 80 sqft per student
5605	Equipment Leases	-	35,000	50,000	75,000	77,250	79,568
5610	Rent	-	219,200	338,252	451,095	529,754	545,647 Prop 39; 80 sqft/student; \$5/sqft
5615	Repairs and Maintenance - Building	-	21,920	33,825	45,109	52,975	54,565
5617	Repairs and Maintenance - Other Equipment	-	7,500	15,000	25,000	25,750	26,523
5803	Accounting Fees	-	15,000	25,000	30,000	30,900	31,827
5805	Administrative Fees	-	1,000	2,500	5,000	5,150	5,305

ELITE
Multi-year Projection
As of Pet FY2020

	Start-up Year	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	Assumptions
5809	Banking Fees	-	2,500	2,575	2,652	2,732	2,814
5812	Business Services	-	162,133	212,949	256,000	269,159	270,566 Declining % of revenue; 2-3%
5824	District Oversight Fees	-	51,396	81,955	110,025	130,426	131,070 1% of LCFF
5836	Fingerprinting	-	1,750	750	750	500	515
5845	Legal Fees	-	50,000	55,000	60,500	66,550	73,205
5846	Loan and Financing Fees	-	80,000	75,000	-	-	-
5851	Marketing and Student Recruiting	15,000	20,620	55,007	73,358	86,149	88,734 \$65/student, less \$15K in Startup Budget for Year 1
5857	Payroll Fees	-	11,100	16,995	23,552	27,045	27,856 \$300/FTE
5860	Printing and Reproduction	-	13,700	21,141	28,193	33,110	34,103 \$25/student
5863	Professional Development	-	52,500	93,000	123,600	143,222	147,518 \$2500/Teacher
5872	Special Education Encroachment	-	655,907	1,012,143	1,349,799	1,585,170	1,632,725 Per VUSD 17-18 2nd interim p. 10; General fund contributions to SPED.
5875	Staff Recruiting	4,000	1,480	8,210	10,949	12,858	13,244
5877	Student Activities	-	2,740	5,747	10,630	12,484	12,858
5881	Student Information System	-	16,440	25,369	33,832	39,732	40,924 \$30/student
5887	Technology Services	-	82,200	126,845	169,161	198,658	204,618 \$150/student
5900	Communications	-	22,200	33,990	47,104	54,090	55,713 \$600/FTE
5915	Postage and Delivery	-	3,700	5,665	7,851	9,015	9,285 \$100/FTE
SUBTOTAL - Services & Other Operating Exp.		19,000	1,794,056	2,729,585	3,516,907	4,070,657	4,187,500
Depreciation Expense							
SUBTOTAL - Depreciation Expense		-	-	-	-	-	-
Other Outflows							
7438	Long term debt - Interest	-	-	4,282	1,702	1,076	450
SUBTOTAL - Other Outflows		-	-	4,282	1,702	1,076	450
TOTAL EXPENSES		19,000	5,668,683	8,228,242	10,818,236	12,827,534	12,938,959

ELITE
Monthly Cash Forecast
As of Pet FY2020

	2019-20														
	Actuals & Forecast														
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance	
Beginning Cash	-	50,600	19,212	94,283	425,909	23,440	33,262	512,553	106,771	88,545	78,680	134,832			
REVENUE															
LCFF Entitlement	-	-	-	1,776,409	-	-	932,258	-	566,390	478,870	453,388	453,388	5,139,573	478,870	
Federal Revenue	-	-	21,779	21,779	63,279	21,779	21,779	63,279	21,779	21,779	63,279	21,779	427,346	85,058	
Other State Revenue	-	-	1,265	1,265	1,265	1,265	1,265	1,265	1,265	1,265	1,265	1,265	114,049	101,400	
Other Local Revenue	-	-	1,627	1,627	1,627	1,627	1,627	1,627	1,627	1,627	1,627	1,627	16,269	-	
Fundraising & Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL REVENUE	-	-	24,671	1,801,079	66,171	24,671	956,929	66,171	591,061	503,541	519,559	478,059	5,697,237	665,328	
EXPENSES															
Certificated Salaries	37,883	37,883	148,127	148,127	148,127	158,127	148,127	148,127	148,127	148,127	148,127	158,127	1,577,040	-	
Classified Salaries	15,417	15,417	44,417	44,417	44,417	44,417	44,417	44,417	44,417	44,417	44,417	44,417	475,000	-	
Employee Benefits	73,593	41,982	76,692	71,819	71,007	72,965	77,504	71,819	71,819	67,640	67,640	43,598	808,076	-	
Books & Supplies	88,801	155,738	173,658	66,257	66,257	66,257	66,257	66,257	66,257	66,257	66,257	66,257	1,014,511	-	
Services & Other Operating Expenses	83,706	80,368	122,952	155,078	155,078	189,328	157,578	157,578	194,912	153,211	153,211	187,461	1,794,056	3,598	
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL EXPENSES	299,400	331,388	565,845	485,698	484,885	531,093	493,883	488,198	525,531	479,652	479,652	499,860	5,668,683	3,598	
Operating Cash Inflow (Outflow)	(299,400)	(331,388)	(541,174)	1,315,382	(418,715)	(506,423)	463,046	(422,027)	65,529	23,889	39,907	(21,801)	28,554	661,730	
Revenues - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summerholdback for Teachers	-	-	16,245	16,245	16,245	16,245	16,245	16,245	16,245	16,245	16,245	16,245	-	-	
Loans Payable (Long Term)	350,000	300,000	600,000	(1,000,000)	-	500,000	-	-	(100,000)	(50,000)	-	-	-	-	
Ending Cash	50,600	19,212	94,283	425,909	23,440	33,262	512,553	106,771	88,545	78,680	134,832	129,276			

ELITE
Monthly Cash Forecast
As of Pet FY2020

	2020-21														
	Actuals & Forecast														
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance	
Beginning Cash	129,276	152,739	53,313	62,427	136,259	132,382	109,657	80,234	68,428	125,359	68,785	125,609			
REVENUE															
LCFF Entitlement	-	280,977	356,312	602,056	470,602	470,602	550,748	470,602	1,127,736	1,004,606	941,041	941,041	8,195,540	979,217	
Federal Revenue	-	-	32,628	32,628	74,128	32,628	32,628	74,128	32,628	32,628	74,128	32,628	557,542	106,757	
Other State Revenue	-	-	1,895	1,895	10,202	1,895	1,895	26,613	1,895	1,895	26,613	1,895	179,173	102,480	
Other Local Revenue	-	-	2,437	2,437	2,437	2,437	2,437	2,437	2,437	2,437	2,437	2,437	24,373	-	
Fundraising & Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL REVENUE	-	280,977	393,272	639,017	557,370	507,563	587,709	573,780	1,164,697	1,041,567	1,044,219	978,002	8,956,628	1,188,454	
EXPENSES															
Certificated Salaries	38,308	38,308	211,590	211,590	211,590	224,090	211,590	211,590	211,590	211,590	211,590	224,090	2,217,517	-	
Classified Salaries	27,625	27,625	71,485	71,485	71,485	71,485	71,485	71,485	71,485	71,485	71,485	71,485	770,100	-	
Employee Benefits	114,002	64,073	118,947	113,345	112,411	114,980	119,881	113,345	113,345	107,509	107,509	68,318	1,267,665	-	
Books & Supplies	80,349	82,152	112,693	144,256	144,256	144,256	88,522	88,522	88,522	88,522	88,522	88,522	1,239,093	-	
Services & Other Operating Expenses	124,199	119,206	186,276	236,221	236,221	289,073	240,388	240,388	298,157	233,622	233,622	286,474	2,729,585	5,737	
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Outflows	-	-	-	3,205	200	191	182	174	-	330	-	-	4,282	-	
TOTAL EXPENSES	384,484	331,364	700,991	780,102	776,163	844,075	732,048	725,503	783,098	713,059	712,729	738,889	8,228,242	5,737	
Operating Cash Inflow (Outflow)	(384,484)	(50,388)	(307,719)	(141,085)	(218,793)	(336,512)	(144,339)	(151,723)	381,598	328,509	331,491	239,113	728,386	1,182,717	
Revenues - Prior Year Accruals	489,173	35,785	41,500	-	-	98,870	-	-	-	-	-	-	-		
Expenses - Prior Year Accruals	0	(3,598)	-	-	-	-	-	-	-	-	-	-	-		
Summerholdback for Teachers	(81,226)	(81,226)	25,333	25,333	25,333	25,333	25,333	25,333	25,333	25,333	25,333	25,333	-		
Loans Payable (Long Term)	-	-	250,000	189,583	189,583	189,583	89,583	114,583	(350,000)	(410,417)	(300,000)	(325,000)	-		
Ending Cash	152,739	53,313	62,427	136,259	132,382	109,657	80,234	68,428	125,359	68,785	125,609	65,055			

ELITE
Monthly Cash Forecast
As of Pet FY2020

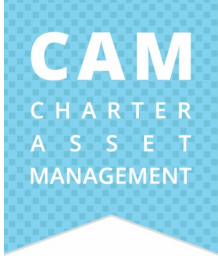
	2021-22														
	Actuals & Forecast														
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance	
Beginning Cash	65,055	372,797	326,695	90,519	252,940	107,583	7,395	40,320	2,245	184,631	464,567	761,741			
REVENUE															
LCFF Entitlement	-	436,062	548,927	1,101,000	732,242	732,242	940,571	732,242	1,297,780	1,161,965	1,090,029	1,090,029	11,002,547	1,139,459	
Federal Revenue	-	-	42,246	42,246	83,746	42,246	42,246	83,746	42,246	42,246	83,746	42,246	672,953	125,992	
Other State Revenue	-	-	2,454	2,454	19,890	2,454	2,454	39,485	2,454	2,454	39,485	2,454	238,667	122,631	
Other Local Revenue	-	-	3,156	3,156	3,156	3,156	3,156	3,156	3,156	3,156	3,156	3,156	31,558	-	
Fundraising & Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL REVENUE	-	436,062	596,782	1,148,856	839,033	780,097	988,427	858,629	1,345,636	1,209,820	1,216,416	1,137,885	11,945,725	1,388,082	
EXPENSES															
Certificated Salaries	48,984	48,984	283,656	283,656	283,656	303,656	283,656	283,656	283,656	283,656	283,656	303,656	2,974,532	-	
Classified Salaries	35,981	35,981	99,965	99,965	99,965	99,965	99,965	99,965	99,965	99,965	99,965	99,965	1,071,612	-	
Employee Benefits	161,933	90,217	166,612	159,077	157,821	161,931	167,868	159,077	159,077	151,183	151,183	94,640	1,780,618	-	
Books & Supplies	76,743	79,241	120,671	162,190	162,190	162,190	118,273	118,273	118,273	118,273	118,273	118,273	1,472,864	-	
Services & Other Operating Expenses	155,566	148,952	238,397	305,036	305,036	375,520	310,036	310,036	387,122	301,007	301,007	371,490	3,516,907	7,702	
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Outflows	-	-	-	937	148	139	130	122	-	226	-	-	1,702	-	
TOTAL EXPENSES	479,206	403,373	909,301	1,010,862	1,008,817	1,103,402	979,929	971,130	1,048,093	954,311	954,085	988,025	10,818,236	7,702	
Operating Cash Inflow (Outflow)	(479,206)	32,689	(312,519)	137,994	(169,784)	(323,304)	8,498	(112,502)	297,542	255,510	262,331	149,859	1,127,489	1,380,380	
Revenues - Prior Year Accruals	963,615	53,612	41,500	-	-	98,690	-	-	-	-	-	-	-	-	
Expenses - Prior Year Accruals	-	(5,737)	-	-	-	-	-	-	-	-	-	-	-	-	
Summerholdback for Teachers	(126,666)	(126,666)	34,843	34,843	34,843	34,843	34,843	34,843	34,843	34,843	34,843	34,843	-	-	
Loans Payable (Long Term)	(50,000)	-	-	(10,417)	(10,417)	89,583	(10,417)	39,583	(150,000)	(10,417)	-	-	-	-	
Ending Cash	372,797	326,695	90,519	252,940	107,583	7,395	40,320	2,245	184,631	464,567	761,741	946,444			

ELITE
Monthly Cash Forecast
As of Pet FY2020

	2022-23													
	Actuals & Forecast													
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance
Beginning Cash	946,444	1,327,558	1,287,909	1,056,364	1,302,181	1,220,702	1,078,656	1,243,031	1,278,929	1,534,641	1,749,004	1,993,137		
REVENUE														
LCFF Entitlement	-	586,427	732,560	1,381,518	987,373	987,373	1,213,832	987,373	1,376,748	1,235,913	1,165,698	1,165,698	13,042,569	1,222,056
Federal Revenue	-	-	48,168	48,168	89,668	48,168	48,168	89,668	48,168	48,168	89,668	48,168	744,013	137,835
Other State Revenue	-	-	2,798	2,798	26,397	2,798	2,798	50,744	2,798	2,798	50,744	2,798	282,969	135,500
Other Local Revenue	-	-	3,598	3,598	3,598	3,598	3,598	3,598	3,598	3,598	3,598	3,598	35,981	-
Fundraising & Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	-	586,427	787,123	1,436,082	1,107,037	1,041,937	1,268,395	1,131,384	1,431,311	1,290,476	1,309,708	1,220,261	14,105,532	1,495,391
EXPENSES														
Certificated Salaries	58,937	58,937	331,009	331,009	331,009	356,009	331,009	331,009	331,009	331,009	331,009	356,009	3,477,968	-
Classified Salaries	36,700	36,700	107,536	107,536	107,536	107,536	107,536	107,536	107,536	107,536	107,536	107,536	1,148,758	-
Employee Benefits	192,469	106,754	196,442	189,134	187,916	193,341	197,660	189,134	189,134	180,325	180,325	112,687	2,115,322	-
Books & Supplies	137,923	140,791	189,876	237,933	237,933	237,933	138,561	138,561	138,561	138,561	138,561	138,561	2,013,753	-
Services & Other Operating Expenses	178,084	170,390	275,311	353,616	353,616	436,390	358,766	358,766	449,366	348,150	348,150	430,924	4,070,657	9,130
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	625	95	87	78	69	-	122	-	-	1,076	-
TOTAL EXPENSES	604,113	513,572	1,100,175	1,219,853	1,218,105	1,331,296	1,133,610	1,125,075	1,215,605	1,105,703	1,105,581	1,145,716	12,827,534	9,130
Operating Cash Inflow (Outflow)	(604,113)	72,855	(313,052)	216,228	(111,069)	(289,359)	134,785	6,309	215,706	184,773	204,127	74,545	1,277,998	1,486,261
Revenues - Prior Year Accruals	1,159,444	69,415	41,500	-	-	117,724	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	-	(7,702)	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	(174,217)	(174,217)	40,006	40,006	40,006	40,006	40,006	40,006	40,006	40,006	40,006	40,006	-	-
Loans Payable (Long Term)	-	-	-	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	-	(10,417)	-	-	-	-
Ending Cash	1,327,558	1,287,909	1,056,364	1,302,181	1,220,702	1,078,656	1,243,031	1,278,929	1,534,641	1,749,004	1,993,137	2,107,687		

ELITE
Monthly Cash Forecast
As of Pet FY2020

	2023-24													
	Actuals & Forecast													
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance
Beginning Cash	2,107,687	2,566,038	2,618,386	2,504,288	2,565,203	2,641,100	2,661,374	2,769,561	2,927,875	3,072,167	3,180,979	3,341,816		
REVENUE														
LCFF Entitlement	-	671,850	838,466	1,187,934	1,131,576	1,131,576	1,187,934	1,131,576	1,298,192	1,160,164	1,103,806	1,103,806	13,107,042	1,160,164
Federal Revenue	-	-	48,168	48,168	89,668	48,168	48,168	89,668	48,168	48,168	89,668	48,168	744,013	137,835
Other State Revenue	-	-	2,798	2,798	31,151	2,798	2,798	59,247	2,798	2,798	59,247	2,798	288,852	119,623
Other Local Revenue	-	-	3,598	3,598	3,598	3,598	3,598	3,598	3,598	3,598	3,598	3,598	35,981	-
Fundraising & Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	-	671,850	893,030	1,242,497	1,255,993	1,186,139	1,242,497	1,284,088	1,352,755	1,214,728	1,256,319	1,158,370	14,175,888	1,417,623
EXPENSES														
Certificated Salaries	60,025	60,025	337,539	337,539	337,539	362,539	337,539	337,539	337,539	337,539	337,539	362,539	3,545,435	-
Classified Salaries	37,434	37,434	109,686	109,686	109,686	109,686	109,686	109,686	109,686	109,686	109,686	109,686	1,171,733	-
Employee Benefits	205,219	113,413	205,109	197,801	196,583	202,008	206,327	197,801	197,801	188,844	188,844	115,361	2,215,115	-
Books & Supplies	100,524	103,478	154,088	202,837	202,837	202,837	142,021	142,021	142,021	142,021	142,021	142,021	1,818,727	-
Services & Other Operating Expenses	183,259	175,138	283,011	363,796	363,796	449,053	369,100	369,100	462,222	358,198	358,198	443,455	4,187,500	9,175
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	312	43	35	26	17	-	17	-	-	450	-
TOTAL EXPENSES	586,461	489,487	1,089,434	1,211,971	1,210,484	1,326,159	1,164,699	1,156,164	1,249,269	1,136,305	1,136,288	1,173,062	12,938,959	9,175
Operating Cash Inflow (Outflow)	(586,461)	182,363	(196,404)	30,526	45,508	(140,020)	77,798	127,924	103,486	78,423	120,031	(14,692)	1,236,928	1,408,448
Revenues - Prior Year Accruals	1,244,842	79,144	41,500	-	-	129,904	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	-	(9,130)	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	(200,030)	(200,030)	40,806	40,806	40,806	40,806	40,806	40,806	40,806	40,806	40,806	40,806	-	-
Loans Payable (Long Term)	-	-	-	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	-	(10,417)	-	-	-	-
Ending Cash	2,566,038	2,618,386	2,504,288	2,565,203	2,641,100	2,661,374	2,769,561	2,927,875	3,072,167	3,180,979	3,341,816	3,367,930		



Appendix P

Palo Alto | Los Angeles

A 530 Lytton Avenue, 2nd Floor
Palo Alto, CA 94301

515 South Flower Street, 36th Floor
Los Angeles, CA 90071

P 213.335.6275

W charterassetmanagement.com

Dr. Ramona Bishop

Executive Director / Lead Petitioner

ELITE Public Schools

1830 Springs Road, PMB 210, Vallejo, CA 94591

May 29, 2018

To Dr. Ramona Bishop and ELITE Public Schools Board of Directors:

Charter Asset Management (CAM) provides working capital for charter schools nationwide. Since 2013, CAM has funded over \$300 million to more than 250 charter schools in seventeen states. We are pleased to present this letter of intent for ELITE Public Schools.

CAM offers up to \$4,300,000.00 in working capital for ELITE Public Schools for the 2019-2020 school years via our asset-based funding program. Funds will be available for draw down throughout the academic year.

CAM reviews all financial, governance, and all other relevant information for the schools we fund. CAM is not a lender and does not make loans. CAM is a factoring company. The availability of funding for each draw request is subject to and conditioned upon CAM's prior approval, satisfactory completion of due diligence, and the parties agreeing upon and reducing to writing all terms and conditions necessary and incidental to the validity of a separate purchase contract. CAM has no obligation to provide funding until the parties have executed a formal written Factoring Agreement covering each specific draw request.

Sincerely,

A handwritten signature in black ink, appearing to read "Paul N. Im". The signature is stylized with a large, looped initial "P".

Paul N. Im

Managing Partner

This letter is a letter of intent only and is not legally binding. Funding availability is contingent on approval and good standing of the charter school with the authorizer throughout the year. CAM is not a lender and does not make loans. CAM is a factoring company. The availability of funding for each draw request is subject to and conditioned upon CAM's prior approval, satisfactory completion of due diligence, and the parties agreeing upon and reducing to writing all terms and conditions necessary and incidental to the validity of a separate purchase contract. CAM has no obligation to provide funding until the parties have executed a formal written Factoring Agreement covering each specific draw request.

Appendix Q

ELITE Health and Safety Policies

Immunization Requirements

ELITE adheres to the CA Health and Safety Code §120325 and 17 C.C.R. § 6020 in which the California Department of Health requires that all enrolled students receive the following immunizations:

- Diphtheria, Tetanus, and Pertussis (DTaP, DTP, or DT)
- Hepatitis B
- Measles, Mumps, and Rubella (MMR)
- Polio
- Varicella (chicken pox)

A student is unable to be admitted to an ELITE school without the certification of the immunizations listed above or unless a student is exempted pursuant to the CA Health and Safety Code §120325 and 17 C.C.R. § 6020. Additionally, vaccinations must be administered according to the schedules and doses as required by the guidelines provided by Department of Health.

Conditional Admission

In accordance with 17 C.C.R. § 6035, a student who lacks documentation of having received all required vaccine doses may be admitted conditionally if he/she has commenced receiving doses, is not currently due for any doses at the time of admission, and the parent/guardian is notified of the date by which the student must complete all the required immunizations. A student may also be granted conditional admission if he/she has obtained a temporary medical exemption in accordance with 17 C.C.R. § 6050 and the parent/guardian is notified of the date by which the student must complete all required immunizations once the temporary medical exemption terminates.

Certification

As required by 17 C.C.R. § 6065, the physician or agency performing the immunization must provide the student's parent/guardian with a written record containing the following information:

- Name of the student
- Birthdate
- Type of vaccine administered
- Month, date, and year of each immunization
- Name and contact of the physician or agency administering the vaccine

When such a written record is not available, the parent/guardian will be referred to a physician or nurse for review of the student's immunization history and provision of immunizations as needed. The student will not be admitted until satisfactory proof can be shown.

ELITE will record each student's immunizations on the California School Immunization Record, which will become part of the mandatory student record as defined in 5 C.C.R. § 430. For students transferring between school campuses in California or from a school in another state to a school in California, if the mandatory permanent student record has not been received at the time of entry to the new school, ELITE may admit the student for up to 30 days in accordance with 17 C.C.R. § 6070(e). If the mandatory record is not received at the end of the 30-day period, ELITE will require the parent/guardian to present a written immunization record as described in this policy. If the record is not presented, the student will be excluded from further attendance until he/she comes into compliance with the immunization requirements.

Exemptions

Personal Belief Exemption

Pursuant to SB 277, ELITE will no longer accept exemptions related to personal beliefs against immunization. Students have a letter or affidavit on file as of January 1, 2020, stating beliefs against immunization, will be allowed to remain enrolled until the student enrolls in the next grade span. For the purposes of this policy, "grade spans" are as follows: (1) birth to preschool; (2) kindergarten and grades 1-6, inclusive, including TK; (3) grades 7-12, inclusive.

Medical Exemption

Pursuant to Health and Safety Code § 120370(b), students will be exempt from the immunization requirements if the parent/guardian files a written statement by a licensed physician stating that the child's physical condition renders immunization unsafe. The statement will indicate the specific nature and probable duration of the medical condition or circumstances for which the physician does not recommend immunization.

Under Health and Safety Code § 120370(b), ELITE may temporarily exclude a student from school if there is good cause to believe that the child has been exposed to a disease for which he/she has no proof of immunization until a local health officer is satisfied that the child is no longer at risk of developing or transmitting the disease.

Safety Policies

ELITE will provide a safe, orderly, and secure environment conducive to learning. ELITE will establish a school in which students will be safe from both physical and social-emotional harm. ELITE will develop a plan to work cooperatively and collaboratively with the national office and Board of Directors to identify, establish and use strategies and programs that comply with local school safety laws. Additionally, ELITE will develop a plan to work cooperatively and

collaboratively with parents, students, teachers, administrators, counselors and community agencies, including law enforcement, to provide safe and orderly schools and neighborhoods. Furthermore, ELITE will create a learning and working environment where parents and families can feel confident that their students are safe and secure. Moreover, ELITE will identify clear procedures for emergencies with participation and input from teachers, parents, school administrators, and community members to promote a collective voice of safety for all our students, staff, and community.

Emergency Preparedness

There are four stages of emergency management:

1. Mitigation/Prevention
2. Preparedness
3. Response
4. Recovery

Safety Drills as Required by the State of California

1. Fire drills: Monthly while school is in session, with one occurring within the first (15) days of start of school.
2. Lock down drills: twice yearly, once within first 30 days of start of school.
3. Earthquake drill: once per quarter.

Emergency Preparedness

ELITE requires that instructional and administrative staff receive training in emergency response, including CPR and first aid. In addition, the Charter School will adopt an extensive Emergency Preparedness Handbook that outlines policies and procedures for response to natural disasters and emergencies. This includes seating a school wide emergency team that includes teachers, administrators, counselors, and parents. The emergency plan spells out procedures for most conceivable emergencies.

ELITE shall maintain and adhere to a School Safety Plan drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. This School Safety Plan will specify response protocols to varied emergency situations, including but not limited to: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the School Safety Plan for Eureka! Inclusive Charter School.

ELITE will adhere to this plan to address the need of the school site. Emergency drills will be held periodically and as required for fire, earthquake and code red/lockdown scenarios. Staff shall be provided training on emergency and first aid response.

The School Safety Plan will be submitted to the District no later than 30 days prior to the beginning of the school year and will be maintained on file and available for inspection.

Blood Borne Pathogens

ELITE shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students 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 bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free, Alcohol Free, Smoke Free Environment

ELITE shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

ELITE shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. ELITE shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

ELITE shall secure a facility and shall provide the District a Certificate of Occupancy and proper clearances, as applicable to charter schools, no later than 30 days prior to the Charter School's opening date or by a date otherwise agreed to between the District and the Charter School.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

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

Appendix R

The proposed calendar for the 2019-20 school year is described in the following section.

ELITE 2019/20 SCHOOL CALENDAR (PROPOSED)

Monday-Friday – July 29 – August 2, 2019 – Professional Development and Planning for Teachers and Instructional Staff

Monday-Friday - August 5-9, 2019 – Professional Development and Planning for Teachers, Instructional Staff, and other staff as needed

Monday - August 12, 2019 - First day of school

Monday - September 2, 2019 - Labor Day holiday

Friday - October 11, 2019 - End of 1st marking period

Monday - October 14, 2019 - Student holiday/teacher workday

Tuesday - October 15, 2019 - Begin 2nd marking period

Friday - October 25, 2019 - Student holiday/teacher professional day/ teacher non-workday

Monday-Friday - November 18-22, 2019 - Thanksgiving Break

Thursday - December 19, 2019 - End of 2nd marking period

Friday - December 20, 2019 - Teacher Workday/Student Holiday

December 23, 2019 – January 3, 2020 -Two-Week Winter Break – School is closed

Monday, January 6, 2020 Students return to school/Begin 2nd semester/3rd marking period

Monday, January 20, 2020 Martin Luther King, Jr. holiday – School is closed

Monday, February 17, 2020 Presidents Day Holiday – School is closed

Thursday, March 12, 2020 - End of 3rd marking period

Friday, March 13, 2020, Student holiday/teacher workday

Monday, March 16, 2020 - Begin 4th marking period

Monday-Friday, April 6-10, 2020

Monday, May 18, 2020 - Memorial Day holiday – School is closed

Wednesday, May 27, 2020 - End of 4th marking period/last day of school for students

Thursday-Friday May 28 - May 29, 2020 Post planning for teachers

Appendix S

ELITE Public Schools Affirmations

Affirmations to which ELITE Public Schools will adhere:

- a. Be nonsectarian in its programs, admission policies, employment practices, and all other operations (E.C. section 47605)
- b. Not charge tuition or require donations (E.C. section 47605)
- c. Not discriminate against any person on the basis of race, ethnicity, nationality, gender, gender identity, gender expression, religion, sexual orientation, disability or association with a person or group with one or more of these actual or perceived characteristics.
- d. Adhere to all laws establishing minimum age for public school attendance (E.C. section 47610)
- e. Serve students who are California residents and who, if over 19 years of age, are continuously enrolled in a public school and making "satisfactory progress" toward a high school diploma as defined in 5 CCR 11965 (E.C. section 47612)
- f. Serve students with disabilities in the same manner as such students are served in other public schools (E.C. sections 47646, 56145)
- g. Admit all students who wish to attend the school, according to the following criteria and procedures:
 - 1) Admission to the charter school shall not be determined according to the student's place of residence, or that of his/her parents/guardians, within this state, except that any existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to students who reside within the school's former attendance area.

However, if a charter school will be physically located in a public elementary school attendance area in which 50 percent or more of the student enrollment is eligible for free or reduced price meals, it may also establish an admissions preference for students who are currently enrolled in the public elementary school and for students who reside in the public school attendance area. (E.C. section 47603.3)
 - 2) If the number of students who wish to attend the charter school exceeds the school's capacity, attendance shall be determined by a public random drawing, except that preferences shall be extended to students currently attending the charter school and students who reside in the county, except as provided for in E.C. section 47614.5. In the event of a drawing, the Board shall make reasonable efforts to accommodate the growth of the charter school and shall not take any action to impede the charter school from expanding enrollment to meet student demand.
 - 3) Other admissions preferences permitted by the Board on an individual school basis as consistent with law.
- h. Require its teachers to 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

i. Require its teachers of core academic subjects to satisfy requirements for “highly qualified teachers” as defined by the State Board of Education (20 USC 6319)

j. Not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law (E.C. sections 44830.1, 45122.1)

k. Meet the requirements of E.C. section 47611 regarding the State Teachers' Retirement System (E.C. section 47610)

l. Be subject to provisions in Government Code sections 3540-3549.3 related to collective bargaining in public education employment. If a charter does not specify that the charter school shall comply with laws and regulations governing tenure or a merit or civil service system, the scope of representation for that charter school shall also include discipline and dismissal of charter school employees. (E.C. section 47611.5)

m. If applicable, meet federal requirements for qualifications of paraprofessionals working in programs supported by Title I funds (20 USC 6319)

n. Meet all statewide standards and conduct the student assessments required by E.C. sections 60605 and 60851 and any other statewide standards or student assessments applicable to non-charter public schools (E.C. sections 47605, 47612.5)

o. Meet the requirements and regulations associated with the No Child Left Behind (NCLB) Act

p. Offer at least the number of instructional minutes set forth in E.C. section 47612.5 for the grade levels provided by the charter school

If a classroom-based program, offer a school year of 175 days, preferably five (5) days a week. Offer, at a minimum, the same number of instructional minutes set forth in E.C. section 46201 for the appropriate grade levels. (E.C. section 47612.5) These minimum numbers of minutes are defined by grade level as follows:

Kindergarten 36,000 minutes

Grades 1-3 50,400 minutes

Grades 4-8 54,000 minutes

Grades 9-12 64,800 minutes

q. If an independent study program, meet the requirements of E.C. sections 51745-51749.3, except that it may be allowed to offer courses required for graduation solely through independent study as an exception to E.C. section 51745(e) (E.C. sections 47612.5, 51747.3; 5 CCR 11705)

r. Identify and report to the State Superintendent of Public Instruction any portion of its average daily attendance that is generated through non-classroom-based instruction, including but not limited to

independent study, home study, work study, and distance and computer-based education (E.C. sections 47612.5, 47634.2)

s. On a regular basis, consult with parents/guardians and teachers regarding the school's educational programs (E.C. section 47605)

t. If a student subject to compulsory full-time education is expelled or leaves the charter school without graduating or completing the school year for any reason, notify the superintendent of the school district of the student's last known address within 30 days and, upon request, provide that district with a copy of the student's cumulative record, including a transcript of grades or report card, and health information

u. Comply with the current California Building Code and enforced by the local building enforcement agency with jurisdiction over the area in which the charter school is located, unless the charter school facility meets either of the following conditions: (E.C. sections 47610, 47610.5)

1) The facility complies with the Field Act pursuant to E.C. sections 17280-17317 and 17365-17374

2) The facility is exclusively owned or controlled by an entity that is not subject to the California Building Code, including but not limited to the federal government. Promptly respond to all inquiries from SCOE, or the State Superintendent of Public Instruction, including but not limited to inquiries regarding its financial records (E.C. section 47604.3)

v. Annually prepare and submit financial reports to the County Board of Education and the County Superintendent in accordance with the following reporting cycle:

1) By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to E.C. section 47605(g) will satisfy this requirement. (E.C. section 47604.33)

2) By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. (E.C. section 47604.33)

3) By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31. (E.C. section 47604.33)

4) By September 15, a final unaudited report for the full prior year. The report submitted to the Board shall include an annual statement of all the charter school's receipts and expenditures for the preceding fiscal year. (E.C. sections 42100, 47604.33)

5) By December 15, transmit a copy of the charter school's annual, independent financial audit report for the preceding fiscal year, conducted in the manner prescribed by law and completed by an independent auditor specializing in public school finance in the State of California, to the State Superintendent or designee, the State Controller, the County Superintendent, and the CDE, unless the

charter school's audit is encompassed in SCOE's audit. The audit report shall also be submitted to the State Controller and the CDE. (E.C. section 47605)

w. Maintain written contemporaneous records that document all student attendance and make these records available for audit and inspection (E.C. section 47612.5)

x. In addition to submitting the proposed charter and the affirmations described above, charter school petitioners shall provide information to the Board regarding the proposed operation and potential effects of the school, including but not limited to:

- 1) The facilities to be used by the school
- 2) The manner in which administrative services of the school are to be provided
- 3) Potential civil liability effects, if any, upon the school and SCOE
- 4) Financial statements that include a proposed first-year operational budget, including start-up costs, and cash-flow and financial projections for the first three years of operation

Signature – EPS Co-founder

Appendix T

ELITE Consultants – as of October 1, 2017

Back Office Provider – pending

Food Service Consultant – pending

Technical Assistance – School Design

Innovation Bridge

Provides high quality technical assistance support aimed at bridging innovative practices and collaborative partnerships for more just and equitable communities and schools. They specialize in working with teams to develop sustainable systems. They will work with us to help build the overall program design for ELITE Public Schools.

Center for Culturally Responsive Teaching and Learning

Dr. Sharroky Hollie, Executive Director, is a nationally-renowned educator. He has been a teacher, school founder and director, professor, author and consultant for over 25 years. Dr. Hollie's expertise will be used as we work with teachers to develop our culturally responsive, common core aligned, literature-based Reading/Language Arts curriculum with English Language Development supports.

Kimberly Papillon, J.D.

Kimberly Papillon is an international lecturer and expert on medical, legal, judicial, and educational decision-making. She works with judges, lawyers, doctors, city officials, educators, and others to define areas in which unconscious bias is affecting decisions, leading to disproportionate outcomes, and resolve those issues through training and development of decision making templates that are fair and equitable. She will train all staff members and ensure that ELITE staff members set up processes and practices that are bias free.

Yadari Enterprises

Yadari Enterprises will provide technical support and training in the development of the ELITE technology infrastructure and development of the computer science and coding curriculum. The company has a track record of success in this area.

California Association for Bilingual Education (CABE)

CABE is a non-profit organization that promotes bilingual education and quality educational experiences for all students in California. CABE recognizes and honors the fact that we live in a rich multicultural, global society and that respect for diversity makes us a stronger state and nation.

PETITION FOR THE ESTABLISHMENT OF ELITE PUBLIC SCHOOL

We the undersigned believe that the attached charter for the creation of Elite Public School (the "Charter School") merits consideration and hereby petition the governing board of the Vallejo City Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners authorize the Leadership Team to negotiate any non-substantive amendments to the charter necessary to secure approval. Signature page is attached to petition upon signature. [Select one: The petitioners listed below certify that they are teachers who are meaningfully interested in teaching at the Charter School OR The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Charter School]

	NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1	Alana Shackelford	<i>Alana Shackelford</i>	4285 Bromley Ct Vallejo, CA	707 310-0196	K + 3rd	Vallejo	2/25/2018
2	Janease Bell	<i>Janease Bell</i>	1121 Sutter Vallejo	415 724-3436	3rd + 5th	Vallejo	2/25/18
3	Chester Jackson	<i>CJ Jackson</i>	126 Citrus Costa St Vallejo	712-8886	4th	Vallejo	2-25-18
4	Gramond Ayers	<i>G Ayers</i>	2000 Ascot Pkwy Vallejo ca 94551	707 342 9293	K	Vallejo	2.25
5	Marcia Johnson	<i>M Johnson</i>	436 Bell Ave Fairfield CA 94533	510 776-9896	K-K	-	2/25/18
6	Lauren Shirley	<i>Lauren Shirley</i>	1136 Virginia Lane, #1 Concord CA 94520	510 754 2128	5/3	Concord	2/25/18
7	Bariah Hardiman	<i>Bariah Hardiman</i>	142 Santa Fe Ave Apt D Richmond	(909) 655 6039	5/3	Richmond	2/25
8	Tami Wilson	<i>Tami Wilson</i>	1901 Redwood St Vallejo ca 94590	(209) 408 9642	5/6	Vallejo	2/25/2018
9	Stephanie Hubbard	<i>Stephanie Hubbard</i>	6960 Morton Rd CA 94591	707 704-3834	6-9th	Vallejo	2/25/18
10	Rebecca Ryon	<i>Ryon</i>	P.O. Box 9105 Vallejo, Ca. 94591	(707) 515-8153	2nd-8th	Vallejo	2/25/18

PETITION FOR THE ESTABLISHMENT OF ELITE PUBLIC SCHOOL

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NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1	<i>[Signature]</i>	189 W. Main St. Vallejo, CA 94591	707 333-2344	17th	Vallejo	2-25-18
2	<i>[Signature]</i>	189 W. Main St. Vallejo, CA 94591	707 333-2344		Vallejo	2-25-18
3	<i>[Signature]</i>	189 W. Main St. Vallejo, CA 94591	707 333-2344		Vallejo	2-25-18
4	<i>[Signature]</i>	5084 Green Meadows Dr. Vallejo, CA 94591	707 802 2900		Fairfield	2/25/18
5	<i>[Signature]</i>					2/25/18
6	<i>[Signature]</i>					
7	<i>[Signature]</i>					
8	<i>[Signature]</i>	135 MARK MONTE CT, VALLEJO, CA 94590	707 731-7780			2-26-18
9	<i>[Signature]</i>	189 W. Main St. Vallejo, CA 94591	707 731-3959		Vallejo	2-26-18
10	<i>[Signature]</i>	189 W. Main St. Vallejo, CA 94591	707 731-3959		Vallejo	2-26-18

GERARD THURTON *[Signature]* 1035 Tennessee St. Vallejo, CA 94591 707 208 1279 2/26/18

2019/2020


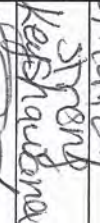


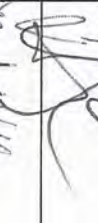
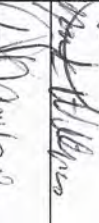




PETITION FOR THE ESTABLISHMENT OF ELITE CHARTER SCHOOL

We the undersigned believe that the attached charter for the creation of Elite Charter School (the "Charter School") merits consideration and hereby petition the governing board of the Solano County Board of Education to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners authorize the Leadership Team to negotiate any non-substantive amendments to the charter necessary to secure approval. Signature page is attached to petition upon signature. [Select one: The petitioners listed below certify that they are teachers who are meaningfully interested in teaching at the Charter School OR The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Charter School]

	NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1	Estimote Ross	[Signature]	2004 Sacramento St	916-999-1567	1st	Vallejo	2/12/18
2	Aisha Paltin	[Signature]	1012 Indiana St	707 561-1351	1st	Vallejo	2.12.18
3	Rosa Reyes	[Signature]	309 Thomas Ave.	707.814-5676	1st	Vallejo	2.12.18
4	Ariel Jones	[Signature]	123 Contra Costa Ave Vallejo CA 94590	(707)650-8344	1st	Vallejo	2.12.18
5	Griselda Rodriguez	[Signature]	2716 Sonoma St Apt 4	(707)333-3773	K	Vallejo	2.12.18
6	Don Taylor	[Signature]	745 Redwood St Apt 153 Vallejo CA 94590	(707) 712-0264	3rd	Vallejo	2/12/18
7	Kelli Davis	[Signature]	129 Foster St Vallejo 94591	707 268-5332	1st	Vallejo	2/12/18
8	Renee Borden	[Signature]	201 Munro St Vallejo CA 94591	707-515-9126	4th	Vallejo	2/12/18
9	Tanaya Brown	[Signature]	1001 Porter St #103 Vallejo CA 94590	510 585 1031	8th	Vallejo	2/12/18
10							

PETITION FOR THE ESTABLISHMENT OF ELITE PUBLIC SCHOOL

We the undersigned believe that the attached charter for the creation of Elite Public School (the "Charter School") merits consideration and hereby petition the governing board of the Vallejo City Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners authorize the Leadership Team to negotiate any non-substantive amendments to the charter necessary to secure approval. Signature page is attached to petition upon signature. [Select one: The petitioners listed below certify that they are teachers who are meaningfully interested in teaching at the Charter School OR The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Charter School]

NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1 Marcus MEEhaney		128 Island Way	707-319-7474	4th	Cooper	3/2/2018
2 Strong Keshawana		161 Round	916-375-2861	5,3	Rich	3/2/2018
3 Quentin Joseph		118 Apple Drive	510-407-3442	6	Coyle	3/2/2018
4 Karen Munn		168 Dempsey	707-297-6195	4	Parkerson	3/2/18
5 Damon Smith		250 Airway Dr #4	707-335-5869	K	Perrycode	3/2/18
6 Mark Williams		231 Springs Rd #6	907-631-2193	3	Dan Muri	3/2/18
7 Derek Mubwa		130 N. Highland St	707-315-0552	6th	James West	3/2/18
8 Sean Williams				2nd	Cald	3/2/18
9 Jessica Sward		478 Patas Valley	707-764-0184	com	Patterson	3/2/18
10 KENNEDY LINDSEY		261 MAGILL St	707-712-7310	K	COOPER	3/2/18

PETITION FOR THE ESTABLISHMENT OF ELITE PUBLIC SCHOOL

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NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1	<i>[Signature]</i>	102 West 10th St	707 534-188	10th school year	VUSD	2/25/18
2	<i>[Signature]</i>	706 6th St	707-704-8496		VUSD	2/25/18
3	<i>[Signature]</i>	521 Graham St	707-620-8343	6th	VUSD	2-24-18
4	<i>[Signature]</i>		707-590-736	10th	VUSD	2-25-18
5	<i>[Signature]</i>	301 Airy Court	510-833-4022	12	VUSD	2-25-18
6	<i>[Signature]</i>	860 KNIGHTS CIR	707 860-4142	PK-12	VUSD	2-20-18
7	<i>[Signature]</i>	135 CAROLINA	707 515-8791	PK-12	VUSD	2-25-18
8	<i>[Signature]</i>	135 Carolina	510-375-3657	PK-12	VUSD	2-24-18
9						
10						

Deborah

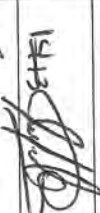









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NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019-2020 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1	Deborah Reyes	209 Louisiana, 94590	415 810 1335	8th	MHFA	2/26/18
2	Josika Spear	1120 Azucar Dr 94592	925-642-6877	3rd	MHFA	2/26/18
3	Sopheap Keang	Redwood Ave.	707 228 2608	2nd	MHFA	2/28/18
4	Ana Solerio	532 Ohio St	707 896 1968	2nd	MHFA	2/28/18
5	Wendy Perillo	1714 Fern Place	415 685 7804	K	MHFA	2/28/18
6	Tina McCubbin	1010 Azucar Ave	619 552 7087	K	MHFA	2/28/18
7	Lorena Ramirez	1102 Santa Clara St	408 492 7219	7th	MHFA	2/28/18
8	Lisa Romeo	44 Woodrow St	707-205-6733	6th	MHFA	3/2/18
9	Alma Reyes A. Pelia R.	950 Carroll Ln.	707 583 7592	4th	MHFA	3/2/18
10	Maria Rodriguez	1102 Santa Clara St	(468) 888-2773	3rd	MHFA	3/2/18

PETICIÓN PARA ESTABLECER LA ESCUELA CHARTER ELITE PUBLIC SCHOOLS

Nosotros, los abajo firmantes, creemos que el charter adjunta para la creación de ELITE Public Schools (la "Escuela Charter") merece consideración y por la presente solicitamos a la junta directiva del Distrito Escolar Vallejo City Unified School District que conceda la aprobación del charter conforme a la Sección 47605 del Código de Educación para permitir la creación de la Escuela Charter. Los Peticionarios de la Escuela Charter aceptan operar la Escuela Charter de conformidad con los términos de la Ley de las Escuelas Charter y las disposiciones del Charter de la Escuela Charter. Los peticionarios autorizan al Equipo de Liderazgo a negociar cualquier enmienda no sustantiva al charter necesaria para obtener la aprobación. La página de la firma se adjunta a la petición en la firma. [Seleccione uno: Los peticionarios abajo certifican que son maestros que están significativamente interesados en enseñar en la Escuela Charter O Los peticionarios abajo certifican que son padres significativamente interesados en inscribir a sus estudiantes en la Escuela Charter]

	NOMBRE	FIRMA	DIRECCIÓN	NÚMERO DE TELÉFONO	GRADO DEL ESTUDIANTE EN 2019-2020	DISTRITO ESCOLAR	FECHA
1.	Juana Paz		1413 Magazine St.	707-912-9908	1 st	Sonoma	3-3-18
2.	Jesus Cisneros		39 Store Creek Dr C	707-533-8787	1	Solano	3-3-18
3.	Krista Maravilla		549 Sonoma Blvd Vallejo CA	415-524-6315	6	Solano	3-3-18
4.	Romulo Sandoval		1639 Dewey St Vallejo CA	707-359-3599	4-5-6	Hidalgo Terrace Fresno	3-3-18
5.	Marta		230 Valle Vista	707-542-2003	1	Solano	3-3-18
6.	Mario Osejo		670 Munrovia Dr	707-644-1311	3	Solano	3-3-18
7.	Rosa Mercado		1237 Hale ST	707-853-2024	6	Solano	3-3-18
8.	Laura Hernandez		421 Beale Way	(510) 468-193	2	Solano	3-3-18
9.	Sonakluu		100 Navone St	707-690-3334	2	Solano	3-3-18
10.	Guadalupe S		1203 York St	(707) 641-5089	2 nd	Solano	3-3-18

PETITION FOR THE ESTABLISHMENT OF ELITE PUBLIC SCHOOL

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NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1 Rebecca Eukens	[Signature]	114 Kentucky St. Apt. A Vallejo	425-500-9931	K	Federal Terrace	9/28/18
2 Aaron Belt	[Signature]	846 Sacramento St.	415-532-7900	K	Federal Terrace	2/23/18
3 Latoya Phau	[Signature]	2600 Sacramento St. #4	707-580-3906	K	Federal Terrace	2/23/18
4 Shantana Love	[Signature]	745 Kentucky St. #4	707-240-0941	K	Lincoln	2/20/18
5 Hannah Hunsley	[Signature]	235 Couch St	655-2903	K	Lincoln	2/26/18
6 Jessica Cervania	[Signature]	201 Toledo St Vallejo CA 94591	707-805-1400	K	Pennycuik	2/16/18
7 Christina Herrera	[Signature]	250 Avian Dr.	707-4326	K	Pennycuik	2/20/18
8 Deborah Barker	[Signature]	Vallejo Vista, Ca 94590	deborahbarker.com 4th	K	Federal Terrace	2/20/18
9 Judylyn Perez	[Signature]	285 Sumner Blvd.	707-441-3410	K	Federal Terrace	2/20/18
10 Deborah Delowery	[Signature]	812 Georgia St	707-1125276	3	Federal Terrace	2-21-18

PETITION FOR THE ESTABLISHMENT OF ELITE PUBLIC SCHOOL

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NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1 KAMILAH ABLE	[Signature]	Campbell Ave Vallejo, CA 94590	957-61-5193	K, 7 th	VALLEJO	2/23/18
2 MALCOLM HERMOSILLO	[Signature]	20 Parrott St Vallejo, CA 94590	415-756-0528	K, 3 rd	VALLEJO	2/23
3 Paulina Hermosillo	[Signature]	70 Parrott St Vallejo, CA 94590	415-766-0484	K, 3 rd	VALLEJO	2/23
4 ROBAL ARTES	[Signature]	P.O. Box 4063 Vallejo, CA 94590	707-42-4406	7 th	Federal Terrace	2/26/18
5 TANIA SPOUSE	[Signature]	54 Selkridge St Vallejo, CA 94590	707-652-1534	K, 3 rd	Federal Terrace	2/26/18
6 KATHRYN FREEDMAN	[Signature]	750 Severance Dr Vallejo, CA 94590	707-587-2393	K, 2 nd	VALLEJO	2/26/18
7 RICA BERNARD	[Signature]	319 KILPATRICK AVE Vallejo, CA 94590	707-655-0109	1 st	VALLEJO	2/26/18
8 EDWIN CABINERAS	[Signature]	171 VALLEJO CA.	731-0904	1 st	VALLEJO	2/26/18
9 KRISTEN C.	[Signature]	" "	731-0904	1 st	VALLEJO	2/26/18
10 LAKSHIA HOUT	[Signature]	718 6 th St Vallejo, CA	707-208-0561	2 nd	VALLEJO	2/27/18

PETITION FOR THE ESTABLISHMENT OF ELITE PUBLIC SCHOOL

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NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1 JAYNA B. Becknell	[Signature]	2600 N. VANNESS AVE, VALLEJO CA 94590	510-465-310-465	4th & 5th	Genevieve	2/22/18
2 JASON ROGERS	[Signature]	436 IDONT AVE VALLEJO CA 94590	707-208-0810	—	—	2/27/18
3 JENNIFER HERNANDEZ	[Signature]	404632 VALLEJO CA 94590	707-208-0814	4th	Glencove	2/27/18
4 LAQUAN B. BAKER	[Signature]	132 WOODVALE CT VALLEJO CA 94591	707-752-7761	K	Vallejo	2/27/18
5 CARYN M. BEND	[Signature]	110 HILBORN ST VALLEJO 94590	707-655-3059	4th	Feld Terrace	2/27/18
6 BOBBY BROS	[Signature]	553 Wallace St	707-731-3612	4th	Vallejo	2/27/18
7 JANE DREW	[Signature]	1506 ELLIOTT DR.	(415) 572-5415	7th	Collier	2/27/18
8 DORIS GRAN	[Signature]	1506 ELLIOTT DR.	(415) 585-0314	7th	Collier	2/27/18
9 ANDREA CRUMP	[Signature]	515 STAN ST	(707) 558-8081	2nd	Section Manor	2/27/18
10 MARGARET RIDGEE	[Signature]	140 WOODVALE CT	707-315-5443	3rd & 4th	Vallejo Center	2/27/18










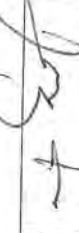
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NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1 Whiteside		PO BOX 2001 Vallejo Ca	707 2803673	school year		3/4/18
2 Christine Davis		5500 Edgewater Drive American Canyon CA 94926	770- 289-5488	A		3/4/18
3 Queria Williams		1201 Trade St Vallejo CA 94591	553-3015			3/4/18
4 Edgar Brown		325 13th, Williams	207 553 1992			
5 James Porter		361 Purple Ct 120 Lincoln	707-642- 4922			3/4/18
6 Kristi Porter						
7 Gwen Hatcher		553 Wicelwood Dr Vacaville CA 94588	(707) 624-3433			
8 Vicki Brown		12116 13th	707- 642-6273			
9 Wilma Brown		123 Hunter Ct. Vacaville CA 94591	707-643-2730			3/4/18
10 Johnny Davis		437 Sheldon Ave Vacaville CA 94591	707-357-2889			3/4/18

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NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1 Tanika Wimberly		331 starfish Dr.	510 290 2401			03/04/18
2 Nick Wimberly		" "	510 385 4270			" "
3 Taina Wimberly		331 starfish, OR	510 385 4270			3/4/18
4 Katherine Williams		445 Fordham Cir	(707) 853-1556			3/4/18
5 Dorothy Tate		Res. West 522 Tule Pkwy	707-374-3892			3-7-18
6 Shelley Cole		3214 Alexander Ct.	707-425-7065			
7 April L. Miller		15236 W. Redwood St.	(707) 557-2017			
8 Veronica MacL.			707 515 3644			4 March
9 Michael D. Smith		1185 Porter St #11	707 293 8120			
10 Tommy Harris		439 Fleming Ave E Vallejo, Ca	707 712 2269			3/4/18

94511

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NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1	Wassam Martin	105 Porter St Apt 202 Vallejo CA 94590	707-359-9428	5th	VCUSD	3.4.18
2	Leslie Collins	1000 Lewis Ave Vallejo, CA 94591	707-567-8552	1st 2nd 6th	VCUSD	
3	Devinell Johnson	8569 Terminal St Vallejo CA 94591	707-655-7520	3rd	VCUSD	3/4/18
4	Devinell Johnson	" "	" "	"	"	"
5	Theresa Johnson	975 Severus Drive Vallejo, CA 94590	707-342-8172	1st + 3rd	VCUSD	3/4/18
6	Robert Strong	141 Howard Ave Vallejo CA 94591	916-640-1076	2nd	VCUSD	3/4/18
7	Julie Davis	2857 Redwood Ave Vallejo CA 94591	707-332-1707	8th	VCUSD	3/4/18
8	Alana Thompson	609 Grant St Vallejo CA 94591	707-310-5527	8th	VCUSD	3/4/18
9	Timothy Thompson	103 Louisiana Ave Vallejo CA 94591	707-310-5527	8th	VCUSD	3/4/18
10	Sean James	26 Highland Ave Vallejo CA 94591	707-310-5527	5th	VCUSD	3/4/18

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NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1	<i>[Signature]</i>	1200 W. ST. J. D. A	709-712-5270	1st	Eastside	3/3/18
2	<i>[Signature]</i>	1321 E. 11th Dr.	(709) 912-2002	13th	Dan mini	3/3/18
3	<i>[Signature]</i>	137 10th St	709-342-3800	1	Wardlaw	5-3-18
4	<i>[Signature]</i>	1201 Lewis Ave Vallejo	709-712-5270	1st	Beverly Hills	3/3/18
5	<i>[Signature]</i>	812 Georgia St	709-712-5270	3rd	Federal Mountain	3-3-18
6	<i>[Signature]</i>	301 Fairground Dr.	(709) 213-1552	4th	Huygens	3/3/18
7	<i>[Signature]</i>	404 Madonna Baker Dr.	(709) 857-7388	13th	Wardlaw	3/3/18
8	<i>[Signature]</i>	1521 E. 4th Benicint	709-712-7231	4th	Benicint	3/3/18
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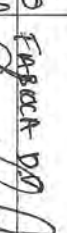







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NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1 Anthony Brewer	<i>Anthony Brewer</i>	2413 Andy Brewer Rd	707 641-3344	12th	Vallejo	3/3/18
2 Rachel Baskley	<i>Rachel Baskley</i>	3109 Coonsey Ave	510 828-5533	1st	Vallejo	3/3/18
3 Paul Keys	<i>Paul Keys</i>	1791 Arissalane	707 463-4231	5th	Vallejo	3/3/18
4 Hugo Moreno	<i>Hugo Moreno</i>	1007 Roben Dr	708-834-0407	1st	Vallejo	3/3/18
5 Mike Gibbons	<i>Mike Gibbons</i>	3508 Felino Ct	707-683-5702	10th	Vallejo	3/3/18
6 Brittany Turner	<i>Brittany Turner</i>	110 Hilborn St Vallejo	415 261-0646		Vallejo	3/3/18
7 Jesus Ramos	<i>Jesus Ramos</i>	1408 Ryder St	707 558-5988	PRE-K	Vallejo	3/3/18
8 Edna Sosa	<i>Edna Sosa</i>	1408 Ryder St	707-712-6447		Vallejo	3-3-18
9 Darian Anderson	<i>Darian Anderson</i>	262 Bas Av	707-290-7333	10th	Vallejo	3-3-18
10 Breun Hernandez	<i>Breun Hernandez</i>	2160 Sacramento	707-712-0912	12th	Pittsburg	3-3-18



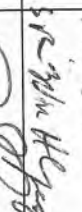


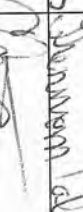




10 PETITION FOR THE ESTABLISHMENT OF ELITE PUBLIC SCHOOL

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NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1 Brett Bastrup		900 Santa Clara St. Vallejo CA 94590	925 864 8202	4	Vallejo	3/3/18
2 CHARLES ANDERSON		1007 RIVER ST HT 101 Vallejo CA 94590	707 590-8380	Presk	Vallejo	3/3/18
3 Fabiola Delgado		355 Parkview Terrace Vallejo CA	925 481-9617	7	Vallejo	3/3/18
4 Shumisa Lumbwa		245 Cadogan Ln #1 Vallejo CA 94591	509 467-4916	5/4	Vallejo	3/3/18
5 Angel Hernandez		1550 Vallejo St Vallejo CA 94590	707 712 6585	12	Vallejo	3-3-18
6 Fabiola Gordon		1130 N Camino #35 Vallejo CA 94589	707 1055 10410	Pre-K	Vallejo	3/3/18
7 Paula Dominguez		1420 Olivet St Vallejo CA	707 602-6055	Pre-K	Vallejo	3/3/18
8 Shana Bell		Vallejo CA	707 390 4752	4th/5th	Vallejo	3/3/18
9 W. Callaway		240 Constance St Vallejo	510 716-1578	8th/9th	Vallejo	3/3/18
10 Cassandra Cano		1229 Sacramento St #1 Vallejo CA 94590	707 641-5458	Pre School	Vallejo	3/3/18

PETITION FOR THE ESTABLISHMENT OF ELITE PUBLIC SCHOOL

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NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1 Nisha Bedstone		1331 Granada St Vallejo CA 94591	415-521-5024	7th	Seabond	3/3/18
2 MONTZEL ADAMS		528 Vallejo Blvd Vallejo CA 94591	707-704-1702	6th	Vallejo	3/3/18
3 WILLIAM H VANDERKAM		4040 Georgia St Vallejo CA 94591	707-655-1806	1st grade	Vallejo	3/3/18
4 ERIC STANISLO		155 Mica Drive Vallejo CA 94591	707-806-5227	—	—	3/3/18
5 JACQUELINE ARMSTRONG		40 Valle Vista Dr Vallejo CA 94591	707-806-4400	1st grade	Vallejo Co	3/4/18
6 JENNIFER JONES		1014 14th St Vallejo CA 94591	707-655-4405	1st grade	Vallejo	3-4-18
7 CHARLIE GORDON		528 4th St Vallejo CA 94591	707-394-6511	1-12	USSD	3-4-18
8 MARCUS SIMPSON		155 Mica Dr Vallejo CA 94591	707-373-1380	3rd	USSD	3-4-18
9 YELASHA BURGESS		4133 Yeager Dr Vallejo CA 94591	707-705-0547	—	—	3/4/18
10 WILLIE JONES		425 Yeager Dr Vallejo CA 94591	707-806-2670	K-12	USSD	3/4/18

PETITION FOR THE ESTABLISHMENT OF ELITE PUBLIC SCHOOL

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NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1 Robert Holmes	[Signature]	14 Panorama Dr Vallejo CA	707-808 8959	Tk, K		
2 Latasha Holmes	[Signature]	14 Panorama Dr Vallejo CA	707-808 8956	Tk, K		
3 Robert Holmes	[Signature]	241 Del Com Ct Fairfield, CA	707 803 4265		Fairfield	3/10
4 Alicia Garcia	[Signature]	225 Serrano Ave Vallejo CA	707 315-8557			3/10
5 James Garcia	[Signature]	225 Serrano Ave Vallejo CA	707 346 4861			3/10
6 Sona Walker	[Signature]	162 Maryville Ave Vallejo	707 980 5102	12	Vallejo	3/10
7 Morgan Jefferson	[Signature]	308 Lament Ct, Vallejo	707 342 9344		VCUSD	3/10
8 Geneva Langston	[Signature]	330 Loftas Place Vallejo	707 552 6246	3rd	VCUSD	3/11
9 Tracey Langston	[Signature]	330 Loftas Place Vallejo	707 552 6246	3rd	VCUSD	3/11
10 Jesse L. Brown	[Signature]	2710 Baldy Vallejo	707 333-6794	3rd	VCUSD	3/11

Vallejo Unified









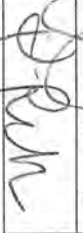

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NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1	Burton Hicks BH	443 Puyuan Rd	707-316-6650	3rd		
2	Andra Hunter	188 Valley Oak Lane	707-316-6650	3rd		
3	Dore Elliott	344 Eldorado Cir	510 978 5677	9	Selene Co	3/11/15
4	Shirley Nolin	330 Logosk. Valley	707-332-0424			
5	Margaret Jones	169 Sighthorse	707-297-6425	3rd	Vallejo	3/11/15
6	Rosette Jones	352 Sycamore Ln	707-494-9081		Vallejo	3/11/15
7	Kameron Mattox	411 Hampshire St	707-208-3219	TK-14	Fairfield	3/11
8	Harley McCaskey	334 San Marcos Dr	707-333-0884	1st		
9	Shirley Nolin	2029 Belmington Dr	707-656-2314	10th	Amor Canyon	3/11
10						







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NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1 Leah Ferrell		936 Sheridan St.	(707) 423-3531	3rd	Barre Patterson Elementary School	3/8/18
2 Christina Arnold		1037 Virginia St	(707) 656-5750	5th	Highland	3/8/18
3 Helen Mendez		6482 Eagle Ridge Dr.	707-731-7225	K	Woodlawn	3/8/18
4 Lydia Tran		1518 Sackerfento St.	408-762-9274	2	Marine Island	3/9/18
5 Anna Arduin		2851 Redwood Plany #1105	707-342-8335	6	McCallan	3/10/18
6 Jannette Ybanez		23 PERIC HOMEN DRIVE VALLEJO CA	707-319-5525	3	W. ROLAN	3/10/18
7 VINCE YANUZZI		23 PARKWAY DRIVE VALLEJO CA.	707-480-3680	3	WINDLAW	3/10/18
8 Sam Osborn		750 Chenywoods Vallejo CA	707 342-7755	TK	Pennycook	3/10/18
9 Lloyd Osborn		"	"	"	"	"
10 Kriston Roush		115 Yanketown Ct. Vallejo CA 94594	707 333-8802	4	Lower Vista	3/12/18

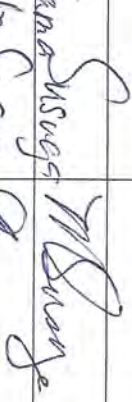


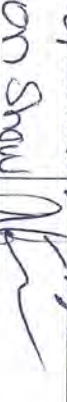





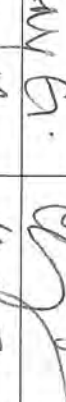
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NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1 Beatriz Salazar Beatriz Salazar		253 13th St Vallejo CA	707 654 5200	3rd p 7th	VAUSD	3/12/18
2 Christine Gloria		800 180a ave Vallejo Ca	707 448 1334	Kindergarten	VAUSD	3/12/18
3 Jesse		243 Benicia Rd	707 812 5806	Kindergarten	San Francisco	3/12/18
4 Aveli Iovano		1427 Flordast Vallejo	707 653-3029	3rd	Staffan	3/12/18
5 Allen Dang's		236 Hobbs Ave	707-563-8503	K-4-5	Staffan	3-0-18
6 Alvin Blind		1025 WESTERN ME VLn	707-993-1079	K-J	STEFAN	3-12-18
7 Adriaanckelg	AB	420 Benicia Rd	707 703 4458	K	Gepleen	3/12/18
8 Karen (agent)	Karen	351 Parkview Ter. F1 Vallejo CA	234 413 0201	7th	VAUSD	3/12/18
9 Angelawilliam	Ginghams	1021 Grant St	707 563-7352	3rd	Beverly Hills	3/14/18
10 Derrick Kist Olive	Ginghams	1015 Grant St	707 297-1572	3rd	Beverly Hills	3/14/18


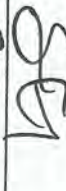


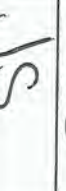




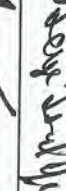
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NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1 Miliana Susing		273 Arvin Dr. Apt C	415 688 1537	1 st grade	Pennycok de Soto	3/12/18
2 Sagato Susing		"	415 953 3384	"	"	"
3 Courtney Messer		129 Ohio St	707 514 9814	K	Pennycok	3/16/18
4 Damon Snow		129 Ohio St	707 393 3864	"	"	"
5 Mary Ann Espinoza		360 Hilary way	707 342 0950	TK	Pennycok	3/16/18
6 Sotero Espinoza		111 Yorkshire Ct.	707 333 2442	3 rd	Pennycok	3/16/18
7 Chrissa Sisco		541 Brunswick Dr	707 803 1010	2 nd	Pennycok	3/16/18
8 Tamsica Jones		750 Sycamore Dr # 3800	707 568 7898	5 th , 7 th	Solano	3/17/18
9 Tiffany G.		90 Bayview Valley	916 445 89	707 648 1932	Solano	
10 Alicia M.		392 Seaward Dr Vallejo	707 771 7820	5 th	Solano	3/17/18

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	NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1	Simantha Menchaca		1021 Benicia Rd Vallejo	707-334 8583	5th	Steffan	4/17
2	Sean Gann		1021 1/2 Benicia Rd Vallejo	707-650-1506	N/A	Steffan	4/17
3	Snerr Scarrott		A	707 616-9646	N/A	A	4/17
4	Christina Wilson		A	707 636-4607	N/A	A	4/17
5	John Scarrott		1025 Benicia Rd Vallejo CA	707 552-1097	N/A	A	4/17
6	Miguel Trejo		American Canyon	810 904-2240	N/A	—	4/17
7	Maria Trejo		American Canyon	510 860 7616	N/A	—	4/17
8	George Townsend		Vallejo CA	707-359-8805	N/A	—	4/17
9	George Townsend		Vallejo CA	919 260-3013	N/A	—	4/17
10	Denise Stevenson Townsend		Vallejo CA	510 228-5183	N/A	—	4/17





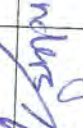




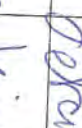
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NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1 David Bessie	[Signature]	960 Benicia Rd	707 732-4646	5 th / 2nd	Vallejo	4/17/18
2 Tina Bessie	[Signature]	960 Benicia Rd	707 732-4615	5 th / 2nd	Vallejo	4/17/18
3 John Lane	[Signature]	1009 Garfield Dr	707-980-3706	3 rd	Vallejo	4-17-18
4 Phil Hill	[Signature]	274 Los Feas	707-704-7090	6	Vallejo	4-17-18
5 Travis Slay	[Signature]	269 River View Dr.	707-676-0601	4 th	Vallejo	4-17-18
6 Roda William	[Signature]	1426 Lehigh Ave	707-334-0812	7 th	Vallejo	4-17-18
7 DEBROW	[Signature]	3475 Bunsick Dr	707-246-7460	7 th	Vallejo	4-17-18
8 Ruckey Alexander	[Signature]	213 Gary Circle	707-55-2480	9 th	Vallejo	4-17-18
9 Jean Wright	[Signature]	484 Parkview Ter	707-643-4100		Cooper	4/17/18
10						

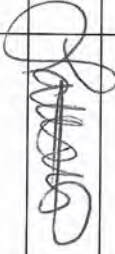
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NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1 Laguana Lee		123 Kathy Ellen Dr #44 Vallejo CA 94591	415 440.3730	3rd	Nardiano	5/1/18
2 J. Hernandez		118 Brumfitt Ave N/A	(415) 335-3500	/	Avenque	5/1/18
3 Jerome Lewis		N/A	504-338-9848	12	N/A	5/1/18
4 Angela Winton		220 Maine St 5-1	207 310-3424	Th - 3rd	Federal Terrace	5/1/18
5 Heather Sanders		615 Cherry St	7073101814	4th	Grace Peterson	5/1/18
6 Darashia Jones		P.O. box 4118 Vallejo, CA 94590	(925)351-4385	Preschool	Lincoln	5/1/2018
7 Ennis		846 6th St Vallejo	(510) 565-4674	6th	Brace Ortega	5-1-18
8 Matthew Christensen		632 Carstark Key Vallejo, CA	415-524-6867	5th	Highland	5/1/18
9 Felicitas Delvalle		123 Kathryn Olsen Dr 0165 Vallejo	7076553410	12	33	5/1/18
10 Deavel Jackson		135 Caroline Street H-18	7077205951	11th	VCUSD	5/1/18





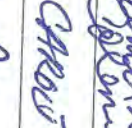





PETITION FOR THE ESTABLISHMENT OF ELITE CHARTER SCHOOL

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NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2018/19 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1 Lathina Parker		7003 Florida St #3 Parkerlathina80@gmail.com 418 Alexander Way 41506	(707) 704-5775	2nd	Highland	
2 Lessie Parker		Kono Peal SC 30100 Way Vallejo	(707) 288-2548	Kindergarten	—	
3 ERIN REASON		Ladylibae yano0.com	(707) 712-7592	5th	Highland	
4 Laletha Pairfield		vallejo	(510) 803-9051	Kindergarten 3rd	wardlaw	
5 TERNISA MCCRAY		Imccray@gmail.com	(510) 833-0025	Kindergarten 34th	Cave	
6 NICOLA GRAVES			(510) 205-6581	4th	Highland	
7						
8						
9						
10						

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NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1 Asia Ray		124 Purbeck	510-600-9008	9th		3/11/18
2 Lisa Jackson		260 Torrey Pkwy. #117	(707) 552-5988	11th		3/11/18
3 LAMAR LUTHER		231 NUCEN RD	707-655-8043		LOFTAS	3/11/18
4 Dawn Osborne		164 Silvermont	510-593-3411			3/11/18
5 Carol M. Moore		232 Ruby Dr. #101	707-552-2735			3/11/18
6 Stacy Bowman		1608 Verrill Ave	707-816-5748	5, 7, 12	Vallejo/Seaside	3/11/18
7 LARRY BARNES		243 Leitch way	707-771-0825	2/14	Seaside	3/11/18
8 Mary Hecker		P.O. Box 5713	707-567-7539			3/11/18
9 Keith Brown		2900 CHANDLER ST	707-246-8950	7th	F/I	3/11/18
10 Edison Kelly		3030 Clear Coast Ct	707-634-7784	1st/5th	Vallejo	3/11/18

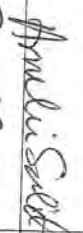






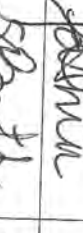
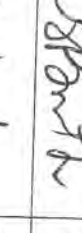

PETITION FOR THE ESTABLISHMENT OF ELITE PUBLIC SCHOOL

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NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1	<i>[Signature]</i>	308 Los Caracaras	561-7871	6/3	<i>[Signature]</i>	4/1
2	<i>[Signature]</i>	308 Los Caracaras	342-0010	6/3	<i>[Signature]</i>	4/1
3	<i>[Signature]</i>	429 LAVERA DR	458-0983	5/K	<i>[Signature]</i>	4/1
4	<i>[Signature]</i>	429 LAVERA DR	458-0983	7/K	<i>[Signature]</i>	4/1
5	<i>[Signature]</i>	1136 Cummings St	708-3713	9	MCT	4/1
6	<i>[Signature]</i>	321 Brownville St	315-3319	1K	<i>[Signature]</i>	4/5
7	<i>[Signature]</i>	250 Evans St	712-8408	5	<i>[Signature]</i>	4/5
8	<i>[Signature]</i>	520 Lerma St	303-444	4	<i>[Signature]</i>	4/5
9	<i>[Signature]</i>	912 Florida St	450-7111	1/K	<i>[Signature]</i>	4/5
10	<i>[Signature]</i>	912 Florida St	450-7111	1/K	<i>[Signature]</i>	4/5

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NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1 Ariella Salcedo		159 Luma Dr Vallejo Ca	707-454-5947	3rd	Green Cove	5/12/18
2 Tylene Taylor		120 Gregory Ln Quipola	510-681-7611			
3 Danyela		1706 Graysa	718-2570	TK		
4 Jasmine Lee		198 Hidden Trail	707-853-1025	5		
5 Kelsey Wright		237 B St	707-654-5471	2nd	Federal Terrace	5/12/18
6 April Grande		100 Tennessee St	629-5796	Kind		
7 Jasmine Lee		135 Cardina St TH	707-712-2847	K	Lincoln	5/12/18
8 Daphne Butler		2105 Reis Ave	707-241-3929	TK	Highland	5/12/18
9 Brianda Tons		1120 Louisiana St	707-392-2292	K	Lincoln	5/12/18
10 Robyn Stallworth		312 Starboard Dr. (510) 987-6013		K	Federal T.	5/12/18










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NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1	Lucille Abernethy	201 Maine Apt 4-11 Vallejo Ca 94590	510 593-4139	6th	Franklin	5/14/18
2	Tereance Hynes	117 Greaves St Vallejo Ca 94590	(510) 878-8372	6th / 2nd	Franklin	5/14/18
3	TIA Butler	P.O. Box 1259	(909) 502-6356		Vallejo High	5/14/18
4	ALAN SULLIVAN	2900 NULLETT DR	(707) 653-5218	7	Vallejo	5/14/18
5	MARCO MCCLEOD	4925 Yuba St	(707) 712-8647	8th 2nd	Caliber	5/14/18
6	Nina Nesbit	135 Caraluna St. B-5 Vallejo	(707) 655-2851	8th	Caliber	5/14/18
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NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1 Alfonso Hatten		433 Fleming Ave	623-229-9526			5/5/18
2 Jamie Verardi		400 Almond Ave	707-452-4495		Coppe	5/10/18
3 Aaron Jordan		251 Nugent Dr.	707-704-6610		Solano	5/10/18
4 Alvarez Tisha		150 Windsor	303-5897		Clon Cove	5/10/18
5 Cliff Bester		145 Raymond Ave	510-489-1192		Cave Langray	5/10/18
6 Roberto H		1339 Granada St	415-225-2820		Hogan	5/10/18
7 Danielle Ven		1748 Truolumine St	707-469-9035		Coppe	5/10/18
8 AIDA CHINO		110 BAINE'S ST.	707-292-5971			5/10/18
9 Todd SONES		140 Howard St.	510-910-2536		Coppe	5/10/18
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NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1 Cynthia Brown		PO Box 1327 Vis	767 980-9852	6	Hobart	5/5/18
2 Ismael Truscar		367 Kunsigat Rd Vis	707-712-9535	6	Griffen	5/4/18
3 Robert Johnson		1219 Gracie Ln DR	(510) 356-8380	6	M.I.T	5/5/18
4 William Dean		113 RALSTON CT. VIO	(510) 459-0900	6	Wardlaw	5/5/18
5 Tiffany McNeal		4925 Yuba St VIO	(707) 731-3530	7	Cabrera	5/5/18
6 DeShawna Ellis		125 Rutgers Ct.	(915) 816-8339	7	Loma Vista	5/5/18
7 Moncelous Ball		165 Oddstad Dr	707-853-1595	6	Wardlaw	5/5/18
8 Brian Fite		1919 BROADWAY ST	510-507-0319	K	HIGHLANDS	5/5/18
9 ED CUEVAS		101 SEPARTINE COURT	(429) 304-0231	7	Wardlaw	5/5/18
10 Madelene Hayes		415 Fordham Dr	(415) 924-8184	6	Loma Vista	5/5/18










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NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 th school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1	Cayla Landers	1138 Kentucky street 13	(707) 656-7384	7th	Loma Vista	5/7/18
2	Angela Gault	4301 DORR STREET	808 783 3770	7th	mt	5/7/18
3	Lorely Ruano	718 Louisiana St	707 413 81	6th	HIGHLAND	5/7/18
4	LEURA ATKINS	135 CAROLINA ST	707 655 8097	5th	Vallejo Charter	5/7/18
5	STANVON ELLIS	PO BOX 0143	707 819 0190	5th	CANDOR CHARTER	5/7
6	DAN LEWIS	574 HICKBORN ST	707 732-6909	4th	VALLEJO CHARTER	5/7/18
7	ENRIET RUBI SANTANA	41632 APRIL CT	101 315 4446	5th	VALLEJO UNIFIED	05/07/18
8	ANTONIO RAMIREZ	151 MULBERRY ST	707 561 3989	7th	"	05/07/18
9	Lashonda Lewis	101 Hillbrow st	916 767-3277	10th	Vallejo City	5/7/18
10	Glady's Iles	139 Princeton Ave	916 578 1544	4th	Cooper	5/7/18
	Glady's Iles	139 Princeton Ave	707 805 9888	4th	Cooper	5/7/18

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NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1 Cassandra Amstrong		1901 W 155th Ave Vallejo CA 94591	707 341 4462	3rd school year	Patterson Columbia	4/19/18
2 Suzanne Amstrong		1801 W 155th Ave Vallejo, CA 94591	707 341 4462	3	Patterson Columbia	4/19/18
3 Tara Beuchamp		230 University Ave Vallejo CA 94591	510-634-5313	5th	Patterson	4/19/18
4 Jacqueline Turner		120 Cordova St Vallejo, CA 94591	(415) 426-3268	1st	Patterson	4/19/18
5 Diana Arriaga		4400 Celeste Ct. 94591	707-315-2435	3rd	Cordoba	5/11/18
6 Gabrielle Butler		200 Seacomist Dr Vallejo CA 9	(707) 333-0983	TK K	Higdon	5/16/18
7 Kendra Snider		52 Baldwin St 94590	707 2878494	2, 3, 6	Federal Ter.	5/16/18
8 Jacqueline Turner		120 Cordova St Vallejo CA 94591	(415) 426-3268	3	Patterson	5/17/18
9 Mikayla Coneles		201 Maine St	(415) 501-5868	K/2	Lincoln	5/18/18
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NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1	Charlotte Smith	220 mcgill St	707-655-7015	2nd	Cooper	5-7-18
2	Adana Daniels	1220 magill st	707-510-3300	k	Cooper	5-7-18
3	Joyce Baranena	4283 Melrose Lane	415-725-0829	5	Mendocino	5-7-18
4	Michael Taylor	312 E. W. Willing	707-320-0184	3	Wardlaw	5-7-18
5	David M. Hines	355 Patterson Tr. R2	707-563-4180	1st/4	Lincoln	5-7-18
6	Butsika Shumakov	147 S. Sycamore	707-416-3544	10	Alen Ave	5/8/18
7	Loti Shabazz	2002 Morica St #43	707-204-5775	2nd	Hignland	5/8/18
8	Leslie Parker	112 S. 9th St	707-208-2578	Kindergarten	Eisa Wirtala	5/8/18
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NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2015/20	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1	STEVEY Gray	319 STEPHAN VALLEJO	707 654-9493	10th	Bethel	4-21-18
2	Katrina Davis	730 FALL ST VALLEJO CA 94589	707 655-1577	2nd	Highland	4-30-18
3	Geena King	130 MULLIGAN ST. VALLEJO	707-562-8801	Pet School	Bethel School	4-30-18
4	KENI LEMICA	223 MCGUIRE VALLEJO	707-562-8801			4/30
5	AMINETE BLAINE	468 GONZALES AVE VALLEJO CA 94589	707-567-5483	12th	Vallejo	5-1-
6	Shene Stevens	900 BOX 4634 VALLEJO CA 94589	925-948-6006	11th	Vallejo Bethel	5-1-18
7	Shene Stevens	1811 Margaret St. Vallejo CA 94590	707-235-1931	9th and 12th	Bethel	5-1-18
8	DORIS D. Hill	207 BLM WILLIAMS DR VALLEJO CA 94591	707-563-5799	2nd	Cooper	5-1-18
9	Chanel Stom	127 Antioch St VALLEJO CA 94591	707-562-0201	4th	Cooper	5-3-18
10	Kalesha Wright	449 PONDOSA AVE VALLEJO CA 94589	415-470-7872	7th	Vallejo High	5/1/18

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	NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1	Karen Tamonte		241 Redstone Circle Suisun City CA 94585	510-974-6713	9th	Solano County	3/3/18
2	Karen Tamonte		241 Redstone Circle Suisun City	707-704-6630	6th	Salerno	3/3/18
3	Maria Davis		202 Spring Rd. Vallejo CA 94590	707-515-9977	9th	Vallejo	3/3/18
4	Maria Davis		231 Hilda Dr Vallejo 94589	205-6390	4-11th	Vallejo	3/3/18
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NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1	Megan Cameron	230 Malibu Ct	767-570-6115	6	Elite School	3/3/18
2	MARIA DIAZ	1004 Shadrigh	5107066371	K/10th	Patterson	3/3/18
3	Mirsha Mangera	112 Debach St	707-771-1068	1 grade	Waldenmann	3/3/18
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PETICIÓN PARA ESTABLECER LA ESCUELA CHARTER ELITE PUBLIC SCHOOLS

Nosotros, los abajo firmantes, creemos que el charter adjunta para la creación de ELITE Public Schools (la "Escuela Charter") merece consideración y por la presente solicitamos a la junta directiva del Distrito Escolar Vallejo City Unified School District que conceda la aprobación del charter conforme a la Sección 47605 del Código de Educación para permitir la creación de la Escuela Charter. Los Peticionarios de la Escuela Charter aceptan operar la Escuela Charter de conformidad con los términos de la Ley de las Escuelas Charter y las disposiciones del Charter de la Escuela Charter. Los peticionarios autorizan al Equipo de Liderazgo a negociar cualquier enmienda no sustantiva al charter necesaria para obtener la aprobación. La página de la firma se adjunta a la petición en la firma. [Seleccione uno: Los peticionarios abajo certifican que son maestros que están significativamente interesados en enseñar en la Escuela Charter O Los peticionarios abajo certifican que son padres significativamente interesados en inscribir a sus estudiantes en la Escuela Charter]

	NOMBRE	FIRMA	DIRECCIÓN	NÚMERO DE TELÉFONO	GRADO DEL ESTUDIANTE EN 2019-2020	DISTRITO ESCOLAR	FECHA
1.	Maria Ruiz	Maria Ruiz	1900 ELLIOTT DR.	707 701 1434	1k-1st	Vallejo	3/3
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PETITION FOR THE ESTABLISHMENT OF ELITE PUBLIC SCHOOL





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NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1 Jani Nelson		312 Main St.	(510) 200-4409		WCHSD	3/4/18
2 Alexis Mathewia		741 Poplar St B	707 655-3557		WCHSD	3/4/18
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123 PETITION FOR THE ESTABLISHMENT OF ELITE PUBLIC SCHOOL

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	NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1	Aethelred Morrell		212 Clearwater Dr.	707 853-9578			3/4/18
2	Shane Smollett		142 Westminister	707 310 5336			3/4/18
3	Rev. Frank Duck		161 Duncan Way	707 654-5625			3/4/18
4	Sharon Hunter		2084184 Vallejo 94590	(415) 209-4158			3/4/18
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NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1	<i>Linda Lee</i>	<i>1370 Triguera St #194</i>	<i>(415) 832-9223</i>	<i>Pre-K to</i>	<i>possible</i>	<i>02-25-18</i>
2	<i>Deborah Kenu</i>	<i>2521 Springs Rd #8</i>	<i>(505) 220-1083</i>	<i>Kindergarten</i>	<i>possible</i>	<i>02/25/18</i>
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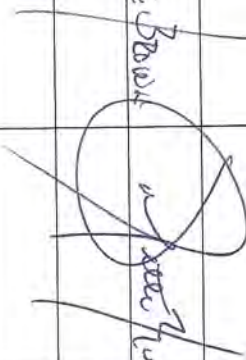
PETITION FOR THE ESTABLISHMENT OF ELITE PUBLIC SCHOOL

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NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1 Toni-Hawthorn Williams	Robert Williams	2401 Forty Niner Way Antioch, Ca. 94531	707-712-4762	2nd	Antioch	
2 Joey Castizales Nikole Brown	Joey Castizales Nikole Brown	1748 Tolumine St 16 Vallejo, CA 94533 107 Georgetown Dr. Vacaville, CA 95687	707-812-9910 707-441-3100	.	Vacaville	2-25-18
4 Linda Holmes	Linda Holmes	14 Rasmussen Ave Vallejo, CA	707-803-8956	1st	Valley	2-25-18
5 Joey Williams	Joey Williams	183 RUGBYS CT Vallejo, CA 94585	707-655-7198	3rd	Vallejo	01/26/18
6 Joey Gordon	Joey Gordon	100 Parkview Vallejo CA	707-552-8694	7th	Vallejo	
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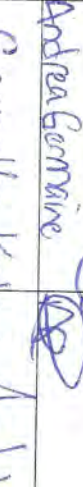

PETITION FOR THE ESTABLISHMENT OF ELITE PUBLIC SCHOOL

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	NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1	Paulette Davis		1145 Symphony Way	6420637	9th	Vallejo	3/11/18
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PETITION FOR THE ESTABLISHMENT OF ELITE PUBLIC SCHOOL

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	NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1	Ashlee Ellis		115 Haverick	709-656-7474	N/A	N/A	5/1/2018
2	Debra Farnsworth		157 Albatross Rd	510-526-2742			5/1/2018
3	Josue Ruiz		1128 Marin St	(510) 6081748	5/3rd	NCVNSP	5/1/2018
4	Andrea Gervine		Polmar St	761-334-6039	2006	NBCD	5/1/2018
5	Samantha Kelley		600 Lockwood	415-371-9229	K/2018	Remondot	5/1/2018
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PETITION FOR THE ESTABLISHMENT OF ELITE PUBLIC SCHOOL

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	NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1	Yvette Santiago		1713 Florida St.	(518)952-7631	TK	Vallejo	3/17/17
2	Samantha Brown		1315 Glenwood St.	415-307-3515	K/4	Vallejo	3/17/18
3	Samira		1617 Leysan	707-561-1464	K	Vallejo	3/17/18
4	Emily Visaya		548 Bucklehorn P	707-731-277	2nd/3rd	Vallejo	3/23/18
5	Brianna Williams		Lincoln rd. W	(925)565-2375	1st Grade	Vallejo	4/13/18
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PETICIÓN PARA ESTABLECER LA ESCUELA CHARTER ELITE PUBLIC SCHOOLS

Nosotros, los abajo firmantes, creemos que el charter adjunta para la creación de ELITE Public Schools (la "Escuela Charter") merece consideración y por la presente solicitamos a la junta directiva del Distrito Escolar Vallejo City Unified School District que conceda la aprobación del charter conforme a la Sección 47605 del Código de Educación para permitir la creación de la Escuela Charter. Los Peticionarios de la Escuela Charter aceptan operar la Escuela Charter de conformidad con los términos de la Ley de las Escuelas Charter y las disposiciones del Charter de la Escuela Charter. Los peticionarios autorizan al Equipo de Liderazgo a negociar cualquier enmienda no sustantiva al charter necesaria para obtener la aprobación. La página de la firma se adjunta a la petición en la firma. [Seleccione uno: Los peticionarios abajo certifican que son maestros que están significativamente interesados en enseñar en la Escuela Charter O Los peticionarios abajo certifican que son padres significativamente interesados en inscribir a sus estudiantes en la Escuela Charter]

	NOMBRE	FIRMA	DIRECCIÓN	NÚMERO DE TELÉFONO	GRADO DEL ESTUDIANTE EN 2019-2020	DISTRITO ESCOLAR	FECHA
1.	Brenda franco	Brenda franco	412 Corraoan alle #2563-7436	(707) 2563-7436	4 th 8 th	Wildermao	3-10-18
2.	Barbie Egenius	Blaguna	448 Parkway Terr.	707 253-7456	6 th	Wanderluc	3/23/18
3.	William Barnes	William Barnes	448 Parkway Terr	925 7263816	6 th	Wanderluc	3/23/18
4.	Christalkinn Quintana	Christalkinn Quintana	35 San Marcus Dr	(607) 253-4443	1st	Martinez	4/2/18
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PETICIÓN PARA ESTABLECER LA ESCUELA CHARTER ELITE PUBLIC SCHOOLS

Nosotros, los abajo firmantes, creemos que el chárter adjunta para la creación de ELITE Public Schools (la "Escuela Chárter") merece consideración y por la presente solicitamos a la junta directiva del Distrito Escolar Vallejo City Unified School District que conceda la aprobación del chárter conforme a la Sección 47605 del Código de Educación para permitir la creación de la Escuela Chárter. Los Peticionarios de la Escuela Chárter aceptan operar la Escuela Chárter de conformidad con los términos de la Ley de las Escuelas Chárter y las disposiciones del Chárter de la Escuela Chárter. Los peticionarios autorizan al Equipo de Liderazgo a negociar cualquier enmienda no sustantiva al chárter necesaria para obtener la aprobación. La página de la firma se adjunta a la petición en la firma. [Seleccione uno: Los peticionarios abajo certifican que son maestros que están significativamente interesados en enseñar en la Escuela Chárter O Los peticionarios abajo certifican que son padres significativamente interesados en inscribir a sus estudiantes en la Escuela Chárter]

	NOMBRE	FIRMA	DIRECCIÓN	NÚMERO DE TELÉFONO	GRADO DEL ESTUDIANTE EN 2019-2020	DISTRITO ESCOLAR	FECHA
1.	Ana Monreal	3/3/18	804 Modoc	70917314581	3rd	Vallejo	3/12/18
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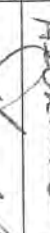


PETITION FOR THE ESTABLISHMENT OF ELITE CHARTER SCHOOL

We the undersigned believe that the attached charter for the creation of Elite Charter School (the "Charter School") merits consideration and hereby petition the governing board of the Vallejo City Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners authorize the Leadership Team to negotiate any non-substantive amendments to the charter necessary to secure approval. Signature page is attached to petition upon signature. [Select One: The petitioners listed below certify that they are teachers who are meaningfully interested in teaching at the Charter School OR The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Charter School]

	NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019-20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1	Solena Duplessis		306 Pheasant Ave (415) 425-5850		TK	NK	3/3
2	Alfredo Hernandez		138 Vallejo Ct San Miguel Rd	(415) 933 4417	Kindergarten	VCUSD	3/3/18
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PETITION FOR THE ESTABLISHMENT OF ELITE PUBLIC SCHOOL

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	NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1	Angelique Gordon		1009 Porter Street #101 Vallejo CA 1009 - Porter Street	707-711-1074	4th grade	Grade Patterson	3/3/18
2	Alexandra		820 Greenhead Way Vallejo, CA 94591	707-712-6176	8th grade	Franklin	3/3/18
3	Markette Murphy		1009 - Porter Street Vallejo, CA 94591	707-639-9825			
4	Wendy Collins						
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PETITION FOR THE ESTABLISHMENT OF ELITE PUBLIC SCHOOL

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NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1	<i>[Signature]</i>	<i>1333 Pole</i>	<i>(702) 645-1041</i>			
2	<i>[Signature]</i>	<i>341 Nevada</i>	<i>707 649-0141</i>	<i>6th</i>	<i>Caliber</i>	<i>03-11</i>
3	<i>[Signature]</i>	<i>205 Pearl</i>	<i>707 745-1045</i>	<i>5th</i>	<i>M1+</i>	<i>03-11</i>
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	NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1	Kaye Whitehead	Kaye Whitehead	5714 Hickory, Berkeley	707-749-0920			3-11-18
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3	Danielle Thompson	Danielle Thompson	100 Roseburg way, Fairfield	707-428-3187	6	Fairfield Suisun	3-11-18
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NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1 Gilliam-Proctor Shawn Proctor		1030 Fulton Ave Vallejo CA 94591	(925) 435-4987	1st, 3rd 11th	Beverly Hills Jesse Bethel	March 4, 2018
2 Smokehouse Tutty-Costello		1841 Laguna St Concord CA 94520	(862) 763-3841	N/A	N/A	N/A
3 Elizabeth Griffin		980 Tapa Ct Vallejo CA 94590	(707) 556 8252	2nd / Kindergarten	Marlow	3/4/2018
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NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1	<i>Paula V. [Signature]</i>	<i>1914 Elmerburg</i>	<i>707 315 7585</i>	<i>—</i>	<i>Highland</i>	<i>4/5/18</i>
2	<i>Max Russell [Signature]</i>	<i>1414 Elmerburg</i>	<i>707 655 9120</i>	<i>4th</i>	<i>Highland</i>	<i>4/7/18</i>
3	<i>Josh Anderson [Signature]</i>	<i>Green Lane 1310</i>	<i>707 383 1066</i>	<i>5th</i>	<i>Green Lane</i>	<i>4/7/18</i>
4	<i>Vicki Howard [Signature]</i>	<i>Green Lane 1310</i>	<i>707 315 3010</i>	<i>4th</i>	<i>Green Lane</i>	<i>4/8/18</i>
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PETICIÓN PARA ESTABLECER LA ESCUELA CHARTER ELITE PUBLIC SCHOOLS

Nosotros, los abajo firmantes, creemos que el charter adjunta para la creación de ELITE Public Schools (la "Escuela Charter") merece consideración y por la presente solicitamos a la junta directiva del Distrito Escolar Vallejo City Unified School District que conceda la aprobación del charter conforme a la Sección 47605 del Código de Educación para permitir la creación de la Escuela Charter. Los Peticionarios de la Escuela Charter aceptan operar la Escuela Charter de conformidad con los términos de la Ley de las Escuelas Charter y las disposiciones del Charter de la Escuela Charter. Los peticionarios autorizan al Equipo de Liderazgo a negociar cualquier enmienda no sustantiva al charter necesaria para obtener la aprobación. La página de la firma se adjunta a la petición en la firma. [Seleccione uno: Los peticionarios abajo certifican que son maestros que están significativamente interesados en enseñar en la Escuela Charter O Los peticionarios abajo certifican que son padres significativamente interesados en inscribir a sus estudiantes en la Escuela Charter]

	NOMBRE	FIRMA	DIRECCIÓN	NÚMERO DE TELÉFONO	GRADO DEL ESTUDIANTE EN 2019-2020	DISTRITO ESCOLAR	FECHA
1.	Fau Stina Alcon		912 Santa Pine	7077122838	7 5 K	FGLT	5/13/16
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PETITION FOR THE ESTABLISHMENT OF **ELITE PUBLIC SCHOOL**

We the undersigned believe that the attached charter for the creation of Elite Public School (the "Charter School") merits consideration and hereby petition the governing board of the Vallejo City Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners authorize the Leadership Team to negotiate any non-substantive amendments to the charter necessary to secure approval. Signature page is attached to petition upon signature. [Select one: The petitioners listed below certify that they are teachers who are meaningfully interested in teaching at the Charter School OR The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Charter School]

	NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1							
2	Genevieve Brown	Genevieve Brown		707 655 7777 641 3935	4 th 2019-20	Highland	5/03 2018
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PETITION FOR THE ESTABLISHMENT OF ELITE PUBLIC SCHOOL

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	NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1	Linda Davis	[Signature]	15 Parvaneh Dr.	915 637-4043	PreK, 4th, 5th, 6th		3-21-18
2	Natalya Johnson	[Signature]	302 Wallace Ave 94590	415 342 9730	TK		3-21-18
3	Sackrobi	[Signature]	112 ST PIERRE W	415 510 4175	5th		3-22
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NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1 Anthony Williams	[Signature]	135 Carolina St	(707) 712-3859	3	Patterson	2-25-18
2 Tony Johnson	[Signature]	2160 Sacramento	707 912-1805		Sacramento	2-25-18
3 Selma Boudin	[Signature]	4604 Arcata St. (415) 678-7919			Vallejo	2/24/18
4 Efo Sa Ben	[Signature]	922 Napa St.	707 880 2409	4	Fed Terrace	2/24/18
5 Danylin Luna	[Signature]	750 Sereno Dr	707 332-5107	4	Marcel Island	2/25/2018
6 [Signature]	[Signature]	3540 [Signature]	916 475-6159		Vallejo	2-25-18
7 [Signature]	[Signature]	204 California St Vallejo CA	510 200-4836	2, 4, 5	Milliken	2-25-18
8 DANIEL MATHSON	[Signature]	314 Sutter	510 860-5822	4	Laurel	2/25/18
9 [Signature]	[Signature]	88 Valle Vista Ave	510-689-6310	11th Rec	Richmond	2-25-18
10 [Signature]	[Signature]	4711 SO. 38th Oakland CA	510 307-1318	0		




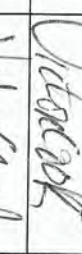
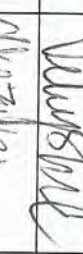



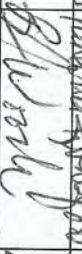
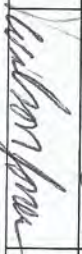

PETICIÓN PARA ESTABLECER LA ESCUELA CHARTER ELITE PUBLIC SCHOOLS

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	NOMBRE	FIRMA	DIRECCIÓN	NÚMERO DE TELÉFONO	GRADO DEL ESTUDIANTE	DISTRITO ESCOLAR	FECHA
1.	Enrique <i>Enrique</i>	Kiteva <i>Kiteva</i>	1401 Coronel Ave Vallejo, CA	707-655-5246	6th	VUSD	2/25/18
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PETITION FOR THE ESTABLISHMENT OF ELITE PUBLIC SCHOOL

We the undersigned believe that the attached charter for the creation of Elite Public School (the "Charter School") merits consideration and hereby petition the governing board of the Vallejo City Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners authorize the Leadership Team to negotiate any non-substantive amendments to the charter necessary to secure approval. Signature page is attached to petition upon signature. [Select one: The petitioners listed below certify that they are teachers who are meaningfully interested in teaching at the Charter School OR The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Charter School]

NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
Zofa Johnson		88 Valle Vista Ave Ap+ 5103 Vallejo, CA 94590	504915.8255			6/24/18
Dashia Joseph		110 Fordham	(707) 654-6941	Pre K	6th	2/21
Kayshawn Perry		723 Locksiding	(707) 319-4352	3rd	Penny Creek	2/24
Victorick		101 Rainier St	707 7935	JUNIOR		2/24
Vensina Clark		27 Pine St	707-310-2531	NONE	Vallejo High	2-24
Audrey Johnson		55 Valle Vista	510-613-5211	Grade	Peoples	2/24
Shelley Johnson		74 Lincoln St	5101-253-882	Grade		2/24
Regina Lewis		124 Alabama St	(707) 654-7055	none	Wardlow	2/24/18
Tamara Rutherford		801 Southampton Rd #177	(510) 416-6520	Senior	Bonnie	2/24/18
Burt Warden		512 Phoenix Circle	707-553-8601	Senior	Vallejo	2/24/18
Wilson Jones		960 Fortune St	707 712-4899			3-2-18

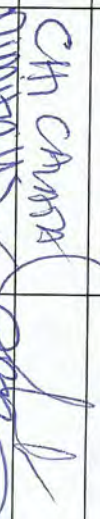

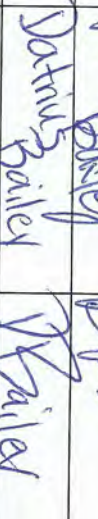
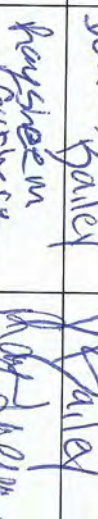
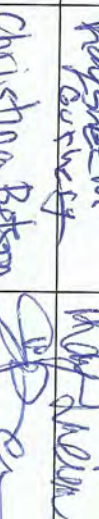
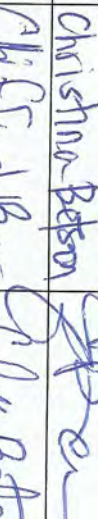
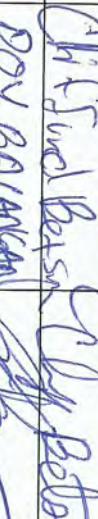
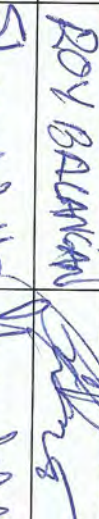
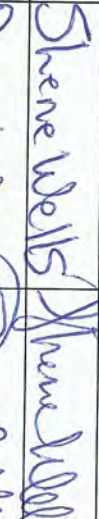

PETICIÓN PARA ESTABLECER LA ESCUELA CHARTER ELITE PUBLIC SCHOOLS

Nosotros, los abajo firmantes, creemos que el chárter adjunta para la creación de ELITE Public Schools (la "Escuela Chárter") merece consideración y por la presente solicitamos a la junta directiva del Distrito Escolar Vallejo City Unified School District que conceda la aprobación del chárter conforme a la Sección 47605 del Código de Educación para permitir la creación de la Escuela Chárter. Los Peticionarios de la Escuela Chárter aceptan operar la Escuela Chárter de conformidad con los términos de la Ley de las Escuelas Chárter y las disposiciones del Chárter de la Escuela Chárter. Los peticionarios autorizan al Equipo de Liderazgo a negociar cualquier enmienda no sustantiva al chárter necesaria para obtener la aprobación. La página de la firma se adjunta a la petición en la firma. [Seleccione uno: Los peticionarios abajo certifican que son maestros que están significativamente interesados en enseñar en la Escuela Chárter O Los peticionarios abajo certifican que son padres significativamente interesados en inscribir a sus estudiantes en la Escuela Chárter]

	NOMBRE	FIRMA	DIRECCIÓN	NÚMERO DE TELÉFONO	GRADO DEL ESTUDIANTE EN 2019-2020	DISTRITO ESCOLAR	FECHA
1.	Tomia R. Chay		1706 Sutter St 2817 Leiswell Dr	504 346 023	K	Vallejo Vista	3/2/18
2.	—	—	—	510 343 5047	K	Vallejo	2/2/18
3.	Toni Mitchell		518 Ridge Ave. 94590	415 368 654	10/14	—	3/2/18
4.	Cecilia Torres		515 Daniels Ave 94590 Vallejo, CA 94590	510 364 1035	3rd & 4th	Vallejo	3/2/18
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PETITION FOR THE ESTABLISHMENT OF ELITE PUBLIC SCHOOL

We the undersigned believe that the attached charter for the creation of Elite Public School (the "Charter School") merits consideration and hereby petition the governing board of the Vallejo City Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners authorize the Leadership Team to negotiate any non-substantive amendments to the charter necessary to secure approval. Signature page is attached to petition upon signature. [Select one: The petitioners listed below certify that they are teachers who are meaningfully interested in teaching at the Charter School OR The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Charter School]

NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1 CHH CANASA		6300 1816 Road	707-9806120	8th	Westside	3/3/18
2 JIMMY BALEY		1980 Grande Circle #49	707-3443939		Vallejo	3/3/18
3 Darius Bailey		1902 Florida St	707-6549211		Vallejo	3/3/18
4 Keyshia Bailey		1011 El Dorado St	707-354-8070			3/3/18
5 Christina Betson		145 Reynard Ln	925-8444137	7th	Vallejo	3/3/18
6 Cliff and Betsy		145 Reynard Ln	516-684-7862	7th	Vallejo	3/3/18
7 ROY BALANAN		124 Doran Ct.	707-3107945	1	Vallejo	3/3/18
8 Shene Wells		50 Sea P. #10	707-5149711	6	Vallejo	3-3-2018
9 Deant Williams		12 Selenia Ave	415-933413	5	Vallejo	3-3-18
10 Eric Curry		1638 OHIO St	707-712-0841	15+	Cave	3-3-18

PETICIÓN PARA ESTABLECER LA ESCUELA CHARTER ELITE PUBLIC SCHOOLS












Nosotros, los abajo firmantes, creemos que el charter adjunta para la creación de ELITE Public Schools (la "Escuela Charter") merece consideración y por la presente solicitamos a la junta directiva del Distrito Escolar Vallejo City Unified School District que conceda la aprobación del charter conforme a la Sección 47605 del Código de Educación para permitir la creación de la Escuela Charter. Los Peticionarios de la Escuela Charter aceptan operar la Escuela Charter de conformidad con los términos de la Ley de las Escuelas Charter y las disposiciones del Charter de la Escuela Charter. Los peticionarios autorizan al Equipo de Liderazgo a negociar cualquier enmienda no sustantiva al charter necesaria para obtener la aprobación. La página de la firma se adjunta a la petición en la firma. [Seleccione uno: Los peticionarios abajo certifican que son maestros que están significativamente interesados en enseñar en la Escuela Charter O Los peticionarios abajo certifican que son padres significativamente interesados en inscribir a sus estudiantes en la Escuela Charter]

NOMBRE	FIRMA	DIRECCIÓN	NÚMERO DE TELÉFONO	GRADO DEL ESTUDIANTE EN 2019-2020	DISTRITO ESCOLAR	FECHA
1. Kameron	[Signature]	PO Box 42 Vallejo CA 94592	707-455-8503	94590	Solano County	2/25
2. [Signature]	[Signature]	304 Lakeshore Ave 94591	415 410-7043	94591	Solano County	2/24
3. [Signature]	[Signature]	213 Alhambra Blvd Vallejo	707-0537015	94591	Solano	2/24
4. [Signature]	[Signature]	1101 Union Ave	707-7121088	1st grade	Vallejo	2/22/2020
5. [Signature]	[Signature]	—	—	1 grade	Solano	
6. Michele Lewis-Holman	[Signature]	76-A Rotary Way Vallejo	707-325-3400	94591	Vallejo	3-2-18
7. Tamisha Williams	[Signature]	236 Waterlawn Ter Vallejo	707-712-3553	94591	Solano	3/2/18
8. Valerie Stokes	[Signature]	1435 N Camino Alto Vallejo	—	94589	Solano	3/2/18
9. Kinda Clark	[Signature]	2012 Redwood Hwy #57	(415) 378-5517	94591	Solano	3/2/18
10. Jamaran Seab	[Signature]	1430 Sevens Dr	707-648	94589	Solano	3/2/18

6809

PETITION FOR THE ESTABLISHMENT OF ELITE PUBLIC SCHOOL

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NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1 Charles Eicher		1920 Marin ST	707-655-7342	1st	Vallejo High	2/24/18
2 Kim R.		181 Cynthia Ave	707-552-2411	5th	Vallejo	2/24/18
3 Jacquelyn W		2809 Larissa Ln	707-712-3641	8th	Vallejo	2/24/18
4 Monica Brown		118 Yunkshurst Ct. Vallejo 94591	707-721-7765	3rd	Vallejo	2/24/18
5 Brenda Rich		9010 Cambridge Circle	707-731-9586	4th	Vallejo	2/24/18
6 Yvonne Law		1570 Valley Dr	415-724-8924	4th	Vallejo	2/24/18
7 Aletta R. Brown		3300 Tennessee St	707-712-0440	1st	Vallejo	2/24/18
8 Alexander Dancien		2700 Tennessee St	707-267-6192	6th	Vallejo	2/24/18
9 Sue Sappho		750 Severn Dr. Vallejo	510-692-9257	5th	Vallejo	2/24/18
10 Selma Boudi		604 Pierce St	415-678-7919	3rd	Vallejo	2/24/18
Danelle Brown		Centennial Dr Vallejo, CA	707-643-9305		Vallejo	2/24/18

PETITION FOR THE ESTABLISHMENT OF ELITE PUBLIC SCHOOL

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NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1	Proche Mertos	1310 Nebraska St.	(707) 654-6721	5 th	Highland	3/3/18
2	ANDRE MEARS	1310 Nebraska St.	707-758-0442	5 th	Highland	3/3/18
3	Tamara Dwyer	331 Starbuck Dr.	520 3834232	5 th	Glenland	3/3/18
4	Tina Hoop	149 Sunnyside	(707) 566-9002	8 th	Glen Cove	3/3/18
5	Kristina French	130 Lotus Ct.	(510) 803-9490	7 th	Heardes	3-3-18
6	Tasha Brown	147 Seaside Dr.	(707) 411-3504	7 th	Glen Cove	3-3-18
7	TERENCE HOWARD	1050 MAPLE AVE.	707 654-6098	6 th	Hogan Middle	3-3-18
8	AMMUN HOWARD	112 HEKMAN ST.	207-712-7176			3-3-18
9	Carroll Watson	234 Fremont Ave	(707) 333-6161	5 th	Hyland	3.3.18
10	Roxana Miles	1306 Nevada St	707-357-1785	5 th	Hyland	3-3-18

PETICIÓN PARA ESTABLECER LA ESCUELA CHARTER ELITE PUBLIC SCHOOLS

Nosotros, los abajo firmantes, creemos que el charter adjunta para la creación de ELITE Public Schools (la "Escuela Charter") merece consideración y por la presente solicitamos a la junta directiva del Distrito Escolar Vallejo City Unified School District que conceda la aprobación del charter conforme a la Sección 47605 del Código de Educación para permitir la creación de la Escuela Charter. Los Peticionarios de la Escuela Charter aceptan operar la Escuela Charter de conformidad con los términos de la Ley de las Escuelas Charter y las disposiciones del Charter de la Escuela Charter. Los peticionarios autorizan al Equipo de Liderazgo a negociar cualquier enmienda no sustantiva al charter necesaria para obtener la aprobación. La página de la firma se adjunta a la petición en la firma. [Seleccione uno: Los peticionarios abajo certifican que son maestros que están significativamente interesados en enseñar en la Escuela Charter O Los peticionarios abajo certifican que son padres significativamente interesados en inscribir a sus estudiantes en la Escuela Charter]

	NOMBRE	FIRMA	DIRECCIÓN	NÚMERO DE TELÉFONO	GRADO DEL ESTUDIANTE EN 2019-2020	DISTRITO ESCOLAR	FECHA
1.	Yanila Godínez	[Signature]	303 Pepper De Vallejo 04/584	510 331 7405	4th	Vallejo Solano	3/3
2.	Vince	[Signature]	1905 04/mf.c 19	475 543 3449		Vallejo Solano	3/3
3.	Joshua Bailey	[Signature]	1611 Alabama St Vallejo 44540	770 317-6002		Vallejo Solano	3-4
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Angie Gorden

PETITION FOR THE ESTABLISHMENT OF ELITE PUBLIC SCHOOL

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NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2019/20 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1 Keith Ford	[Signature]	102 N. 55th St. #101	707/712-8994	5th	Federal Heights	5/21/18
2 Tyler Lesh	[Signature]	1715 Sonoma Blvd #205	415/375-1264		VCUSD	5/9/18
3 Perry Vane	[Signature]	820 Sacramento	707/239-9720	7th	VCUSD	
4 Contrasto	[Signature]	169 Maher Ct	707/703/306	1st	VCUSD	5/8/18
5 CJ		169 Maher Ct	707/703/306	1st	VCUSD	5/8/18
6 Peter Sells	[Signature]	50 Solbridge St	510/492-9754	2nd	Federal Heights	5/8/18
7 Brian Chubb	[Signature]	115 Bluffs Plaza Rd	707/649-1605		VCUSD	
8 Vincent Jones	[Signature]	1001 Doe. St. #103	707/712-2944		Federal Heights	5-8-18
9 Samuel Murray	[Signature]	2035 Napa St.	707/308-3743	1st	VCUSD	5/8/18
10 Luke Bakula	[Signature]	1825 Sonoma Blvd	707/551-1906	Kindergarten	VCUSD	March 8 2018

- 11 Edna Evans 2400 S. 90th St. 542 Vallejo CA 94591 415-240-6344 5/8/2018
12. Letitia Dando 94591
13. Kameta Perry 201 Mart Ave (333) 302.6985 11th Loma Vista 5/8/2018

Arthur Miles A. Mills 808 Spyglass Parkway (510) 759-6847 Glen Cove Elementary 5/8 at

Raymond Martin 251 NUCENT DR 415 9417601 VCUISD/

John Malu 981 Porter St 707-712-7279

Don Bradshaw 316 Mayo Ave 716. 424. 4013

Melissa Robey 171 Florence Ct 707-712-6152

Author Williams 85 Rogers St 707-656-5533

Tanya M. Chandler 338 Georgia St. 415-871-6071

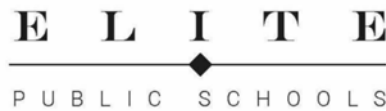
Myrone Chancelon 8414 201 Valley, CA 94590 415-685-7584

Thyl Hall 123 Kathy Ellison 5055 530-24-7735

Charles Gordon 1009 Porter St APT 105 (757)-575-7735
3415 VCAESD

Thalia Uribe 1009 Porter St APT 202 (707) 653-2574 2K

LaTanya Anderson 135 Carolina St. (707) 248-3563



July 31, 2018

Sent Via: Email

Dr. Adam Clark, Superintendent
Members of the Board of Education
Vallejo City Unified School District
665 Walnut Ave
Vallejo, CA 94592

Re: Response to District Staff Findings of Fact Regarding ELITE Public Schools

Dear Superintendent Clark and Members of the VCUSD Governing Board:

We are in receipt of the Vallejo City Unified School District ("VCUSD" or the "District") Resolution regarding the charter petition for ELITE Public Schools. ("ELITE" or the "Charter School") and the Findings of Fact contained therein ("Findings"). The Resolution has not been provided directly to ELITE and was first posted to the VCUSD website after 5:00 P.M. on Friday, July 27, 2018, providing us very little time to prepare a comprehensive response; please find below a summary of our responses, which we reserve the right to supplement.

We are disappointed by VCUSD's complete lack of dialogue with the ELITE petitioners during the charter review period. Had VCUSD reached out to the petitioners to ask questions, seek clarification, and/or request documentation as needed, we feel all of the minor items noted in the Findings would have been made clear to staff's satisfaction.

The Charter Schools Act, Education Code Section 47605(b), requires the VCUSD Board of Education, in its review of charter petitions, to be guided of the intent of the legislature that "*the establishment of charter schools should be encouraged.*" The word "encourage" means, "to stimulate by assistance or approval; to promote, advance, or foster." Silence by an authorizer during the entirety of the charter review period, instead of communicating any questions or concerns and allowing healthy dialogue, would not meet any definition of the term "encourage" as required by law. We are disappointed by the missed opportunity at the possible expense of students in the Vallejo community.

The Findings do not constitute sufficient legal grounds to deny the ELITE charter petition. The ELITE charter petition meets or exceeds the legal requirements for a reasonably comprehensive description of all 15 required elements under California Education Code section 47605(b), as well as the additional California State Board of Education regulatory guidance under California Code of Regulations, Title 5, Section 11967.5.1, and presents a sound educational program led by a talented and energetic team with the experience, talent, and knowledge to successfully implement that plan.

Overview of Law

We point out that the Education Code provides specific guidance to governing boards to ***approve the establishment of charter schools***. Education Code Section 47605(b) states:

In reviewing petitions for the establishment of charter schools, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged. (Emphasis added.)

Education Code Section 47605(b) also provides the legal basis for the denial of a charter petition as follows:

“The governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

- (1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.
- (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
- (3) The petition does not contain the number of signatures required by subdivision (a) [of Education Code Section 47605].
- (4) The petition does not contain an affirmation of each of the conditions described in subdivision (d) [of Education Code Section 47605].
- (5) The petition does not contain reasonably comprehensive descriptions of [the 15 required elements].
- (6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes [the Educational Employment Relations Act].” (Emphasis added.)

Accordingly, the law dictates that the default is for a school district board of education to approve a charter petition, unless it makes written factual findings to support a denial.

We believe it is clear that no factual basis exists to support one or more of the above legal basis for denial of the ELITE charter petition; the charter petition exceeds all legal requirements set forth in the Education Code. The findings constitute an impermissible basis for denial of the ELITE charter petition and directly contravene the guidance of *California School Bds. Assn. v. State Bd. of Education*, where the court found that “[l]ocal school districts are ... mandated to approve charters that meet statutory requirements and are consistent with sound educational practices.” (186 Cal. App. 4th 1298, 1319 (Cal. App. 1st Dist. 2010).)

Thus, this duty now falls on the Vallejo City Unified School District Board of Education to ask questions, seek answers, and address any remaining concerns with the ELITE petitioners directly at the Board meeting on August 1, 2018.

ELITE Summary of Response to the VCUSD Findings of Fact

In the table below, please find a summary of the Findings accompanied by the ELITE response, which, as stated above, we reserve the right to supplement.

THE PETITION IS NOT CONSISTENT WITH SOUND EDUCATIONAL PRACTICE AND INSTEAD PRESENTS AN UNSOUND EDUCATIONAL PROGRAM. (EDUC. CODE § 47605(b).)	
District Findings	ELITE Response
<p>A. “It appears instead that the Petitioners are trying to cater to trends and programs that they hope will draw families to the school, rather than design an integrated program that will meet the needs of a target population.”</p>	<p>✓ This finding is speculative, is not supported by specific facts, and misstates the plain language of the charter petition.</p> <p>Here, the District is attempting to frame the strength of the ELITE academic program as a liability. The petition explicitly states “Our model is designed for flexibility toward the end goal of having all students meet or exceed grade level standards. We allow student needs to dictate how their instructional program is designed.” (p. 14) ELITE believes every student is different, and each student has unique needs. Hence, the diversity of design elements created to meet those student needs. Adapting an educational program to meet unique student needs is a hallmark of a strong academic program. Creating homogeneous or “integrated” programs is an outmoded pedagogy.</p> <p>Thus, as this finding goes beyond the requirements of the law, it may not be used as a legal basis for denial of the ELITE charter petition</p>

<p>B. “[T]he description of the engineering curriculum is broad and not reasonably detailed or comprehensive.”</p>	<p>✓ The finding goes beyond the requirements of the Charter Schools Act, ignores the plain language of the charter petition and is not supported by facts.</p> <p>The State Board of Education defines an “unsound educational program” as one that “present(s) the likelihood of physical, educational, or psychological harm to students” or one that “is not likely to be of educational benefit to the pupils who attend.” The District provides no specific facts to suggest the engineering curriculum either will do harm or provide no educational benefit to students.</p> <p>The curriculum is discussed on pages 37 -38 and Appendix I, pages 12-13. To the degree the District intends this Finding to be in support of denial pursuant to Section 47605(b)(5)(A), this will be addressed in that section of the response.</p> <p>Thus, as this finding goes beyond the requirements of the law, it may not be used as a legal basis for denial of the ELITE charter petition</p>
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<p>C. “Beyond "access to computers" (Pet. at 36), technology for students is only mentioned in the context of general project-based learning concepts. How technology-embedded instruction will actually be implemented within the language-heavy and culturally-responsive program presented is unknown as no specifics are provided.”</p>	<p>✓ The finding goes beyond the requirements of the Charter Schools Act, ignores the plain language of the charter petition and is not supported by facts.</p> <p>The State Board of Education defines an “unsound educational program” as one that “present(s) the likelihood of physical, educational, or psychological harm to students” or one that “is not likely to be of educational benefit to the pupils who attend.” The District provides no specific facts to suggest the technology component of the ELITE Curriculum either will do harm or provide no educational benefit to students.</p> <p>The curriculum is discussed on pages 36-37 and Appendix I, pages 1-11. To the degree the District intends this Finding to be in support of denial pursuant to Section 47605(b)(5)(A), this will be addressed in that section of the response.</p> <p>Thus, as this finding goes beyond the requirements of the law, it may not be used as a legal basis for denial of the ELITE charter petition</p>
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<p>D. “[T]he Petition only requires three years of math and two years of science for graduation, which are inconsistent with a program that is specifically focused and purposely designed to prepare students for careers in engineering with fluency in sophisticated technology.</p>	<p>✓ The finding goes beyond the requirements of the Charter Schools Act, ignores the plain language of the charter petition and is not supported by facts.</p> <p>The State Board of Education defines an “unsound educational program” as one that “present(s) the likelihood of physical, educational, or psychological harm to students” or one that “is not likely to be of educational benefit to the pupils who attend.” The District provides no specific facts to suggest the graduation requirements the ELITE Curriculum either will do harm or provide no educational benefit to students.</p> <p>Moreover, as the petition clearly articulates, four (4) years of mathematics and three (3) years of science are recommended for ELITE students. The founding team at ELITE has, through their considerable experience in public schools, come to realize that not all students excel or are passionate about mathematics and/or science. While the petitioners anticipate most if not all students will take the recommend course sequence, they do not want a lack of aptitude or interest in the highest levels of mathematics and science to be a barrier to entry or success.</p> <p>Thus, as this finding goes beyond the requirements of the law, it may not be used as a legal basis for denial of the ELITE charter petition</p>
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<p>E. “[T]here is no reasonably comprehensive description of how the math/science curriculum and engineering components of the TK-12 program will result in students having mastered or become literate in coding.</p>	<p>✓ The finding goes beyond the requirements of the Charter Schools Act, ignores the plain language of the charter petition and is not supported by facts.</p> <p>The State Board of Education defines an “unsound educational program” as one that “present(s) the likelihood of physical, educational, or psychological harm to students” or one that “is not likely to be of educational benefit to the pupils who attend.” The District provides no specific facts to suggest the math and science curriculum either will do harm or provide no educational benefit to students.</p> <p>To the degree the District intended this Finding to be in support of denial pursuant to Section 47605(b)(5)(A), this will be addressed in that section of the response.</p> <p>Thus, as this finding goes beyond the requirements of the law, it may not be used as a legal basis for denial of the ELITE charter petition.</p>
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<p>F. “The proposed physical education program as presented in the Petition violates state law regarding required minimum numbers of instructional minutes of instruction in physical education for students in grades 7 through 12”;</p> <p>and</p> <p>G. “[I]t is unclear how Petitioners will ensure the mandated number of minutes of instruction in physical education while also providing instruction in health and an advisory period as represented during the same 30 minute block of time four days per week.”</p>	<p>✓ This finding goes beyond the legal requirements of charter schools regarding physical education. The finding cites to requirements that apply to school districts and not charter schools. (See Education Code Section 47610). In the absence of any legal requirements for charter schools regarding physical education minute requirements, charter schools are bound by their charter petition.</p> <p>This position is supported by the California Department of Education, Physical Education FAQs (See http://www.cde.ca.gov/pd/ca/pe/physeducfaqs.asp, last reviewed July 30, 2018):</p> <p>“1. Do charter schools have to offer physical education (PE)?</p> <p>Charter schools are required to provide PE consistent with their individual charters. If the charter school does have PE included in its charter, then it is required to provide PE consistent with the charter, even if that exceeds the EC requirements for non-charter schools.”</p> <p>Thus, as this finding goes beyond the requirements of the law, it may not be used as a legal basis for denial of the ELITE charter petition.</p>
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<p>H. “The Petition does not provide any sample student schedules at any level for the weekly shorted (<i>sic</i>) Wednesdays.”</p>	<p>✓ The finding goes beyond the requirements of the Charter Schools Act, ignores the plain language of the charter petition and is not supported by facts.</p> <p>The State Board of Education defines an “unsound educational program” as one that “present(s) the likelihood of physical, educational, or psychological harm to students” or one that “is not likely to be of educational benefit to the pupils who attend.” The District provides no specific facts to suggest weekly shortened Wednesdays either will do harm or provide no educational benefit to students.</p> <p>To the degree the District intends this Finding to be in support of denial pursuant to Section 47605(b)(5)(A), this will be addressed in that section of the response.</p> <p>Thus, as this finding goes beyond the requirements of the law, it may not be used as a legal basis for denial of the ELITE charter petition.</p>
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<p>I. “The Petition proposes long school days with very little free time or recess for students.”</p>	<p>✓ The finding goes beyond the requirements of the Charter Schools Act, ignores the plain language of the charter petition and is not supported by facts.</p> <p>The State Board of Education defines an “unsound educational program” as one that “present(s) the likelihood of physical, educational, or psychological harm to students” or one that “is not likely to be of educational benefit to the pupils who attend.” The District provides no specific facts to suggest the bell schedule either will do harm or provide no educational benefit to students.</p> <p>The bell schedule proposed allows all students two (2) breaks: one in the morning and one for lunch. The founding team at ELITE has, through their considerable experience in public schools, determined that these breaks are sufficient especially in light of the hands-on, project-based learning the ELITE curriculum provides.</p> <p>Thus, as this finding goes beyond the requirements of the law, it may not be used as a legal basis for denial of the ELITE charter petition.</p>
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<p>J. “The high school schedule proposes intensive instruction in only two of the four core content areas (English, Math, Social Science, Science) each semester, with Coding and Technology only occurring in 9th grade, and World Language also only being provided three out of the four high school years... The twelfth grade schedule is also incomplete, omitting reference to two core content subject matter instruction areas, English 12 and Economics/Government”</p>	<p>✓ The finding goes beyond the requirements of the Charter Schools Act, ignores the plain language of the charter petition and is not supported by facts.</p> <p>The State Board of Education defines an “unsound educational program” as one that “present(s) the likelihood of physical, educational, or psychological harm to students” or one that “is not likely to be of educational benefit to the pupils who attend.”</p> <p>ELITE plans to utilize a 4x4 block schedule. Considerable research has demonstrated the strength of the 4x4 block in minimizing non-educational time and allowing students, and teachers, to increase their focus on specific classes. The District provides no specific facts to suggest block scheduling either will do harm or provide no educational benefit to students.</p> <p>The omission of English 12 and Government/Economics in the 12th grade bell schedule (p. 47) is a clear and obvious typographical error as both courses are listed as graduation requirements and the 10:25—12:05 block is not included in the chart. That is the block in which those classes will be taught. The District citing a typographical error as a fact supporting denial does not reflect the mandate to encourage the establishment of the Charter School.</p> <p>Thus, as this finding goes beyond the requirements of the law, it may not be used as a legal basis for denial of the ELITE charter petition.</p>
<p>THE PETITION FAILS TO SPECIFY WHERE THE CHARTER SCHOOL INTENDS TO LOCATE (EDUCATION CODE § 47605(g)).</p>	
<p>District Findings</p>	<p>ELITE Response</p>
<p>“Petitioners do not identify any potential location or locations or even preferences</p>	<p>✓ The finding goes beyond the requirements of the Charter Schools Act.</p>

<p>regarding where the school wishes to locate, stating merely that it's proposed location will be in Vallejo, California and that "the Charter School should be located on a single site or facility and be able to house all ELITE students as enrollment grows year over year."</p>	<p>The specific location where the Charter School wishes to locate is not required by law. The petition includes a clear statement that ELITE is willing to consider any available appropriate space in VCUSD as part of a Prop 39 agreement. Here, the District is attempting to use the Charter School's expressed flexibility and interest in partnering with the District as liability or reason for denial. ELITE will obviously be required to acquire facilities and all necessary clearances prior to opening and will provide such assurances to the District.</p> <p>Thus, as this finding goes beyond the requirements of the law, it may not be used as a legal basis for denial of the ELITE charter petition.</p>
<p>THE PETITIONERS ARE DEMONSTRABLY UNLIKELY TO SUCCESSFULLY IMPLEMENT THE PROGRAM SET FORTH IN THE PETITION. (EDUC. CODE § 47605(b)(2).)</p>	
District Findings	ELITE Response
<p>A. "The Petitioners are demonstrably unlikely to successfully implement the program because their financial plan lacks appropriate detail and is fiscally unsound."</p>	<p>✓ The finding goes beyond the requirements of the Charter Schools Act, ignores the plain language of the charter petition and is not supported by facts.</p> <p>The Charter Schools Act authorizes the governing board to deny a petition for the establishment of a charter school if it makes written factual findings, specific to the particular petition, to support a finding that the petitioners are demonstrably unlikely to successfully implement the program.</p> <p>Rather than making findings that show the petitioners are demonstrably unlikely to implement the Educational Program, the District poses a list of "concerns." Again, each of these concerns would have easily been assuaged with a follow up call to the Petitioners or the Petitioners back office provider.</p> <p>The following are brief responses to the concerns raised that can be addressed in further detail at the meeting on August 1.</p>

1. "The only reference made is that the enrollment projections are based on 'strong community support'."	The Charter School has confidence in its enrollment projections.
2. "Federal revenues are budgeted to remain constant for Years 1 through 5 with the assumption of a 73% free and reduced student demographic for both Title I and Title II. The amounts given are \$355 per free and reduced student for Title I and \$60 per free and reduced student for Title II, no backup documentation was provided in Petition to confirm estimates."	As noted in the budget narrative, the Federal revenue assumptions are based on CDE estimates for Title I and II in Solano County. Until the CDE recalculates the county funding including ELITE's student population, exact figures are not obtainable.
3. "Projected funding for lottery was inconsistent in Years 4 and 5, the figures provided within the Multi-Year projections are calculated with average daily attendance (ADA) higher than the projected 1,127.2 included in Petition. Lottery revenues are being projected at 1,163.9 ADA in Year 4 and 1,169.7 ADA in Year 5. This overstates revenue."	Petitioners are not sure which figures the District staff are using for lottery. Lottery is \$225,798 in year 4 and \$226,927 in year 5, which when divided by ADA for those respective years (1,127.2) equals ~\$186/ADA. Note current state projections for lottery revenue are over \$200/ADA, so if anything, lottery revenues are understated
4. "The budget for child nutrition revenue and expenditure projections does not appear to be grounded on any type of reasonable assumptions. Revenues grow 121% from Year 1 to Year 4. The budget narrative and budget detail	The Charter School intends to outsource the preparation of food. However, the Charter School anticipates having a combination of budgeted staff supporting the distribution of lunches, which is how the Charter School came to estimate of ~10% loss on the food program.

documents do not reflect any costs associated with the employment of food services personnel that would prepare and serve the significant student population that is being projected for free and reduced priced meals. Furthermore, the budget assumption provided in the budget narrative is for the nutrition program to operate on a small loss of around 10%. This is not achieved when the revenues and expenditures are separated out for the child nutrition program. This overstates the projected fund balance as presented in the Multi-Year projections and further demonstrates that the charter school is unlikely to successfully implement the program as stated in Petition and maintain fiscal solvency.”

5. “The budget narrative states that "salary projections were set at the current rates in an effort to balance competitive compensation." For the educational programs the Petition proposes, intends to implement and keep competitive to attract teachers, the Charter School's assumption that it will pay all teachers at the entry level rate of \$49,640 with 2% step and column

The Petitioners used the Vallejo Unified School District salary scale as the basis for creating its compensation assumptions. The teacher salary is a 5th year teacher with a credential (1B, step 5 on the salary schedule). Median salaries in the District are a poor comparison because the District likely has many veteran teachers at the high end of the salary schedule. As a new school, ELITE will likely not have many veteran teachers at the high end of the salary schedule.

growth each year significantly underestimates the expenditures the Charter School most likely will incur to get sufficiently experienced teachers and is unreasonable, particularly given that the work year for teachers at the Charter School is substantially longer than the teacher work year in VCUSD. For example, the median and average salaries for VCUSD are approximately \$70,000 which is \$20,000 higher than the budgeted salary for Charter School teachers included within the financial projections. This potential difference could add up to \$400,000 in the Year 1, \$580,000 in Year 2, \$740,000 in Year 3 and \$840,000 in Year 4. To this end, the projected ending fund balance presented in the Multi Year projections also appears overstated.”

6. The budget narrative and budget detail documents do not reflect any expenses associated with the employment of health personnel to support the 548 students projected in the Year 1 or in any of the subsequent years sufficient to support the full build-out enrollment of 1,212 students projected in Year 4.

The Charter School plans to partner with community health organizations to provide health services not covered through SPED. If additional funding is required, the Charter School will budget appropriately.

7. Health and welfare benefits are stated to be provided at a rate of \$8,000 per

The budget for health benefits assumes the more conservative number of staff in each of the years, including 39 staff in year 1.

full time equivalent (FTE); however, in Year 1 the budget reflects 39 FTE not the 37 FTE listed in the staffing table. Also under Element K: Retirement Systems (Pet. at 147), it states that employees with 0.6 FTE will receive benefits but within the budget narrative (Appendix O) it states that employees with 0.5 FTE will receive benefits. These inconsistencies make it difficult to verify if the projected health and welfare expenditures are estimated properly in Years 2 through 5.

8. The lack of detail for some of the major expenditure assumptions and inconsistent calculations based on budget assumptions provided (i.e. the per student or per “new” student amounts) underestimates projected expenditures and renders it impossible to determine whether they are reasonable. Specifically:

- a. Books and supplies expenditure assumptions include \$300 per new student for textbooks and core curricula; \$135 for per student for consumable instructional supplies; \$31 per student for testing and assessment supplies; \$155 per

ELITE uses assumption drivers appropriate to the line item as further discussed below.

Petitioners assume the confusion comes from the 3% COLA increase in the rate assumptions. The amounts (including the COLA) in the budget reflect the assumptions included in the narrative. The District is incorrect in its characterization of the budget not reflecting the assumptions included in the narrative.

student for educational software; \$225 per student in Year 1 and \$800 per student in Year two for student computers; \$125,000 and \$250,000 for computer refreshes in Years 4 and 5; \$170 per new student in classroom furniture and equipment; \$50 per student for non-classroom related furniture and equipment; \$50 per student for custodial supplies; \$6 per student for PE supplies; \$50 per new student for uniforms; \$12 per student for office supplies with \$10,000 one-time in Year 1. The budgeted expenditures do not reflect the proposed allocations per student or for per new student beyond Year 1 as stated in the budget narrative. Also, these amounts per student seem underestimated given the programs the Petition states it will implement. For example, \$6 per student for PE supplies, with no other budgeted expenditure for athletic equipment is not reasonable to

support the physical education and athletics program described in the Petition. (See Pet. at 13, 38-39, 45-46, 50-51, and Appendix B, p. 15.)

- b. Services and Operating expenditures include budgeted expenditures for rent based on 80 square feet per student at rate of \$5 per square foot based on market research of the Vallejo City area. Although the projections calculate correctly, the Petition did not include any backup documentation to validate the market research or expenditures included within the financial projections.

- c. Back office expenditures are being calculated based off a percentage of revenues and scale down from Year 1 to Year 5 where the percentage goes from 2.8% to 1.9%. However, no documentation was provided as to who will do the back office services, although the petition suggests EdTech. As such, it is unclear whether the back office expenditures are

The District seems to misread the narrative regarding facilities – ELITE intends to utilize a Prop 39 facility provided by the District. The Petitioners’ assumption was based on our analysis of the financials of other Vallejo charter schools and compared with regional data on Prop 39 rates.

EdTec and ELITE have not signed a back-office agreement, but the expense assumptions are in line with services provided to other charter schools of similar size.

grounded in reasonable assumptions. Also, the projected expenditures do not seem to be commensurate with the increased student population and staffing projections.

- d. The amounts listed for professional development, travel and conference fees do not align to the projected staffing listed within the budget narrative. Further, the amounts given for marketing and student recruitment, printing and reproduction, student insurance, and the Student Information System budget on a per student basis do not align after Year 1

- e. The lump sum budgets provided for technology support and services, equipment leases, staff recruitment, dues and memberships, audit and tax filing fees, banking fees and fingerprinting are not backed up with any detail assumptions or calculations other than the

Again, perhaps the District is confused by the 3% COLA increase in rate assumptions.

The Charter School used benchmarking data as much as possible to create reasonable assumptions. EdTec is happy to share the data as requested.

petition making statements
such as "based on
benchmarking data."

9. The proposed budget does not include reasonable projections of expenditures associated with Human Resource functions necessary to handle hiring, including contracting for required criminal background checks (fingerprinting), verification of education, experience and credentialing, reference checking, etc. prior to July 1, 2019, whether conducted by Charter School employees or outside vendor(s). The only related expenditures identified in the startup year (2018-2019) include \$4,000 for staff recruiting which appears patently insufficient and unrealistic, given that eligibility for and confirmation of the employment of appropriately 37 staff members in Year 1 will need to be processed. It is unrealistic to assume that such actions and expenditures will not be incurred until after July 1, 2019 given that confirmation of employment of the type of staff that will be required for the proposed program to operate within legal parameters (e.g. BCLAD

The Charter School has budgeted for fingerprinting. One of the primary responsibilities of the Principal is Human Resources.

credential holders, language proficient instructors, and several single subject credential holders in core academic subject areas) will likely need to occur in the Spring of 2019.

10. The Charter School's anticipated costs associated with marketing and student recruiting of \$15,000 does not appear to cover the costs associated with the man hours required to accept and process Founding Family interest applications, apply admissions preferences, conduct any necessary enrollment lotteries, secure verification of required immunization documents for over 500 students.

11. The proposed budget does not include any costs associated with curriculum development during the startup year. The Petition states that "teachers will meet over the course of the year to finalize the ELITE Scope and Sequence [for English Language Arts] and align it with state standards." (Pet. at 28.) Given the proposed program's promise of a standards-based program with a heavy emphasis on Language Development, to the extent this describes activities that will be occurring during Year 1 of operation, it

Like most charter schools, ELITE will rely on the support of committed volunteers overseen by the founders to manage many pre-opening activities such as student recruitment until revenues arrive. Should the Charter School receive a PCSGP grant after charter approval, ELITE may hire staff to support recruitment activities.

Like most charter schools, ELITE will rely on the passionate commitment of the founding teachers to support curriculum development until state revenues arrive. The Charter School intends to apply for the PCSGP grant which would provide funding to support the acceleration of these activities.

calls into question the Petitioners' ability to implement the major components of the program in Year 1.

12. The budget narrative states that the charter school anticipates a loan of \$250,000 in July 2019; however, the cash flow analysis provided for Year 1 shows receipt of \$350,000 in July 2019. The Petition also states that cash flow projections include the potential selling off of receivables to make cash flow positive through all months. However, this is not broken out on the difference between getting a loan and selling off receivables. Without this distinction, the budget may not reflect the true costs of each type of transaction. Also, the Petition does not provide any basis for the receipt of prior year revenues which affects cash flow for the start of a fiscal year (the months of July and August).

13. The Petition states that the charter school plans to provide after-school programming to 6:00 pm daily for all students including before and after-school enrichment and tutoring, competitive sports, and parent/student workshops. However, the Petition does not indicate how those added expenses

The \$350K cash infusion in the cash flow includes the receivable sales. ELITE has budgeted \$80K in financing costs for the receivable sales through the first half of the first year.

ELITE has budgeted for after-school staff (Afterschool Liaisons: Yr1: 6, Yr2: 9, Yr3: 12, Yr4: 13.5).

<p>will be covered within the budget narrative beyond available ASES and Title 1 sources. Given that "ELITE's comprehensive and coordinated after-school program is a part of our fundamental education system" (Pet. at 51), Petitioners' ability to deliver on the sweeping promises made is unlikely.</p> <p>14. The budget narrative as presented shows that in the first year financial projections, the Charter School plans to operate at almost a break-even point or a 0.7% fund balance; therefore, the charter will not be able to have the required 4% reserve for Economic Uncertainties. Fluctuations in anticipated revenue or expenditures could thus have a catastrophic impact on the Charter School's overall fiscal viability (e.g. inability to make payroll).</p>	<p>ELITE has a tight budget in year one, as is common for start up schools. Per State Board recommendations, the Charter School reaches its recommended reserve by the end of its second year.</p> <p>Thus, as this finding goes beyond the requirements of the law, it may not be used as a legal basis for denial of the ELITE charter petition</p>
<p>A. "[T]he Petition still includes many contradictions, inaccuracies, and deficiencies, calling into question the Petitioners' ability to successfully deliver the proposed program."</p>	<p>✓ The finding goes beyond the requirements of the Charter Schools Act.</p> <p>The Charter Schools Act authorizes the governing board to deny a petition for the establishment of a charter school if it makes written factual findings, specific to the particular petition, to support a finding that the petitioners are demonstrably unlikely to successfully implement the program.</p>

	<p>This Finding purports to address contradictions, inaccuracies, and deficiencies identified in the charter petition the petitioners previously submitted to the Solano County Board of Education. As a threshold matter, the previous petition is irrelevant to the District’s analysis. The District is compelled by the Charter Schools Act to make findings based only the particular petition under review. Reviewing and citing to the County findings in response to a different petition, unnecessarily prejudices the Board from making its own decision and violates the Charter Schools Act. Further, none of the comments in this finding identify “contradictions, inaccuracies, and deficiencies” in the petition, but instead cite to very specific questions regarding the Educational Program and pose hypothetical scenarios that are not addressed in the petition—scenarios that would not be addressed in a reasonable comprehensive description.</p> <p>Nothing in these findings addresses the competency, experience, or background of the petitioners or provides any specific facts as to why the District believes they are demonstrably unlikely to successfully implement the program.</p> <p>Thus, as this finding goes beyond the requirements of the law, it may not be used as a legal basis for denial of the ELITE charter petition</p>
<p>THE PETITION DOES NOT CONTAIN REASONABLY COMPREHENSIVE DESCRIPTIONS OF THE ELEMENTS REQUIRED IN EDUCATION CODE SECTION 47605(b)(5).</p>	
<p>District Findings</p>	<p>ELITE Response</p>
<p>A. “The Petition does not contain a reasonably comprehensive description of the Educational Program”</p>	<p>✓ The finding goes beyond the requirements of the Charter Schools Act.</p> <p>The Charter Schools Act authorizes the governing board to deny a petition for the establishment of a charter school if it makes written factual findings, specific to the particular petition, to support a finding that the petition does not contain a</p>

	<p>reasonably comprehensive description of the educational program of the charter school.</p> <p>The ELITE charter petition includes an exhaustive, 70-page description of the Educational Program and over 100 additional pages in Appendices providing an enormously comprehensive description of the educational program. The Findings present questions of inordinately specific levels of detail that far exceed any definition of reasonably comprehensive. At the Public Hearing on June 20, 2018, the Petitioners made it abundantly clear that if the staff and any questions about the finer details of the educational program, the petitioners would make themselves available to address these questions. Staffing plans for a faculty that has not yet been hired, dual-immersion training for yard supervisors, and “crosswalks” between themes and reading lists are matters that no petitioner would think the District would regard as essential in a “reasonably comprehensive” description. If District staff had questions regarding aspects of the program about which they were particularly interested, following up with the petitioners to seek more information would be more in line with “supporting” the Charter School than pouring through the document to identify specifics that may not have been addressed.</p> <p>Thus, as this finding goes beyond the requirements of the law, it may not be used as a legal basis for denial of the ELITE charter petition.</p>
<p>B. “The Petition does not contain a reasonably comprehensive description of the measurable student outcomes to be used by the charter school.”</p>	<p>✓ The finding goes beyond the requirements of the Charter Schools Act, ignores the plain language of the charter petition and is not supported by facts.</p> <p>The Charter Schools Act authorizes the governing board to deny a petition for the establishment of a charter school if it makes written factual findings, specific to the particular petition, to support a finding that the petition does not contain a reasonably comprehensive description of the measurable pupil outcomes identified for use by the charter school.</p>

	<p>It is unclear to the petitioners how the District could make this finding. Pages 84 through 91 contain a well-formatted and easy to read chart of Goals including very specific lists of “Measurable Outcomes” for each goal and are aligned with the State Priorities.</p> <p>Thus, as this finding ignores the plain text of the charter petition, it may not be used as a legal basis for denial of the ELITE charter petition.</p>
<p>C. “The Petition does not contain a reasonably comprehensive description of employee qualifications.”</p>	<p>✓ The finding goes beyond the requirements of the Charter Schools Act, ignores the plain language of the charter petition and is not supported by facts.</p> <p>The Charter Schools Act authorizes the governing board to deny a petition for the establishment of a charter school if it makes written factual findings, specific to the particular petition, to support a finding that the petition does not contain a reasonably comprehensive description of the qualifications to be met by individuals to be employed by the charter school.</p> <p>The District’s first finding suggests that the job description for Deputy CEO does not require any experience or expertise in accounting or budgeting. This is patently untrue. The Deputy CEO requires ten years as a school administrator, including a cabinet-level position. School administrators, and certainly those working in cabinet-level positions, work in budgeting and accounting on a daily basis. Moreover, as articulated on page 157, ELITE staff will, as needed, procure additional support from third-party contractors to address any potential weaknesses in the Deputy CEO’s skill set.</p> <p>The District then alleges that there are no job descriptions for specific teachers. The petition clearly articulates, on page 113, that ELITE teachers will “hold a California teaching certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold pursuant to</p>

	<p>Education Code Section 47605(l)” and, on pages 114-115, the qualifications for Instructional Support Staff. While the petitioners acknowledge that the Resource Specialist was not identified specifically in the list of core teachers on page 113, the assurance on page 5 that “The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004” addresses that potential concern.</p> <p>Thus, as this finding ignores the plain text of the charter petition, it may not be used as a legal basis for denial of the ELITE charter petition.</p>
<p>D. The Petition does not contain a reasonably comprehensive description of the health and safety procedures to be followed.”</p>	<p>✓ The finding goes beyond the requirements of the Charter Schools Act, ignores the plain language of the charter petition and is not supported by facts.</p> <p>The Charter Schools Act authorizes the governing board to deny a petition for the establishment of a charter school if it makes written factual findings, specific to the particular petition, to support a finding that the petition does not contain a reasonably comprehensive description of the health and safety procedures to be used by the charter school.</p> <p>The petition includes the policies and provisions regarding administration of medication and vision, hearing and scoliosis screening. (p. 120). Nothing in the Charter Schools Act requires the charter petition to include specific details as to how each of these procedures will be implemented.</p> <p>ELITE agrees to provide a complete set of all policies, prior to opening, as a condition of approval.</p> <p>Thus, as this finding ignores the plain text of the charter petition, it may not be used as a legal basis for denial of the ELITE charter petition.</p>

<p>E. “The Petition does not contain a reasonably comprehensive description of the means it will use for achieving racial and ethnic balance.”</p>	<p>✓ The finding goes beyond the requirements of the Charter Schools Act, ignores the plain language of the charter petition and is not supported by facts.</p> <p>The Charter Schools Act authorizes the governing board to deny a petition for the establishment of a charter school if it makes written factual findings, specific to the particular petition, to support a finding that the petition does not contain a reasonably comprehensive description of the means the Charter School will use for achieving racial and ethnic balance.</p> <p>The petition includes a specific recruitment program to disseminate information about the Charter School to the Vallejo community and a mechanism by which recruitment efforts can be amended to address any differences between the demographics of enrolled students and those of the Vallejo community as a whole. Moreover, the “Year One Community Outreach Plan” (Appendix H) specifically targets families reflecting the racial and ethnic make-up of the community. Once again, the District’s using of typographical errors or incorrect versions of materials to support a finding does not reflect a desire to “encourage” the establishment of charter schools.</p> <p>Thus, as this finding ignores the plain text of the charter petition, it may not be used as a legal basis for denial of the ELITE charter petition.</p>
<p>F. “The Petition does not contain a reasonably comprehensive description of the Charter School admission procedures.”</p>	<p>✓ The finding goes beyond the requirements of the Charter Schools Act, ignores the plain language of the charter petition and is not supported by facts.</p> <p>The Charter Schools Act authorizes the governing board to deny a petition for the establishment of a charter school if it makes written factual findings, specific to the particular petition, to support a finding that the petition does not contain a reasonably comprehensive description of the Charter School admissions procedures.</p>

	<p>Here, the District presents its own misunderstanding of the policy as evidence that it is not reasonably comprehensive. Once again, a follow up with the petitioners would have easily cleared up the District’s question and demonstrated the encouragement that the Charter Schools Act requires.</p> <p>The Founding Families, as contemplated by this provision, encompasses those individuals who have or will be the heart and soul of ELITE. While some parents may have volunteered collecting signatures or speaking at the public hearing, others may simply share the vision of the Charter School with friends or neighbors. At the core of any successful charter school is the group of individuals that made it happen. This is the intention of the Founding Family preference.</p> <p>However, if the Board finds this preference objectionable, ELITE will refine or eliminate the preference as a condition of approval.</p> <p>Thus, as this finding ignores the plain text of the charter petition, it may not be used as a legal basis for denial of the ELITE charter petition.</p>
<p>G. “The Petition does not contain a reasonably comprehensive description of student suspension and expulsion procedures.”</p>	<p>✓ The finding goes beyond the requirements of the Charter Schools Act, ignores the plain language of the charter petition and is not supported by facts.</p> <p>The Charter Schools Act authorizes the governing board to deny a petition for the establishment of a charter school if it makes written factual findings, specific to the particular petition, to support a finding that the petition does not contain a reasonably comprehensive description of the Charter School suspension and expulsion procedures.</p> <p>The petition includes a comprehensive and consistent description of suspension and expulsion procedures. The Administrative Panel is a subset of the Governing Board and, hence, those terms are used interchangeably. The Chair of the</p>

	<p>Administrative Panel is also the Hearing Officer. Once again, ELITE believes this confusion could have easily been sorted out with a follow up communication from the District as it encouraged the establishment of the Charter School rather than being incorrectly identified as a fact in support of denial.</p> <p>Thus, as this finding ignores is based on a misinterpretation of the charter petition, it may not be used as a legal basis for denial of the ELITE charter petition.</p>
H. The Petition does not contain a reasonably comprehensive description of dispute resolution procedures.	<p>✓ The finding goes beyond the requirements of the Charter Schools Act, ignores the plain language of the charter petition and is not supported by facts.</p> <p>The Charter Schools Act authorizes the governing board to deny a petition for the establishment of a charter school if it makes written factual findings, specific to the particular petition, to support a finding that the petition does not contain a reasonably comprehensive description of the dispute resolution process with the District.</p> <p>The charter petition includes, although it is not required to do so, a mechanism for internal disputes. Further, as the Charter School provides assurance that all applicable federal and state law will be followed, ELITE recognizes its responsibility to develop Uniform Complaint Procedures (“UCP”).</p> <p>Regarding the “unnecessarily long” dispute resolution procedure, the petition expressly includes the statement “Should any section of this element pertaining to resolving disputes be in conflict with District policies or desired protocols, then the charter school is amenable to altering said areas through the Memorandum of Understanding (“MOU”) process to be mutually agreed upon.”</p> <p>As a condition of approval, ELITE agrees to provide a complete set of all policies, including a UCP and negotiate an MOU with the District prior to</p>

	<p>opening.</p> <p>Thus, as this finding ignores the plain text of the charter petition, it may not be used as a legal basis for denial of the ELITE charter petition.</p>
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As demonstrated herein, the ELITE charter petition meets or exceeds the legal requirements for approval, and the Findings that are either unsupported or impermissible bases for denial of the charter petition. We urge the Vallejo City Unified School District Board of Education to consider the Legislative intent behind the Charter Schools Act, that “charters schools **are and should become an integral part** of the California educational system and that **establishment of charter schools shall be encouraged.**” (Education Code Section 47605(b); emphasis added.)

We appreciate your time and consideration of the ELITE charter petition and look forward to successful authorization by the Board of Education. Should you have any questions about the contents of this letter, please do not hesitate to contact me at any time.

Sincerely,

Dr. Ramona Bishop
Lead Petitioner
ELITE Public Schools
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