

ELITE Public Schools

Charter School Petition

Table of Contents

Statement of Assurances	2
Founding Group	5
Introduction: Justification for a Countywide Benefit Charter	7
Element A: Educational Program	16
Element B: Measurable Outcomes	77
Element C: Assessments	89
Element D: Governance Structure	94
Element E: Employee Qualifications	102
Element F: Health and Safety Provisions	110
Element G: Racial and Ethnic Balance	114
Element H: Admission Requirements	116
Element I: Financial Audits	121
Element J: Suspension and Expulsion	123
Element K: Retirement Systems or Employee Benefits	140
Element L: Public School Attendance Alternatives	141
Element M: Employee Return Rights	142
Element N: Dispute Resolution	143
Element O: Charter School Closures	147
APPENDICES	

Statement of Assurances

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(EPS)” or the “Charter School”), and to be located within the boundaries of the Solano County Office of Education (“SCOE” or the “County”) 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, and who submit a timely application; 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 noncore, 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]

Founding Group

Dr. Ramona E. Bishop

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. In another principal position she led a staff that facilitated growth in similar schools ranking from a four to an eight.

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, systemwide 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. Edison Kelly

Dr. Kelly's professional experiences includes working with the Vallejo City Unified School District for approximately 25 years in various capacities. He has served as campus supervisor, teacher, vice principal, assistant director of student services, and director of parent and school support. Dr. Kelly has extensive experience in supporting family-parent engagement and education, foster and homeless youth services, program planning services, instruction development, and organization of leadership structures.

Dr. Kelly has been recognized for his volunteer and formal experience, including:

- Spiritual service and guidance to members of his community church
- Serving as member, board of trustees for Fighting Back Partnerships

- Trustee of Chief Advisory Committee, Vallejo Police Department

Dr. Kelly has an Associate of Arts, in Liberal Arts and Sciences from Solano Community College, a Bachelors of Social Sciences and Masters degree in Education from Chapman University, and Doctor of Education, Educational Organizational Leadership from Brandman University, Chapman University.

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 has the proven ability to develop strategically effective professional development and technical assistance for diverse communities and stakeholders. 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, and dedicated time toward juvenile justice efforts and systems change initiative both at a local and statewide level.

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, Mexico, 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, School of Education Rossier program in Organizational Change and Leadership.

Introduction

Justification for a Countywide Benefit Charter

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 public lottery is held.

Table 1 - Solano County 2015-2016 Student Data (#/%)

	Vallejo	Fairfield	Vacaville	Total
Free/Red Lunch	10,377/70.4	12,178/56.5	5,139/40	32,628/51.2
Unduplicated Count	10,039/77.8	12,875/60.1	4,804/40.6	34,225/53.7
English Learners	2,561/17.4	3,716/17.2	1,233/9.6	8,809/13.8
Special Education				
Foster Youth	116	184	45	400
African American	4,237/28.8	3,560/16.5	786/6.1	9,805/15.4
Asian	374/2.5	1,140/5.3	303/2.4	2,339/3.7
Filipino	2,262/15.4	1,906/8.8	376/2.9	5,596/8.8
Latino	5,691/38.6	8,753/40.6	4,566/35.6	23,335/36.6
White	1,208/8.2	4,122/19.2	5,625/43.8	16,820/26.4

Source: www.ed-data.org

Students in Solano County

ELITE is open to all students and families. The 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, and students who are below grade level standards will participate in skill building activities, and will receive support so they can make accelerated progress toward meeting the standards. ELITE staff members will focus on accelerating the achievement of all students while eliminating the opportunity gap.

In Solano County, the two student groups whose performance is below the average performance level is that of African-American and Latino students. Similarly, the graduation rate for African-American and Latino students is below the average, while dropout rates for the two groups are above the average. It is for that reason, that the ELITE staff will focus on ensuring that students attending the school will 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 Latinos 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.

African American Students in Solano County

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 percent 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). This in addition to the fact that the Latino student population is growing in Solano County is the reason for the placement of ELITE Public Schools in the county.

African American students represent 15.4 % of the student population in Solano county, and 28.8, 16.6, and 6.1 % of the populations in Vallejo City, Fairfield, and Vacaville Unified School Districts respectively (www.ed-data.org, 2017). Student numbers represented in the table above show that there are significant numbers of African-American students who could benefit from the instruction available at ELITE Public Schools. Again, this intentional focus is intended to affirm the history and culture of African-American and Latino students for the purpose of building the self-esteem and strengthening the self-efficacy of these student groups, while exposing students from other cultures to diverse historical perspectives. It is also the case 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 not only gain academic scholarships but to be eligible for athletic scholarships in sports in which they have been historically underrepresented.

Latino Students in Solano County

Education Trust-West is in the process of completing a similar report focused on Latino students, as a result of the Latino student population rapid growth in California. According to the Children Now 2016 Children's Report Card (Children Now, 2016), California is one of the most diverse states in the United States with its children and youth racially, ethnically, linguistically, and culturally diverse. In particular, of the six million K-12 students attending California public schools, Latino students represent 54% of enrollment by ethnicity, in California (Children Now, 2016). In 2011/12 there were 20,086 Latino students in Solano County, which represents 32.7% of the students countywide, and in 2015/16, the number grew to 23,335, which represents 36.6% of the students countywide (www.ed-data.org, 2017). This growth occurred while the overall student population in Solano County declined from 64,180 students in 2011/12 to 63,707 students in 2015/16.

The California School Board Association reports that 80% of Latino students and 74% of African American students in California are considered economically disadvantaged while 28% of their White counterparts are considered economically disadvantaged (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 our 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.

Spanish-Speaking Students in Solano County

Though there is great diversity in the languages spoken in Solano County, a clear majority of students identified as English Learners (EL) speak Spanish at home. In the 2015/16 school year, 13.8% of the students in Solano County were English Learners, 11.7 % of them were Spanish-speaking. In Fairfield, 17.2% of the students are English Learners, in Vallejo the number is 17.4%, and in Vacaville, the number is 9.6%. Of these district EL student populations, Spanish speakers represent 14.4%, 14.5% and 8.8% of the EL student populations respectively. (www.ed-data.org). In other words, only 2.8 % of the EL students in Fairfield, 2.9 % of students in Vallejo, and .8 % of students in Vacaville speak a language other than Spanish. ELITE's intentional focus on the teaching of 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 instruction, the dual-language instruction, and the Spanish instruction.

ELITE Program and Solano County Students

While each district has made efforts to address the pervasive achievement gap that exist, particularly those who have been historically underserved, can achieve at high levels with access to powerful teaching and learning through quality enrichment programming. The three geographic areas (Fairfield, Vallejo, and Vacaville) will make it convenient for parents and students in the county to access the unique ELITE programming. Additionally, 51% of the students in the county qualify for Free and Reduced lunch: 56.5% in Fairfield, 70.4% in Vallejo, and 40% in Vacaville. The families of these students may not be able to afford to pay from their personal budget for the extracurricular programming offered to each student at ELITE, at no cost. The emphasis on the teaching of African American and Latino history and culture, and the Spanish and Coding instruction for all students makes the program design different than any program offered at a single school site in the county. Lastly, ELITE Public Schools will be the first in the county to offer afterschool programming for all TK-12 students, with the school day ending at 6 PM. For these reasons, it is anticipated that the enrollment goals at the 3 Solano County sites will be reached. Table 2 below shows 2014-2016 California Assessment of Student Performance and Progress English Lang test results for Solano County.

Table 2 - Solano County 2015-2016 CAASPP English Language Arts Test Results (CDE Data Quest)

2014-2015 English Language Arts										
Black or African American		Hispanic or Latino		Asian		Filipino		White		All Students
Standard Exceeded	5%	Standard Exceeded	7%	Standard Exceeded	24%	Standard Exceeded	22%	Standard Exceeded	20%	13%
Standard Met	19%	Standard Met	24%	Standard Met	35%	Standard Met	38%	Standard Met	34%	28%
Standard Nearly Met	27%	Standard Nearly Met	29%	Standard Nearly Met	23%	Standard Nearly Met	24%	Standard Nearly Met	25%	27%
Standard Not Met	49%	Standard Not Met	40%	Standard Not Met	18%	Standard Not Met	16%	Standard Not Met	21%	32%
2015-2016 English Language Arts										
Standard Exceeded	6%	Standard Exceeded	9%	Standard Exceeded	27%	Standard Exceeded	26%	Standard Exceeded	23%	15%
Standard Met	19%	Standard Met	24%	Standard Met	35%	Standard Met	36%	Standard Met	34%	25%
Standard Nearly Met	26%	Standard Nearly Met	28%	Standard Nearly Met	21%	Standard Nearly Met	22%	Standard Nearly Met	23%	28%
Standard Not Met	48%	Standard Not Met	38%	Standard Not Met	17%	Standard Not Met	16%	Standard Not Met	20%	31%

Source: caaspp.cde.ca.gov

Figure 1 - Solano County 2014-2015 CAASPP English Language Arts Test Results (CDE Data Quest)

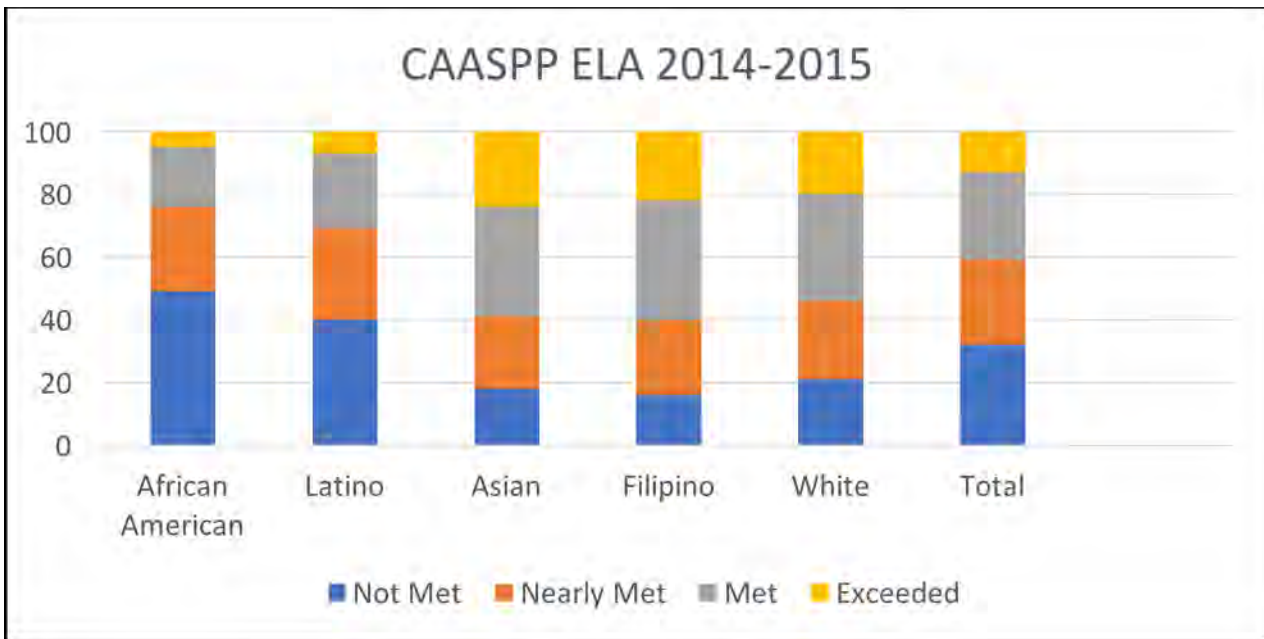
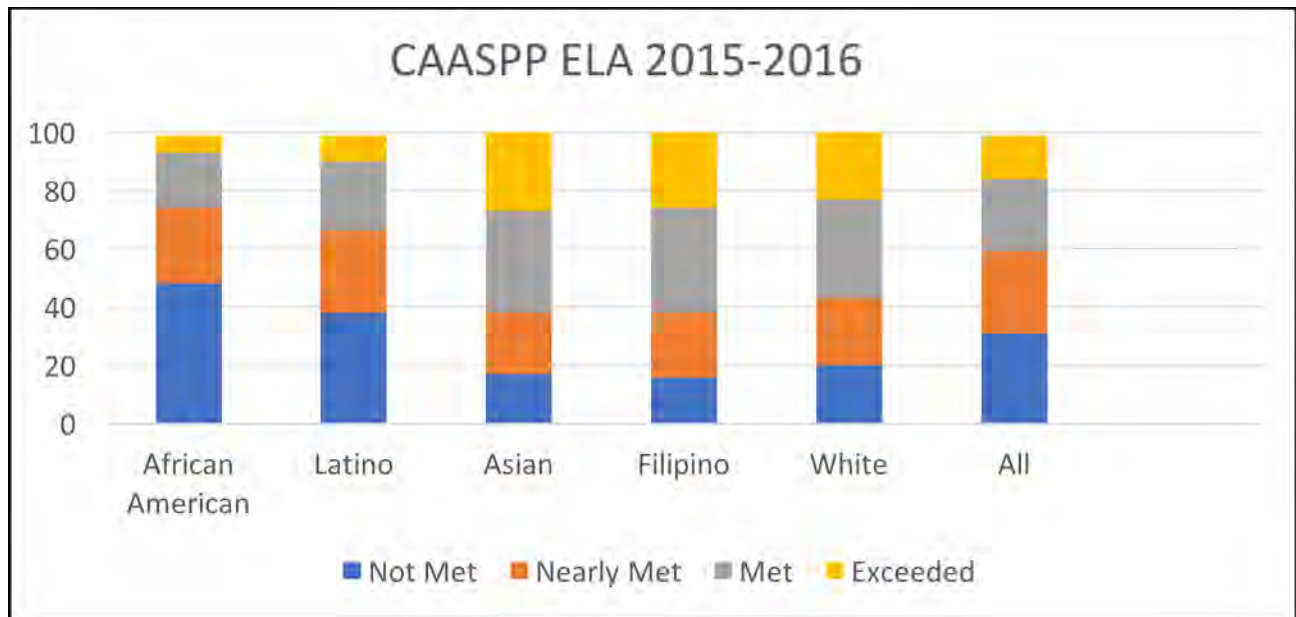


Figure 2 - Solano County 2015-2016 CAASPP English Language Arts Test Results (CDE Data Quest)

Source: www.cde.gov

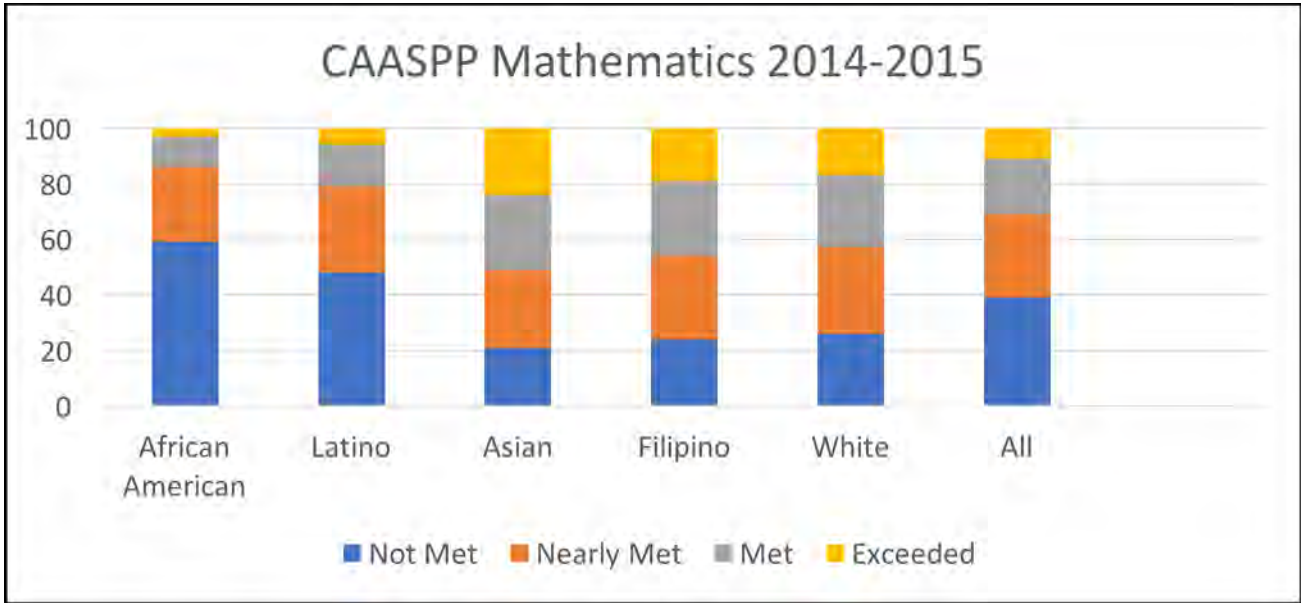
Table 3 below shows the 2014-2016 California Assessment of Student Performance and Progress (CAASPP) Mathematics test results for Solano County.

Table 3 - Solano County CAASPP Mathematics Test Results (CDE Dataquest)

2014-2015 Mathematics										
Black or African American		Hispanic or Latino		Asian		Filipino		White		All Students
Standard Exceeded	3%	Standard Exceeded	6%	Standard Exceeded	24%	Standard Exceeded	19%	Standard Exceeded	17%	11%
Standard Met	11%	Standard Met	15%	Standard Met	27%	Standard Met	27%	Standard Met	26%	20%
Standard Nearly Met	27%	Standard Nearly Met	31%	Standard Nearly Met	28%	Standard Nearly Met	30%	Standard Nearly Met	31%	30%
Standard Not Met	59%	Standard Not Met	48%	Standard Not Met	21%	Standard Not Met	24%	Standard Not Met	26%	39%
2015-2016 Mathematics										
Standard Exceeded	3%	Standard Exceeded	7%	Standard Exceeded	26%	Standard Exceeded	20%	Standard Exceeded	19%	12%
Standard Met	10%	Standard Met	16%	Standard Met	28%	Standard Met	30%	Standard Met	26%	20%
Standard Nearly Met	28%	Standard Nearly Met	31%	Standard Nearly Met	26%	Standard Nearly Met	29%	Standard Nearly Met	30%	30%
Standard Not Met	58%	Standard Not Met	46%	Standard Not Met	20%	Standard Not Met	22%	Standard Not Met	24%	38%

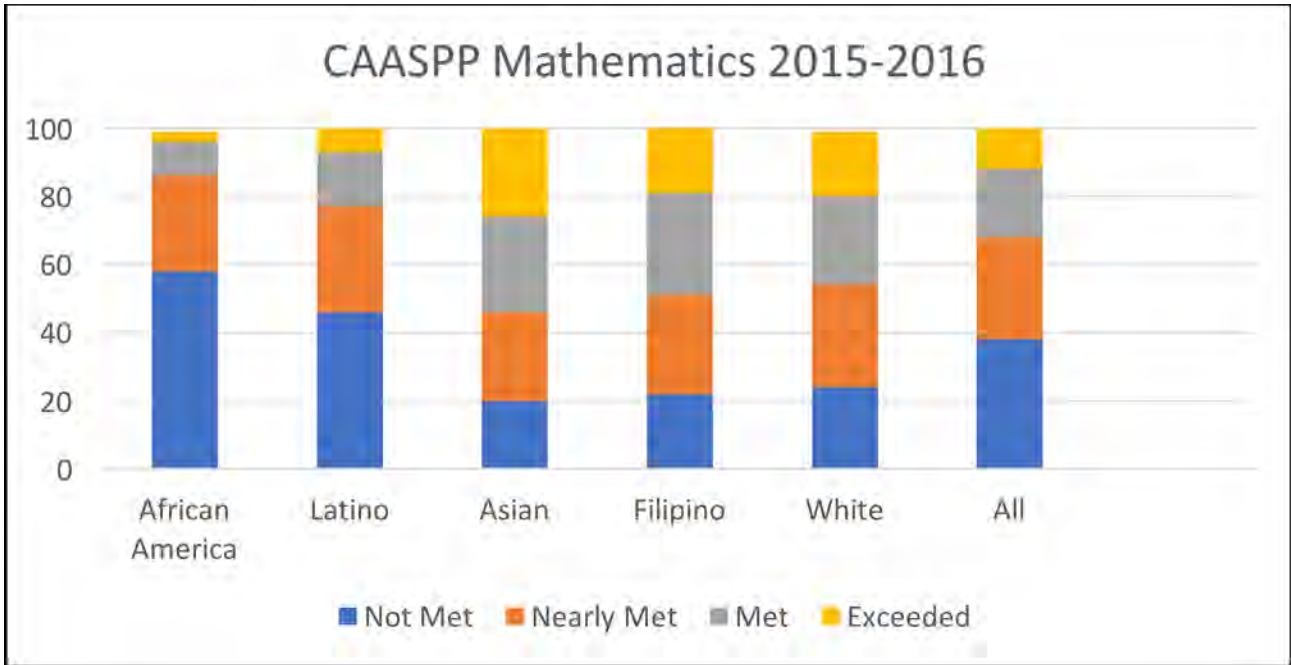
Source: caaspp.cde.ca.gov

Figure 3 - Solano County 2014-2015 CAASPP Mathematics Test Results (CDE Data Quest)



Source: www.cde.gov

Figure 4 - Solano County 2015-2016 CAASPP Mathematics Test Results (CDE Data Quest)



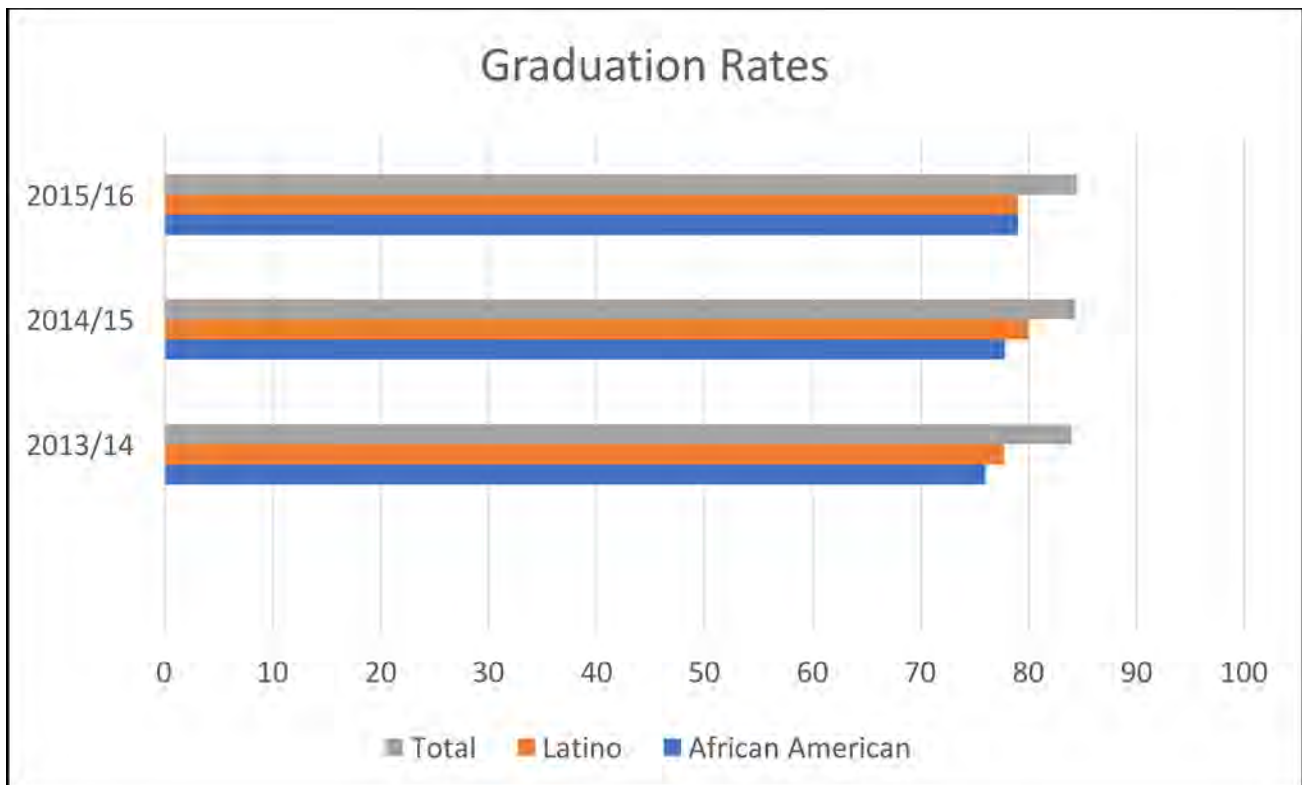
Source: www.cde.gov

Table 4 below shows the 2014-2016 Solano County student graduation and dropout rate. This data is further depicted in Figure A.5

Table 4 - Solano County Graduation and Dropout Rate (CDE: Data Quest)

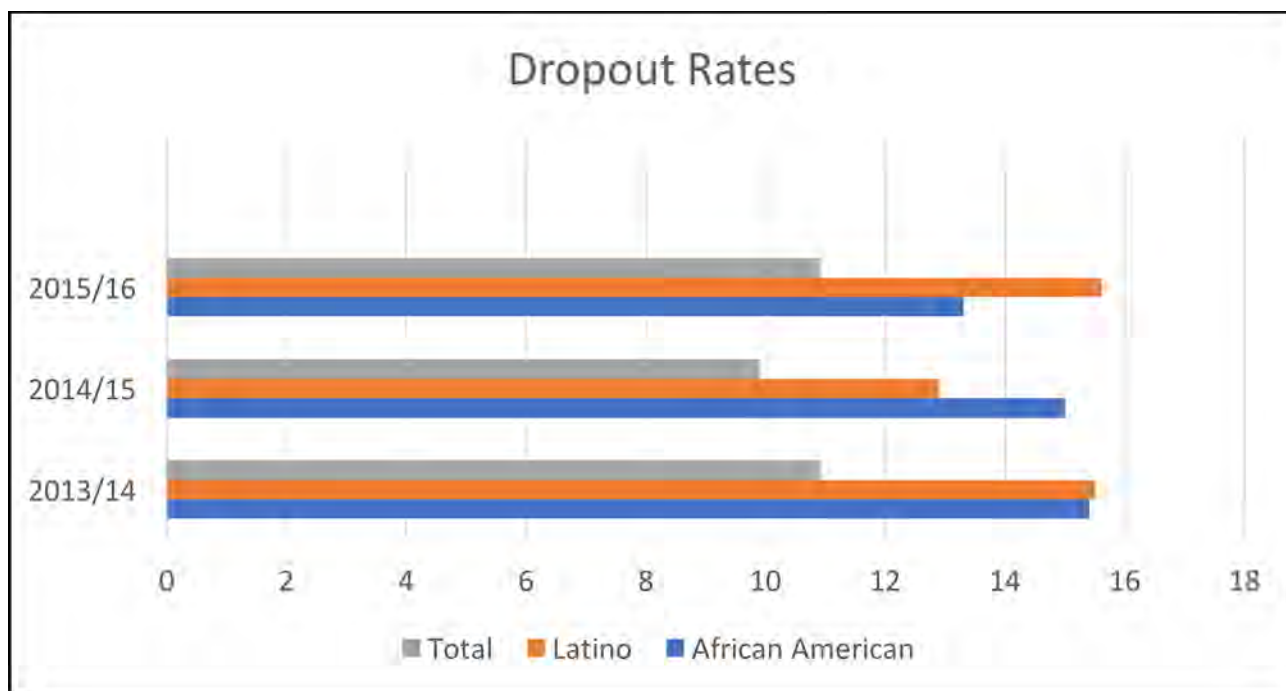
Graduation & Dropout Rate	African American		Hispanic		All Students
2013-14	Graduation	76%	Graduation	77.7%	84%
	Dropout	15.4%	Dropout	15.5%	10.9%
2014-15	Graduation	77.8%	Graduation	80%	84.3%
	Dropout	15%	Dropout	12.9%	9.9%
2015-16	Graduation	79%	Graduation	79%	84.4%
	Dropout	13.3%	Dropout	15.6%	10.9%

Figure 5 - Solano County 2014-2016 Graduation Rates (CDE Data Quest)



Source: CDE Dataquest

Figure 6 - Solano County 2014-2016 Dropout Rates (CDE Data Quest)



Source: CDE Dataquest

Table 5 - Out of School 2014-2015 Suspensions in Solano County

Ethnicity	#	% of total suspensions	% of total student population
Asian	88	1	3.7
Black/African-American	3,267	40	15.4
Filipino	161	2	8.8
Hispanic/Latino	2,576	32	36.6
White	1,255	16	26.4
Total	7,986		

Source: www.ed-data.org

Table 6 - A-G 2014-2015 Completion Rates in Solano County

Ethnicity	# students in group of graduates completing A-G requirements	% students in the group of graduates completing A-G requirements
Asian	106	62
Black/African-American	135	20.8
Filipino	233	53.9
Hispanic/Latino	338	27.4
White	600	46.5

Location of Charter Schools in Vallejo, Fairfield and Vacaville

In accordance with Education Code § 47605.6 (b)(5)(D), the location of each charter school facility that ELITE proposes to operate is provided below:

- The Vallejo campus will open in August of the 2018/19 school year. The Fairfield and Vacaville campuses will open in August of the 2019/20 school year.
- A. A description of the potential facilities to be used at each school
 - ELITE will submit a proposition 39 request to the Vallejo City Unified School District, the Fairfield-Suisun Unified School District and the Vacaville Unified School District to secure facilities for each charter school. ELITE will also be searching for permanent facilities.
- B. The approximate number of pupils that can safely be accommodated by each school facility.
 - ELITE will answer this question once the facilities have been identified by the districts.
- C. The location of each school. The petition must identify the location of each school through one of the following descriptions:
 - ELITE schools will be located in Vallejo, Vacaville and Fairfield (see A above)

ELITE will provide the Solano County Office of Education, and the Board and Superintendent of the district where the school will be located, and the surrounding community, with notice of the specific address of ELITE school as soon as petitioners identify the address or six months prior to commencement of instruction at the school, whichever is earlier. Cf. 5 CCR § 11967.6(a)(13)

Element A: Educational Program

Assurance

Elite Public Schools will adhere to Education Code 47605 (b)(5)(A) (i) by providing "A description of the educational program of the school, designed, among other things, to identify those pupils whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. (ii) A description, for the charter school, of annual goals, 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.

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.

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

ELITE Public Schools stands for Equipping Leaders through Innovation, Technology and Engineering.

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. ELITE 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 graduated with A-G requirements met and some college credit
4. Involved parents and community partners
5. Students of all backgrounds thriving academically

The following information regarding the Educational Program is provided in accordance with Education Code 47605 (b) (5) (A) (i):

Educational Philosophy

ELITE Public Schools 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 so they have the necessary skills to be successful as they move forward in their lives and careers.

The Design Elements are:

- Entrepreneurial Skill Development
- Language Development
- Dual Immersion Pathway
- ELITE African American and Latino Cultural Heritage Program

ELITE differs from other programs in that it includes:

- ELITE Full-day Transitional Kindergarten (TK) and Kindergarten (K)
- ELITE Sports Program
- ELITE Cognitive Development Activities
- ELITE Warriors for Social Justice
- Technology

- Engineering (STEM)

Entrepreneur 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 a 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.

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 students so that they 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 student 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 enhanced 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; other students 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 interest. With support from adults, students follow a learning process that asks them articulate a questions 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.

Targeted Students: Age, Grade, and Student Enrollment

ELITE will serve TK-12th grade students who live throughout Solano County. The school intends to open, in Vallejo, during the 2018-19 school year with an initial enrollment of 100 students in each Transitional Kindergarten and Kindergarten classes, 75 students in each 1st Grade through 3rd Grade, and 93 students in each 4th Grade through 6th Grade for a total enrollment of 704 students. Two new grade levels will be added each year as existing students matriculate to the next grade, and 9th grade students will be added in the 2019/20 school year. The school grows to serve 1,126 students in Kindergarten through 10th Grade by the end of its first charter term in 2021-22, and reaches its full capacity in 2025-26 with an anticipated enrollment of 1,337 students.

Two additional campuses will open, one in Fairfield, and one in Vacaville in the 2019/20 school year. Both schools will open with an initial enrollment of 75 students in each Transitional Kindergarten and Kindergarten classes and with 50 students in each 1st Grade through 2nd Grade, 25 in 3rd Grade, and 30 students in each 4th Grade through 7th Grade for a total enrollment of 290 students each. In the 2020/21 school year, one grade level will be added as existing students matriculate to the next grade, and this will continue until the school grows to 12th grade. We believe that this growth model enables us to cultivate a strong culture, and to ultimately reach our mission of preparing students for college and career readiness.

Table A.1 Vallejo Proposed Enrollment Plan

Grade	School Years							
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
TK	100	100	100	100	100	100	100	100
K	100	100	100	100	100	100	100	100
1	75	100	100	100	100	100	100	100
2	75	75	100	100	100	100	100	100
3	75	75	75	100	100	100	100	100
4	93	93	93	93	93	93	93	93
5	93	93	93	93	93	93	93	93
6	93	93	93	93	93	93	93	93
7		93	93	93	93	93	93	93
8			93	93	93	93	93	93
9		93	93	93	93	93	93	93
10			93	93	93	93	93	93
11				93	93	93	93	93
12					93	93	93	93
Total	704	915	1126	1244	1337	1337	1337	1337

Table A.2 Fairfield Proposed Enrollment Plan

Grade	School Years							
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
TK		50	75	75	75	75	75	75
K		50	75	75	75	75	75	75
1		50	50	75	75	75	75	75
2		25	50	50	75	75	75	75
3		25	25	50	50	75	75	75
4		30	30	60	60	60	60	60
5		30	30	30	60	60	60	60
6		30	30	30	30	60	60	60
7			30	30	30	30	60	60
8				30	30	30	30	60
9					30	30	30	30
10						30	30	30
11							30	30
12								30
Total	0	290	395	505	590	675	735	795

Table A.3 Vacaville Proposed Enrollment Plan

Grade	School Years							
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
TK		50	75	75	75	75	75	75
K		50	75	75	75	75	75	75
1		50	50	75	75	75	75	75
2		25	50	50	75	75	75	75
3		25	25	50	50	75	75	75
4		30	30	60	60	60	60	60
5		30	30	30	60	60	60	60
6		30	30	30	30	60	60	60
7			30	30	30	30	60	60
8				30	30	30	30	60
9					30	30	30	30
10						30	30	30
11							30	30
12								30
Total	0	290	395	505	590	675	735	795

Table A.4 below shows the proposed combined enrollment plan for school year 2018 through 2026.

Table A.4 Proposed Combined Enrollment Plan – Total All Campuses

Grade	School Year							
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Total	704	1,495	1,916	2,254	2,517	2,687	2,807	2,927

OVERVIEW OF ELITE’S CURRICULUM AND INSTRUCTION DESIGN

Powerful, applicable and relevant learning for all students is ELITE’ 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 (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 all 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, ELITE’s teachers and administrators will research and choose core curriculum and supplemental materials to meet student’s needs. These materials will be aligned with the Common Core State Standards and with ELITE’s vision, mission, values, and goals. Ultimately, ELITE’s instructional approaches will not only lead to students’ academic success as life-long 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. The instructional practices include:

Language

ELITE Public Schools instructional program consist of two Foreign Language Pathways:

1. ELITE Dual Immersion Pathway (DIP) for grades Transitional Kindergarten through 5th grade
2. ELITE Foreign Language in Elementary/Secondary Pathway (FLEP or FLSP) for grades Transitional Kindergarten through 12th grade

ELITE meets the needs of all students including English Learners by implementing a Dual Immersion Pathway. ELITE's Dual Language Pathway allows students to maintain that high level of achievement and reach even higher levels through the end of K-12 schooling. Research findings also 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 work collaboratively and learn 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: Research-Based Approaches* (2010) outlining the significant progress in the field of English Learner Education. The intent of this report was to gather the most prominent researchers in the field of English Language learning to offer a comprehensive review and analysis of the strongest research evident currently available to inform instructional practices for English learners. The report cites the following benefits of a dual language education:

- Globalization: Educational programs that afford students opportunities to acquire English and other languages and to become familiar with other cultures are better suited to offering graduates a premium in the global village.
- Neurocognitive Advantages: A bilingual advantage has been demonstrated consistently by individuals competent in completing tasks or solving problems when competing information is available.
- The Home Language Advantage: English learners with advanced levels of competence in certain aspects of the home language demonstrate superior achievement in English Literacy compared with English learners who lack or have lower levels of competence in these home language abilities.
- Schooling and Cultural Competence: Dual language programs provide students with communication skills and cultural awareness that facilitate intergroup contact and appreciation.

- Equal numbers of two groups of students: native English speakers and English language learners. Two languages are used for instruction and two groups of students are involved.
- The program is integrated. Native English speakers and English language learners are grouped together for core academic instruction (i.e. English Language Arts, Mathematics, Social Studies and Science) for most of the day.
- The program provides both groups of students with core academic instruction in both languages. ELITE uses the 90/10 program model, 90% of instruction in grades K-3 is in Spanish and 10% in English. Over the course of the primary grades, the percentage of instruction in the second language decreases, while the percentage of instruction in English gradually increases.

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 proficiency 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

ELITE's Dual Immersion Pathway is one of two instructional strands within the school. The DIP has one dedicated classroom at each grade level through 5th grade.

For the 18-19 school year, there will be 1 Transitional Kindergarten, 1 Kindergarten, 1 First Grade and if student enrollment has it to where there is a need for a 2nd grade classroom, because of students wanting to transfer in from a dual immersion school, then we will open such a class. The remaining classrooms Transitional Kindergarten through 5th grade will be a part of the Foreign Language in Elementary Pathway.

Foreign Language Elementary/Secondary Pathway

At the Secondary level, 6th-12th, the DIP instructional strand merges into the Foreign Language Secondary Pathway (FLSP) where students take two academic classes in the pathway language. Students in a FLSP develop competency in a second language in addition to becoming fully proficient in English.

Within the FLEP and FLSP Pathway, instruction in the target language may vary from 30 to 60 minutes per day, three to five days per week and is 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 the target language 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).

Spanish Language Instruction in Dual Immersion Classroom

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 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.
- Use plenty of songs. Use commercially produced songs, and have students compose their own.
- 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

- Cross-Cultural Competence
- Assessment
- Supporting Special Student Populations-Juvenile Justice Involved Youth program
- Teacher Supports

Systematic English Language Development

English Learners (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:
 - Are not likely to learn outside of school,
 - Will not be taught in any other content area, and
 - Are expected to use 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 the afternoon switch and extensions in their ELD class.

English/Language Arts

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 the California Common Core 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/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.

ELITE Literacy

ELITE will have a balanced literacy program of instruction and assessment organized around the Common Core 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.

Literacy in Upper Grades

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. This will be done 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 writing, innovate their craft, 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 providing 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.

ELITE Mathematics

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 the Common Core 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
- apply math to real-world situations

ELITE will use school adopted and locally-created curricula aligned with its instructional approaches and CCCS mathematics standards and supplements with lessons as needed from a variety of other “balanced math” sources to create a rich and deep, standards-based math K-8 curriculum.

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 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 make explicit connections between math and social justice. Upper grades 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.

Mathematics Curriculum

Teachers will select a standards-based, possibly computer-based, mathematics program that best aligns with the ELITE philosophy. They will select from curriculum offerings that are aligned to California's Content Standards (Common Core Standards)

Potential Mathematic Curriculum Choices include, but are not limited to:

- Investigations in Number, Data and Space – 3rd Edition published by Pearson
- Math Expressions – published by Houghton Mifflin/Harcourt
- My Math – published by McGraw Hill Education
- Ready – published by Curriculum Associates

Students will also have access to intervention/acceleration programs such as Accelerated Mathematics, Revolution Prep, and Khan Academy.

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.

Science and Social Studies

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 these scaffold yet rigorous steps towards a critical understanding of Science or History/Social Science topic.

The five power mindsets aim to develop students who not only think critically, but have also 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 Teacher’s 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 on-line 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 booklists 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

The Common Core State Standards have introduced a new level of rigor for students. Although the CCSS requires 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 it's 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 language-- having their children growing 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 - use technology to expand students' options for expressing their work and their thinking
- Writing
- Presentation skills
- Inquiry
- Engagement
- Differentiation
- Critical thinking & Problem Solving
- Results Matter
- Student Assessment and Mastery
- Across the curriculum, teachers will employ both authentic and more traditional assessments of what students know and can do to ensure that students are prepared for the rigors of higher education.

Entrepreneurial Curriculum K-12

- Junior Achievement curriculum will be used to teach students about entrepreneurship.

Engineering and Computer Science Curriculum TK-12

- Students will have access to computer programs that enhance their knowledge and understanding of Engineering and Computer Science. Students in grades 4-12 will have access to a program such as Project Lead the Way or other appropriate Engineering curriculum.

Spanish Instruction

- Students not participating in the dual immersion track will participate in Spanish lab for 30 minutes daily. Students will use technology-based materials to learn Spanish at their own pace.

Dual-Immersion Curriculum TK-5th

- Materials available to the general population will be available in Spanish for students participating in the dual immersion track. Where materials are not available in Spanish, teachers will select other materials that adhere to the general themes being taught in English-speaking classes.
- Parent leaders and students will be consulted as the final curriculum selections are being made. Students will have access to updated textbooks and computer-based instructional materials.

Physical Education and Athletic Program

- ELITE students are expected to excel academically and in activities that will enhance them as college prospects help them be well-rounded adults. We see athletics as a core component of our ELITE programming. 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 INSTRUCTIONAL STRATEGIES AND MODELS

Culturally Responsive Teaching

Culturally Responsive Teaching (Pedagogy) is one of the key pedagogical strategies employed in ELITE Public Schools. 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 (transfer) the content being taught. Understanding is the ability to transfer learning to new, different and unique experiences. UbD allows us 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 understands 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 Common Core State Standards (CCSS), the Next Generation Science Standards, the National History Standards and the California History content 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 Instructional 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. Its 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 in regards 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. It is 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: Small Group and Individualized 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 1-1 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 (field dependency).

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)

Prove It!

To enhance student's ability to justify their answers using factual information acquired through their texts, and/or through primary or secondary sources, they are expected to justify their answers and opinions by citing evidence. Teacher asks student to explain their answers whether they are correct or not when answering orally and in writing on assessments, assignments and essays. As student's progress they are taught how to hold each other accountable by posing similar questions to classmates during any classroom discussions, literature circles and Socratic seminars.

School Year

ELITE's proposed academic calendar is in compliance with the minimum number of annual instructional minutes outlined in Education Code 47612.5 This requires, 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 2018-19 school year is described in the following section.

ELITE 2018/19 SCHOOL CALENDAR (PROPOSED)

Monday-Friday – July 31 – August 4, 2018 – Professional Development and Planning for Teachers and Instructional Staff

Monday-Friday - August 6-10, 2018 – Professional Development and Planning for Teachers, Instructional Staff, and other staff as needed

Monday - August 13, 2018 - First day of school

Monday - September 3, 2018 - Labor Day holiday

Friday - October 12, 2018 - End of 1st marking period

Monday - October 15, 2018 - Student holiday/teacher workday

Tuesday - October 16, 2018 - Begin 2nd marking period

Friday - October 26, 2018 - Student holiday/teacher professional day/ teacher non-workday

Monday-Friday - November 19-23, 2018 - Thanksgiving Break

Thursday - December 20, 2018 - End of 2nd marking period

Friday - December 21, 2018 - Teacher Workday/Student Holiday

December 24, 2018 – January 4, 2019 Two Week Winter Break - Schools are closed

Monday, January 7, 2019 Students return to school/Begin 2nd semester/3rd marking period

Monday, January 21, 2019 Martin Luther King, Jr. holiday - Schools are closed

Monday, February 18, 2019 Presidents Day Holiday - Schools are closed

Thursday, March 14, 2019 - End of 3rd marking period

Friday, March 15, 2019, Student holiday/teacher workday

Monday-Friday, March 18-22, 2019 - Spring Break - Schools are closed

Monday, March 25, 2019 - Begin 4th marking period

Monday, May 27, 2019 - Memorial Day holiday – Schools closed

Wednesday, May 29, 2019 - End of 4th marking period/last day of school for students

Thursday-Friday May 30 - May 31, 2019 Post planning for teachers

A DAY IN THE LIFE OF AN ELITE STUDENT

An ELITE's student's day is in full alignment with our Vision – equipping students with confidence and competence to matriculate into four-year universities to become global entrepreneurs and leaders. Daily activities flex to meet student needs around the five design elements. 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 are affirmed 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. They are culturally affirming statements designed to encourage students and staff with 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 begin from 8:00 a.m. through 3:30 p.m. or 4:00 p.m. depending on the grade level. The Instructional Schedule is comprised of:

Depending on the grade level, student instruction either begins with 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. 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 afterschool homework assistance program and home, each night so that students can refresh their memory 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.

English/Language Arts

Students will read from the required reading list for each grade level. 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 workshop time, student 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 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, 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 student's understanding of the concepts. Student 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 made by 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 entrepreneur 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 afterschool coordinators in collaboration with partners.

Full-Day Transitional Kindergarten (TK) and Kindergarten (K)

ELITE Public Schools offers 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, as well as 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):

- Full-day TK/K produces greater learning gains per dollar spent than other well-known early education intervention (Head Start and class size reduction)
- Full-day TK/K made all students 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.

Expanded Learning Opportunities

Supporting and encouraging young scholars to reach their full academic potential requires a consideration of additional avenues for providing instructional opportunities ELITE will work to position expanded learning (i.e. before school, after school, and summer) as both an essential element of education and an innovative space for schools and community partners to provide engaging programming. ELITE firmly believes that the best elements of expanded learning have an important opportunity to inform the future of teaching and learning year-round. The goal of ELITE's expanded learning opportunities is to inform, educate, and empower young scholars as a catalyst to bring community and school members together to promote positive changes affecting the community

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

- Collaborate 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.
- Build 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 expanded learning programs by engaging in a continuous cycle of improvement.

ELITE's comprehensive and coordinated before and after school programs are part of it's fundamental education system. ELITE students will continue to learn well beyond the time limits of the school day and year. Supporting and encouraging them to reach their full academic potential requires us to consider additional avenues for providing instructional opportunities. High quality afterschool, 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.

After School

ELITE will offer after-school program under the leadership of our After-School/Parent Liaison staff members, in partnership with quality expanded-learning providers for students and families. 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.

ELITE’s after-school programs will be run by After-School/Parent Liaison, in partnership with highly qualified expanded learning providers that work in partnership with ELITE. 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.

SCHOOL DAY

The instructional day at ELITE is built to prepare students for a 21st Century workforce, and exceeds the State of CA 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 8th grade and exceed those for 9th through 12th grade as well.

School Day (schedules are the same for the dual immersion pathway)

Transitional Kindergarten/Kindergarten – 58,080 minutes (minimum CA State requirements 36,000 minutes/year)

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: Music, Drama, Dance, Instruments, Oratory</i>	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 – 68,640 minutes (minimum CA State requirements 50,400 minutes/year)

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.

3rd – 5th Grade – 72,160 minutes (minimum CA State requirements 50,400 – 3rd grade/ 54,000 – 4th & 5th grades)

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 – 72,160 minutes (minimum CA State requirements 54,000 minutes/year)

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.

ELITE High School 4 x 4 Daily Schedule (minimum CA State requirements 64,800 minutes/year)

ELITE High School is defined by 9-12th grades. The school day begins promptly at 8:30 a.m. with Morning Affirmation. Below you will find the 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.

- Student work load and teacher work load are reduced; students are responsible for four courses each semester term; teachers are responsible for three courses each semester term
- Supports Advisory Period
- Each semester/term course is equivalent of a full year course and students will complete eight courses each year
- More time on task and less time wasted in passing periods
- Students can earn up to 32 credits and there are more options for elective courses, including dual enrollment courses
- Mirrors college and life: Focusing on 4 classes per semester is similar to a college schedule and the pace of work
- Opportunity for struggling student to repeat a course or otherwise retrieve credit and opportunities for advanced students to gain additional credits
- Relationships: teacher interact with students during uninterrupted blocks of time, and are able to build strong and productive relationships

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 the Common Core State Standards (CCSS), California State Standards (CCS), and Next Generation Science Standards (NGSS) 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 I 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

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. ELITE believes that schools have the ability to 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 these transitional periods. 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 seeks to also close the summer learning gap by creating pathways to increase scholars access to college and career opportunities. The ELITE summer bridge program will focus on involving scholars in self-selected service-learning activities, middle or high school readiness for success, increasing scholars’ connectedness to their new middle or high school learning environments, creating pathways to increase access to college/career opportunities, and highly interactive leadership activities.

Students who have not made the expected progress in English/Language Arts and/or Mathematics will receive specific 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 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.

ELITE PUBLIC SCHOOLS ANNUAL GOALS and ACTIONS TO ACHIEVE 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).

The LCAP table with these annual goals, actions, and measures are detailed in Element B of this application.

High School Credit Transfer Policy and WASC Accreditation

ELITE Public Schools will seek accreditation from the WASC (Western Association of Schools and Colleges) for each charter school. The timeline for securing accreditation for ELITE is supporting all high school students in earning 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.

CURRICULUM PLANNING, PROFESSIONAL DEVELOPMENT, AND FOCUS ON CORE CONTENT AND STANDARDS-BASED CURRICULUM

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 individuals with an undying commitment to professionalism, collaboration and constant learning. ELITE is a school based on best practices, innovative initiative 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 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, 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 will 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 will design an agenda that will provide 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.
- 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 immersion will also occur, for all teachers, each time a new school is planted. 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 stating high expectations for all, curriculum mapping, scope and sequence development, unit development, standards deconstruction and to 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, more and more time will be dedicated to data discussions. The Student Progress Report will allow team members to maintain a clear focus on that day's objective, utilizing their own student data (See Appendix T). 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 Report 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 work in the classroom. The student progress report and reflection sheet encourages colleagues to ask themselves why they are, or are not getting results in their own classrooms. Teachers will be open to stepping outside of their comfort zone to make their practice more effective

LOCAL CONTROL FUNDING FORMULA COMPLIANCE

ELITE Public Schools 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 subgroup of students 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 2018-2019, 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-side and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal

standards (including new Common Core) 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, by ELITE.

As the State and County finalize new standardized assessment tools and new school performance measures, and finalize the format for the New Local Control Accountability Plans as applicable to charter schools, ELITE Public Schools will work with the County to ensure that it creates and updates its plans and goals accordingly. 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.

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 Language 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 1 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/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 Needing Targeted Assistance

Students whose diagnostic assessment scores show that they are below grade level in English/Language Arts and/or Mathematics will receive Tier 2 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 2 intervention will be referred to the Full Service Community Schools Coordinator, where school staff 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 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 – Students who need Intensive Intervention to Graduate from High School

The ELITE's Warriors for Social Justice (WFSJ) program 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 program 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

In order to meet the unique needs of our tier III students, we 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.

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, with the purpose to engage and encourage the student to be an active participant in their own academic process.

Warriors for Social Justice: 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.

Warriors for Social Justice: 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 businesses. Students will be required to develop portfolios and presentations at the end of each quarter.

Warriors for Social Justice: Social Justice and Community Development

Social science courses have an intense focus on social justice and discussions related to the betterment of their community. An elected student council focuses on eliciting and responding to student voice. Selected students on the campus meet with an advisor to discuss issues on campus, student incentives, concerns, and ideas. The group creates academic and behavior expectations for potential student ambassadors.

Warriors for Social Justice: Project-Based and Collaborative Learning

This element focuses on partnerships with the students and community members aligned to the curriculum. Students are expected to present these projects at the end of each quarter and share the presentations within their community.

Warriors for Social Justice: Academic Support and Authentic Assessment

This element instructs students in courses, as well as, skill building in core subject areas. Skill building activities are aligned to A-G and instructed using a blended model.

Warriors for Social Justice: Social Development and Self-Healing

This element supports each student individually through a 6-pronged wraparound service. This center 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.

Warriors for Social Justice: Technology

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. ELITE students learn through the use of technology. ELITE faculty and staff teach utilize the latest technology. Technology is the vehicle by which all learning takes place. All aspects of student learning will be through the use of the latest technology.

Warriors for Social Justice: Engineering

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.

The ELITE Warriors for Social Justice program is designed to keep students in school, therefore increasing graduation rates and reducing dropout rates in the county.

English Language Learners: Systematic Language Development

General Assurances

The school will comply with federal, state and district mandates regarding EL education and redesignation of EL students

The school will meet all requirements of federal and state law relative to equal access to the curriculum for English Language Learners

Assessment

English Language Learners receive systematic English Language Development tailored to their proficiency level. California English Language Development Test (CELDT) levels are determined at the beginning of the year, when students who are identified on the Home Language Survey as speaking a language other than English at home take the CELDT test to determine their English Language Proficiency. All students with a home language other than English are tested using CELDT/ELPAC within 30 days or 60 days before the start of the school year, and annually each year afterward.

Students scoring at CELDT levels one through three will receive instruction based on their level, from systematic ELD in a dedicated class focused explicitly on teaching language that English learners to a pull-out and/or push-in periods where students receive primary language support and specific instruction in English. English Learners will have full access to the core curriculum, while also receiving the explicit instruction needed to make progress acquiring the English language. As with the Sheltered Immersion program, we will use resources from EL Achieve’s Systematic English Language development framework to guide this program.

Parent Notification and Involvement

The school will notify parents of the school’s responsibility to conduct CELDT/ELPAC testing and will inform parents of CELDT/ELPAC testing results within 30 calendar 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. English Learners (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:
 - Are not likely to learn outside of school,
 - Will not be taught in any other content area, and
 - Are expected to use 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 the afternoon switch and extensions in their ELD class.

English Learner Advisory Committee

If there are more than 21 ELs in attendance, as is expected, 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 the 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.

Program Assessment:

- 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, we modify our EL program as needed.

SPECIAL EDUCATION PROGRAM

Students with Special Needs 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 (EPS) recognizes its responsibility to enroll and support all students, regardless of disability, and pledges to work in cooperation with the Solano County Office of Education (SCOE) 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. EPS 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, EPS will comply with Solano County Office of Education (SCOE) 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 EPS 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 EPS operates as a school of the SCOE 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 EPS and the SCOE. The language that follows is not meant to preclude alternative arrangements between the SCOE and EPS as agreed upon in the MOU.

Special Education Local Plan Area Affiliation

ELITE Public Schools shall initially be deemed, by default, a public school of Solano County Office of Education for purposes of special education, pursuant to Education Code Section 47641(b). However, EPS 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, EPS 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.

School of the Authorizer

So long as EPS operates as a public school of the SCOE for 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, the SCOE will provide an equitable share of special education services and/or funding for students enrolled at EPS, to the extent required by law and in the manner specified in the MOU.

EPS agrees to collaborate with the SCOE 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.

Local Education Agency for Special Education

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

EPS will follow policies and procedures of the SELPA in which it is a member and shall utilize SELPA forms and information systems necessary to identify and serve students who qualify for special education. EPS 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

EPS 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.

EPS 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, EPS 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 EPS 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. EPS 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.

School of the Authorizer

So long as EPS operates as a school of the authorizer for special education purposes, in order to comply with state and federal Child Find requirements, EPS will follow the applicable SCOE policies and procedures to identify students who may have a disability that qualifies them to receive special education services. EPS will collaborate with the SCOE to ensure timely transfer of Individualized Education Program (IEP) records and will utilize SCOE policies, procedures, and forms to appropriately identify and refer students for special education.

Local Education Agency for Special Education

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

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. EPS’s internal method for referral for assessment will be a Student Success Team meeting will be convened 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.

School of the Authorizer

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, EPS shall assist parent/guardian to submit a request in writing. So long as EPS operates as a school of the authorizer for special education purposes, and unless otherwise agreed to in the MOU, EPS will notify the SCOE within 2 days of any such referrals and will work collaboratively with the SCOE to respond to the request in writing within 15 days.

If EPS, in collaboration with SCOE, 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 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.

Local Education Agency for Special Education

If EPS operates as an independent LEA for special education purposes, then, in the event that EPS 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.

EPS shall respond to a written request for assessment within 15 days.

If EPS 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

School of the Authorizer

So long as EPS operates as a school of the authorizer for special education purposes, and unless otherwise agreed to in the MOU, upon receipt of signed Assessment Plan, SCOE will be responsible for conducting special education assessments in all areas of suspected disability if deemed appropriate by SCOE. EPS will work collaboratively with SCOE to conduct an evaluation. Assessment procedures will be conducted in the student's primary language, and EPS will work with SCOE to provide an interpreter, if needed. The EPS RSP Teacher will be responsible for gathering all pertinent information and sharing such information with SCOE as needed.

Local Education Agency for Special Education

If EPS operates an LEA for special education, EPS shall be solely responsible for conducting special education assessments deemed necessary and appropriate by EPS. The EPS 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; and
- Parent input.
- EPS 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; and
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- 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. EPS 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.

School of the Authorizer

So long as EPS operates as a school of the authorizer for special education purposes, EPS will work with SCOE to develop IEPs and to 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 SCOE, to provide the necessary placement and/or services.

EPS 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 SCOE 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 EPS, in cooperation with the SCOE as agreed upon in the MOU.

Local Education Agency for Special Education

If EPS operates an LEA for special education, EPS shall be solely responsible for ensuring that all aspects of the IEP and school site implementation are maintained. EPS 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.

EPS 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 EPS. 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 EPS 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

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.

School of the Authorizer

So long as EPS operates as a school of the authorizer for special education purposes, and unless otherwise agreed to in the MOU, SCOE shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with SCOE 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 EPS. The school will work with SCOE 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 the SCOE's policies and procedures and using the SCOE's forms.

Local Education Agency for Special Education

If EPS operates as an LEA for special education, EPS 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, EPS will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

SPECIAL EDUCATION STRATEGIES FOR INSTRUCTION AND SERVICES

School of the Authorizer

So long as EPS operates as a school of the authorizer for special education purposes, EPS shall collaborate with the SCOE 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 responsible 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 EPS will operate a learning center model. In the EPS 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 EPS Learning Center model aligns with the EPS 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, and continue to make progress, in regular classroom settings, while receiving real-time support, if needed. EPS reserves the right to contract with agencies and vendors outside of the authorizer, when appropriate, to secure special education services, including administrative support services.

Local Education Agency for Special Education

If EPS operates as an independent LEA for special education purposes, EPS will offer a comprehensive inclusion program that includes an EPS 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, EPS will to provide the necessary placement and/or services. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

INTERIM AND INITIAL PLACEMENTS OF NEW CHARTER SCHOOL STUDENTS

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

School of the Authorizer

So long as EPS operates as a school of the authorizer for special education purposes, if a student enrolls at EPS with an existing IEP, EPS will notify the SCOE, in accordance with any applicable SCOE 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, EPS shall work with the SCOE to implement the existing IEP at EPS and offer services comparable to those in the existing IEP, or as otherwise agreed by the parent/guardian.

Local Education Agency for Special Education

If EPS operates as an independent LEA for special education purposes, EPS 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 EPS from another school within the same SELPA, EPS, 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 EPS agree to develop and implement a new IEP.

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

STAFFING

School of the Authorizer

So long as EPS operates as a school of the authorizer for purposes of special education, SCOE will hold ultimate responsibility for providing special education services, unless otherwise agreed upon in the MOU. EPS is committed to cooperating with the SCOE 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.

Local Education Agency for Special Education

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

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

In year 3, pending budgetary availability, EPS 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 EPS will also be involved in assuring that all IEPs and 504 plans are properly implemented.

Professional Development for ELITE School Staff

EPS 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 SCOE and/or SELPA.

School of the Authorizer

So long as EPS operates as a school of the authorizer for special education purposes, SCOE agrees to allow EPS staff access to all special education related professional development opportunities that are available to other employees of the SCOE.

Local Education Agency for Special Education

If EPS operates as an independent LEA for special education, EPS shall seek professional development opportunities for its staff through potential trainings facilitated by the County Office of Education, 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

EPS, in collaboration with SCOE or 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 Language 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 Public Schools 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 EPS Resource Teacher. The EPS 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 EPS 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 EPS 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. EPS will utilize the Notice of Procedural Safeguards used by the SCOE or SELPA in which it is a member.

School of the Authorizer

So long as EPS operates as a school of the authorizer for special education purposes, concerns or disagreements raised by parents/guardians will be acknowledged by the school within five days. EPS work with the SCOE to arrange a meeting between the parents/guardians, the school, and SCOE 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.

Local Education Agency for Special Education

If EPS operates as an LEA for special education purposes, concerns or disagreements raised by parents/guardians will be acknowledged by the school within five days. EPS 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

School of the Authorizer

So long as EPS operates as a school of the authorizer for special education purposes, in the event that a parent/guardian files a request for a due process hearing or request for mediation, the SCOE and EPS shall work together to defend the case.

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

Local Education Agency for Special Education

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

Complaint Procedures

Parents or guardians also have the right to file a complaint with SCOE and/or 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

EPS 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 EPS. 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.

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

EPS 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 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 STAFF MEMBER 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 school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).*

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 2018-19, 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 SCOE and the Solano County Superintendent of Schools 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, 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 included in the charter as a result of the reviews and assessments, classified using the California School Accountability Manual.

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. Bilingual and Bi-literate
3. Cross-Cultural Conscientiousness
4. Entrepreneurial Skilled
5. STEM Competency

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 the California Common Core Standards (CCSS), California State Standards (CSS), and Next Generation Science Standards (NGSS). High school course offerings will be A-G approved.

All students at ELITE, including students who have special needs, students who are English Language Learners, and/or students who are socioeconomically disadvantaged, will be expected to meet these outcomes, by 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
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	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:	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. In Solano County 40% of students met or exceeded the standards in ELA and 32% of students met or exceeded the standards in Mathematics (Tables A.3 and A.4)
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:	• Once the baseline is established in 2018/19, 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 2018/19, 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 2018/19, Elite will increase the percentage of English Language Learners making progress toward

	English Proficiency on the CELDT 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
Common Core Adopted Curriculum: • <i>English Language Arts K-12</i> • <i>Mathematics K-12</i> • <i>Science K-12</i> <i>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</i>	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
Afterschool 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
Entrepreneur and Soft Skill Integration <i>Students participate in Junior Achievement program with a culminating showcase event open to the community</i>	School-wide	All students
Engineering (STEM) <i>Students participate in various STEM programs and activities in partnership with local colleges and universities</i>	School-wide	All students
Ethnic Studies (History/Social Science): <i>Critical and interdisciplinary Ethnic Studies with an intentional focus on African American & Latino History – understanding the history and perspectives of people of color</i>	School-wide	All students
Physical Education <i>Promoting consciously active and healthy physical development</i>	School-wide	All students

<i>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</i>		
Technology <i>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</i>	School-wide	All students
Professional Development 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	School-wide	All teachers
Classroom Teachers <i>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.</i>	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
Professional Development: <i>Teachers will participate in annual retreats and weekly Professional Learning sessions focused on 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</i>	School-wide	All teachers
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:	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. 7,986 students were given out of school suspensions during the 2014/15 school year. 40% of those suspensions were given to African-American students, 32% to Latino students, 16% to White students, 2% to Filipino students and 1% to Asian students. All percentages are below the percentage of students in that group enrolled in the county, except African-American students. Though African-American students make up 15,4 % of the population they make up 40% of the suspensions (see Table A.6). 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 through the Full-Service Community Schools staff and volunteers.
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:	• Once the baseline is established during the 2018/19 school year, the percentage of students suspended will decrease by 3 to 5 percentage points each year • 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 95% or higher during each reporting period. If it drops below, implement strategies to raise the percentage during the next reporting cycle

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:	There is a need for increased grade level proficiency in English Language Arts and Mathematics. There is a need for early college access and information and support toward reaching A-G requirements, with all student groups 62% of Asian students graduates with A-G requirements met, while that percentage for African-American students is 20.8, for Filipino students, 53.9 percent, for Latino students 27.4 percent, and for White students 46.5 percent
Goal Applies to:	All students, including Foster Youth, Socio-Economically disadvantaged, English Learners, Students with Disabilities, African American, Latino, White, Filipino, Pacific Islander
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: • 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: • 100% of unduplicated pupils will have access to a rigorous college-preparatory instructional program with an emphasis on building their proficiency in STEM courses 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	School-wide	All students

understanding of available resources to assist students as they complete their 4-year high school plan and look toward college enrollment		
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 is implemented and that the student is completing all actions in a timely manner	School-wide	Students not meeting standards
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, African American, Latino, White, Filipino, Pacific Islander
CA State Priorities:	#3: Parental Involvement
Measurable Outcomes:	• 100% parent attendance at School Site Council and English Learner Advisory Committee with representation of unduplicated and Special Education pupils • 100% Parent and teacher usage of Student Progress System • Well-attended parent workshops • 100% of teachers do home-visits 50% of their 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: <i>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</i>	School-wide	All students
School to Home Communication: <i>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.</i>	School-wide	All students
Parent Family Gatherings: <i>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.</i> <i>ELITE will sponsor family gatherings to support parents as they learn about topics such as program design, language acquisition, helping with homework, bi-literacy development and assessment practices.</i>	School-wide	All students
Parent Guided Tours of the School: <i>Parents can serve as ELITE Parent Ambassadors and guide school site visits and highlight noteworthy features of the school.</i>	School-wide	All students
ELITE's Parent Internet Cafe <i>A designated Parent Internet Cafe for parents to come and be on campus with their children. This will be the hub for volunteer hours and 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.</i>	School-wide	All parents
Conferences: <i>Conferences provide opportunities for parents to network with teachers, administrators and other parents.</i>	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:	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. (see data presented in goals 1, 2 and 3) 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, Students qualifying for Free and Reduced Lunch, African-American and Latino students
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:	• 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

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: <i>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</i>	School-wide	All teachers
Instruction and Learning Support – See the Future trips: 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 afterschool program as outlined in Goal 1.	School-wide	Targeted
Professional Development Teachers will actively participate in all school-wide professional development offerings and individualized offerings in areas in which they need enhanced support	School-wide	All students

Element C: Assessments

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 making 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. Because of 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 student, 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 as described in Elements A and B. Assessments take place in all grades and across all subjects. Grades 3 through 11 take the Smarter Balanced Assessment Consortium (SBAC) as adopted by the State of California; coherent assessment that build toward the knowledge and skills assessed by SBAC are used in K-2. ELITE is invested in and committed to using this assessment system, which we believe provides the best way of measuring our implementation of the CCSS, providing both reinforcement and accountability for our program.

Assessments

ELITE implements 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. Summative and cumulative assessments include both external assessments (SBAC) and internal interim assessment. Formative assessments are unscheduled and are flexible implemented throughout the year to provide teachers with quick feedback on student achievement. Assessment data is housed in our Aeries student data-base 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.

State assessments: As mandated by Education Code 47605c(2), ELITE will annually administer each of the following assessments measures under the California Assessment of Student Progress and Performance (CAASPP), to all students required to take each battery of tests. This includes:

- Smarter Balanced Assessment Consortium (SBAC)
- California English Language Development Test (CELDT)
- California Science Test (CAST)
- Physical Fitness Test (PFT)

College Entrance Exam: In addition to the state's required measures, ELITE supports students in preparation for and administration of college entrance exams as a part of our commitment to

ensuring college entry for every child. ELITE offers the PSAT and SAT/ACT on campus for all 9th – 11th 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.

Advanced Placement (AP) Exams: ELITE supports students taking AP exams as a part of our commitment to ensuring college entry and readiness for every child.

School Assessments: School Assessments are taken 3-4 times a year across the school to provide a snapshot of student progress on multiple clusters of skills. School assessments include a baseline in the fall, and 2-3 additional times throughout the year. School assessments provide data on student growth and mastering 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 uses the assessments below to monitor student progress:

- **Portfolios:** Portfolios are physical and/or virtual compilations of student work. It is a collection of student artifacts that is evidenced 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`

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, McCleod Reading Comprehension Test, etc. The students end of the year summative and cumulative assessment scores and SBAC and PFT scores will be reviewed where appropriate, as well. 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 their progress toward mastering skills determined to be in need of reinforcement during the beginning of the year assessment.

Tier 1 Assessment

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 are allowing 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 their 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 creates a plan to shore up the standards with the whole class, and creates a plan to address students who are having difficulty (see tier 2 Assessment and Instruction).

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 the grade-level standards, as evidenced by their formative and summative assessment scores, will receive it in their small group sessions, during 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 Tier's 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.

Cumulative Assessments

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.

Standardized Assessments

ELITE students will complete all required state assessments. Students identified as English Learners through the Home Language Survey, will take the CELDT test annually to ensure that they are making progress toward learning English. Students in grades 3-8 and 11 will take the CAASPP assessment. Students in grade 10 will all take the PSAT. Students in grades 11 will all take the SAT, and the ACT where appropriate. Students taking AP courses will take the relevant AP exams. Data from these assessments will be used for program evaluation, to celebrate accomplishments and identify areas needing additional focus.

Reporting of Data

As discussed, 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	At Grade Level
CELDT	K-12	ELD	Upon enrollment then annually until exited	Early Advanced (4), or growth at a rate that will achieve Early Advanced within 5 to 7 years of introduction to the language
California Standards Test (CST) and California Modified Assessment (CMA)	5,8,10	Science	Annually	Proficient
Physical Fitness	5,7,9	Physical	Annually	Physically fit in at least 4

ELITE Public Charter School Petition

Test (PFT)		Education		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
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

ELITE is operated by ELITE Public School, a non-profit public benefit corporation, pursuant to California law. The school is governed pursuant to the bylaws adopted by the incorporators. The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement *Ed. Code § 47605(b)(5)(D)*.

Summary of the ELITE Public Schools Governance Structure

Board members, school directors, staff members and families are involved in the decision-making at ELITE Public Schools. The board members are recruited by other board members, based on their expertise and ability to support the vision and mission of EPS. The governance structure is comprised of a Board of Directors, which is the policy-making body, with holds fiduciary responsibility over EPS. The EPS President and CEO works with relevant boards and committees gather input and make decisions aligned with the EPS Mission, Vision, Values and Goals. The Principal/Human Resource Officer oversees academic programming, operations, budget and human resources on their school campus. The Principal/Human Resource Officer works with the school staff, School Parent Leadership Team, School Site Council, English Language Advisory Committee, and all other task forces to implement the school site plan and Local Control Accountability Plan. Parental involvement is a key to the success of EPS 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 School Site Council, as Founding Families, as English Learner Advisory Committee members, on the School Parent Leadership Team, and in many other ways.

California Non-Profit Public Benefit Corporation

EPS is operated by ELITE Public Schools (EPS), a California Non-Profit 501c3 Public Benefit Corporation pursuant to California Law. The school is governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws.

ELITE Public Schools Articles of Incorporation can be found in Appendix C, Corporate bylaws as Appendix D and Conflict of Interest Code as Appendix E which complies with the Political Reform Act and Corporation Code Conflict of Interest rules. EPS shall update these documents, as necessary to reflect any changes in regulations applicable in the future.

ORGANIZATIONAL CHART (see Appendix M)

STAFFING

Board of Directors

The EPS Board of Directors includes between seven and fifteen members. The board selection/election process is outlined in the Corporate Bylaws (Appendix D). The board of directors consists of stakeholder with a wide array of experiences and levels of expertise. This is the first school venture for the ELITE Public Schools.

ELITE Public Charter School Petition

Founding Board Members

- Dominique Beaumonte
- Clarence Block
- Christopher Firle
- Angelina Garcia
- Landis Graden
- Kellie Todd Griffen
- Danny Jefferson
- Maia Johnson
- Ronald Page II
- Dr. Alexis Patterson
- Martha Quadros
- Dr. Dante Quick
- Cynthia Verrett

Board members have experience in:

- 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

The Board of Directors major role and responsibility is to approve the Mission, Vision, Values and Goals (MVVG) for EPS, as well as major educational and operational policies, major contracts, annual budget and fiscal oversight, and selecting and evaluating administrative staff. Board members will not be involved the administration, nor accept financial compensation from the organization.

Board Election, appointment, vacancy, and turnover procedures are outlined in the EPS bylaws, included in Appendix D. Each EPS 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, and other strategic topics as requested by a majority of the board or suggested by the staff.

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 EPS Board of Directors to ensure that the Board has an odd number of Directors.

President/ Chief Executive Officer

The President/Chief Executive Officer (CEO) reports directly to the EPS Board of Directors. The President/CEO will be officially hired in January, 2018. 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 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 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
- 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

Deputy Chief Executive Officer (DCEO)

The Deputy Chief Executive Officer is supporting all aspects of the management of ELITE Public Schools. The Deputy Chief Executive Officer will be hired in March, 2018. 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.

Director of Technology (DT)

The Director of Technology (DT), reports to the DCEO, leading 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 --- technology 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 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.

Director of Assessment and Accountability (DAA)

The Director of Assessment and Accountability (DAA) reports to the DCEO and ensures that EPS maintains a focus on meeting it's goals. Beside mining and distributing relevant research to staff members, the DAA manages collection and timely distribution of quantitative and qualitative data. The DAA is also responsible for assisting schools and the full EPS network as they track progress toward meeting annual LCAP and School Site Plan goals. The DAA assists the CII with the administration and data collection of diagnostic, formative, summative assessment, as well as state accountability system data for all students.

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

Principal/Human Resource Officer(PHRO)

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 will be officially hired in March, 2018. 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 ELITE Mission, Vision, Values and Goals and adhere to the ELITE Standards of Excellence.

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:

- Overseeing school academic programs, operations, budget, human resources, partnerships with community-based organizations, and afterschool programs
- Leading, supporting, and managing school staff, and

ELITE Public Charter School Petition

- 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 program including grants, applications, and fundraising efforts
- Working with the Executive Director to ensure that the school is meeting Elite Standards of Excellence

A full job description for the Principal/HRO is available in Appendix F.

Instructional Coordinator Qualifications – Report to Deputy Chief Executive Officer

- Five years of successful experience as a Principal in a diverse urban school setting
- Three years of Successful experience as a teacher in a diverse urban school setting
- Commitment to mission, vision, values, and goals of EPS
- 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
- A strong belief in the ability of all students to meet and/or exceed grade level standards

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 Head of Schools. The team 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 Accountabililty Plan (LCAP) which includes plan for expenditure of federal funding as well)
- Monitors program effectiveness by tracking progress toward meeting LCAP goals and objectives
- Serves as an advisory board for the Head of Schools in areas under his/her jurisdiction
- Assists with the development of school policy in alignment with ELITE Public Schools Policy Handbook
- Makes recommendations for staff professional development
- Makes recommendations for student activities
- Provides guidance on the development of the school calendar, for approval by the ELITE Public Schools Board of Directors

Parent Advisory Committee

Parent leadership is critical to the success of ELITE Public Schools. The Parent Advisory Committee is comprised of representatives from each of the parent committees in the school (School Site Council, English Learner Advisory Committee, Parent Teacher Association, and others). 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 Public Schools 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 Public Schools convenes 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 EPS board of directors regarding general school programming and operations
 - Makes recommendations to EPS board of directors regarding policies effecting their local EPS school
 - 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 35`147 (c), 52176 (b), and (c), 62002.5, and 64001 (a). The ELAC monitors and supports the progress for English Learners at EPS. EPS 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

EPS prides itself on being a learning community that supports all students and staff members as they work toward reaching their fullest potential. In order 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
- EPS Board of Directors – appointed members who review and approve all school plans and budgets. and create and monitor the implementation of EPS policies and procedures

All meetings, with the exception of the EPS staff meeting and EPS School Design Team meetings are open to the public. EPS administration will ensure that relevant recommendations made by each advisory and team are shared with the EPS board. Representatives from each team or advisory are encouraged to attend the team or advisory meetings and to make presentations to the EPS board. All agendas and minutes for advisory meetings will be posted on the EPS website. Public comment and/or participation is welcome at the meetings, according to the operating procedures for each group. Input at the EPS Board meetings can be given during the public comment section.

Assurances

EPS 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. EPS will comply with the county 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 EPS 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 SCOE and if SCOE 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 Public Schools Board of Trustees, 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.

ELITE Public Charter School Petition

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 EPS. The board meeting schedule, agenda and location are posted on the EPS 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

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 Public Schools is nonsectarian in its employment practices, and does not discriminate against any individual (employee or student) on the basis of real or perceived race, creed, color, national origin, age, gender expression, gender identity, disability, or any other basis in accordance with Education Code Section 220. ELITE Public Schools is a school of choice, and no employee shall be coerced into working in our organization. All employees work under an at-will employee contract. EPS shall comply with all applicable laws regarding criminal background checks, including Education Code Sections 45125.1 and 44237. ELITE will comply with all state and federal laws concerning the maintenance and disclosure of employee records. ELITE will comply with all state and federal mandates and legal guidelines relative to ESSA.

ELITE Staff

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 adherence to ELITE Standards of Excellence.

ELITE Standards of Excellence

Principals will:

- Fully comprehend the ELITE Model and be an ambassador for the school, staff, students and community at all times
- Ensure that schools are hubs 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, support staff are affirmed as they work toward creating an affirming trauma-sensitive environment for all students
- Ensure that all students have a powerful and supported teacher who receives quality professional development and support, and implements research-proven practices
- Ensures that all students will 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
- Cultivates strong parent engagement and leadership in an advisory capacity to ensure that the needs of the students are being met

ELITE Public Charter School Petition

ELITE Staff:

- 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
- Always be prepared for the activities of the day
- Maintain strong attendance
- Be a role model for students, going the extra mile when necessary
- All staff members believe in the promise of all students, and are willing to take the necessary steps to ensure that students achieve
- Becomes a part of the EPS family and commits to building strong relationships with other staff members, parents, students, and school partners, solving problems in a restorative fashion
- Participates in the EPS learning community and follows-through on activities and training opportunities
- Actively participates in professional development and coaching sessions so as to ensure that they remain current on EPS research-proven best practices
- Work daily on enhancing their proficiency in English, Spanish and technology

ELITE Students:

- Arrive at school on time, prepared to participate in school activities
- Wears school uniform on a daily basis
- Completes assignments in a timely manner and asks for help when necessary
- Protect and make proper use of school materials and supplies
- Demonstrate respect for all EPS staff members and volunteers
- Actively participate in individual and team activities, demonstrating excellent sportsmanship skills
- Becomes a part of the EPS student family and commits to building strong relationships with other students, solving problems in a restorative fashion
- Students will demonstrate cultural pride and dignity

ELITE Parents:

- Ensure that students arrive to school on time, prepared to learn
 - Communicates with the school and teacher in a positive and proactive manner
 - Uses parent portal to monitor student progress
 - Keeps emergency contact information current
 - Acts as an ambassador for the school, and solves problems in a restorative manner
 - Assists student at home, when having difficulty with academics, behavior, sportsmanship or activities
 - Volunteers to support school through time, talents or fundraising activities
 - Participates in EPS family nights and parent conferences
- All staff members will believe in the promise of all students, and be willing to take the necessary steps to ensure that all students achieve.

All schools will be hubs of community activity with strong staff, community, and parent leadership and engagement.

Selection Process

Employee selection and appointment shall be the exclusive prerogative of ELITE. The Principal and EPS support 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 terms and conditions of employment contained in EPS's personnel policies.

The selection process is as follows:

1. Request completed applications, resumes, cover letters, and letters of reference
2. Complete paper screening and select pool of applicants for interview
3. Conduct initial interview and narrow candidate pool
4. Conduct second interview and performance task (teach 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

EPS Employee Qualifications (Complete job descriptions available in Appendix F)

At EPS, all employees are educators. Whether staff members are support staff members, teachers, or administrators, all staff members are valuable members of the EPS team. Teachers and all paraprofessionals will meet the requirements for employment of California Education Code section 47605(l)) and the applicable provisions of ESSA. All educators must:

1. Commit to supporting the mission, vision, values and goals of ELITE Public Schools
2. Meet the expectations of applicable job descriptions
3. Successful experience with the diversity represented in the various communities served by EPS
4. Maintain a personal philosophy of education that aligns with that of EPS
5. Commit to be active members of the EPS learning community
6. Actively collaborate with team members to resolve issues and strengthen school culture
7. Build productive and appropriate relationships with other staff member, parents and students
8. Demonstrate flexibility, tenacity, and responsibility

Content Area Specialists – report to the Deputy Chief Executive Officer

Content Area Specialists will be hired by the Principal in collaboration with 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. 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 EPS.

Minimum Qualifications for the Content Area Specialists are as follows:

At least three years of successful teaching experience with a diverse urban student population

- 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: specialists certificates and credentials preferred

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). EPS will strive toward all classroom teachers holding a provisional, intern or full California Teaching Credential. Teachers shall meet or exceed all “highly qualified requirements under the No Child Left Behind Act (NCLB) as applicable to EPS. The documents shall be maintained at EPS and shall be subject to periodic inspection by SCOE.

In accordance with Education Code Section 47605(l) EPS 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 (College-Preparatory) Teacher Qualifications for Grades K-8

- Teachers of K-8 grade core subject areas, mathematics, science, history/social sciences, and language arts will have the following qualifications:
- BS/BA or MS/MA
- A California teaching certificate, permit, or other document as required by the Commission on Teacher Credentialing (Education Code 47605 (1))
- Bilingual and/or CLAD credential or coursework leading up to the CLAD or BCLAD
- Previous teaching and/or relevant work experience
- Sufficient subject matter competency in accordance with Title 5, California Code of Regulations Sections 6111, 6112 and other applicable law.

Non-core, Non-College Preparatory Teacher Qualifications for Grades K-12

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

- Experience in the subject they will be teaching
- A California teaching certificate, permit, or other document as required by the Commission on Teacher Credentialing (Education Code 47605 (1))
- Bilingual and/or CLAD credential preferred
- Previous teaching and/or work experience

Instructional Support Staff

Special Education Instructional Aides, Bilingual Liaisons, Parent /After-school program liaisons, Full Service Community Schools liaisons, and Justice liaisons will be selected by the Principal in consultation with the President/Chief Executive Officer or designee. 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 EPS.

ELITE Public Charter School Petition

Minimum qualifications for these positions are:

- 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

Additional Staff Members

In addition to the instructional leaders, teachers, and support staff, the school will employ additional administrative staff including an administrative assistant, office manager, custodian, and supervision staff. These positions will be selected by the Principal/Human Resource Officer in coordination with the President/CEO or designee, on an application and interview basis in consultation with other staff members, teachers, and parents as appropriate.

Minimum qualifications for the Office Manager/Administrative Assistant

- 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 an ability to multi-task

Minimum qualifications for Custodian/Supervision Staff

- 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 so it passes inspections
- Strong communication skills, ability to build relationships with school staff members and stakeholders, ability to multi-task

Staffing Plan for Years 1 and 2

EPS 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

Recruitment Strategy

ELITE will advertise all positions on Edjoin.org and on other websites and publications, on occasion. We will be intentional about “growing our own”, ensuring that we encourage 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. Stipended teachers will serve as content area specialists, and lead efforts to move students toward proficiency in their respective areas. 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.

When an ELITE school is opening, the 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
Day One Instructional Staff	Planning - Culturally Responsive English Language Arts Curriculum	Core Math Training	Safe and Affirming Learning Environment Development
Day Two Instructional Staff	Planning – Culturally Responsive English Language Arts Curriculum	Core Math Training	Safe and Affirming Learning Environment Development
Day Three Instructional Staff	Planning Culturally Responsive English Language Arts Curriculum	Core Math Training	Safe and Affirming Learning Environment Development
Day Four Instructional Staff	Planning Culturally Responsive English Language Arts Curriculum	History/Social Science PBL Aligned to ELA Curriculum	History/Social Science PBL Aligned to ELA Curriculum
Day Five Instructional Staff	Science Curriculum	Science Curriculum	Entrepreneurialism Curriculum
Day Six Instructional Staff	Spanish Lab	Spanish Lab	Diagnostic Cumulative Formative and Summative Assessments

ELITE Public Charter School Petition

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

Support Staff

Support staff will receive individualized training specific to their area of assignment.

Element F: Health and Safety Provisions

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the 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 members, ELITE Public Schools has adopted and implemented a comprehensive set of health, safety, and risk management procedures and /or policies attached as (Create policy and establish as an appendix) It is our belief that we will partner with our community to cultivate the physical and emotional well-being of all our students. These procedures and policies have been developed in consultation with our insurance carriers and risk management experts. These policies are reviewed annually and updated our handbooks as necessary to insure the health and safety of our students and staff. The policy is distributed to all staff and families.

ELITE Health and Safety Policies Summary

Procedures for Background Checks

EPS 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 EPS 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. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. 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.

Fingerprinting

EPS will act in accordance with all relevant state and federal laws regarding the background checks and clearance of all State and Federal laws with reference to the maintenance and disclosure of employee records. Employees and contractors of ELITE Public Schools will be mandated to submit to a criminal background check and provide a criminal record summary as required to submit to a criminal record summary as required by Education Code Sections 44237 and 45125.1. The President/CEO or designee shall monitor the fingerprinting and background clearance of the Principal/Human Resource Officer. All other fingerprints will be monitored by the Principal/Human Resource Officer. Volunteers who will work outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering. New employees not holding a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary.

Immunizations

The School adheres to all law related legally required immunizations for entering students and staff pursuant to Health and Safety Code Sections 120325-120375 and Title 17, California of Regulation Sections 6000-6075

Medication in School

ELITE has adopted a policy regarding the administration of medication in school in accordance with Education Code 49423.

Vision/Hearing/Scoliosis

Students will be screened for vision, hearing and scoliosis. The school will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served.

Diabetes

EPS will make available an information sheet regarding type 2 diabetes to the parent or guardian of incoming 5th 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 of methods of type 2 diabetes
- A description of the different types of diabetes screening test available

Blood-Borne Pathogens

The Director, or designee, will meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious material in the workplace. ELITE Board of Directors will establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

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

Drug Free/Smoke Free Environment

The school maintains a drug and alcohol and smoke free environment.

Comprehensive Sexual Harassment Policies and Procedures

ELITE is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. ELITE has a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the school (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed by sexual misconduct policy included within our Uniform Compliant.

Emergency Preparedness

ELITE requires that instructional and administrative staff receive training in emergency response, including CPR and first aid. In addition, ELITE has adopted 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.

Once a facility is identified, ELITE will draft an Emergency Preparedness Handbook specific to the needs of the school site and resource center(s) in conjunction with law enforcement and the Fire Marshall. This handbook will include but is not limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. ELITE requires that instructional and administrative staff receive training or its equivalent. The training will be conducted by a certified instructor and provided during a regularly scheduled staff development meeting. The training will occur at least bi-annually.

Facility Safety

ELITE Public Schools shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code, including provisions for seismic safety. Toward that end, the school:

- Shall be housed in a facility that has received state Fire Marshall approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present on substantial seismic safety hazard.
- Shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763 AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.
- Shall secure a Certificate of Occupancy before start of school If ELITE fails to submit a certificate of occupancy or other valid documentation to the District verifying that the school will operate complies with Education Code Section 47610, not less than 30 days before the school is schedule to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/ or the local planning department or equivalent agency.
- If ELITE moves or expands to another facility during the term of this charter, ELITE shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended faculty in which the school will operate complies with Education Code Section 47610, to the District for each faculty at least 30 days before school is schedule to begin operations in the faculty or faculties.
- ELITE shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and /or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.
- 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.

Fire, Earthquake, and Lock-Down Drills

Students and staff will participate in earthquake, fire and lock-down drills as required under Education Code Section 32001. ELITE Public Schools will work with and consult with expert agencies which specialize in emergency preparedness and risk management, including disaster plan development.

Procedures

ELITE has adopted procedures to implement the policy statements listed above, as provided in Appendix? Once a faculty has been finalized, ELITE will develop a site-specific school safety and emergency plan. The school safety plan will be guided by Education Code Section 35294(a). These policies and procedures have been and will continue to be incorporated as appropriate into the school's student, staff, and family handbooks and will be reviewed on an on-going basis by the Board of Directors and by the faculty and staff on a yearly basis during the Professional Development Institute.

Social Emotional Support

ELITE Public Schools are Full Service Community Schools (FSCS). The ELITE FSCS program is designed to provide expert emotional counseling and other designated services to allow for students to have guidance and support they may need to meet high academic standards. It is our belief that we work with the whole student as we are aware that students and staff members sometimes need additional support to be their best selves and focus on academic tasks and relevant social emotional learning activities while at school. In some cases staff members are able to access services through our Full Service Community Schools program.

Staff members who are having difficulties will be referred to the Employee Assistance Program (EAP).

Role of Staff as Mandated Child Abuse Reporters

All classified and certified staff will be mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by schools within SCOE.

TB Testing

All staff at ELITE will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Element G: Racial and Ethnic Balance

Governing Law: *The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the 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 school 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

- School recruiters familiar with the school program will be available at events throughout the Vallejo, Vacaville and Fairfield communities to recruit students for the ELITE program
- School recruiters will hold outreach meetings, at various times during weekdays and weekends, in community centers, churches, temples and other community meeting spaces in efforts 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 SCOE 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).

An example of our informational flyer can be found in Appendix G. A complete copy of our outreach plan for year 1 can be found in Appendix H.

Open House Events

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

Annual Self-Evaluation

Each year, the 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 requirements, if applicable. Education Code Section 47605 (b)(5)(H)

Assurances

ELITE Public Schools makes the following assurances regarding admissions

- Will be an open-enrollment, tuition-free public school with no specific requirements for admission (e.g. Minimum grade point average, test scores, discipline records, etc.) as outlined in Education Code 47605 (d)(2)(A)
- Will enroll all pupils who wish to attend the extent that space allows
- Will be non-sectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon the characteristics listed in 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)
- Will adhere to all state and federal laws regarding the minimum age of students. Admission eligibility will not be determined by the place of residence of a pupil, except as otherwise required by law

Admissions

During the various outreach events and at multiple enrollment meetings, ELITE staff members will recruit a diverse student body that will take full advantage of the school's mission, vision, values, goals, and instructional program.

OPTIONAL PRE-ADMISSION ACTIVITIES

School Tour

Pre-enrollment orientation meeting (held during various times during the week and on weekends to ensure access for as many families as are interested in attending)

ELITE will accept all students who apply on a first come first serve basis. If more students apply than the school has space for, the school will maintain a waiting list for a full academic year. The waiting list will be replenished during the enrollment period, each year. Should space become available, students on the waiting list will be contacted as soon as possible. Once a student is admitted to ELITE, they need not reapply each year. If there is a break in student enrollment, the student must begin the enrollment process again. Siblings of existing students and children of staff members must participate in the enrollment process just like a new student.

Figure H.1 Enrollment Timeline of Key Dates

Dates	Actions	Deadline
January 2018	Online Enrollment Announcement – social media, traditional media	January 31, 2018
February 2018	Enrollment meetings – finalize registration paperwork, give series of pre-enrollment orientation meetings	March 31, 2018
April 2018	Finalize numbers, build class lists, begin waiting list process	April 30, 2018
May 2018	Home visits one on one or in groups for registered students begin	July 15, 2018

Figure H.1 shows critical enrollment dates, as well as, dates by which parents will be informed as to if their child has been accepted, or is on the waiting list. The schedule above is aligned to current SCOE dates, and may change based on updates to their schedule. Any changes to the above schedule will be communicated through the school newsletter on the school website, through emails, and through social media sites. If the charter is approved, and once the school is operational for one year, this process will be streamlined to fill spaces based on attrition and to account for scheduled growth.

Admissions Preferences

ELITE is committed to creating a school community that represents the diversity of Solano County and providing rigorous educational opportunities to all ELITE students

Preferential Enrollment - listed in order of preference

1. Siblings (a person with at least one parent or step-parent in common) of enrolled and admitted students: to ensure that families can attend school together
2. Children of ELITE staff and board members (not to exceed 10% of the total enrollment): to honor those committed to public education, and specifically to ELITE core principles
3. Children of ELITE Founding Families (not to exceed 10% of the total enrollment) as defined by the Founding Family Policy below in accordance with Education Code section 47605(d)(2)(A): to honor the work and commitment of founding families
4. Other prospective students residing within SCOE boundaries: as required by Education Code Section 47605(d)(2)(B) and to serve as a public-school option for students and families of Solano County
5. All other applicants

Note: Should a PCSGP Grant program or similar program with a cap on enrollment preferences be offered, ELITE reserves the right to work with SCOE to submit a material revision of these enrollment preferences. The preference for founding families applies almost exclusively to Year 1, with the exception of Founding Families that have children who are younger than kindergarten age during Year 1 or are in a grade not offered in Year 1.

If necessary, ELITE will have subsequent enrollment periods, if not all spaces are filled in the first enrollment window. After all available openings have been filled through first come, first serve enrollment, students will be placed on a waiting list in the order in which their names are drawn. Should spaces open during the course of the school year, ELITE will contact students in the order they appear on the waiting list. Students are asked to accept the spot with one week of notification. Waiting lists from the previous year will be discarded at the beginning of each new enrollment period and new lists will be created at the end of each enrollment period for the new year.

Enrollment packets for students who are admitted will also gather the following:

- Proof of Immunization
- Proof of Withdrawal from Previous School (if applicable)
- Proof of Residence in Vallejo – 3 verification documents required
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate
- Release of records (if applicable)

Prior to admission into ELITE, a student and their family, must 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.

For the purpose of determining a whole number of available spots, any decimal above .1 shall result in the number being rounded upwards to the next whole number.

Proof of Residence

At enrollment, three documents verifying the addresses of the child must be included with each enrollment packet to verify the address of the child. Parents must make all necessary arrangements, prior to the deadline, for admissions in order to submit a complete enrollment packet by the enrollment deadline. Submitting a complete enrollment packet is the sole responsibility of the applicant. Applicants must also attend an admissions enrollment meeting, if offered. Attendance at this enrollment meeting must not be used as a deterrent to the acceptance of an enrollment packet. Multiple enrollment 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.

Proof of Residence

The following are examples of documentation that can be used as proof of residence (specific financial information can be blacked out). The documents must show the student's, parent's, guardian's or caregiver's name and address.

Automobile driver's license or official California I.D. Card from the Department of Motor Vehicles (must be used for one verification of address)

AND two of the following:

A bill dated within 90 days: PG&E, home telephone bill, water bill, garbage bill, or cable bill.

- In combination only, automobile registration and automobile insurance (the documents count for two of the three required documents, but must be provided together).
- Homeowner's/renter's insurance policy.
- Rental agreement copy
- Property tax statement.
- Official letter from a social services/governmental agency within 90 days.
- A copy of any district letters or documentation of district resident status.
- Transitional families only: Transitional families reside at a non-permanent address, such as a motel/hotel, shelter, car, or are doubled up with relatives or friends.
- Transitional families who are unable to establish a permanent residence can receive assistance from district staff.

Founding Family Preference

In order to support the development of the school, ELITE seeks to have a group of Founding Families (not to exceed 10% of the total enrollment). 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, 2017 - March 15, 2018 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 Lodestar'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

Lottery/Public Random Drawing

The Lottery process will take place sometime between April 1 and April 15, once all applications have been submitted. All parents will be notified as to if their child has been accepted by May 1, 2018. They must accept the spot no later than May 15, 2018. The lottery event will be publicized on the ELITE 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.

- Assurances that the process will be public, transparent, and fair
- General timeline and assertion that event will be held in a public space large enough to accommodate all interested
- Uninterested party charged with conducting the process
- Parents do not have to be present to participate
- Detail about the process itself, including how weightings and exemptions will be handled

Element I: Financial Audits

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accept 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).

In compliance with Education Code section 47605(b)(5)(I), the ELITE board of directors will oversee the selection of an independent auditor and the preparation and completion of an annual audit of ELITE's financial affairs. The audit will check the accuracy of the school's financial statements, revenue-related data collection and reporting practices, and review the school's internal controls. The audit will follow generally accepted accounting principles and be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of ELITE as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

The ELITE board of director will select the auditors after conducting a formal request for proposals from highly qualified auditors with experience in educational finance. The independent auditor will have, at 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. The ELITE board of directors will oversee and accept the independent audit. It is anticipated that the annual audit will be completed within four months of the close of the fiscal year, and a copy of the auditor's report will be sent to State Controller, and to the California Department of Education by certified mail by the 15th of December of each year. The finance committee of ELITE board of directors in partnership with the President/CEO or designee will then review any audit exceptions or deficiencies within 30 days of board review and issue an acceptance of the audit to the organization's board of directors along with recommendations on how these will be resolved. Finally, the executive director will create a formal report that addresses any exceptions or deficiencies. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in Element N.

The independent fiscal audit of ELITE is public record and will provided to the public upon request. Money is allocated in the annual and five-year budget to cover the cost of audits.

Additionally,

- Records will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures.
- Schools under review will list the key records: ADA/attendance, instructional minutes, credentials, instructional time on sight, non-classroom based policies and student agreements, and finances.
- The audit will be conducted in accordance with applicable provisions within the California Code of Regulations and Audit Guide.

- The Independent auditor 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.
- States specifies who is responsible for contracting and overseeing the independent audit, how the Charter Board will be involved.
- The Charter will submit a report to SCOE describing how the exceptions and deficiencies have been, or will be, resolved to the satisfaction of the SCOE along with an anticipated timeline.
- 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.
- EPS will ensure that there is enough in the budget to cover the cost of the audit.

Element J: Suspension and Expulsion

Governing Law: These will be procedures by which pupils can be suspended or expelled. Education Code section 47605.6 (b)(5)(J).

In the discipline process, ELITE will support our mission:

Ensure students reach their full potential 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.

The overall goal of discipline at ELITE Public Schools is to empower all students to control their destiny by choosing their actions. This will be achieved by:

- Help students to grow from challenges and not use them as excuses
- Teach restorative practices and conflict resolutions
- Help students to understand their awareness of responsibility to their community
- Teach self-expectations, 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

ELITE has 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.

EPS will have mandatory orientations prior to inception of the school year, or enrollment into school. Parents and students will be required to verify that they have reviewed and understand the policies prior. 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 Public Schools. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the 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 Public School staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

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 will only suspend from class or home suspension if all necessary practices have proven unsuccessful. ELITE believes in the promise of all students and recognizes 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 if possible 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). All ELITE school campuses will be ELITE Full Service Community School Centers, providing wrap around services our youth helping to prevent home class suspensions. There is a full description of each of these strategies at the end of this element.

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, or designee, pursuant to the schools adopted discipline policies and California Education codes, may suspend students who fail to comply with the terms of the student policies and California Education Codes. The Principal, or designee, pursuant to the schools adopted disciplines, 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

Principal/Human Resource Officer 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 wave 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 EPS 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. The school's policies clarify specifically for what infractions will be provided their due process rights as mandated by law and in accordance with district and county policies. This will involve and their families around 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 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 related to school activity or school attendance occurring at any time, including, but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period whether on or off the school campus; d) during, going to, or coming from school-sponsored activities.

Enumerated Offenses for which students may be suspended

- 1) Caused/attempted to cause/threatened physical injury to another person
- 2) Willfully used force of violence upon the person of another, except self-defense
- 3) Possessed/used/sold/under the influence of any controlled substance
- 4) Selling controlled substances
- 5) Committed or attempted to commit robbery or extortion
- 6) Caused or attempted to cause damage to school property or private property
- 7) Stole or attempted to steal school property or private property

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. At the time of the suspension: an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. The administrator shall provide, In the written documentation of the suspension, the specific offense committed by the student, and the date of return following the suspension. 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.

The following behaviors may, also, result in immediate suspension:

- Causing, attempting to cause, or threatening to cause physical harm to another person.
- Fighting
- Biting
- Forgery
- Disrupting school activities
- Defying the valid authority of a teacher, administrator, or other adult at the school

- Stealing or attempting to steal school or private property.
- Committing an obscene act or engaging in habitual profanity or vulgarity
- Sexual harassment, advances, request for sexual favors, or other verbal, visual, or physical conduct of a sexual nature.
- Using hate speech that can cause a climate of hate and/or prejudice (i.e. racial slurs or insults based on sexual orientation, disability, etc.
- Violating the Walking Policy or any Field Trip policy
- Receiving a fourth office referral

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 director, 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. See Appendix A for SST Manual.

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

Suspension Time Limits/Recommendation for Expulsion

- Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.
- 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

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

All ELITE schools will make the necessary adjustments to 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.

Leaving ELITE Schools for Disciplinary Reasons

Every student dismissal under ELITE school's disciplinary procedure, or termination of a student's right to attend any ELITE school under its disciplinary procedure, will be as an "expulsion" under the Education Code.

The Enforcement of Discipline

Fair- Every disciplinary action should address the behavior not the student. It should not be enforced with favoritism or out of personal emotion.

Consistent- Enforcement should be the same consequence as written in the policy every time.

Clear and Concise- The Discipline policy should be written, practiced, and communicated in a way all involved understand.

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, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of 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.

ELITE administration shall ensure those students and their parents/ guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on 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.

A student identified as an individual with disabilities or for whom EPS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. EPS will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom EPS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such student.

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 EPS 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 director, 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.

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 suspended or 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.

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 Head of School 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 or designee shall 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

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available for the school 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 the School 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 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 Director 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 Director 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 scheduled 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.

SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND EXPULSION OF STUDENTS WITH DISABILITIES

Notification of District

ELITE shall immediately notify the District 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 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 if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

PROGRAMS IN SUPPORT OF POSITIVE SCHOOL CULTURE AND CLIMATE

ELITE Expectations for Behavior

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

Positive Behavior Interventions 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.

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.

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. It is in Tier II 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.

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.

Restorative Justice

Restorative Practices are a framework for building community and for responding to challenging behavior through authentic dialogue, coming to understanding, and making things right. Restorative 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.

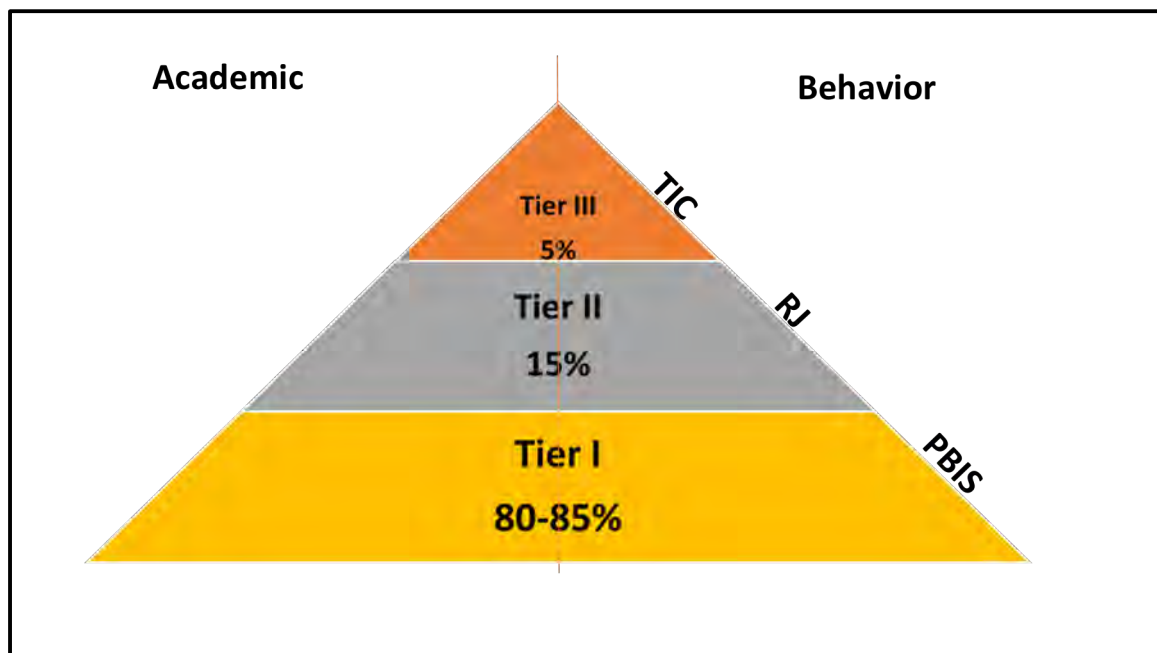
Trauma Informed Care

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

- A. Safety – is ensuring throughout our organization 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 – are a must within our organizational operations. 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 – is true partnering between all stakeholders. There is recognition that healing happens in relationships and in meaningful decision-making.
- E. Empowerment - throughout our organization and among faculty, staff and students, individuals' strengths are recognized, built on, and validated and new skills developed as necessary.
- F. Peer support - is integral to our organization. This type of support is understood 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 - our organization recognizes 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'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.
 - Positive behavioral expectations explicitly taught and reinforced, 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).

Element K: Retirement Systems or Employee Benefits

Governing Law: The manner by which staff members of EPS 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

EPS provides an overall compensation package to employees that is competitive with SCOE and other Solano County school districts based on qualifications and efficacy. EPS 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 practice, 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.).

EPS 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 Elite Salary Schedule found in Appendix M.

Benefits

EPS 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

EPS 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 ELITE Public Schools. Students who opt not to attend ELITE may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the district or county of their residence. The parent/guardian of each student enrolled in ELITE will be informed that enrollment in EPS provides no right to enrollment in any other school in the district, except to the extent that such right is extended by existing policy.

Element M: Employee Return Rights

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in ELITE Schools Charter, and of any rights of return to the school district after employment at ELITE Schools Charter. Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at ELITE Schools. All staff at ELITE shall be considered employees of ELITE 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 (tenure) at the District while employed by Entrepreneur, Language, Innovation, Technology, and Engineering (ELITE) Schools. Sick or vacation leave or years of service credit at the Vallejo City Unified School District 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

Governing Law: The procedures to be followed by ELITE Schools Charter and the entity granting the charter to resolve disputes relating to the provisions of the charter. Education Code Section 47605(b)(5)(N).

Intent

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

- Resolve disputes within ELITE schools pursuant to the ELITE's policies.
- Minimize the oversight burden on the district.
- Ensure a fair and timely resolution to disputes.
- Be restorative in practice to address disputes.
- Frame a charter oversight and renewal process and timeline as 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 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 scholars, staff, parents, volunteers, advisors, 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 Director of School for resolution pursuant to the ELITE'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.

External Disputes

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

Disputes Not Leading to Revocation: Dispute Resolution

The staff and ELITE Board agree to attempt to resolve all disputes between the District and ELITE regarding this charter pursuant to the terms of this section. As stated above, all 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 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
ELITE Public Schools Charter
1830 Springs Road PMB 210
Vallejo, CA, 94591

To Coordinator, Office of Charter Schools:

Solano County Office of Education
5100 Business Center Drive
Fairfield, CA 94534

- (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.

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

Actions that could lead to Revocation: Charter School Due Process

In the event that SCOE 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 SCOE designee's determination that a violation has occurred. Present in the face-to-face meeting shall be at least the Superintendent of SCOE or designee and ELITE President/Chief Executive Officer or designee. If after such meeting, SCOE determines that a violation has occurred which requires a cure, SCOE may send a formal written notification to the School outlining the alleged violation and demanding the violation be alleviated. The School shall have a reasonable amount of time after the date such formal written notice was sent to alleviate the violation. If the violation cannot be alleviated within the time period specified by SCOE, the parties may agree to another predetermined time to commence to alleviate and diligently prosecute the alleviation to completion. Thereafter, SCOE, 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.

Oversight, Reporting, Revocation, and Renewal

The Solano County Board of Education may inspect or observe any part of the ELITE Schools at any time, but shall provide reasonable notice to the Principal/Human Resource Officer prior to any observation or inspection. If the county board believes it has cause to revoke this charter, the board agrees to notify the ELITE Board in writing, noting the specific reasons for which the charter

may be revoked, and grant ELITE reasonable time to respond to the notice and take appropriate corrective action.

Parent Complaints

ELITE values parent engagement and will respond to parent complaints accordingly. ELITE has established complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. ELITE Public Schools Charter will not, at any time, refer complaints to the District.

The complaint procedures include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures also identify an ombudsperson or ELITE designee for situations in which the school leader is the subject of the complaint. The complaint procedures are clearly articulated in the school's scholar and family handbook or distributed widely. Please see the Parent/Student Handbook for the ELITE Dress Code Complaint Procedures.

ELITE will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with ELITE alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. ELITE will notify all its scholars and employees of the name, office address, and telephone number of the designated employee or employees.

ELITE will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

ELITE will implement specific and continuing steps to notify applicants for admission and employment, scholars and parents of elementary and secondary school scholars, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Element O: Charter School Closures

Governing Law: ELITE may close voluntarily, through non-renewal, or through revocation. The procedures for ELITE school closure are guided by California Education Code sections 47604.32, 47605, 47605.6, and 4707 in addition to California Code of Regulations, Title 5 (5CCR), section 11962 and 11962.1.

According to California law, closure procedures are stated through an agreement between the authoring entity and charter school before the charter school begins operation. In the case of school closure, ELITE will designate a responsible entity to conduct closure activities and identify how these activities will be funded.

In the case of school closure, ELITE or the authorizing entity will announce the closure to any school districts that may be responsible for providing education services to the former students of ELITE.

Documentation of Closure Action

In accordance with the California Department of Education (CDE), ELITE will notify CDE through an authorizing entity in the case of school closure for any reason. In addition, in accordance with CDE requirements, ELITE will send notice of closure to:

1. Parents or guardians of students
2. The authorizing entity
3. The county office of education (if the county board of education is not the authorizing entity)
4. The education local plan area in which the school participates
5. The retirement systems in which the school's employees participate
6. The California Department of Education

ELITE shall in accordance with CDE requirements, submit notice to CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties indicated above will include at least the following:

1. The effective date of the closure
2. The name(s) of the and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts residence
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

In addition to above, ELITE's notification to CDE will include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

Notification to parents, guardians, and student will include:

1. Information on how to transfer the student to another appropriate school

2. A certified packet of student information that may include grade reports, discipline records, immunization records, and any other appropriate information
3. Information on student completion of college entrance requirements for all high school students affected by the closure

ELITE School and Student Records Retention and Transfer

Closure procedures for ELITE will include the following plans for the transfer and maintenance of school and student records:

1. Transfer and maintenance of personnel records in accordance with applicable law
2. Provision of a list of students in each grade level and the classes they have completed to the entity responsible for conducting the closure
3. Provision of the students' districts of residence to the entity responsible for conducting the closure
4. Transfer and maintenance of all student records, state assessment results, and any special education records to the custody of the entity responsible for conducting the closure
5. Transfer and maintenance of records or assessment results required to be transferred to different entity are excluded from requirement (4) above

In accordance with CDE requirements, ELITE will submit personnel records including, any employee records ELITE has. These employee records include, but are limited to, records related to performance and grievance.

In the case of a school closure, ELITE and the authorizing entity will establish a process for student record transfer to the students' home district or other school to which the student will transfer. Additionally, ELITE will to the best of their ability, assist parents or guardian in the process of student transfers. Any provisions for the authorizing entity to maintain school records, including financial and attendance records, shall reflect the timelines stated in 5 CCR, sections 16023-16026.

Financial Close-Out

In accordance with CDE requirements, ELITE school closure procedures will include completion of an independent final audit within six months after the date of school closure. This audit may serve as the school's annual audit and will include:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of liabilities. These may include accountants payable or reduction in apportionments due to such things as loans or audit findings.
3. An assessment of the disposition of any restricted funds received by or due to the ELITE.

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.

Disposition of Liabilities and Assets

As a nonprofit corporation, ELITE shall dissolve in accordance to its bylaws. ELITE's bylaws address how assets are to be distributed in the case of a school closure.

ELITE Appendices

Appendix A	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	Informational Flyer (English/Spanish) Sample
Appendix H	Year One Outreach Plan
Appendix I	ELITE Curriculum Scope and Sequences
Appendix J	ELITE Core Curriculum – Booklist
Appendix K	ELITE Student Progress Monitoring
Appendix L	ELITE Founders Biographies
Appendix M	Organizational Chart
Appendix N	ELITE Budget Narrative
Appendix O	ELITE Proposal
Appendix P	ELITE Staffing and Salary Schedules
Appendix Q	Commitment Letter
Appendix R	ELITE Public Schools Affirmation
Appendix S	ELITE Consultants
Appendix T	ELITE Interested Parents, Teachers, & Community Signatures

ELITE
Public Schools

Student Success Team (SST)
Manual

Table of Contents

What is a Student Success Team (SST)?	2
Team Member Roles and Responsibilities	3
SST Checklist	6
SST Process Flow Chart	7
SST Forms:	
Referral Form	8
Teacher Input Form	10
Student Input Form	12
Helpful Suggestions for Effective SST Meetings	14
SST Action Plan Frameworks:	
General Action Plan	16
Behavior Action Plan	17
Academic Action Plan	18
SST Procedures for Trauma Informed Care	19
Brainstorming Worksheet	20
SST Follow-up Practices	21
SST Summary Form for Follow-up Meetings	22
Sample SST Interventions	23
Positive School Culture: Integrated Intervention System:	
Tier I - Universal Practices to Building Classrooms as Communities of Care	26
Understanding the 504 Process	27

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.

A 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?

- **Academic Support Provider**
- **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 them eeting 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:
☐		SST Referral Form Completed and Submitted in AERIES
		Referred by:
☐		SST Teacher Input Form Completed and Submitted to ASP
		SST Teacher Input Form DUE:
☐		Ensure All Required Paperwork and/or Data is Collected and Prepared Prior to SST. This Includes, but Not Limited to: ☐ SST Teacher Input Form ☐ AERIES Student Data page ☐ AERIES Student Grade Report ☐ Attendance Report ☐ Transcript ☐ Test Scores
		Ensure Teacher is Prepared to Answer Questions within the Behavior Support Plan. Provide Copy of Questions in Behavior Support Plan if Needed.
☐		Complete Student Input Form
☐		Call Parent/Guardian(s) to Schedule SST
		SST Scheduled Date: _____ Time: _____
		Location: _____
☐		Place SST on Outlook Calendar; Invite Teacher(s), Administrators, & Other Student Support Allies as needed
☐		Call Parent/Guardian(s) to Confirm Scheduled SST (2 Days Prior)
☐		Email Teacher(s), Administrators, & Other Student Support Allies as needed an SST Reminder and SST First Meeting Summary Form (2 Days Prior)
☐		Other: _____
☐		Other: _____

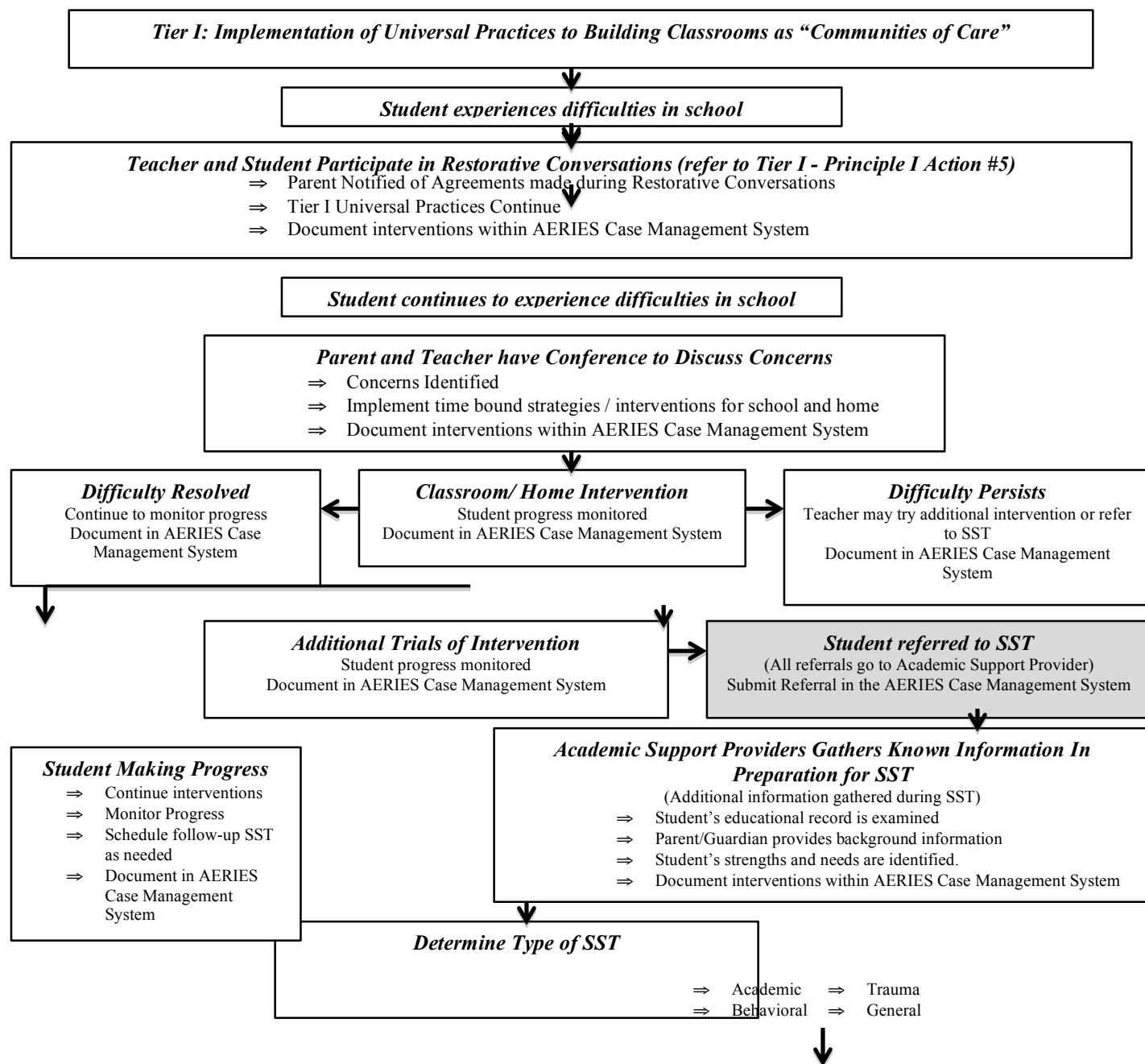
During (Day of SST)

☒	Date	To Do:
☐		Ensure All Paperwork is Streamlined and Prepared Prior to Start of SST
☐		Prepare Copies/Packets of Paperwork as need for all SST Participants
☐		Hold SST Meeting (Refer to <i>Roles & Responsibilities</i> and <i>Helpful Suggestions for Effective SST Meetings</i>)
		Parent/Guardian(s) Attend: ☐ Yes ☐ No
☐		Request a Class Dismissal for Student if needed
☐		Complete SST Action Plan or Summary Form for Follow-up SST
☐		Schedule Follow-Up Meeting (Schedule within 2-6 weeks)
		Follow-up SST Scheduled Date: _____ Time: _____
		Location: _____
☐		Complete Follow-up Meeting Portion on the SST Action Plan
☐		Other: _____
☐		Other: _____

After

☒	Date	To Do:
☐		Log SST in AERIES
☐		Begin Case Management Process
☐		Email Teacher(s), Administrators, & Other Student Support Allies as needed an SST Thank You
☐		Mail Parent/Guardian(s) a Thank You letter (Include follow-up date in the thank you letter)
☐		Send a thank you note to student
☐		Other: _____
☐		Other: _____

Student Success Team (SST) Flow Chart



SST Suggests Regular Education Accommodations and Interventions to Be Summarized in the Action Plan

- ⇒ Strategies/ interventions for schools and home are defined.
- ⇒ Measurable goals for interventions are identified (Use appropriate Desired Student Outcomes Action Plan as according to determine type of SST). If trauma-informed support services needed, follow Trauma Screening Protocol for appropriate steps.
- ⇒ Time-line set to try interventions
- ⇒ Document in AERIES Case Management System



Difficulty Persists

- ⇒ Follow-up SST schedule
- ⇒ Intervention/strategies examined
- ⇒ Refer to SARB
- ⇒ Document in AERIES Case Management System

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
☐ Able to problem solve ☐ Articulates feelings/needs ☐ Ask for help ☐ Attentive in class ☐ Cooperates with others ☐ Demonstrates sense of humor ☐ Enjoys math ☐ Enjoys reading ☐ Follows instructions ☐ Helpful to others ☐ Listens well ☐ Makes/maintains friendships ☐ Negotiates/compromises ☐ Other:	Please check and provide additional details: Academic Attendance Social/Emotional/Behavioral Family/Home Physical Health/Medical Other	☐ Behavioral Interventions ☐ Classroom modifications ☐ Instructional modifications ☐ Met with student ☐ Tutoring/after-school program ☐ Spoken to/met with parent ☐ Other: Please describe your intervention(s) indicated above including length of time tried: 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			☐ After-School Prog ☐ GATE ☐ ELD/ELL ☐ Tutoring ☐ Mentoring ☐ Peer Resources ☐ IEP ☐ 504 Plan ☐ Foster Youth
CAHSEE			Services ☐ Mental Health ☐ Physical Health ☐ Other:
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:
Student Name: Grade: Student Number :	

-----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: give three examples</i>)				
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)	☐	☐	☐
Retains what has been learned	☐	☐	☐
Asks for clarity of learning activities/lessons objectives	☐	☐	☐
Asks for supplies, materials, and/or resources	☐	☐	☐
Asks for extra learning support	☐	☐	☐
Active participation in classroom learning	☐	☐	☐
Expresses hesitation to participate in classroom learning activities (e.g. reading aloud, etc.)	☐	☐	☐
Expresses age appropriate level of thinking	☐	☐	☐

Other:	☐	☐	☐

Classroom Behaviors	Often	Sometimes	Never
Appears disconnected & not engaged in classroom learning	☐	☐	☐
Applies skills & talents	☐	☐	☐
Understands expected classroom behaviors and rules/agreements	☐	☐	☐
Actively participates in the learning process	☐	☐	☐
Outgoing and talkative	☐	☐	☐
Communicates with adults in a positive manner	☐	☐	☐
Follows directions given by adults	☐	☐	☐
Other:	☐	☐	☐

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.

Peer Interaction	Often	Sometimes	Never
Models honesty, integrity and personal responsibility	☐	☐	☐
Communicates with peers in a positive manner	☐	☐	☐
Works well with peers as partners and in groups	☐	☐	☐
Engages in others' activities	☐	☐	☐
Listens when others speak	☐	☐	☐
Other:	☐	☐	☐

Parent Contact Information:		
Date Contacted	Indicate Reason for Conference	Outcome(s)

Specifically state student's strengths and your concerns/questions:

Student Input Form

The Student Input Form should be administered prior to SST being held.

Student _____
Birthdate _____ Grade _____
School _____
Teacher/Referral Source _____

1. Three words that best describe me are:
2. What are two things (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

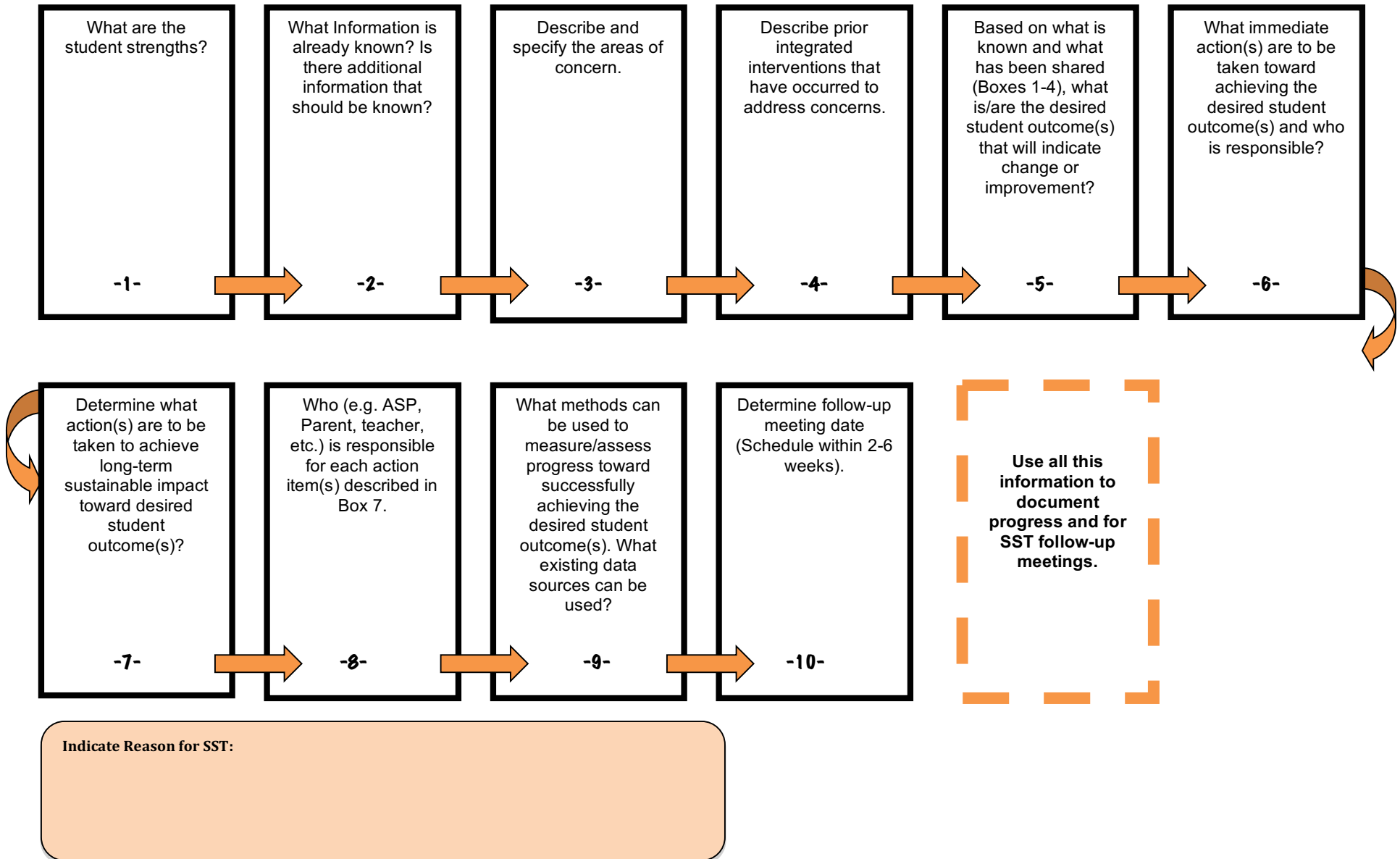
- ❖ **Speak with the caregiver in advance to let them know what to expect at an SST meeting**
- ❖ **Provide the student's teacher(s) with the "Teacher Preparation Checklist" and encourage them to use it as a guide when preparing for the SST**
- ❖ **Have appropriate translation when needed**
- ❖ **Begin 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 consent for services forms, release of information forms, and community referrals available at the meeting**

- ❖ Set a date for a follow-up SST

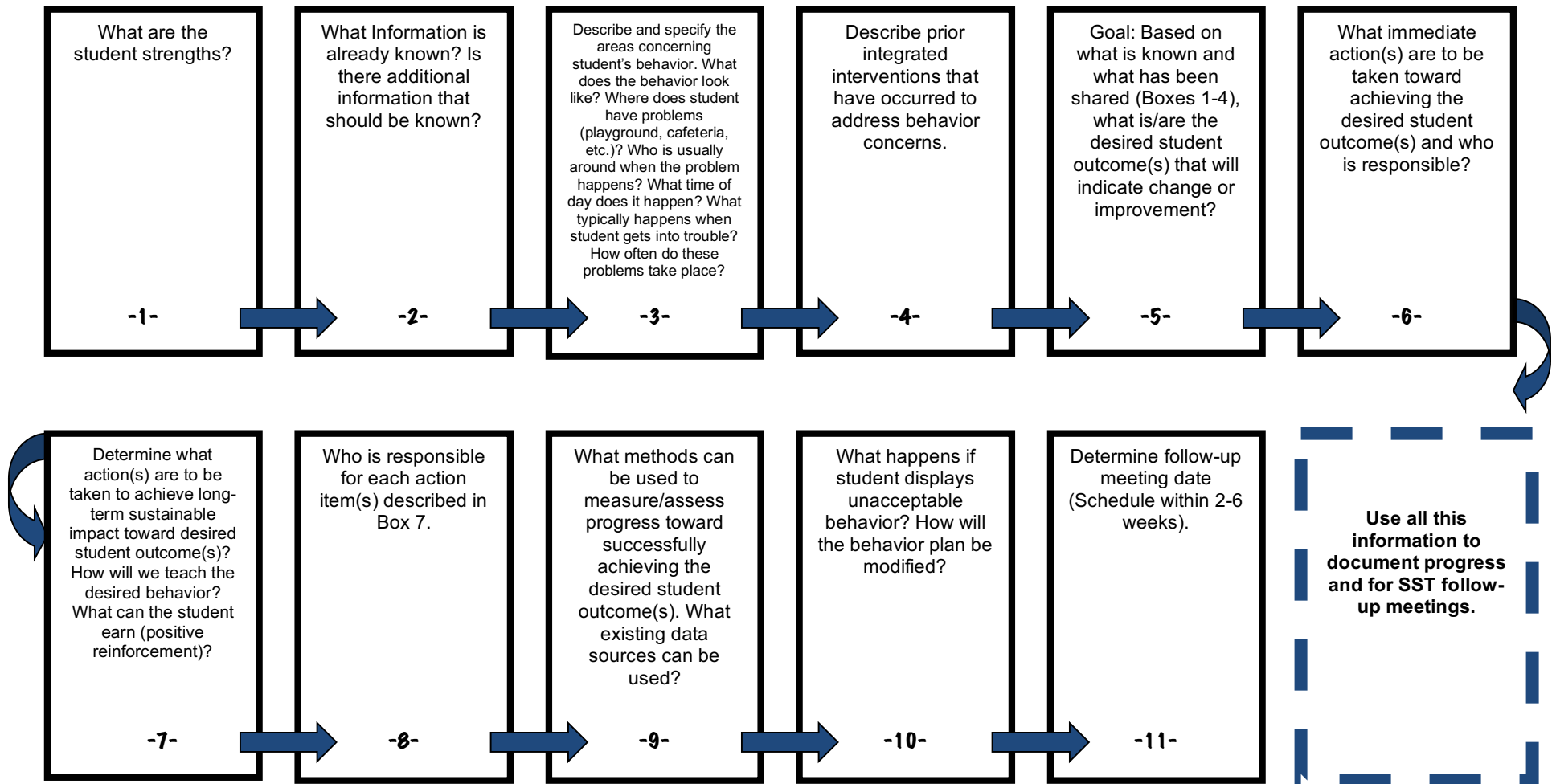
Helpful Suggestions for Effective SST Meetings (continued)

- ❖ 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 SST meeting summary form to caregiver
- ❖ Try to set appointments during or right after the meeting

ELITE Student Success Team
General Action Plan



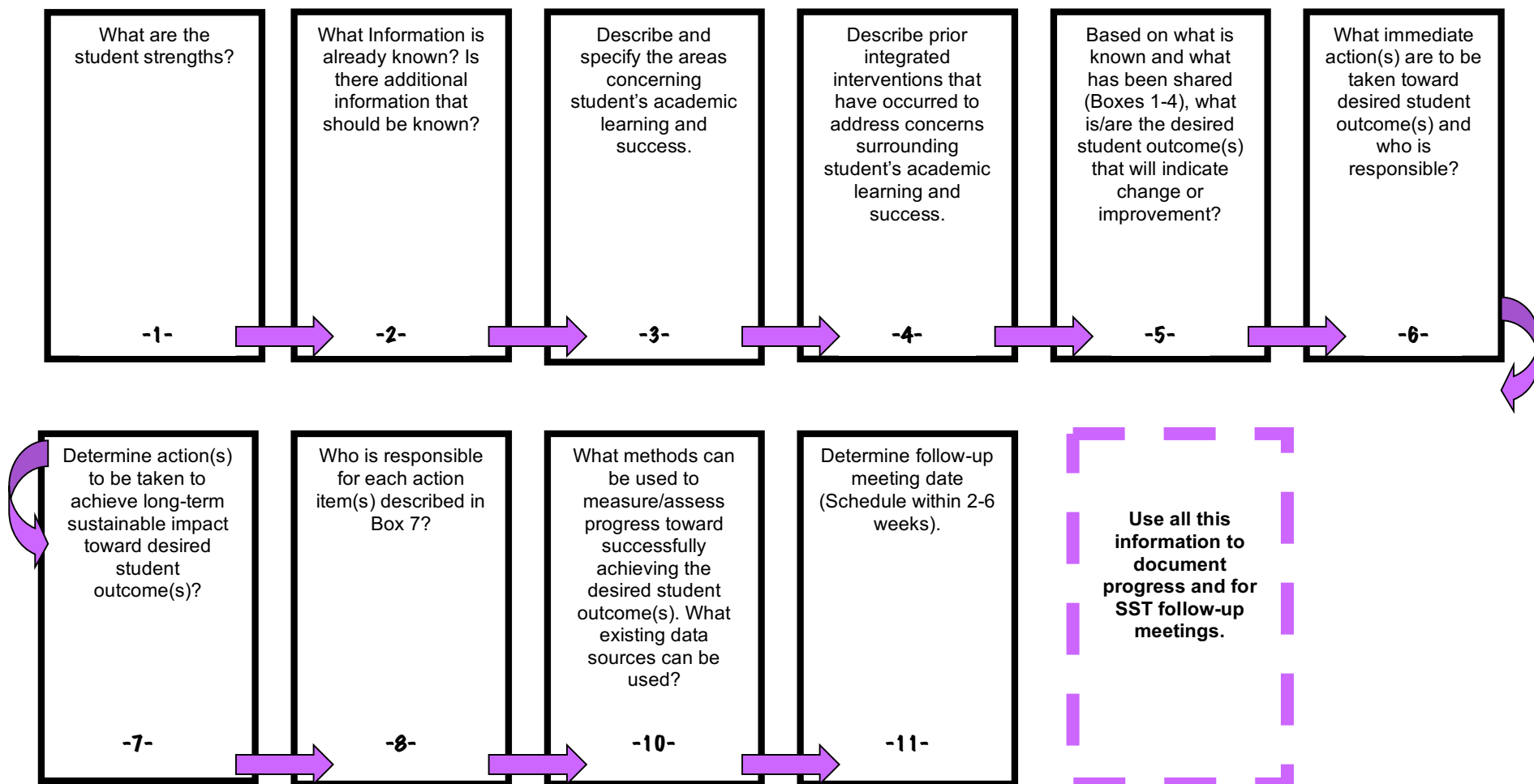
ELITE Student Success Team Behavior Action Plan



Behavior (may include, but not limited to):

- Attendance problems
- Social/Emotional challenges
- Health & well-being (including substance use/abuse)
- Safety related concerns

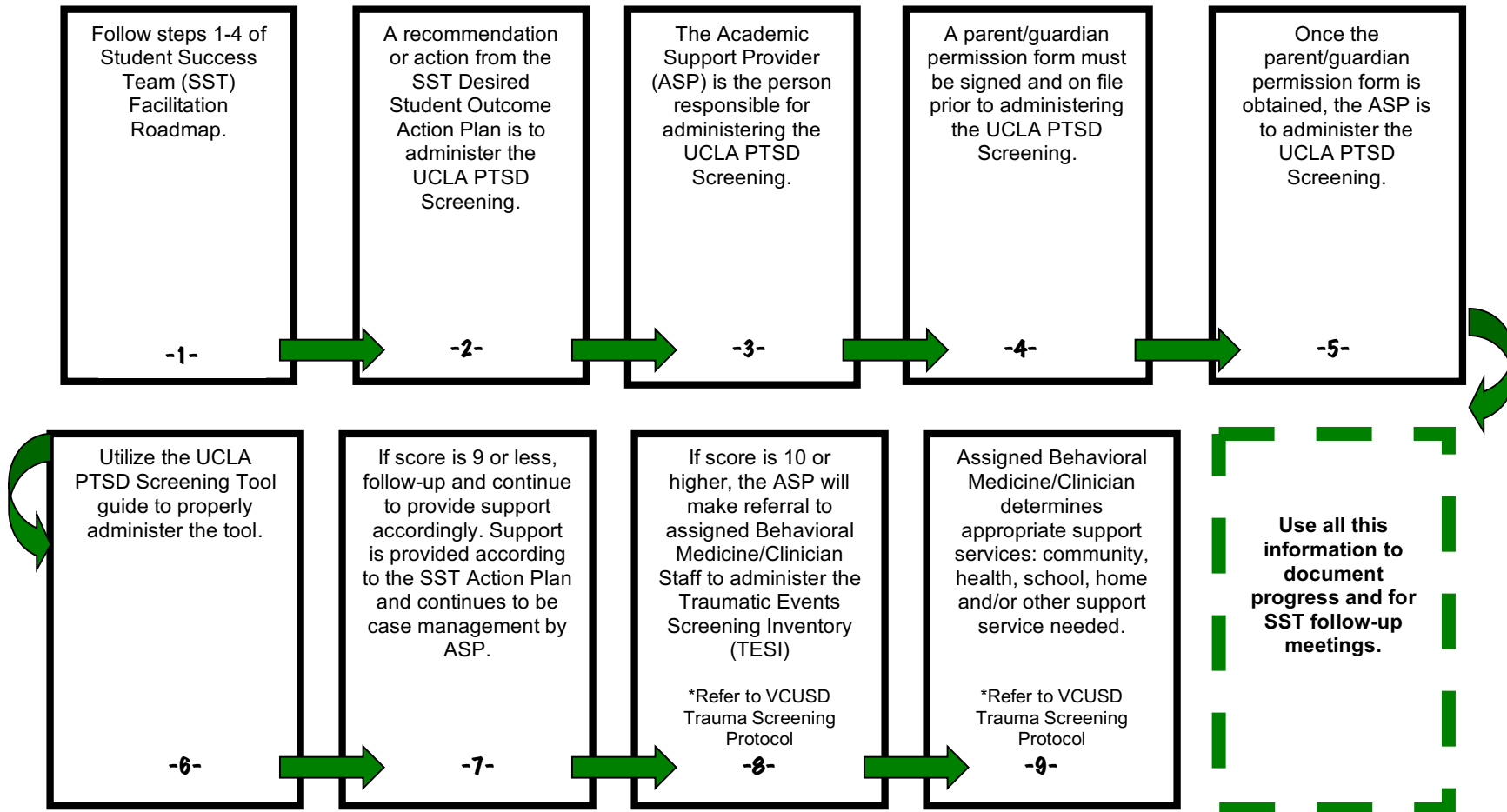
ELITE Student Success Team Academic Action Plan



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

Key Points

Detail

Student Name: _____	Student Number: _____
Grade: _____	Date: _____

Topic: _____

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 Academic Support Provider, 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.

ELITE Public Schools Student Success Team
Summary Form for Follow-up Meetings

Date _____ SST Meeting # _____

Student _____
 Birthdate _____ Grade _____
 School _____
 Teacher/Referral Source _____

Indicate type of SST: ☐ Behavior ☐ Academic ☐ Trauma-informed ☐ Other: _____

LIST DESIRED STUDENT OUTCOME(S) AS DETERMINED DURING SST MEETING HELD: / /		DESCRIBE POSITIVE EXAMPLES OF STUDENT BEHAVIOR/ENGAGEMENT SINCE LAST SST MEETING
INDICATE EVIDENCE OF PROGRESS OF IMMEDIATE ACTION ITEMS <i>(refer to the identified methods to measure & assess progress & data sources)</i>	DESCRIBE PROGRESS TOWARD LONG-TERM ACTION ITEMS <i>(refer to the identified methods to measure & assess progress & data sources)</i>	
INDICATE EVIDENCE OF PROGRESS MADE <i>(refer to the identified methods to measure & assess progress & data sources)</i>	REVISED ACTIONS <i>(As needed)</i>	
WHAT METHODS CAN BE USED TO MEASURE/ASSESS PROGRESS? <i>(please complete if new and/or revised actions are indicated)</i>	LIST INDIVIDUAL(S) RESPONSIBLE FOR ACTION ITEMS	PROVIDE A CLEARLY DEFINED TIMEFRAME INCLUDING ANY TARGET OR DEADLINE DATES

Follow-up Meeting Date / / <i>(Schedule within 2-6 weeks)</i>		
I (parent/guardian) agree/do not agree (please circle one) to this action plan. Today's date: / /		
_____ (Student Signature)	_____ (Administrator Signature)	_____ (Referring Teacher/Individual)
_____ (Academic Support Provider)	_____ (Other:)	_____ (Other:)
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 Kaiser Health Center (Bethel HS)
- 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")
- Study Carrel
- 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 Handbook

January 1

Parent Handbook

Contents

Principals Message	3
Schools Mission/Vision.....	4
Parent Involvement.....	5
Academic Planning	7
School Climate.....	9
Enrollment Process, Criteria, and Attendance Maintenance	11
Behavior Expectations for Common Area Matrix.....	12
Uniform Policy	13
Expectations	14
District Information	15
Vallejo city Unified School District Progressive Discipline Plan	25
Appendix	36

Parent Handbook

Dear Parents and Students,

It is with great pleasure that we welcome you to ELITE Public Charter Schools. We do not take for granted parents, your trust to us with your most precious possession. You will find ELIT to be a school with high academics and behavioral standards and a family atmosphere of adults who care and are willing to work hands on with all students. Our motto is "Equipping Leaders through Innovation" students will achieve this through innovation, technology, and engineering.

This hand book provides the majority of the procedural information necessary for our 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 hand book.

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.

Sincerely,

Principal

Parent Handbook

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

ELITE Public Schools stands for Equipping Leaders through Innovation, Technology and Engineering.

We Value

Entrepreneur Skills – ELITE 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 – ELITE is a language-enriched environment where students develop trilingualism/tri-literacy, academic achievement, and cross-cultural and individual competency. Elite students' cultures are respected, honored, and celebrated. Elite students demonstrate organizational skills and content knowledge through regular oral presentations. 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. 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. ELITE students graduate with a high school diploma, a specialized certificate, or an AA degree.

Parent Handbook

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 science, technology, engineering, and math (STEM) 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 graduated with A-G requirements met and some college credit
4. Involved parents and community partners
5. Students of all backgrounds thriving academically

Parent Involvement

Town Hall Meetings

There will be town hall meetings once a quarter. All parents, community, students, and family are invited. This will be an opportunity for to gather information from school and share 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. This council governs site policies through the Single Plan for Student Achievement (SPSA) Document. This council consist 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 makeup. 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

Parent Handbook

Our Parent Teacher Organization (PTO) is made up of Teachers and parents. This organization usually meet for special projects and during town hall meetings. There goal 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 visitor must check out with main office and turn in badge.

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 have an up to date TB scan. Daily volunteers must follow visitor procedures.

Emergency Information

It is required 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.

School Year

ELITE's proposed academic calendar is in compliance with the minimum number of annual instructional minutes outlined in Education Code 47612.5 This requires, 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 2018-19 school year includes...

School Day

The instructional day at ELITE is built to prepare students for a 21st Century workforce, and exceeds instructional minute requirements. In Kindergarten through 8th Grade, the school day for students is 8:00 a.m. to 6:00 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 59,040 minutes of annual instructional time (not including recess and lunch). In 9th through 12th Grade, the school day for students is 8:30 a.m. to 3:45 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 65,100 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 8th grade and exceed those for 9th through 12th grade as well.

Parent Handbook

Transitional Kindergarten/Kindergarten – 36,000 minutes

Activity	Instructional Minutes/Day
Breakfast	7:30 a.m.
Instruction Begins	8:00 a.m.
Morning Affirmation	10 minutes
Mathematics	120 minutes
Mindfulness	15 minutes
English Language Arts	120 minutes
Science	60 minutes
Social Studies	60 minutes
Recess Snack	15 minutes
Lunch/PE (Monday-Thursday)	30 minute lunch 30 minute Physical Education
Study Hall/Homework	3:30-4:00 p.m.
<i>Visual & Performing Arts:</i> Music, Drama, Dance, Instruments, Oratory	
<i>TK-3rd Clubs:</i> Chess, Checkers, Tech Squad 1.0, Oratory, Robotics	
<i>TK-3rd Sports:</i> Gymnastics, Swimming, Tennis, Track and Golf	

1st – 3rd Grade – 50 minutes

Activity	Instructional Minutes/Day
Breakfast	7:30 a.m.
Instruction Begins	8:00 a.m.
Morning Affirmation	10 minutes
Mathematics	120 minutes
Mindfulness	15 minutes
English Language Arts	120 minutes
Science	60 minutes

Parent Handbook

Social Studies	60 minutes
Recess Snack	15 minutes
Lunch/PE (Monday-Thursday)	30 minute lunch 30 minute Physical Education
Study Hall/Homework	3:30-4:00 p.m.
<i>Visual & Performing Arts:</i> Music, Drama, Dance, Instruments, Oratory	
<i>TK-3rd Clubs:</i> Chess, Checkers, Tech Squad 1.0, Oratory, Robotics <i>4th-8th Clubs:</i> Chess, Robotics Team, Oratorical Team, Tech Squad 2.0 Team	
<i>TK-3rd Sports:</i> Gymnastics, Swimming, Tennis, Track and Golf <i>4th-8th Sports:</i> Basketball, Football, Soccer, Track	

4th – 8th Grade – 54,000 minutes

Activity	Instructional Minutes/Day
Breakfast	7:30 a.m.
Instruction Begins	8:00 a.m.
Morning Affirmation	10 minutes
Mathematics	120 minutes
Mindfulness	15 minutes
English Language Arts	120 minutes
Science	60 minutes
Social Studies	60 minutes
Recess Snack	15 minutes
Lunch/PE (Monday-Thursday)	30 minute lunch 30 minute Physical Education
Study Hall/Homework	3:30-4:00 p.m.
<i>Visual & Performing Arts:</i> Music, Drama, Dance, Instruments, Oratory	
<i>4th-8th Clubs:</i> Chess, Robotics Team, Oratorical Team, Tech Squad 2.0 Team	

Parent Handbook

<i>4th-8th Sports:</i> Basketball, Football, Soccer, Track	

9th – 12th Grade – 64,800 minutes

Activity	Instructional Minutes/Day
Breakfast	7:30 a.m.
Instruction Begins	8:00 a.m.
Morning Affirmation	10 minutes
Mathematics	120 minutes
Mindfulness	15 minutes
English Language Arts	120 minutes
Science	60 minutes
Social Studies	60 minutes
Recess Snack	15 minutes
Lunch/PE (Monday-Thursday)	30 minute lunch 30 minute Physical Education
Study Hall/Homework	3:30-4:00 p.m.
<i>Visual & Performing Arts:</i> Music, Drama, Dance, Instruments, Oratory	
<i>9th-12th Grade Clubs:</i> Chess, Robotics Team, Oratorical Team, Tech Squad 3.0 Team	
<i>9th-12th Grade Sports:</i> Basketball, Football, Soccer, Track	

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 the California Common Core Standards (CCCS), California State Standards (CCS), and Next Generation Science Standards (NGSS) 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.
- *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.
- *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.

What distinguishes ELITE from other schools is that it is comprised of five Core Components:

- Entrepreneur Skill Development
- Language Development
 - ELITE Dual Immersion Pathway
 - ELITE African American and Latino Cultural Heritage Program
- Innovation
 - ELITE Full-day Transitional Kindergarten (TK) and Kindergarten (K)
 - ELITE Sports Program

- ELITE Cognitive Development Activities
 - ELITE Soldiers for Justice
- Technology
- Engineering (STEM)

Core Component #1 Entrepreneur 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,
- Critical and creative thinking skills-Creative thinking, problem solving, recognizing opportunities
- Practical skills-Goal setting, planning and organizing, decision making, knowledge

Core Component #2 Language Development:

All ELITE students will have access to Spanish instruction and African American and Latino Cultural Heritage program TK-12th grades.

ELITE's 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.

ELITE's Dual Language Pathway offers the following features:

- Equal numbers of two groups of students: native English speakers and English language learners. Two languages are used for instruction and two groups of students are involved.
- The program is integrated. Native English speakers and English language learners are grouped together for core academic instruction (i.e. English Language Arts, Mathematics, Social Studies and Science) for most of the day.
- The program provides both groups of students with core academic instruction in both languages. ELITE uses the 90/10 program model, 90% of instruction in grades K-3 is in Spanish and 10% in English. Over the course of the primary grades, the percentage of instruction in the minority language decreases, while the percentage of instruction in English gradually increases.

The goals of ELITE's 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 proficiency 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

Dual Immersion Pathway

Language Development – 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 alouds, 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). For example, in *Dual Language Instruction: A Handbook for Enriched Education* (Cloud et al., 2000 chaps 4, 5, 6).

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, ELITE 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 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.
- Use plenty of songs. Use commercially produced songs, and have students compose their own.
- 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
- Cross-Cultural Competence
- Assessment
- Supporting Special Student Populations-Juvenile Justice Involved Youth program
- Teacher Supports

Core Component #3 - Innovation:

ELITE students are encouraged to pioneer new ways of thinking, and challenge the status quo. Students are given opportunities to seek out knowledge beyond traditional methods. ELITE Public Schools has redefined the boundaries of learning to create experiences with the academic rigor and world-class faculty to transform, and revolutionize student learning.

Full-Day Transitional Kindergarten (TK) and Kindergarten (K)

ELITE Public Schools offers 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, as well as 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):

- Full-day TK/K produces greater learning gains per dollar spent than other well-known early education intervention (Head Start and class size reduction)
- Full-day TK/K made all students 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.
- Greater 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 Social Justice Soldiers Program is made up of seven elements:

- Skill Building
- Entrepreneurship and Internship Preparedness
- Social justice and community development
- Project-Based and Collaborative learning
- Academic Support and Authentic Assessment
- Social Development

In order to meet the unique needs of our students ELITE's PYJI program uses a project-based, interdisciplinary curriculum model that relies on authentic assessments and applied learning. 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 partnerships in the community.

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 Base Learning, E-Learning, and traditional, with the purpose to engage and encourage the student to be an active participant in their own academic process.

Skill Building

This Element will use a learning center model to address a student's learning deficit which would interfere with standard mastery. Students will take a diagnostic exam to determine the learning gaps which will be regulate the appropriate lessons or courses. This element will use a blended learning model.

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 businesses. Students will be required to develop portfolios and presentations at the end of each quarter.

Social justice and community development

Social science courses will have a focus on social justice and discussions related to the betterment of their community. There will be a student council with the focus on student voice. Selected students on the campus will meet with an advisor to discuss issues on campus, student incentives, concerns, and ideas. There will be criteria expectations set for potential student ambassadors.

Project-Based and Collaborative learning

This element will focus on partnerships with the students and community members aligned to the curriculum. Students will be expected to present these projects at the end of each quarter and practice it within their community.

Academic Support and Authentic Assessment

This element will instruct students in courses, as well as, skill building in the area of core subjects. These will be aligned to A-G and instructed using a blended model. These will be aligned to A-G and instructed using a blended model.

Social Development

This element supports each student individually through a 6-pronged wrap around service. This center is designed to support the student through intervention, counseling, modifications and accommodations, and academics. They will 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.

Core Component #4 – Technology

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. ELITE students learn through the use of technology. ELITE faculty and staff teach utilizing the latest technology. Technology is the vehicle by which all learning takes place. All aspects of student learning will be through the use of the latest technology.

Core Component #5 Engineering:

Expanded Learning Opportunities

Supporting and encouraging young scholars to reach their full academic potential requires a consideration of additional avenues for providing instructional opportunities ELITE will work to position expanded learning (i.e. before school, after school, and summer) as both an essential element of education and an innovative space for schools and community partners to provide engaging programming. ELITE firmly believes that the best elements of expanded learning have an important opportunity to inform the future of teaching and learning year-round. The goal of ELITE's expanded learning opportunities is to inform, educate, and empower young scholars as a catalyst to bring community and school members together to promote positive changes affecting the community

Key strategies that will guide our efforts in establishing quality expanded learning opportunities for ELITE scholars, includes the following.

- Collaborate 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.
- Build awareness and mobilize constituencies for expanded learning to improve education and support healthy development for all ELITE scholars.
- Coordination and capacity development of stakeholders to deliver expanded learning programs by engaging in a continuous cycle of improvement.
- Full-day program for TK and K with expanded learning as an option
- Dual Immersion Pathway
- History and Social Science emphasis on African and Latino History
- Leadership development with an emphasis on Social Justice
- Technology instruction
- Trauma-sensitive learning environment

ELITE's comprehensive and coordinated before and after school programs are part of it's fundamental education system. ELITE scholars will continue to learn well beyond the time limits of the school day and year. Supporting and encouraging them to reach their full academic potential requires us to consider additional avenues for providing instructional opportunities. High quality afterschool, 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.

What it Means to be Educated 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. 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 an ambassador for the school, staff, students and community at all times
- Ensures that schools are hubs 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, support staff are affirmed as they work toward creating an affirming trauma-sensitive environment for all students
- Ensures that all students have a powerful and supported teacher who receives quality professional development and support, and implements research-proven practices
- Ensures that all students will 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
- Cultivates strong parent engagement and leadership in an advisory capacity to ensure that the needs of the students are being met

ELITE Students

- Arrive at school on time, prepared to participate in school activities
- Wears school uniform on a daily basis
- Completes assignments in a timely manner and asks for help when necessary
- Protect and make proper use of school materials and supplies
- Demonstrate respect for all EPS staff members and volunteers
- Actively participate in individual and team activities, demonstrating excellent sportsmanship skills

Parent Handbook

- Becomes a part of the EPS student family and commits to building strong relationships with other students, solving problems in a restorative fashion
- Students will demonstrate cultural pride and dignity

ELITE Parents

- Ensure that students arrive to school on time, prepared to learn
- Communicates with the school and teacher in a positive and proactive manner
- Uses parent portal to monitor student progress
- Keeps emergency contact information current
- Acts as an ambassador for the school, and solves problems in a restorative manner
- Assists student at home, when having difficulty with academics, behavior, sportsmanship or activities
- Volunteers to support school through time, talents or fundraising activities
- Participates in EPS family nights and parent conferences

Before & After School

ELITE will offer before and after school program through its partnership with quality expanded learning providers for scholars and families. Before and after school programs will provide a safe, engaging and meaningful extracurricular learning experience for scholars. This will provide ELITE's working parents who are in need of safe place for their child before or 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.

ELITE's before and after school programs will be run by highly qualified expanded learning providers that work in partnership with ELITE. Each provider is highly trained and required to complete all necessary ELITE fingerprinting/background investigation certificate prior to working directly with scholars or at school sites.

ELITE Expectations for Behavior

ELITE Public Schools will be environments of positive school culture where safety is maintained for every student and adult. To support creating a positive school culture, ELITE Public School implements an integrated intervention system consisting of Positive Behavior Interventions and Supports (PBIS), Restorative Justice (RJ), and Trauma Informed Care (TIC).

Positive Behavior Interventions 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.

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.

Tier II, students whose behaviors do not respond to Tier I supports are provided additional preventive strategies that involve more targeted social skills instruction, increased adult monitoring and positive attention, specific and regular daily feedback on their behavioral progress, and additional academic supports, if necessary. It is in Tier II 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.

Tier III, students whose behaviors do not respond to Tier I and II supports are provided intensive preventive 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.

Restorative Justice

Restorative Practices are a framework for building community and for responding to challenging behavior through authentic dialogue, coming to understanding, and making things right. Restorative

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

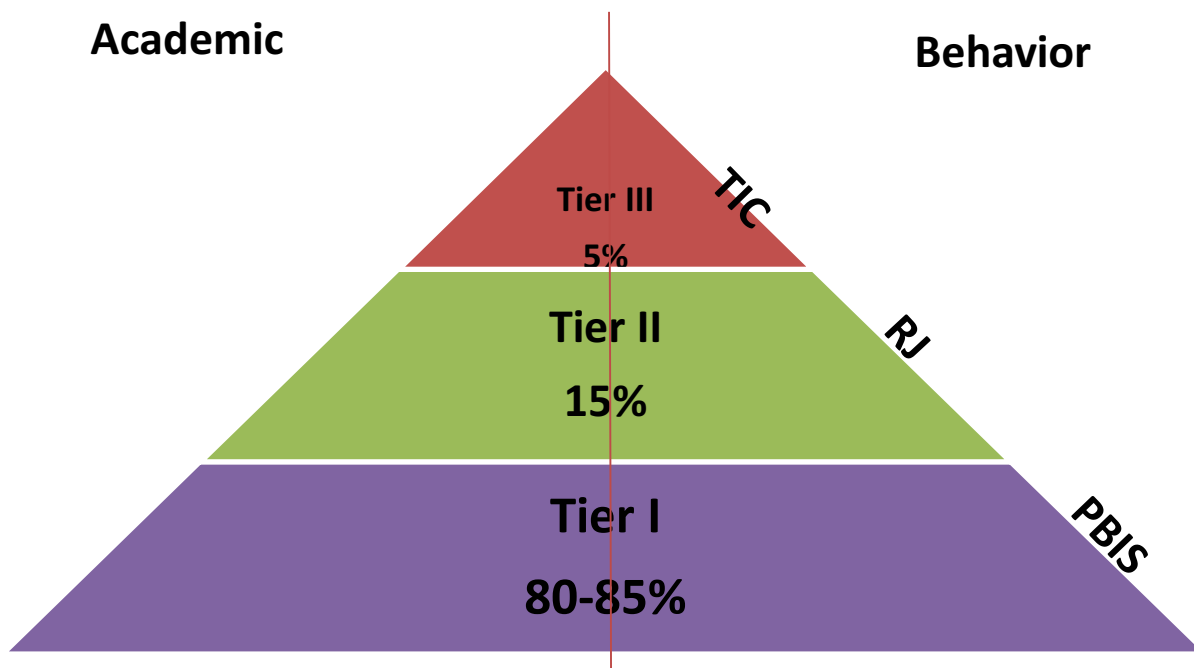
ELITE Public Schools will demonstrate the fundamentals of a trauma informed system by ensuring the following:

- A. Safety – is ensuring throughout our organization 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 – are a must within our organizational operations. 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 – is true partnering between all stakeholders. There is recognition that healing happens in relationships and in meaningful decision-making.
- E. Empowerment - throughout our organization and among faculty, staff and students, individuals' strengths are recognized, built on, and validated and new skills developed as necessary.
- F. Peer support - is integral to our organization. This type of support is understood 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 - our organization recognizes 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 responding to new knowledge and developments.

ELITE's Integrated Intervention System



- Tier III: Intensive individualized Interventions and Supports
 - More focused, targeted instruction/intervention and supplemental support in addition to 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 groups, frequent progress monitoring to guide intervention design

Parent Handbook

- Tier I: Universal Instruction and Supports
 - General academic and behavior instruction and support designed and differentiated for all students in all settings
 - Positive behavioral expectations explicitly taught and reinforced, consistent approach to discipline

Systematic Language Development

English Language Learners at ELITE receive systematic English Language Development tailored to their proficiency level. Systematic ELD is a dedicated class focused explicitly on teaching language that English learners:

- are not likely to learn outside of school or efficiently pick up on their own,
- do not explicitly learn in other subject areas, and
- need to use for effective academic learning, classroom participation, and real-life purposes.

As with the Sheltered Immersion program, ELITE uses resources from EL Achieve's Systematic English Language development framework to guide this program.

ELAC

If there are more than 21 ELLs in attendance, as we expect, ELITE forms 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 the 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.

Program Assessment

- ELL students are making strong academic progress as measured by school-based assessments
- ELL students are classified as proficient in English in five to seven years, or less
- ELL students are proficient in English Language Arts as evidenced by proficiency on state and other standardized exams
- ELL 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, we modify our ELL program as needed

School Leadership Team

Parent Handbook

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 Head of Schools. The team 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
- Serves as an advisory board for the Head of Schools in areas under his/her jurisdiction
- Assists with the development of school policy in alignment with Elite Public Schools Policy Handbook
- Makes recommendations for staff professional development
- Makes recommendations for student activities
- Provides guidance on the development of the school calendar, for approval by the Elite Public Schools Board of Directors

Parent Advisory Committee

Parent leadership is critical to the success of Elite Public Schools. The Parent Advisory Committee is comprised of representatives from each of the parent committees in the school (School Site Council, English Learner Advisory Committee, Parent Teacher Association, and others) 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 Head of Schools as he/she works to bring the mission and vision of Elite Public Schools 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 Public Schools convenes 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 ---. The membership is determined by a democratic process outlined in Education Code ----. 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 EPS board of directors regarding general school programming and operations
- Makes recommendations to EPS board of directors regarding policies affecting their local EPS school
- 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 ---. The ELAC monitors and supports the program for English Learners at EPS. EPS 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

EPS prides itself on being a learning community that supports all students and staff members as they work toward reaching their fullest potential. In order 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

Parent Handbook

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
- EPS Board of Directors – appointed members who review and approve all school plans and budgets. and create and monitor the implementation of EPS policies and procedures

All meetings, with the exception of the EPS staff meeting and EPS School Design Team meetings are open to the public. EPS administration will ensure that relevant recommendations made by each advisory and team are shared with the EPS board. Representatives from each team or advisory are encouraged to attend othe team or advisory meetings and to make presentations to the EPS board. All agendas and minutes for advisory meetings will be posted on the EPS website. Public comment and/or participation is welcome at the meetings, according to the operating procedures for each group. Input at the EPS Board meetings can be given during the public comment section.

Discipline Policy

Ensure students reach their full potential 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.

The overall goal of discipline at ELITE Charter Academy is to empower all students to control their destiny by choosing their actions. This will be achieved by:

- Help students to grow from challenges and not use them as excuses
- Teach restorative practices and conflict resolutions
- Help students to understand their awareness of responsibility to their community
- Teach self-expectations, 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 schoolwide discipline
- Provide opportunity for behavior training needed to access the learning necessary for graduation and higher education

ELITE has established a comprehensive set of student behavioral expectations/discipline policies, which are summarized in the student, teacher, and parent handbooks. (See Appendix__) 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.

Parent Handbook

The ELITE Academy will have mandatory orientations prior to inception of the school year, or enrollment into school. Parents and students will be required to verify that they have reviewed and understand the policies prior. Behavioral expectations/discipline policies will be posted throughout the school and revisited within staff meetings, classrooms, and parent and community meetings.

Suspensions

ELITE Academy will only suspend from class or home suspension only if all necessary practices have proven unsuccessful. Elite believes in the promise of all students and recognizes 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 if possible to prevent suspensions from school campus. We will employ Restorative Justice and Practices (RJ), Positive Behavior Intervention Support (PBIS), Positive Youth Justice Initiative (PYJI), and Trauma Sensitive Practices (TSP). All ELITE school campuses will be ELITE Wellness Centers (FSCS??), 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, or designee, pursuant to the schools adopted discipline policies and California Education codes, may suspend students who fail to comply with the terms of the student policies and California Education Codes. The Principal, or designee, pursuant to the schools adopted disciplines, 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.

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. The school's policies clarify specifically for what infractions will be provided their due process rights as mandated by law and in accordance with district and county policies. This will involve and their families around 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 students with exceptional needs.

Admission Requirements

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

Assurances

Elite makes the following assurances regarding admissions

- Elite is a tuition-free public school with open enrollment. In other words, there are no specific requirements for admission (e.g. minimum grade point average, test scores,

Parent Handbook

discipline records, etc.), as outlined in Education Code 47605 (d)(2)(A). No assessment is given to determine eligibility for enrollment in the school.

- Elite will comply with all laws governing minimum and maximum age for public school attendance
- Students who wish to attend Elite may do so by completing the enrollment packets
- Students will be admitted on a first come, first serve basis, as long as space is available
- Parents must complete an application form, which is comprised of basic information (i.e. name, address, contact information and grade level).
- Transitional Kindergarten (insert ed code for TK) and Kindergarten applicants must meet the age requirements for public school attendance specified in SB1381: 2014- 15 Academic Year and Onward, children must turn 5 years of age on or before September 1.

Admissions

During the various outreach events and at multiple enrollment meetings, Elite staff members will recruit a diverse student body that will take full advantage of the school's mission, vision, values, goals, and instructional program.

Optional pre-admission activities

School tour

Pre-enrollment orientation meeting (held during various times during the week and on weekends to ensure access for as many families as are interested in attending

Elite will accept all students who apply on a first come first serve basis. If more students apply than the school has space for, the school will maintain a waiting list. Should space become available, students on the waiting list will be contacted as soon as possible. Once a student is admitted to Elite, they need not reapply each year. If there is a break in student enrollment, the student must begin the enrollment process again. Siblings of existing students and children of staff members must participate in the enrollment process just like a new student.

Figure H1

Dates	Actions	Deadline

Figure H1 shows critical enrollment dates, as well as, dates by which parents will be informed as to if their child has been accepted, or is on the waiting list. The schedule above is aligned to current VCUSD

dates, and may change based on updates to their schedule. Any changes to the above schedule will be communicated through the school newsletter on the school website, through emails, and through social media sites. If the charter is approved, and once the school is operational for one year, this process will be streamlined to fill spaces based on attrition and to account for scheduled growth.

Admissions Preferences

Elite is committed to creating a school community that represents the diversity of Vallejo and providing rigorous educational opportunities to all Elite students

Preferential Enrollment - listed in order of preference

1. Siblings (a person with at least one parent or step-parent in common) of enrolled and admitted students: to ensure that families can attend school together
2. Children of Elite staff and board members (not to exceed 10% of the total enrollment): to honor those committed to public education, and specifically to Elite core principles
3. Children of Elite Founding Families (not to exceed 10% of the total enrollment) as defined by the Founding Family Policy below in accordance with Education Code section 47605(d)(2)(A): to honor the work and commitment of founding families
4. Other prospective students residing within VCUSD boundaries: as required by Education Code Section 47605(d)(2)(B) and to serve as a public-school option for students and families of Vallejo
5. All other applicants

Note - Should a PCSGP Grant program or similar program with a cap on enrollment preferences be offered, Elite reserves the right to work with VCUSD to submit a material revision of these enrollment preferences. The preference for founding families applies almost exclusively to Year 1, with the exception of Founding Families that have children who are younger than kindergarten age during Year 1 or are in a grade not offered in Year 1.

If necessary, Elite will have subsequent enrollment periods, if not all spaces are filled in the first enrollment window. After all available openings have been filled through first come, first serve enrollment, students will be placed on a waiting list in the order in which their names are drawn. Should spaces open during the course of the school year, Elite will contact students in the order they appear on the waiting list. Students are asked to accept the spot with one week of notification. Waiting lists from the previous year will be discarded at the beginning of each new enrollment period and new lists will be created at the end of each enrollment period for the new year.

Enrollment packets for students who are admitted will also gather the following:

- Proof of Immunization
- Proof of Withdrawal from Previous School (if applicable)
- Proof of Residence in Vallejo – 3 verification documents required
- Home Language Survey

Parent Handbook

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

Prior to admission into Elite, a student and their family, must 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.

For the purpose of determining a whole number of available spots, any decimal above .1 shall result in the number being rounded upwards to the next whole number. H

Proof of Residence

At enrollment, three documents verifying the addresses of the child must be included with each enrollment packet to verify the address of the child. Parents must make all necessary arrangements, prior to the deadline, for admissions in order to submit a complete enrollment packet by the enrollment deadline. Submitting a complete enrollment packet is the sole responsibility of the applicant. Applicants must also attend an admissions enrollment meeting, if offered. Attendance at this enrollment meeting must not be used as a deterrent to the acceptance of an enrollment packet. Multiple enrollment 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.

Proof of Residence

The following are examples of documentation that can be used as proof of residence (specific financial information can be blacked out). The documents must show the student's, parent's, guardian's or caregiver's name and address.

Automobile driver's license or official California I.D. Card from the Department of Motor Vehicles (must be used for one verification of address)

AND two of the following:

A bill dated within 90 days: PG&E, home telephone bill, water bill, garbage bill, or cable bill.

- In combination only, automobile registration and automobile insurance (the documents count for two of the three required documents, but must be provided together).
- Homeowner's/renter's insurance policy.
- Rental agreement copy
- Property tax statement.
- Official letter from a social services/governmental agency within 90 days.
- A copy of any OUSD letters or documentation of OUSD resident status.

- Transitional families only: Transitional families reside at a non- permanent address, such as a motel/hotel, shelter, car, or are doubled up with relatives or friends.
- Transitional families who are unable to establish a permanent residence can receive assistance for VCUSD staff at --- Walnut Avenue

Founding Family Preference

In order to support the development of the school, Elite seeks to have a group of Founding Families (not to exceed 10% of the total enrollment). 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 (September 1, 2017 - March 15, 2017) 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 Lodestar’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

**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

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

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.

**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

President/Chief Executive Officer

Deputy Chief Executive Officer

Director Technology

Director Assessment and Accountability

Director Special Education

Principal/Human Resource Officer

Content Area Specialist – Teacher Stipend

Teacher

Full Service Community Schools Liaison

Justice Liaison

Plant Manager

Administrative Assistant

Office Manager

President/ Chief Executive Officer – EPS 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

Deputy Chief Executive Officer (DCEO)

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 provide support so that all Elite campuses provide Culturally and Linguistically Responsive Pedagogical practices and materials in support of the Elite MVVG
- 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

Director of Technology (DT) – EPS 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 MVVG
- 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 CIO 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

Content Area Specialist – E T Public Schools

- **Classification** **Certificated**
- **Reports to** **Chief Academic Officer**
- **Work Year** **200 days**
- **Location** **School, classroom, community settings, student's homes**

Position Description

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

Principal/Human Resource Officer – E T Public Schools

- **Classification** **Administrative**
- **Reports to** **President/Chief Executive Officer or designee**
- **Work Year** **220 days**
- **Location** **Office, school, community settings, student's homes**

Position Description

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 Elite Mission, Vision, Values and Goals 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 communityf 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 Executive Director to ensure that the school is meeting ELITE Standards of Excellence Leads 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 EPS 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

Teacher – E T Public Schools

- **Classification** **Certificated**
- **Reports to** **Principal**
- **Work Year** **185 days**
- **Location** **School, classroom, community settings, student's homes**

Position Description

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 coordinators, 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 standardsf 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, subjectf 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 sociof 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

Full Service Community Schools Liaison – EPS 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

Plant Manager – E T Public Schools

- Classification Classified
- Reports to Principal
- Work Year 200 days
- Location Office, school, and community settings

Position Description

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

Justice Liaison – E T Public Schools

- Classification Classified
- Reports to Principal
- Work Year 185 days
- Location Office, school, community settings, and student's homes

Position Description

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 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

Office Manager – E T Public Schools

- Classification Classified
- Reports to Principal
- Work Year 190 days
- Location Office, school, and community settings

Position Description

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

Bilingual Liaison – E T Public Schools

- Classification Classified
- Reports to Principal
- Work Year 185 days
- Location Office, school, community settings, and student's homes

Position Description

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

T

- Classification Classified
- Reports to Principal
- Work Year 190 days
- Location Office, school, and community settings

Position Description

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

A

T

• Classification	Classified
• Reports to	Principal
• Work Year	210 days
• Location	Office, school, and community settings

Position Description

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 contact: eliteschools.ca@gmail.com

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

Appendix H

Year One Community Outreach

In pursuit of building a strong community as we open new schools beginning in August 2018, the following community organizing outcomes will be achieved:

By June 30, 2017

- 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 Solano County School 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 2018

- 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” (EPS 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, 2018

- 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)

Appendix I

History-Social Science Scope and Sequence Grades TK-5th Grade

ELITE teachers will emphasize disciplinary and literacy practices – investigation, close reading, analysis of evidence, and argumentative writing. The Historical and Social Science Analysis Skill Standards, the Common Core State Standards for English Language Arts and Literacy in History/Social Studies (CA CCSS for ELA/Literacy), and the California English Language Development Standards (CA ELD Standards) guide these practices in history-social science.

The skills described below are organized by one of the four main social science disciplines: civics/government, economics, geography, and history.

Civics and Government

When studying civics, ELITE students explore how people participate in the governing of society. In grades TK-5th, students begin by examining the roles and responsibilities of people in their immediate community and grow to understand the roles and responsibilities of government at different levels, in different branches, and in different times and places. They will also understand how all people in a community or society participate in a democracy and interact with each other responsibly. Students explain the need and purposes, who makes and enforces, and how people can change and improve rules and laws in school, their community, their state, and their nation. Students begin to understand and apply civic virtues, and democratic principles such as equality, fairness, and respect for legitimate authority and rules. They identify how these principles guide government and communities and how people and governments can work together to address public issues and problems. They learn how to participate effectively in discussions and use deliberative processes when making decisions as a group. Additionally, students compare their own point of view with others' perspectives and how beliefs, experiences, perspectives, and values contribute to these perspectives.

African American & Latin History Learning Targets:

- Students will study the pillars of change within the Civil Rights Movement.
- Students will study the early days of Jim Crow, noting the oppression of African Americans as well as the community leaders, such as Booker T. Washington and W.E.B. DuBois, who stepped up and proposed ways of executing change. It then moves on to the civil rights era and covers the various organizations formed to bring about change by publicizing injustices against African Americans. Key figures including Martin Luther King, Jr., and Malcolm X are addressed in the context of the civil rights movement and black power movement.
- Students will identify the origins and analyze consequences of events that have shaped world social history including plagues and slave trading.
- Students will identify how Latin American people living in the U.S. during the WWII helped the U.S. forces.
- Students will be able to explain the purpose and structure of various Latin American countries' government.
- Students will learn about the Constitution of one Latin American country.
- Students will compare and contrast the U.S. Bill of Rights with the country's Bill of Rights.
- Students will list the responsibilities that citizens have in Mexico, Colombia, Argentina, Guatemala, Costa Rica, Venezuela, Peru and Chile.

These civics-related activities will be woven into a variety of classroom content areas:

1. Students identify and explain the origins and purposes of rules, laws, and key U.S. Constitutional provisions and the role they play in addressing public problems and issues.

2. Students use deliberative discussion when making decisions or reaching judgments as a group.
3. Students construct arguments and positions on issues using reasoning and evidence from multiple sources.
4. Students identify and describe ways to take action individually and in groups to address problems and issues.

Economics

In order to make effective economic decisions, ELITE students will understand how individuals, businesses, governments, and societies use human, physical, and natural resources. In grades TK-5th, ELITE students begin to understand how people make economic choices based both on incentives and resource scarcity and the costs and benefits of those individual choices. They also learn about capitalism and begin to learn about their place in the economy. Students learn to explain how people earn incomes, why people save and invest, and the role of banks and other financial institutions in the economy. ELITE students will learn about personal finance in modern and historical contexts. They will learn about different resources needed to produce goods and services, how both the resources and products vary in different communities, and how these differences lead to specialization, trade, markets, and growing interdependence at the local, national, and international levels.

African American & Latin History Learning Targets:

- Students will study early African American history: how Africans found themselves in the New World; what horrors they had to endure as the commodity that helped build America and make Britain a world power in the process; and how, despite the disappointment of the American Revolution that promised freedom to all but denied it

to them, they managed to become a nation and continue the fight for freedom that lasted about 100 years.

- Students will be able to identify different types of money use in Latin American countries using various sources. Student will compare the equivalence of such types of money with the money used in the U.S.
- Students will be able to identify various ways to take care of the environment and prevent pollution.

Geography

In studying geography, students explore local characteristics of places and learn about how places connect to each other. TK – 5th grade students' geographic reasoning skills include using maps and globe skills to describe environmental and cultural features of places and the relationships and interactions between them. Students learn to construct maps and visual representations of familiar and unfamiliar places. Students also explain the relationship and interdependence of human activities and the environment, and how these relationships affect the distribution and movement of people, goods, and ideas. Additionally, students should explain how weather, climate, other environmental characteristics, as well as human-made and natural catastrophic disasters, affect people's lives in a place or region and the migration of people within and between regions

African American & Latin History Learning Targets:

- Students will study the chain of events that brought Africans to the Americas and weigh the impact of those events. Africa was rich with history long before Europeans began pillaging it. When Europeans arrived there, they found three main empires: Ghana, Mali, and Songhai.

- Students will explore these African empires, and examines the launch of the slave trade as well as the implementation of slavery in Latin America and the Caribbean.
- Students will be able to locate on a map the countries of Central and South America and their capitals.
- Students will be able to locate and explain the location of ten Latin American Countries.

History

Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, perspectives, and context with the goal of developing credible arguments about the past based on reasoned interpretation of evidence from a variety of primary and secondary sources in diverse media formats. In grades TK-5th grade, ELITE students will understand key concepts such as past, present, future, decade, century, generation, and memory. They learn how present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same. They create and use a chronological sequence of related events to compare developments and recognize change over time. ELITE students will pose and answer relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture, differentiating between primary and secondary sources. They learn to identify key details about historical sources including the maker, date, place of origin, intended audience, agenda, and purpose to determine how useful the source is for addressing historical questions. ELITE students will understand perspective, how the place and time (context) affect perspective, why perspectives differ even during the same historical period, and how perspective shaped the historical sources they created. Students explain probable causes and effects of events and developments. Lastly, ELITE students will make claims about the past based on evidence from historical sources.

African American & Latin History Learning Targets:

- Students will study various aspects of African American life as well as focus on the faith and education, which have been the cornerstones of African American life both in slavery and in freedom.
- Students will learn that before freedom officially came, African Americans had already begun establishing their own churches, and after emancipation, the black church rose to even greater prominence, standing at the forefront of many black America's most transformative events.
- Students will learn how African Americans pursued it fiercely and relentlessly used their education in the fight for freedom.
- Students will describe life in the 1950s in Mexico, Venezuela and Bolivia in order to describe characteristics of different kinds of communities.
- Students will explain how social institutions contribute to the development of transmission of culture.
- Students will research a famous person from El Salvador-Isaias Mata, Nicaragua-Cesar Augusto Sandino, Costa Rica-Guillermo Samperio, Guatemala-Rigoberta Menchu Tum, and Cuba-Jose Marti.
- Students will be able to compare and contrast the U.S. slaves during/before the Civil War and the slaves in Brazil now in the present.
- Students will be able to identify the names of the people of Mexico, Columbia, Chile, Argentina, El Salvador, Panama, Guatemala or Dominican Republic that fought for their freedom, and the name of the country against they fought for it by researching various sources.
- Students will be able to identify and explain the importance of the Flag from one Latin American country.

- Students will explore similarities and differences of their own with children from Cuba.

Through literacy instruction, ELITE students will acquire knowledge and inquiry skills in history–social science. They read to gain, modify, or extend knowledge or to learn different perspectives. They write to express their understandings of new concepts under exploration and also to refine and consolidate their understanding of concepts. They engage in discussion to clarify points; ask questions; summarize what they have heard, viewed, read, or otherwise experienced; explain their opinions; and as they collaboratively work on projects, hands on investigations, and presentations. They acquire language for new concepts through reading and listening and use this language in speaking and writing. As the literacy instruction is employed in the content areas, skills in reading, writing, speaking and listening, and language themselves are further developed in a reciprocal relationship.

Students who receive specialized instructional services, including ELs and students with disabilities, will participate in the general education classroom during history–social science instruction in order to receive these services.

In Transitional Kindergarten through grade three, students interact with a range of historical and social science informational texts. They learn to ask and answer questions about grade-level texts, determine the main idea and explain how details support the main idea, and describe the relationship between ideas. They learn to determine the meaning of domain-specific words or phrases in grade-level texts, use text features and search tools to locate information, distinguish their own point of view from that of the author, use information gained from illustrations and words to demonstrate understanding of the text, describe the logical connection between particular sentences and paragraphs in a text (comparison, cause/effect, first/second/third in a sequence), and compare and contrast the most important points and key details presented in two texts on the same topic. They learn to comprehend informational texts

at the high end of the text complexity band for grades two through three independently and proficiently

In grades four and five ELITE students will read history–social science texts independently and will be asked to share their understandings, insights, and responses with others. Students in these grades learn to engage meaningfully with increasingly sophisticated and complex primary and secondary sources to convey and support their understandings of texts and grade-level topics in writing and in discussions and presentations. The reading standards for grades four and five also include inference making and referring to details in a text (quoting accurately in grade five) to support inferences; summarizing text; describing the elements or explaining the content of text; explaining the structure of different types of texts or part of a texts; analyzing different points of view and accounts of the same event or topic; interpreting, using, and making connections among and analyzing different visual and multimedia elements of text and how they contribute to meaning; explaining an author’s use of evidence to support ideas conveyed in text; comparing and contrasting texts with similar themes or on the same topic and integrating information from different texts.

The CA ELD Standards amplify grades four and five emphasis on meaning making. Students continue to learn to interact in meaningful ways through three modes of communication: collaborative, interpretive, and productive. In order to engage meaningfully with oral and written texts, they continue to build their understanding of how English works on a variety of levels: how different historical text types are organized and structured to achieve specific purposes, how texts can be expanded and enriched using particular language resources, and how ideas can be connected and condensed to convey different meanings. Importantly, fourth and fifth grade EL children deepen their *language awareness* by analyzing and evaluating the language choices made by writers and speakers.

Writing

In transitional kindergarten through grade three, ELITE students learn to write both opinion and informative/explanatory texts about history-social science topics. With guidance and support from adults, they produce writing in which the development and organization are appropriate to the task and purpose, engage in planning, revising, and editing, and use technology to produce and publish writing. They conduct short research projects that built knowledge about a topic, recalling information from experiences and gathering information from print and digital resources, taking brief notes, and sorting evidence into provided categories. They write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Prior to entering grade four, students learned to write informative/ explanatory texts, introducing the topic, grouping related information, including illustrations, developing the topic, using linking words, and providing a concluding statement or section. They planned and delivered an informative/ explanatory presentation on a topic, organizing ideas around major points of information, following a logical sequence, including supporting details, using clear and specific vocabulary and providing a strong conclusion.

Writing instruction for history–social science in the fourth and fifth grade span builds on instruction in the prior years as students further develop their skills to write opinion and informative/explanatory texts. Students logically group ideas in written work to effectively convey opinions and information. Students learn how to effectively summarize and explain the content of text using precise language and domain-specific vocabulary in writing. Students begin comparing and contrasting firsthand (primary sources) and secondhand accounts (secondary sources), and in grade five multiple accounts, of the same event or topic. They explain an author’s use of reasons and evidence to support particular points conveyed in text. They effectively integrate, draw inferences from, and interpret evidence from two to several different

sources by quoting, paraphrasing, and summarizing evidence from primary and secondary informational texts to support analysis, reflection, and research in multi-paragraph texts.

Students generate a corresponding list of those sources. They learn to use technological skills effectively (including keyboarding) and how to use the internet to produce and publish writing and to interact and collaborate with others.

The CA ELD Standards provide guidance on how teachers can support their EL students to engage meaningfully with complex tasks and tasks to develop the skills and abilities described above, with appropriate levels of scaffolding based on students' English language proficiency levels.

Opportunities to engage in research contribute to students' knowledge of the world, and they are one of the most powerful ways to integrate the strands of the language arts with one another and with subject matter. The writing strand of the CA CCSS for ELA/Literacy calls for students to participate in research projects, ones that may be completed in the course of a few hours or over an extended time frame. Students engage in research, with guidance and support, beginning in transitional kindergarten. They learn to read a number of books on a single topic to produce a report, gather information from print, oral, and digital sources, and take brief notes. By grades four and five, they are more independent in their abilities to pose questions and pursue knowledge from a range of sources. They engage in more extensive projects, and they have opportunities to share their findings with others, using a variety of media and formats.

By grades four and five, students begin investigating different aspects of a topic when conducting short research projects and, in grade five, using several sources. They are able to paraphrase, categorize information, and list sources. Students draw evidence from text to support analysis, reflection, and research. Research projects provide the opportunity for students to pursue their interests within the history–social science curriculum (thus contributing to motivation and engagement), make authentic use of texts and online resources, and engage

in purposeful communication and collaboration with others, both virtually and in person.

Research projects present an exceptional opportunity for interdisciplinary experiences and they foster use and development of all of the themes of ELA/literacy and ELD instruction: meaning making, language development, effective expression, content knowledge and the application of foundational skills. They also require many 21st century skills, including collaboration, communication, critical and creative thinking, and use of media and technology.

History-Social Science Scope and Sequence Grades 6th-8th

ELITE teachers will emphasize disciplinary and literacy practices – investigation, close reading, analysis of evidence, and argumentative writing. The skills noted below are to be learned through, and applied to, the content standards for grades six through eight. They are also to be assessed with the content standards in these grades.

The skills described below are organized by one of the four main social science disciplines: civics/government, economics, geography, and history. However, across all of the disciplines students should understand and frame questions of disciplinary significance that can be answered by research and study.

Civics and Government

When studying civics and government, ELITE students explore how people participate in the governing of society. In middle school, these skills include students' abilities to explain and distinguish the powers, roles, and responsibilities of citizens, government, and the media. ELITE students will be able to explain the relevance of individual perspective, civic virtues, and democratic principles and human rights when people address issues and problems in government and civil society. Students analyze ideas and principles that influence social and political systems as well as the powers and limits of those systems. Additionally, students learn how to assess specific rules and laws (both actual and proposed) as means of addressing public problems.

African American and Latino History Learning Targets:

- Students will study the Civil War and Reconstruction.

- Students will study how the United States finally reached its breaking point and ended up at war with itself, in addition to President Abraham Lincoln initially refusing to acknowledge slavery's role at all.
- Students will understand that many African Americans knew that the Civil War ran deeper than keeping the Union together, and they fought hard off and eventually on the battlefield to determine their own destiny.
- Students will also study the struggle to make the Civil War a final blow to the institution of slavery, in addition to the issues that initially prevented African Americans from fighting.
- Students will write to how the life of people changed during and after the war.
- Students will write how people rebuilt the country after the Triple Alliance, the War of the Pacific, and the Franco-Mexican War
- Students will read selections from writers of different Latin American countries and U.S. living during the 1920s
- Students will be able to explain how WWII affected Mexican people after reading an article
- Student will read and study about two activists.
- Students will compare and contrast slaves in Brazil and the ones in living in the U.S.
- Students will study the Civil War in Peru and they will explain the life of the people during this time.
- Students will explain the causes of both Civil Wars, they types of food people ate and the clothes they wore.
- Students will explore the similarities and differences between the U.S. Civil War and the Civil War in Peru

- Students will compare and contrast Aztec Civilization and the Spanish Conquistador's clothes, religion, traditions, food and weapons during the 15th century.

ELITE students develop the ability to apply civic virtues and democratic principles in school and community settings. In addition, these civics-related activities can be woven into a variety of classroom content areas:

1. Students analyze rules, laws, and public policies in terms of effectiveness, identified benefits and costs, and weighing and balancing consequences.
2. Students use deliberative discussion including consideration of multiple points of view when making decisions or making judgments about political issues or problems.
3. Students construct arguments and positions on issues using claims and evidence from multiple sources and identify the strengths and weaknesses of the arguments.
4. Students apply a range of deliberative and democratic procedures to evaluate and plan various actions to address issues and problems in school and community.

Economics

In order to make effective economic decisions, ELITE students will understand how individuals, businesses, governments, and societies use human, physical, and natural resources. The economic reasoning skills that middle school students need include the ability to explain how economic decisions affect the well-being of individuals, businesses, and society. Students learn how to interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues. They will understand that people voluntarily exchange goods and services when both parties expect to gain as a result of the trade, that markets facilitate the production and exchange of goods and services, that there are benefits and costs of government policies and that those benefits and costs affect different individuals and groups differently.

Latin History Learning Targets:

- Students will compare and contrast the family style, economy, religion and language between the earlier Panama's indigenous groups and the present Panama's indigenous groups by reading various text.

Geography

In studying geography, students explore local characteristics of places and learn about how places connect to each other. ELITE students in grades 6th-8th geographic reasoning skills include using maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and their different environmental and cultural features. Students also explain how the physical and human characteristics of places and regions are connected to human identities and cultures. They analyze how relationships between humans and environments (including human-induced environmental change and changes in technology) affect settlement and movement, diffusion of ideas and cultural practices, and conflict and cooperation. Additionally, ELITE 6th-8th grade students will be able to identify and explain the relationship between the natural environment and economic growth in a given community or region.

- Students will identify the location of Costa Rica, Bolivia, Venezuela, Uruguay and Honduras, river, lake, or ocean and sea, mountain, and the capital using a map.

History

Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, perspectives, and context with the goal of developing credible arguments about the past based on reasoned interpretation of evidence from a variety of primary and secondary sources in diverse media formats. ELITE students in grades 6th-8th, students place events, ideas, and developments in historical context by

considering the date, place, and other developments happening at the same time. They evaluate the relevancy, credibility, and utility of a historical source based on information such as author, date, place of origin, intended audience, and purpose. Students analyze multiple factors that influenced the perspectives of people during different historical eras and how and why they have changed over time. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations. Finally, students detect possible limitations in the historical record and recognize that interpretations of history are subject to change as new information is uncovered.

African American and Latino History Learning Targets:

- Student will identify the differences and similarities of jobs, foods, clothes, traditions/holidays, language and religion between the early indigenous people and the Native American people in the present by using a chart.
- Students will learn the history of one of the following countries Argentina, Bolivia, Costa Rica, Uruguay, Mexico, Columbia, Peru, Chile, Venezuela and Brazil.
- Students will demonstrate learning by mapping the country, identifying the date of the countries independence, pictures and names of two or three people involved in the fight for independence.
- Students will compare the lives of slaves in Brazil and the U.S.
- Students will be able to explain different characteristics of the life in the Chavin Civilization and the Mayan Civilization between 1200s and 1300s.

Argument is introduced at 6th grade. Students move beyond stating reasons and evidence to tracing and evaluating arguments and claims in texts. They also write their own arguments that are supported with relevant evidence and clear reasoning, rather than simply state their own

opinions. The CA ELD Standards also introduce argument at grades six through eight, emphasizing the growing sophistication of the thinking expected at this level.

History-Social Science Scope and Sequence Grades 9-12th

ELITE teachers will emphasize disciplinary and literacy practices – investigation, close reading, analysis of evidence, and argumentative writing. The skills noted below are to be learned through, and applied to, the content covered in grades nine through twelve. They are also to be assessed with the content in these grades.

The skills described below are organized by one of the four main social science disciplines: civics/government, economics, geography, and history. However, across all of the disciplines ELITE students will understand and frame questions of disciplinary significance that can be answered by research and study. ELITE students will also use a variety of sources to make claims that address questions of disciplinary significance.

Civics and Government

When studying civics and government, ELITE students explore how people participate in the governing of society. In high school, these skills include students' abilities to explain and distinguish the powers, roles, and responsibilities of citizens and governments, and how those have changed over time and are still contested. ELITE students will also analyze the impact and appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. ELITE students will analyze ideas and principles that influence social and political systems as well as the powers and limits of those systems. Additionally, ELITE students will evaluate the effectiveness of efforts to address social and political problems as well as the intended and unintended outcomes and consequences of these efforts. ELITE students will analyze historical and contemporary means of changing societies, promoting the common good, and protecting individual rights from the will of the majority. ELITE students deepen their appreciation for civic virtues, democratic principles,

and deliberative processes when working with others. In addition, these civics-related activities can be woven into a variety of classroom content areas:

1. Students evaluate rules, laws, and public policy in terms of effectiveness, fairness, costs, and consequences and propose modifications or new rules to address deficiencies.
2. Students use deliberative discussion including consideration of multiple points of view in making decisions or judgments on controversial political and social issues.
3. Students construct and evaluate arguments and counter arguments and positions on issues using appropriate discipline-specific claims and evidence from multiple sources.
4. Students analyze a specific school or community school problem or issue using appropriate disciplinary lenses from civics, economics, geography and history; propose and evaluate strategies and options to address it; and take and evaluate individual or collaborative actions and/or make presentations on the issue to a range of venues outside the classroom.

African American and Latin0 History Learning Targets:

- Students will study the legal institution of Jim Crow and the effect it had on the lives of African Americans, particularly in the South. S
- Students will also understand the various ways African Americans fought Jim Crow, even highlighting how they disagreed with one another on which direction to take. Most important, students will learn the fight to abolish slavery with the fight to abolish inequality and sets the stage for the culmination of these struggles in 1950s and 1960s.
- Students will be able to explain how World War II affected Mexican people by sharing findings of a given article
- Students will learn about two activist during the Civil Rights Movement

- Students will explain in writing two goals that each activist had to fight for his/her people's rights
- Students will compare the two activists with Martin Luther King Jr.
- Students will compare the life of one group of Early Native American People and one group of Indigenous People in the Past/Present Time in Mexico, Peru, Bolivia, Puerto Rico, Dominican Republic or Uruguay

Economics

In order to make effective economic decisions, ELITE high school students will understand how individuals, businesses, governments, and societies use human, physical, and natural resources and how incentives influence choices and actions and the resulting consequences of those actions. They will understand capitalism, financial literacy, and their places in the broader economy. The economic reasoning skills that high school students need include the ability to conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. and foreign economies, and construct arguments for or against economic policies. ELITE students will also analyze and evaluate the role of competition and its effects on specific markets, the effectiveness of specific examples of government intervention in markets, and the selection of monetary and fiscal policies in a variety of economic conditions. Additionally, ELITE students will learn to use current data and economic indicators to explain the influence of changes in spending, production, and the market supply on various economic conditions, as well as to analyze the current and future state of the economy. ELITE students will explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

Geography

In studying geography, ELITE students will explore local characteristics of places and learn how places connect to each other and the relationships between humans and the earth. High school students' geographic reasoning skills include using geographic data, maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and their political, cultural, and economic dynamics. ELITE students will use geospatial and related technologies to create maps to display, analyze, and construct arguments using geographic data about the spatial patterns of cultural and environmental characteristics. They evaluate the relationships and interactions within and between human and physical systems, the influence of long-term climate variability, as well as the consequences of human-made and natural catastrophes, on resource use, trade, politics, culture, and human migration and settlement patterns and at local-to-global scales. Additionally, high school students should explain how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.

African American and Latino History Learning Targets:

- Students will also explain how to make and use geographic representation to provide and enhance spatial information including maps, graphs, charts, models, aerial photographs, and satellite images.
- Students will also use maps and other geographic instruments and technologies to analyze spatial patterns and distributions on earth.
- Students will be able to by utilizing a map the location of Costa Rica, Bolivia, Venezuela, Uruguay and Honduras. Students will be able to identify in the same map a river, a lake, ocean, mountain, and country's capital.

History

Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, perspectives, and context with the goal of developing credible arguments about the past based on reasoned interpretation of evidence from a variety of primary and secondary sources in diverse media formats. ELITE high school, students will evaluate how unique circumstances of time and place as well as broader historical contexts shaped historical perspectives, decisions, events and developments. ELITE students will interpret these past events and issues within their original context, rather than in terms of present-day norms and values, while at the same time explaining how perspectives of people in the present shape interpretations of the past. ELITE students will analyze complex factors that influenced the perspectives and decisions of people during different historical eras and how and why those perspectives have changed over time. They critique the relevancy, credibility, and utility of historical sources for a specific historical inquiry or as used in a secondary interpretation based on the author, date, place of origin, intended audience, and purpose. ELITE students will recognize the complexity of historical causality including the challenges of determining cause and effect. ELITE students will understand that history is an interpretive discipline. They analyze historians' interpretations of the past, including the limitations in historical evidence, and the authors' arguments, claims, and use of evidence. Lastly, ELITE students will integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument based on evidence about the past and present it in oral, written, and multi-media presentations.

African American and Latino History Learning Targets:

- Students will compare life of a group of Early Native American People and a group of Indigenous People in the past/present time in Mexico, Peru, Bolivia, Puerto Rico, Dominican Republic or Uruguay.

- Students will also list two examples of the following: jobs, foods, traditional clothes, holidays, language and religion for Early Native American People in the past/present time in Mexico, Peru, Bolivia, Puerto Rico, Dominican Republic or Uruguay.
- Students will be able to compare and contrast the Aztec Civilization and the Spanish Conquistadors' clothes, religion, traditions, food and weapons during the 15th century.
- Students will read articles about the effect of the WWII in Mexico.
- Students will list 5 effects of the WWII in Mexico.
- Students will determine the five most important effects of the WWII in Mexico.

History–social science content knowledge grows from students' knowledge of language and ability to use vocabulary, grammatical structures, and discourse practices to accomplish their disciplinary goals; just as literacy and language proficiency grow from increased content knowledge. All ELITE students will be provided rich instruction, with appropriate pedagogy, in history–social science.

The standards at this grade span prompt students to think and operate at levels that result in the achievement of the College and Career Ready Anchor Standards in Reading, Writing, Speaking and Listening¹, and Language by the end of grade twelve. Consistent with the growing cognitive capacities of adolescents, these expectations challenge students to think deeply and critically. The depth of knowledge and level of thinking reflected in these grade-level standards are commensurate with the work that students will do in postsecondary education and careers.

Students who are ELs participate fully in the history-social science curriculum at the same time as they are learning English as an additional language; some students may be simultaneously developing literacy and academic skills in languages other than English.

Content knowledge is increasingly important in high school. As ELITE students prepare for college and careers, their courses become more specialized. The literacy standards at grades nine through twelve make clear the value of both content and literacy. Literacy and language instruction, based on the CA CCSS for Literacy in History/Social Studies and the CA ELD Standards, complements and contributes to history–social science content instruction that addresses the History-Social Science Content Standards.

Students compare the point of view of two or more authors; assess, corroborate, or challenge authors' claims, reasoning, and evidence; and integrate and evaluate their findings from multiple sources of information into a coherent understanding that answers a question or solves a problem.

Providing students with significant inquiry-based and text-dependent historical questions can guide students to closely read and analyze primary and secondary documents to meet these standards. Sources, such as biographies, speeches, letters, essays, plays, films, and novels, both deepen understanding of key historical narratives, ideas, periods, events, and influential actors and provide evidence for students to answer those inquiry questions. Literary and informational text can be paired in units that encourage collaboration between English / language arts and history-social science courses.

English learners in grades nine through twelve explain ideas, phenomena, processes and relationships within and across texts, explaining inferences and conclusions. They evaluate and analyze language choices, explaining how successfully writers and speakers structure texts and use language to persuade the reader and explaining how a writer's or speaker's choice of phrasing or words produces different effects on the audience. English learners do all of this by applying their understanding of how English works on a variety of levels: how different text types are organized and structured to achieve particular academic purposes, how texts can be

expanded and enriched using particular language resources, and how ideas can be connected and condensed to convey particular meanings.

These expectations for students' understandings about language and how it makes meaning in history-social science means that teachers need to develop deep understandings about the inextricable link between language and history-social science content knowledge and how to support each of their students in understanding how language works to make meaning with different types of text.

The Writing Standards for Literacy in History/Social Studies for grades nine through twelve also call for increasingly sophisticated levels of analysis and interpretation. As ELITE students advance through high school, they become increasingly effective at expressing themselves in writing as they synthesize multiple sources of information. ELITE high school students are expected to write relatively sophisticated arguments focused on historical issues. They must introduce precise and knowledgeable claims and establish their significance. They must organize their writing to establish clear relationships and logical sequence among claim(s), counterclaims, reasons, and evidence. They must point out strengths and limitations of claim(s) and counterclaims in a discipline-appropriate form. They must anticipate their audience's knowledge level, concerns, values, and possible biases. They must use words, phrases, clauses, and varied syntax to link major sections of the text; and attend to the norms and conventions of the discipline. ELITE students will write history-social science informative/explanatory texts by organizing elements to make important connections and distinctions, so that each complex element builds on the previous to create a unified whole. They develop the topic with extended details appropriate to the audience's knowledge and with the most significant facts and information. They use language to manage the complexity of the topic; and, as in argumentation, attend to the norms and conventions of the discipline. In both of these genres, students address what is most significant for a specific purpose and audience;

use technology to update individual or shared writing products; and respond to ongoing feedback, including new arguments and information.

Appendix I

ELITE Spanish Standards—based Scope and Sequence

ELITE Public Schools is committed to ensuring that all students graduate trilingual, proficient in English, Spanish, and Coding. Our students will develop the communicative competence and proficiency in the three languages. Our goal is to prepare our students for an increasingly global marketplace where they will be more marketable with their enhanced language skills. Instruction for all TK – 12 students will be aligned to the California World Language Standards (below).

As we look at these standards, it is clear that the development of language proficiency remains central to the mission of world language education in our schools. At ELITE we understand that it is easier for students to acquire second and third languages when they are young, so instead of waiting until middle or high school, we begin our instruction in elementary school. We will create learning environments where student have multiple opportunities to practice their language skills which will enhance their competency.

While the following curriculum outlines key concepts and vocabulary that must be covered by the classroom teacher, the individual classroom teacher should endeavor to:

- Incorporate authentic material from a variety of Spanish-speaking world resources. Current textbooks should be used as supplemental materials rather than as pacing guides.
- Consistently recycle key concepts and structures where appropriate
- Use a variety of strategies, techniques, best practices and materials that reach a wide-array of learning styles when teaching and assessing student learning
- Align technology with 21st century learning

At ELITE Public Schools we realize that language is functional. The development of listening, speaking, reading, and writing skills is essential for students to function in social as well as academic situations.

California World Language Standards

The California World Language Standards are separated into five categories: Content, Communication, Cultures, Structures and Settings

Content

As students become literate in the target language, they acquire relevant content through the study of various topics. This in turn expands their access to information from around the globe. At the same time, students use the language to participate in everyday social interactions with members of California's diverse communities. Moreover, the content that students acquire in the language classroom enables them to make connections and reinforce knowledge from other content areas of the curriculum. As they progress along the Language Learning Continuum,* students address a wide variety of content that is age- and stageappropriate.

Stage I

1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.

1.1 Students address discrete elements of daily life, including: a. Greetings and introductions b. Family and friends c. Pets d. Home and neighborhood e. Celebrations, holidays, and rites of passage f. Calendar,

seasons, and weather g. Leisure, hobbies and activities, songs, toys and games, sports h. Vacations and travel, maps, destinations, and geography i. School, classroom, schedules, subjects, numbers, time, directions j. Important dates in the target culture k. Jobs l. Food, meals, restaurants m. Shopping, clothes, colors, and sizes n. Parts of the body, illness o. Technology

Stage 2

2.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.

2.1 Students address topics related to self and the immediate environment, including: a. Social relationships b. People in the community c. Zoo and farm animals, fables d. Care of the home, interacting with people in the community e. Holiday customs and transition points in life f. Climate g. Cultural and leisure-time activities, outdoor, recreational activities, music h. Transportation, lodging, itineraries, geographic features and landmarks i. Curricular and extracurricular interests and events j. Significant historical figures k. Professions and the working world l. Cuisine and recipes m. Clothing and fashion n. Health, medical care o. Technological advances and innovation

Stage 3

3.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.

3.1 Students address concrete and factual topics related to the immediate and external environment, including: a. Social norms b. Historical and cultural figures, stereotypes c. Animals and their habitats d. Community issues, current events e. Origins of rites of passage, social and regional customs f. Environmental concerns g. Media, Internet, television, radio, film h. Cultural, historical, and geographic aspects of travel i. Curricular and extracurricular subjects j. Significant historical events k. Careers and future plans l. Nutrition, fitness, and health m. Geographically and culturally appropriate clothing n. Cultural differences in health care o. Effects of technology on the modern world

Stage 4

4.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.

4.1 Students address complex, concrete, factual, and abstract topics related to the immediate and external environment, including: a. Societal expectations b. Cultural and literary archetypes c. Endangered species d. World events, social and political issues e. Belief systems f. International environmental issues g. The visual and performing arts h. The nature of an interdependent world i. Issues in curricular and extracurricular subjects j. Authors and their times k. Transnational careers and economies l. Issues of world hunger and health m. Design, production, and marketing of clothing n. Policy issues in health care o. The promise and challenge of technology

Communication

To achieve communicative competence, students convey and receive messages effectively. Students will actively use language to transmit meaning while responding to real situations. Moreover, they process language in linguistically and culturally appropriate ways while interacting with a wide variety of

audiences. As they progress along the Language Learning Continuum, students engage in communication that is age- and stage-appropriate. To achieve communicative competence, students convey and receive messages effectively. Students actively use language to transmit meaning while responding to real situations. Moreover, they process language in linguistically and culturally appropriate ways while interacting with a wide variety of audiences. As they progress along the Language Learning Continuum, students engage in communication that is age- and stage-appropriate.

Stage 1

- 1.0 Students use formulaic language (learned words, signs [ASL], and phrases).
- 1.1 Engage in oral, written, or signed (ASL) conversations.
- 1.2 Interpret written, spoken, or signed (ASL) language.
- 1.3 Present to an audience of listeners, readers, or ASL viewers. Functions
- 1.4 List, name, identify, and enumerate.
- 1.5 Identify learned words, signs (ASL), and phrases in authentic texts.
- 1.6 Reproduce and present a written, oral, or signed (ASL) product in a culturally authentic way.

Stage 2

- 2.0 Students use created language (sentences and strings of sentences).
- 2.1 Engage in oral, written, or signed (ASL) conversations.
- 2.2 Interpret written, spoken, or signed (ASL) language.
- 2.3 Present to an audience of listeners, readers, or ASL viewers. Functions
- 2.4 Initiate, participate in, and close a conversation; ask and answer questions.
- 2.5 Demonstrate understanding of the general meaning, key ideas, and some details in authentic texts.
- 2.6 Produce and present a simple written, oral, or signed (ASL) product in a culturally authentic way.

Content Communication

Stage 3

- 3.0 Students use planned language (paragraphs and strings of paragraphs).
- 3.1 Engage in oral, written, or signed (ASL) conversations.
- 3.2 Interpret written, spoken, or signed (ASL) language.
- 3.3 Present to an audience of listeners, readers, or ASL viewers. Functions
- 3.4 Describe, narrate, explain, and state an opinion.
- 3.5 Demonstrate understanding of the main idea and key details in authentic texts.

3.6 Produce and present a written, oral, or signed (ASL) product in a culturally authentic way.

Stage 4

4.0 Students use extended language (coherent and cohesive multiparagraph texts).

4.1 Engage in oral, written, or signed (ASL) conversations.

4.2 Interpret written, spoken, or signed (ASL) language.

4.3 Present to an audience of listeners, readers, or ASL viewers. Functions

4.4 Discuss, compare and contrast, and support an opinion; persuade.

4.5 Demonstrate understanding of the main ideas and most details in authentic texts.

4.6 Produce and present a complex written, oral, or signed (ASL) product

Cultures

To understand the connection between language and culture, students discern how a culture views the world. Students comprehend the ideas, attitudes, and values that shape the target culture. Those shared common perspectives, practices, and products incorporate not only formal aspects of a culture such as contributions of literature, the arts, and science, but also the daily living practices, shared traditions, and common patterns of behavior acceptable to a society. As they progress along the Language Learning Continuum, students demonstrate their understanding of cultural perspectives by behaving in culturally appropriate ways.

Stage 1

1.0 Students use appropriate responses to rehearsed cultural situations.

1.1 Associate products, practices, and perspectives with the target culture.

1.2 Recognize similarities and differences in the target cultures and between students' own cultures.

1.3 Identify cultural borrowings.

Stage 2

2.0 Students choose an appropriate response to a variety of situations.

2.1 Demonstrate understanding of the roles that products, practices, and perspectives play in the culture.

2.2 State similarities and differences in the target cultures and between students' own cultures.

2.3 State reasons for cultural borrowings.

Stage 3

3.0 Students determine appropriate responses to situations with complications.

3.1 Use products, practices, and perspectives in culturally appropriate ways.

3.2 Describe similarities and differences in the target cultures and between students' own cultures.

3.3 Describe how products and practices change when cultures come in contact.

Stage 4

4.0 Students improvise appropriate responses to unpredictable situations.

4.1 Demonstrate culturally appropriate use of products, practices, and perspectives to others.

4.2 Explain similarities and differences in the target cultures and between students' own cultures.

4.3 Explain the changes in perspectives when cultures come in contact.

Structures

Languages vary considerably in the structures that learners use to convey meaning; therefore, the following standards are general in order to apply to all languages. It is expected that the curriculum will feature language-specific structures essential to accurate communication. As students acquire vocabulary in the target language, they grasp the associated concepts and comprehend the structures the language uses to convey meaning. Moreover, students discover patterns in the language system. A language system consists of grammar rules, vocabulary, and elements such as gestures and other forms of nonverbal communication. A language system also includes discourse, whereby speakers learn what to say to whom and when. As they progress along the Language Learning Continuum, students use linguistically and grammatically appropriate structures to comprehend and produce messages. Students identify similarities and differences among the languages they know.

Stage 1

1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context.

1.1 Use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context.

1.2 Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know.

Stage 2

2.0 Students use sentence-level elements (morphology or syntax or both) to understand concrete and factual topics.

2.1 Use sentence-level elements (morphology or syntax or both) to produce informal communications.

2.2 Identify similarities and differences in the sentence-level elements (morphology or syntax or both) of the languages the students know.

Settings

For students to communicate effectively, they use elements of language appropriate culturally authentic way for students to communicate effectively, they use elements of language appropriate to a given

situation. Language conveys meaning best when the setting, or context, in which it is used, is known. This knowledge of context assists students not only in comprehending meaning but also in using language that is culturally appropriate. Context also helps define and clarify the meaning of language that is new to the learner. As student's progress along the Language Learning Continuum, they carry out tasks in stage- and age-appropriate situations that reflect the target culture.

Stage 1

1.0 Students use language in highly predictable common daily settings.

1.1 Recognize age-appropriate cultural or language-use opportunities outside the classroom.

Stage 2

2.0 Students use language in interpersonal settings.

2.1 Participate in age-appropriate cultural or language-use opportunities outside the classroom.

Stage 3

3.0 Students use language in informal and some formal settings.

3.1 Initiate age-appropriate cultural or language-use opportunities outside the classroom.

Stage 4

4.0 Students use language in informal and formal settings.

4.1 Sustain age-appropriate cultural or language-use opportunities outside the classroom

ELITE Grade Level Scope and Sequence

Using the strategies and standards above, ELITE educators will focus on the following topics at each grade level, until all students master them.

Grade Level	Topics
Transitional Kindergarten	Greet others and share pleasantries Introduce others Say where people are from Express likes
Kindergarten	Describe others Give others' likes and dislikes Describe clothing
Grade 1	Describe family Ask and tell ages Talk about birthdays Give dates Express possession
Grade 2	Describe classes and classroom objects Say how often you do something Discuss obligations
Grade 3	Talk about schedules

	Ask and tell time Ask questions Say where you are going Request food
Grade 4	Discuss plans Sequence events Talk about places and people you know
Grade 5	Extend invitations Talk on the phone Express feelings Say where you are coming from Say what just happened
Grade 6	Talk about sports Express preferences Say what you know Make comparisons
Grade 7	Describe the weather Discuss clothing and accessories State an opinion Describe how you feel
Grade 8	Familiar and formal greetings Subject pronouns and ser, ser + de Gustar + infinitive Definite and indefinite articles Noun – adjective agreement Tener Possession using de, possessive adjectives Giving dates
Grade 9	Present tense of regular –ar verbs Adverbs of frequency Tener que, hay que Ir, Ir a + infinitive Telling time Estar + location Interrogative words Present tense regular –er and –ir verbs, irregular yo forms Personal a Oír
Grade 10	Estar + adjectives Acabar de, venir, jugar, saber Gustar + infinitive Stem changing verbs e – ie Comparatives (Superlatives, Unidad 5) Tener expressions Weather expressions

Grade 11	Refining cumulative skills, particularly reading comprehension and writing skills
Grade 12	Refining cumulative skills, particularly reading comprehension and writing skills

4 BPS World Language Levels Guide

The following is an overview of the BPS World Language Spanish levels and the curricula associated with them. The pacing for each course is dependent on the variant grade levels and building schedules. It is up to the individual teacher to create the appropriate pacing for a given course in order to best serve the students and prepare them to successfully complete the end-course assessment

Appendix I

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 • 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.

Appendix I

ELITE Mathematic Standards—based Scope and Sequence

ELITE Public Schools is committed to ensuring that all students graduate having developed 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 goal is 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.

Teachers will select a standards-based, possibly computer-based, mathematics program that best aligns with the ELITE philosophy. However, all TK-12 instruction will be aligned to the Common Core State Standards. 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.

California Mathematic Standards

The state of California's implementation of Common Core State Standards for Mathematics (CA CCSSM) are designed to help students to gain proficiency and an understanding of mathematics across grade levels. California's standards demonstrate a continued commitment to providing an education that supports lifelong learning for all students with the skills and knowledge necessary to engage in the global economy of the twenty-first century.

The standards are based on three major principles: **focus**, **coherence**, and **rigor**. These principles are intended to drive students toward high achievement in a rigorous curriculum.

California' Two Types of Mathematic Standards

The California CCSSM include two types of standards: **Standards for Mathematical Practice** and **Standards for Mathematical Content**. These standards are further addressed and outlined in the sections below.

Standards for Mathematical Practice

Standards for Mathematical Practice (MP) describe the attributes of mathematically proficient students and expertise that mathematics educators at all levels should seek to develop in students. As students move from elementary school through high school, mathematical practices—the processes and proficiencies—are integrated in the tasks as students engage in mathematics and master new and more advanced mathematical ideas and understandings. Ideally, several MP standards will be evident in each lesson as they interact and overlap with

each other. The MP standards are not a checklist; they are the basis for mathematics instruction and learning.

The following outlines a brief summary of each of the eight Mathematical Practice standards based on California's Mathematics Framework.

MP.1. Make sense of problems and persevere in solving them.

MP.2. Reason abstractly and quantitatively.

MP.3. Construct viable arguments and critique the reasoning of others.

MP.4. Model with mathematics.

MP.5. Use appropriate tools strategically.

MP.6. Attend to precision.

MP.7. Look for and make use of structure.

MP.8. Look for and express regularity in repeated reasoning.

Unlike preschool or kindergarten, transitional kindergarten does not have grade-specific content standards. However ELITE Public Schools is committed to ensuring students possess the abilities for successful transition from TK to learning in kindergarten based on the California CCSSM. The following is an outline of TK learning as aligned to the Standards for Mathematical Practice.

MP.1. Make sense of problems and persevere in solving them.

- **TK:** Mathematical activities should be both meaningful and challenging. Some of these activities are games (e.g., board games, card-number games, dominoes) that are useful because mathematics is being employed to solve problems.

MP.2. Reason abstractly and quantitatively.

- **TK:** Competence is the motivation. Many experiences in the manipulative-centered activities of transitional kindergartners are natural environments that require quantitative reasoning. Fair sharing, in particular, promotes this sort of thinking in the classroom.

MP.3. Construct viable arguments and critique the reasoning of others.

- **TK:** Young students are very capable of stating a point of view and defending it. Students are supported in transferring these abilities to the domain of mathematics. Students are encouraged to self-inquire how they arrived at their answer, and engage in discussion with others not only to find the correct answer, but also the strategies to find the answer.

MP.4. Model with mathematics.

- **TK:** *Modeling with mathematics* means that teachers provide models (solving a problem aloud and with manipulatives) and that students use objects to demonstrate their thinking. Students engage in solving mathematical problems aloud.

MP.5. Use appropriate tools strategically.

- **TK:** The transitional kindergarten classroom is filled with tools. These include instruments such as balance scales and measuring tapes, as well as the manipulatives and objects that students and teachers use to model mathematics. Students have frequent opportunities to ponder which of these is appropriate to the task at hand.

MP.6. Attend to precision.

- **TK:** Students engage in activities to describe strategies, arguments, and decisions with increasing skill. Descriptions become more and more precise.

MP.7. Look for and make use of structure.

- **TK:** Students in transitional kindergarten begin to see patterns as they gain experience in mathematics.

MP.8. Look for and express regularity in repeated reasoning.

- **TK:** Young students find joy in finding patterns. Students are asked questions that help them examine the strategies with which they solve problems to help them see regularity in the way they solve these problems.

The following table (adapted from Achieve the Core 2012) provides a summary of the sequence of learning from grades K-8 toward Mathematics I or Algebra I.

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Grade Seven	Grade Eight
Know number names and the count sequence	Represent and solve problems involving addition and subtraction	Represent and solve problems involving addition and subtraction	Represent and solve problems involving multiplication and division	Use the four operations with whole numbers to solve problems	Understand the place-value system	Apply and extend previous understandings of multiplication and division to divide fractions by fractions	Apply and extend previous understanding of operations with fractions to add, subtract, multiply, and divide rational numbers	Work with radicals and integer exponents
Count to tell the number of objects	Understand and apply properties of operations and the relationship between addition and subtraction	Add and subtract within 20	Understand properties of multiplication and the relationship between multiplication and division	Generalize place-value understanding for multi-digit whole numbers	Perform operations with multi-digit whole numbers and decimals to hundredths	Apply and extend previous understandings of numbers to the system of rational numbers	Understand the connections between proportional relationships, lines, and linear equations	Understand the connections between proportional relationships, lines, and linear equations
Compare numbers	Work with addition and subtraction equations	Use place-value understanding and properties of operations to add and subtract	Multiply and divide within 100	Use place-value understanding and properties of operations to perform multi-digit arithmetic	Use equivalent fractions as a strategy to add and subtract fractions	Analyze proportional relationships and use them to solve real-world and mathematical problems	Analyze and solve linear equations and pairs of simultaneous linear equations	Analyze and solve linear equations and pairs of simultaneous linear equations
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	Extend the counting sequence	Measure and estimate lengths in standard units	Solve problems involving the four operations, and identify and explain patterns in arithmetic	Extend understanding of fraction equivalence and ordering	Apply and extend previous understandings of multiplication and division to multiply and divide fractions	Understand ratio concepts and use ratio reasoning to solve problems	Define, evaluate, and compare functions	Define, evaluate, and compare functions
Work with numbers 11–19 to gain foundations for place value	Understand place value	Relate addition and subtraction to length	Develop understanding of fractions as numbers	Build fractions from unit fractions by applying and extending previous understandings of operations	Geometric measurement: understand concepts of volume, and relate volume to multiplication and to addition	Apply and extend previous understandings of arithmetic to algebraic expressions	Use properties of operations to generate equivalent expressions	Use functions to model relationships between quantities
	Use place-value understanding and properties of operations to add and subtract		Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects	Build fractions from unit fractions by applying and extending previous understandings of operations	Geometric measurement: understand concepts of volume, and relate volume to multiplication and to addition	Reason about and solve one-variable equations and inequalities	Solve real-life and mathematical problems using numerical and algebraic expressions and equations	
	Measure lengths indirectly and by iterating length units		Geometric measurement: understand concepts of area, and relate area to multiplication and to addition	Understand decimal notation for fractions, and compare decimal fractions	Graph points in the coordinate plane to solve real-world and mathematical problems*	Represent and analyze quantitative relationships between dependent and independent variables		

ELITE Grade Level Scope and Sequence

Using the strategies and standards above, ELITE educators will focus on the following topics at each grade level, until all students master them.

Grade Level	Topics
Transitional Kindergarten	Engaging and meaningful mathematical activities Number sense Counting and cardinality Sorting and classification of objects Recognizing and expanding understanding of simple repeating patterns Compare, order, and measure objects Identify, use and describe shapes
Kindergarten	Counting and Cardinality Count to tell the number of objects Compare numbers Matching and counting strategies for comparing groups of objects Introduction to addition and subtraction with small numbers Fluency with operations for numbers within 5 Work with numbers 11-19 to gain foundations for place value Identify and describe shapes Analyze, compare, create, and compose shapes
Grade 1	Represent and solve problems involving addition and subtraction Understand and apply properties of operations and the relationship between addition and subtraction Add and subtract within 20 Addition and subtraction equations Extend the counting sequence Understand place value Use place-value understanding and properties of operations to add and subtract Measure lengths indirectly and by iterating length units Tell and write time Represent and interpret data Reason with shapes and their attributes
Grade 2	Add and subtract within 20 Work with equal groups of objects to gain foundations for multiplication Understand place value Use place-value understanding and properties of operations to add and subtract Use estimation strategies to make reasonable estimates in problem solving Addition and subtraction methods supported with math drawings Measure and estimate lengths in standard units Relate addition and subtraction length Work with time and money Represent and interpret data

	Reason with shapes and their attributes
Grade 3	Represent and solve problems involving multiplication and division Multiplication of whole numbers Understand properties of multiplication and the relationship between multiplication and division Multiply and divide within 100 Strategies for learning multiplication facts Solve problems involving the four operations, and identify and explain patterns in arithmetic Use place-value understanding and properties of operations to perform multi-digit arithmetic Develop understanding of fractions as numbers Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects Represent and interpret data Measurement and data Reason with shapes and their attributes
Grade 4	Operations and algebraic thinking Number and operations in base ten Number and operations-fractions Understand decimal notation for fractions, and compare decimal fractions Measurement and data Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit Draw and identify lines and angles, and classify shapes by properties of their lines and angles
Grade 5	Write and interpret numerical expressions Analyze patterns and relationships Number and operations in base ten Understand the place-value system Perform operations with multi-digit whole numbers and with decimals to hundredths Use equivalent fractions as a strategy to add and subtract fractions Apply and extend previous understanding of multiplication and division to multiply and divide fractions Convert like measurement units within a given measurement system Represent and interpret data Graph points on the coordinate plane to solve real-world and mathematical problems Classify two-dimensional figures into categories based on their properties
Grade 6	Ratios and proportional relationships Understand ratio concepts and use ration reasoning to solve problems Making use of structures in tables and graphs of ratios Percentages Extend previous understanding of multiplication and division to divide fractions by fractions

	Compute fluently with multi-digit numbers and find common factors and multiples Expressions and equations Solve real-world and mathematical problems involving area, surface area, and volume Statistics and probability
Grade 7	Ratios and proportional relationships Apply and extend previous understanding of operations with fractions to add, subtract, multiply, and divide rational numbers Determine the sign of a quotient Expressions and equations Solve problems involving scale drawings and informal geometric constructions. Work on two- and three-dimensional shapes to solve problems involving area surface areas, and volume. Solve real-life and mathematical problems using numerical and algebraic expressions and equations Draw, construct, and describe geometrical figures and describe the relationships between them Statistics and probability
Grade 8	Solve real-world problems through algebraic and geometric concepts. Examine patterns in data and assess the degree of linearity of functions. Construct arguments with verbal or written explanations accompanied by expressions, equations, inequalities, models, graphs, tables, and other data displays. Use scatter plots to represent data and describe associations between variables. Consider and use available tools when solving mathematical problems. Understand the slope formula and make sense of rational and irrational numbers. Collecting and analyzing bivariate measurement data. Statistics and probability.
Grade 9	Geometry Geometry congruence Similarity, right triangles, and trigonometry Circles Expressing geometric properties with equations Geometric measurement and dimension Modeling with geometry Statistics and probability Conditional probability and the rules of probability Using probability to make decisions
Grade 10	Algebra Interpret the structure of expressions Write expressions in equivalent forms to solve problems Perform arithmetic operations on polynomials Understand the relationship between zeros and factors of polynomials

	Use polynomial identities to solve problems Rewrite rational expressions Create equations that describe numbers or relationships Reasoning with equations and inequalities
Grade 11	Algebra II Interpret functions that arise in applications in terms of the context Analyze functions using different representations Building functions Linear, quadratic, and exponential models Trigonometric functions Expressing geometric properties with equations Interpreting categorical and quantitative data Making inferences and justifying conclusions Using probability to make decisions
Grade 12	Precalculus Perform arithmetic operations with complex numbers Represent and model with vector quantities Interpret the structure of expressions Arithmetic with polynomials and rational expressions Reasoning with equations and inequalities Functions Perform arithmetic operations with complex numbers Vector and Matrix Quantities Perform operations on matrices and use matrices in applications Calculus Formal definition and graphical interpretation of limit of values of functions Graphical interpretation of continuity of a function Compute derivatives of higher orders Understanding and application of Rolle's theorem and L'Hôpital's Newton's method for approximating the zeros of a function

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)
Asking questions and defining problems in K–2 builds on prior experiences and progresses to simple descriptive questions that can be tested. - 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.	Asking questions and defining problems in 3–5 builds on K–2 experiences and progresses to specifying qualitative relationships. - 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.	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. - Ask questions - 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. 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.	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. - Ask questions - 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)
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. • 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.	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. • 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.	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. • 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.	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. • 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)
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. • 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.	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. • 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.	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. • 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.	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. • 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. Make directional hypotheses that specify what happens to a dependent variable when an independent variable is manipulated. • 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)
Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations. - 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.	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. - 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.	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. - 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.	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. - 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)
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). - 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.	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. - 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.	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. - 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.	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. - 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)
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. • 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.	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. • 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.	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. • 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. Apply scientific ideas or principles to design, construct, and/or test a design of an object, tool, process or system. • 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.	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. • 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. 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.

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)
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). - 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.	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). - 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.	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). - 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. Evaluate competing design solutions based on jointly developed and agreed-upon design criteria.	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. - 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)
Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information. • 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.	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. • 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.	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. • 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.	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. • 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	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)	Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)	- 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)	- 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	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)	Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. (3-LS1-1)	- 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)	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)

LS1.C: Organization for Matter and Energy Flow in Organisms	• 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)	• 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)	• 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)	• 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)
LS1.D: Information processing	• 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)	• 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)	• 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	- 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)	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)	- 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)	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		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)	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)	- 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		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)	- 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)	- 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		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)	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)	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	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)	- 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)	- 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)	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	Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways. (1-LS3-1)	- 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)	- 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)	- 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		- 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)	- 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)	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		Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing. (3-LS4-2)	- 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)	- 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		For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (3-LS4-3)	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)	- 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	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)	Populations live in a variety of habitats, and change in those habitats affects the organisms living there. (3-LS4-4)		- 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	Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. (1-ESS1-1)	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)	- 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)	- 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	Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (1-ESS1-2)	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)	- 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)	- 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	Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (2-ESS1-1)	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)	- 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)	- 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	Wind and water can change the shape of the land. (2-ESS2-1)	- 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	- 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)	- 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	Maps show where things are located. One can map the shapes and kinds of land and water in any area. (2-ESS2-2)	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)	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)	- 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 Earth's Surface	Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form. (2-ESS2-3)	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)	- 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)	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	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)	- 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)	- 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)	- 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	Plants and animals can change their environment. (K-ESS2-2)	Living things affect the physical characteristics of their regions. (4-ESS2-1)		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	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)	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)	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)	- 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	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)	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.)	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)	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	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)	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)	- 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)	- 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			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)	- 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	- 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)	- 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)	- 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)	- 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	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)	- 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)	- 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)	- 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				- 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	- 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)	- 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)	- 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)	- 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	When objects touch or collide, they push on one another and can change motion. (K-PS2-1)	- 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)	- 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)	- 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		- 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)	- 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)	- 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	Sunlight warms Earth’s surface. (K-PS3-1),(K-PS3-2)	- 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)	- 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)	- 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	A bigger push or pull makes things go faster. (secondary to K-PS2-1)	When objects collide, the contact forces transfer energy so as to change the objects' motions. (4-PS3-3)	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)	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		- 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)	- 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)	- 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	Sound can make matter vibrate, and vibrating matter can make sound. (1-PS4-1)	- 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)	- 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)	- 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	- 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)	An object can be seen when light reflected from its surface enters the eyes. (4-PS4-2)	- 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)	- 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	People also use a variety of devices to communicate (send and receive information) over long distances. (1-PS4-4)	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)	Digitized signals (sent as wave pulses) are a more reliable way to encode and transmit information. (MS-PS4-3)	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	- 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)	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)	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)	- 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	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)	- 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)	- 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)	- 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	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)	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)	- 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)	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)

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

The *CA Science Framework* was adopted by the California State Board of Education on November 3, 2016. The *CA Science Framework* has not been edited for publication. © by the California Department of Education.

		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.
3. Scale, proportion, and quantity. 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.			
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).

4. Systems and system models. 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.			
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

The *CA Science Framework* was adopted by the California State Board of Education on November 3, 2016. The *CA Science Framework* has not been edited for publication. © by the California Department of Education.

		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.

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.

The *CA Science Framework* was adopted by the California State Board of Education on November 3, 2016. The *CA Science Framework* has not been edited for publication. © by the California Department of Education.

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	Pk-2	N/A	Ethnicity:Whiteness Age: child	Daily life in a family with two

	I Thompson			Gender: various Socio-economic - various Orientation - Lesbian National: USA	moms, family, love, acceptance
Round is a Mooncake	Roseanne Thong/Grace Lin	K-2	NP	Ethnicity:Chinese Age: Child Socio-economic: various Gender: girl National: N/A	Shapes, daily 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 Socio-Economic: various	Unconditional love, acceptance, gender identity, family love/relationships, self-love/acceptance
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	Different kinds of families, working together to solve

National: USA
Socio-Economic:
Middle Class
Orientation: Gay

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/Puerto Rican Age: various Gender: girl National: USA	Intergenerational relationships, family, language/communication, change, adjusting to a new culture
Firebird - realistic fiction	Misty Copeland/Christopher Myers	1-4	N/A	Ethnicity: black Age: child Gender: girl National: USA Socio-Economic - working/middle class	Self-confidence, overcoming 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/Vanesa 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: indigneous 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 -	Harvey Fierstein	K-2	AD650L	Ethnicity: N/A Age: 4-10	Gender stereotypes,

fiction

Gender: Various
Socio-Economic: Various
National: USA
Orientation: Various

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 Girl's 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 Socio-Economic: Middle Class	Trouble in school, friends, fun on the weekend, birthday party, 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 -	CeCe Bell	2-6	GN420L	Ethnicity: Various	Loss of hearing,

fiction/fantasy

Age: 5-10
Gender: Girl
Socio-Economic:
Middle Class
National: USA

change, fitting
in, overcoming
challenges/chan
ge ,celebrating
differences,
friendship,
family, identity,
self-love,
acceptance

Show Way -
historical fiction

Jacqueline
Woodson/Hu
dson 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
Tonatiuh

2-6

AD870L

Ethnicity:
Mexican/Puerto Rican
Age: Ingenerational
Gender: girl
National: USA
Socio-Economic:
Working Class

Segregation,
protest, Civil
Rights, hispanic
heritage, fighting
injustice

Indian Shoes -
realistic fiction
stories

Cynthia Leitch
Smith

3-6

820L

Ethnicity: Seminole-
Cherokee
Age: intergenerational
Gender: Boy
National: USA
Socio-Economic -
Working

grandparent/gran
dson 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) Stay - fiction/fantasy	Julia Alvarez	3-6	740L	Ethnicity:Dominican Age: intergenerational Gender:boy National: USA Socio-Economic:working/ middle class	Divorce, change,fitting in, 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:	Lowrider culture, fantasy, outerspace, teamwork, friendship

working class

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 beliefs/practices	19th century Ojibwa culture, daily life, family, heritage, nature
How I Became a Ghost - historical fiction	Tim Tingle	4-7	480L	Ethnicity: Choctaw Age: Gender: Boy	History of Trail of tears, native American

				National: USA Socio-Economic: working class/farmers	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/tradition s, 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	Story telling, imagination, historical fiction biography of young Zora Neale Hurstons,coming of age, life in rural south
Return to Sender	Julia Alvarez	4-8	890L	Ethnicity:	Farm life,

- realistic fiction				Whiteness/Mexican Age: intergenerational Gender: Boy/Girl National: USA Socio-Economic: Working Class/Poor	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/workin g class	Fitting in, immigrant parents, family heritage/tradition s, 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, misunderstanding

Dancing Home - realistic fiction	Alma flor Ada	3-6	960L	Ethnicity: Mexican Age: 7-11 Gender: Girl National: USA Socio-Economic: various	s self-love/acceptance, fitting in, 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 -	Coe Booth	5-7	660L	Ethnicity: Black Age: 11/12	Inner city life, foster families,

realistic fiction				Socio-economic: poor Gender: boy National: USA	special needs, family conflict, overcoming challenges
Maximillian and the Mystery of the Guardian Angel	Xavier Garza	5-7	490L	Ethnicity:Mexican/Me xican-American Gender: boy, Age: middle school National: USA/Mexico	Lucha Libre, mystery, adventure, imagination
No Name - based on traditional Choctaw tale	Tim Tingle	5-6	N/A	Ethnicity:Choctaw & Cherokee Age: middle school Gender: boy National: USA Socio- economic: Poor	Family struggles, abuse, father/son 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/daughte r 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					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					

20					
21					
22					
23					
24					
25					

ED – Extended Day Intervention

SG – Small Group Intervention

E – Enrichment

CBI – Computer-Based Intervention

CBE – Computer-Based Enrichment

Appendix L

ELITE Founders Biographies

Dr. Ramona E. Bishop

Dr. Bishop graduated from John F. Kennedy High School in Richmond 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 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. In another principal position, she lead a staff that facilitated growth in similar schools ranking from a four to an eight.

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 the credit rating went 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 outcomes, including, but not limited to: Wall to Wall College and Career Academies for all high school students, a Full-Service Community School District, systemwide implementation of PBIS, RJ and Trauma-informed Care, K-8 STEAM programming, and innovative magnet school programs.

Dr. Edison Kelly

Dr. Kelly's professional experiences includes working with the Vallejo City Unified School District for approximately 25 years in various capacities. He has served as campus supervisor, teacher, vice principal, assistant director of student services, and director of parent and school support. Dr. Kelly has extensive experience in supporting family-parent engagement and education, foster and homeless youth services, program planning services, instruction development, and organization of leadership structures.

Dr. Kelly has been recognized for his volunteer and formal experience, including:

- Spiritual service and guidance to members of his community church
- Serving as member, board of trustees for Fighting Back Partnerships
- Trustee of Chief Advisory Committee, Vallejo Police Department

Dr. Kelly has an Associate of Arts, in Liberal Arts and Sciences from Solano Community College, a Bachelors of Social Sciences and Masters degree in Education from Chapman University, and Doctor of Education, Educational Organizational Leadership from Brandman University, Chapman University.

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.

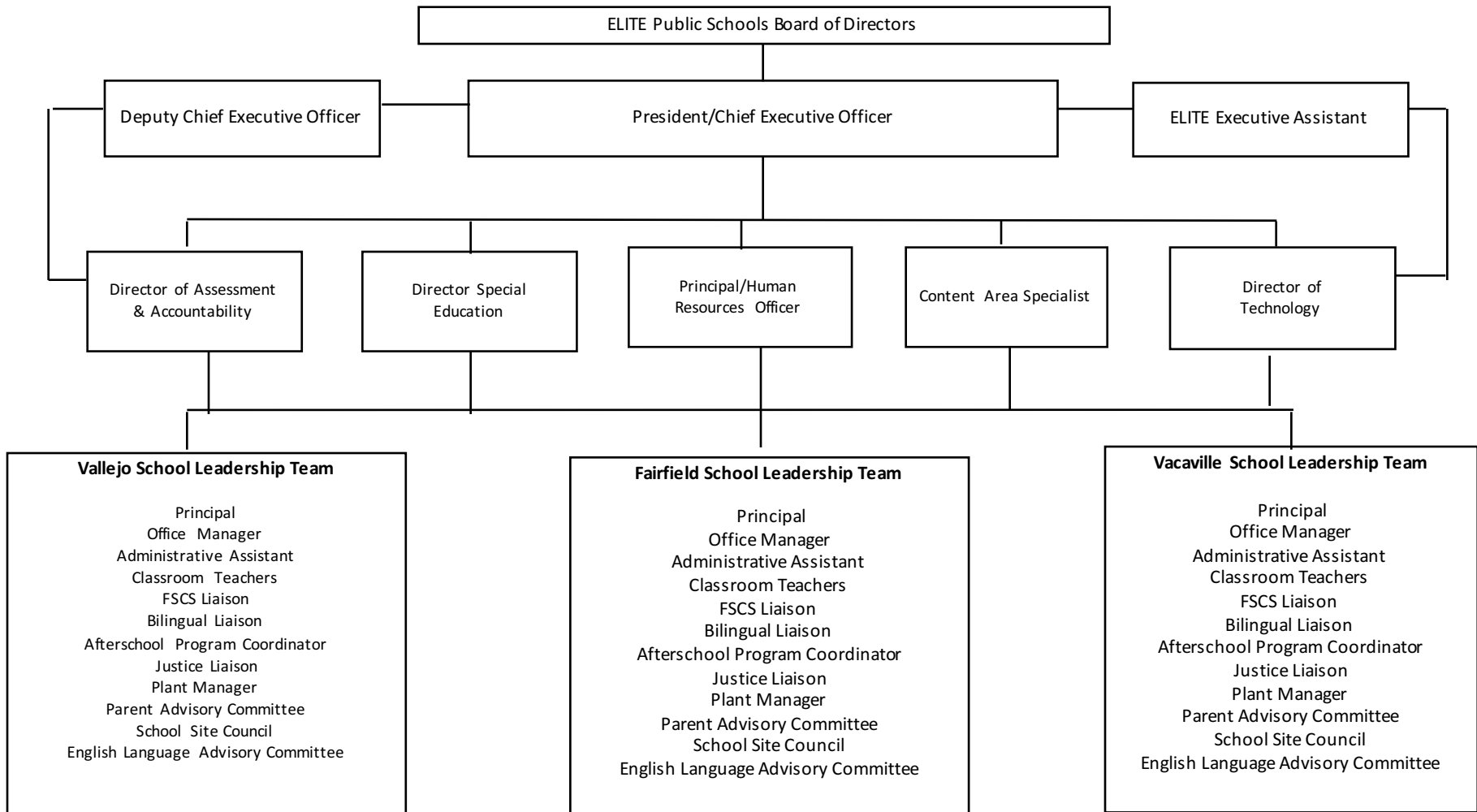
Ms. Reyes previously served as the Program Director of Community School Partnerships for the UC Davis School of Education. She has the proven ability to develop strategically effective professional development and technical assistance for diverse communities and stakeholders. In addition to her experience working with schools, bel has also presented at numerous national conferences, led various diverse and well-experienced teams around various research-focus efforts, and dedicated time toward juvenile justice efforts and systems change initiative both at a local and statewide level.

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, Mexico, 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, School of Education Rossier program in Organizational Leadership

Appendix M

ELITE Public Schools Organizational Chart



Appendix N

The ELITE Academy Budget Narrative

Enrollment

The ELITE will open with TK- 6th grade students in FY 2018-19 school year, adding an additional two grades for the next two years then one grade level of students in the next fiscal year. At full capacity in 2022-23, ELITE will serve over 2,500 students in grades TK through 12th at 3 campuses.

Demographics

The ELITE intends to operate within the boundaries of Solano County but will be based in 3 cities, Vallejo, Vacaville and Fairfield. Based on the overall average demographics for the district, with a slight increase based on the target population for the school, the following estimates have been applied to the budget:

- Free and Reduced Lunch: 73%
- English learners: 5%

Revenue

LCFF Revenue

- Based on the student demographics detailed above, The ELITE expects to have an unduplicated pupil count of 74%
- COLA between 2.6% and 2.8%

Federal

- Public Charter Grant Program year 1 & 2; \$575K total.
- Title I and II projections of \$499 and \$50 per FRL student, respectively.

Child Nutrition

- Revenue netted against cost for a break even amount.

Special Education

- Legacy will be joining a charter school SELPA. In year one the school will receive \$500 per ADA for state entitlement and in year two receive \$125 federal entitlement.

Other State Revenues

- Legacy will be applying for After School Education and Safety (ASES) grant. Based on projected enrollment and demographics the school will qualify for the full grant of \$150K.

Local Revenues

- Other direct fees charged to students have not been assumed at this time.

Fundraising

- Legacy is projecting \$250K in fundraising over the first 4 years total, including the planning year and first three years of operation (\$50K, \$50K, \$100K, and \$50K).

Expenses

Salaries and Benefits

- Salaries will increase 2% per year

- The ELITE will participate in STRS; rates escalate from 13% to 19.9% as well as PERS with rates increasing 18.1% to 27.3%
- The ELITE will offer health benefits for all full-time employees and meet the requirements of the Affordable Care Act.

Appendix O

TK thru 6th Grade to start adding 1 grade each year until 12th grade

ENROLLMENT

Grade		School Years				
	Start Up Year	2018/19	2019/20	2020/21	2021/22	2022/23
TK		100	200	250	250	250
K		100	200	250	250	250
1		75	200	200	250	250
2		75	125	200	200	250
3		75	125	125	200	200
4		93	153	153	213	213
5		93	153	153	153	213
6		93	153	153	153	153
7			93	153	153	153
8				93	153	153
9			93	93	93	153
10				93	93	93
11					93	93
12						93
Total		704	1495	1916	2254	2517
FTE		26	57	70	78	91
SE FTE		2.5	5.3	6.8	8.1	9.0
Athletic Director		1.0	3.0	3.0	3.0	3.0
Total		29.5	65.3	79.8	89.1	103.0

ENROLLMENT BY GRADE SPAN

TK-3	425	850	1025	1150	1200
4-6	279	459	459	519	579
7-8	0	93	246	306	306
9-12	0	93	186	279	432
Total	704	1495	1916	2254	2517

ADA % BY GRADE SPAN

TK-3	93.00%	93.00%	93.00%	93.00%	93.00%
4-6	93.00%	93.00%	93.00%	93.00%	93.00%
7-8	93.00%	93.00%	93.00%	93.00%	93.00%
9-12	93.00%	93.00%	93.00%	93.00%	93.00%
Total	93.00%	93.00%	93.00%	93.00%	93.00%

ADA BY GRADE SPAN

TK-3	395.25	790.50	953.25	1069.50	1116.00
4-6	259.47	426.87	426.87	482.67	538.47
7-8	0.00	86.49	228.78	284.58	284.58
9-12	0.00	86.49	172.98	259.47	401.76
Total	654.72	1390.35	1781.88	2096.22	2340.81

REVENUE DETAIL**State**

LCFF	6,390,857	14,057,389	18,598,114	21,961,311	24,523,789
Base 8015	4,946,126	10,979,387	14,666,146	17,335,708	19,336,150
EPA 8014	130,944	288,070	356,376	419,244	490,476
In- Leiu of Property Tax 8096	1,313,787	2,789,932	3,575,592	4,206,359	4,697,163
SE Funding 8311	32,736	69,518	89,094	104,811	117,041
Child Nutrition 8520	17,000	36,000	46,000	54,000	60,000
ASES Grant	112,500	337,500	337,500	337,500	337,500
Mandated Block Grant 8550	10,410	24,540	33,200	40,631	48,524
Lottery 8560	127,016	269,728	345,685	406,667	454,117
Total State	6,690,519	14,794,675	19,449,592	22,904,920	25,540,971

Federal

SE Funding 8181	8,800	18,688	23,950	28,175	31,463

Title I 8291	242,274	514,487	659,370	775,689	866,197
Title II 8292	35,113	74,565	95,563	112,421	125,538
Title III 8294	13,686	29,063	37,247	43,818	48,931
Child Nutrition 8220	237,000	498,000	635,000	744,000	824,000
Total Federal	536,872	1,134,803	1,451,130	1,704,103	1,896,129

Start up Funding

Total Revenue	7,227,391	15,929,478	20,900,722	24,609,023	27,437,100

EXPENDITURES DETAILS

Salaries

Certificated Salaries 1100

Base Teachers Salaries	73,750	1,624,506	4,044,913	5,244,129	5,855,287	6,768,738
Substitute Salaries		38,350	84,890	103,740	115,830	133,900
Stipends		25,000	50,000	50,000	50,000	50,000
Subtotal Teachers	73,750	1,687,856	4,179,803	5,397,869	6,021,117	6,952,638

Administration

Chiefs 1300	28,000	310,000	316,200	322,524	602,184	614,227
Principal/Vice Principal 1300	12,000	130,000	438,600	447,372	456,319	573,689
Justice Liaison 1200		-	51,000	52,020	106,121	108,243
FSCS Coordinator 1200		60,000	183,600	187,272	191,017	194,838
Total	40,000	500,000	989,400	1,009,188	1,355,641	1,490,997

Classified

Administrative Assistants 2400		120,000	122,400	124,848	191,017	194,838
Human Resource Technician 2400		60,000	61,200	62,424	63,672	64,946
Office Manager 2400		50,000	153,000	208,080	212,242	216,486
Plant Manager 2200		45,000	137,700	140,454	143,263	146,128
After School Liasons 2200		105,000	321,300	364,140	408,565	454,622
Bilingual Liaisons 2400		45,000	137,700	140,454	143,263	146,128

Learning Center Aides		35,000	107,100	109,242	111,427	113,655
Instructional Aides 2100		87,500	189,210	247,615	300,852	340,966
Total	-	547,500	1,229,610	1,397,257	1,574,302	1,677,770

Mandatory Charges

STRS 3101	18,519	356,183	937,176	1,223,748	1,408,961	1,612,734
PERS 3202	-	99,098	255,759	332,547	396,724	437,898
SSI 3300	7,053	169,592	396,726	483,867	554,966	627,527
Medicare 3300	1,649	39,663	92,783	113,163	129,790	146,760
Health & Welfare 3400	-	414,000	941,400	1,103,400	1,234,800	1,386,000
Unemployment Ins. 3500	57	1,368	3,199	3,902	4,476	5,061
Workers Compensation 3600	3,413	82,061	191,964	234,129	268,532	303,642
Total All Salary Costs	144,440	3,897,319	9,217,821	11,299,071	12,949,308	14,641,027

Technology

Student Hardware 4300		88,000	395,500	210,500	169,000	240,000
Classroom Hardware 4400		44,250	53,700	21,750	13,950	34,350
Office & Staff Hardware 4400	16,500		37,500	-	8,000	10,000
Software & Content 5800		150,000	300,000	300,000	300,000	300,000
Phone 5900		10,000	40,000	40,000	40,000	40,000
	16,500	292,250	826,700	572,250	530,950	624,350

Supplies

Textbooks 4100		211,200	237,300	126,300	101,400	290,100
Student Uniforms 4300		105,600	224,250	287,400	338,100	377,550
Instructional Supplies 4300	20,000	21,120	47,640	63,660	76,260	87,210
PE Supplies 4300		3,520	12,125	19,180	25,355	33,555
Extra Activities 4300		3,520	12,125	19,180	25,355	33,555
Testing & Assessments 4300		21,120	47,640	63,660	76,260	87,210
Custodial Supplies 4300		50,000	150,000	150,000	250,000	250,000
Food and Food Supplies 4700		235,699	495,337	631,098	739,071	818,586
	20,000	651,779	1,226,417	1,360,478	1,631,801	1,977,766

Other Contracts/Services

Travel and Conferences 5200	5,000	15,000	15,000	50,000	50,000
Dues & Memberships 5300	5,000	15,000	15,000	15,000	15,000
Printing/Copiers 5600	20,000	60,000	60,000	100,000	100,000
Vendor Repairs 5600	10,000	30,000	100,000	100,000	100,000
Network Fees 5800	45,000	45,000	45,000	45,000	45,000
Marketing & Recruiting 5800	40,000	100,000	150,000	150,000	150,000
Professional Development 5800	50,000	300,000	400,000	400,000	400,000
Legal Fees 5800	100,000	150,000	200,000	200,000	200,000
NPA/NPS 5890	200,000	600,000	800,000	1,250,000	1,500,000
Other Programmatic	275,000	750,000	900,000	1,500,000	1,500,000
Other Administration 5800	125,000	375,000	475,000	617,500	802,750
-	875,000	2,440,000	3,160,000	4,427,500	4,862,750

Facilities

Property 39 Rent 5610	200,716	443,840	583,488	687,148	766,229
Repairs & Maintenance 5600	100,000	100,000	125,000	150,000	175,000
Utilities 5500	100,000	300,000	300,000	300,000	300,000
Property Insurance 5400	50,000	150,000	150,000	150,000	150,000
Other Facilities 5800	20,000	180,000	1,000,000	2,000,000	2,000,000
20,000	630,716	1,493,840	2,158,488	3,287,148	3,391,229

Total Expenditures

200,940	6,347,064	15,204,778	18,550,286	22,826,707	25,497,122

Fund Balance	679,387	724,699	2,350,436	1,782,316	1,939,978

Minimum Fund Balance 3%	190,412	456,143	556,509	684,801	764,914

Appendix P

Chiefs	2	2	2	3	3
Teachers	29.5	65.3	79.8	89.1	103
Administrators	1	4	4	4	5
Administrative Assistants	2	2	2	3	3
Human Resource Technicians	1	1	1	1	1
Justice Liaison		1	1	2	2
FSCS Coordinator	1	3	3	3	3
Office Manager	1	3	4	4	4
Plant Manager	1	3	3	3	3
After School Liaisons	3	9	10	11	12
Instructional Aides	2.5	5.3	6.8	8.1	9
Learning Center	1	3	3	3	3
Bilingual Liaisons	1	3	3	3	3
	46	104.6	122.6	137.2	154

Teachers	2018/19	2019/20	2020/21	2021/22	2022/23
1	47,000	47,940	48,899	50,366	51,877
2	47,940	48,899	49,877	51,877	53,433
3	48,899	49,877	50,874	53,433	55,036
4	49,877	50,874	51,892	55,036	56,687
5	50,874	51,892	52,930	56,687	58,388
6	51,892	52,930	53,988	58,388	60,139
7	52,930	53,988	55,068	60,139	61,944
8	53,988	55,068	56,169	61,944	63,802
9	55,068	56,169	57,293	63,802	65,716
10	56,169	57,293	58,439	65,716	67,687
11	57,293	58,439	59,607	67,687	69,718
12	58,439	59,607	60,800	69,718	71,810
13	59,607	60,800	62,016	71,810	73,964
14	60,800	62,016	63,256	73,964	76,183
15	62,016	63,256	64,521	76,183	78,468



Appendix Q

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 School

1830 Springs Road, PMB 210, Vallejo, CA 94591

October 16, 2017

To Dr. Ramona Bishop and ELITE Public School 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 across fifteen states. We are pleased to present this funding commitment letter in support of ELITE Public School's charter petition.

CAM commits up to \$2,500,000 in working capital for ELITE Public School for the 2018-19 school year via our funding program. Funds will be available prior to school opening and throughout the academic year. We look forward to building a strong partnership with ELITE Public School.

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 be 'Paul N. Im', written over a light blue horizontal line.

Paul N. Im

Managing Partner

This letter is a letter of intent only and is not legally binding. Funding availability is contingent on approval of the charter by Solano County Office of Education board 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 R

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 S

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.

Appendix T

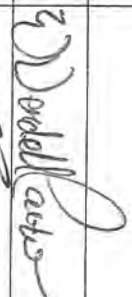
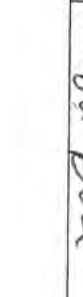
PETITION FOR THE ESTABLISHMENT OF ELITE CHARTER SCHOOL

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 Office 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 IN SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1.	Harold Hutch	[Signature]	516 Riverway Am. Cyn CA 9452	(707) 342-9564	4	American	9/17/17
2.	Pomela Smith	[Signature]	2851 Redwood PKY #600 Vallejo CA 94591	(707) 580-7517	5	Vallejo	9/17/17
3.	Tracy Wilson	[Signature]	4749 Stonewood Dr. FF, CA 94534	(510) 691-4543	2	Fairfield	9/17/17
4.	Shyla Garcia	[Signature]	2153 Wylie Place Fairfield CA 94533	707 759-8191	2	Fairfield	9/17/17
5.	Tanique Stewart	[Signature]	55 Valle Vista #313 Vallejo CA 94590	702 860-1479	4	Vallejo	9/17/17
6.	Tracie Gordon	[Signature]	140 Hill (MOR) ST Vallejo CA 94590	707-764-4447	PreK	Vallejo	9/17/17
7.	Marquesa McKeen	[Signature]	PO Box 3318 Vallejo CA 94590	707 342-1046	5	Vallejo	9/17/17
8.	Mark Lottin	[Signature]	762 Sunset Ave #104 Fairfield CA 94505	707 344-8288	7th	Fairfield	9/17/17
9.	Melissa Lottin	[Signature]	762 Sunset Ave #104 Fairfield CA 94505	707-344-8288	8th	Fairfield	9/17/17
10.	Eboni Jackson	[Signature]	11111111111111111111 Berkeley CA 94510	(707) 712-8090	3rd 2nd	Berkeley	9/17/17

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 Office 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 IN 2018-2019 SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Wendell Pabb		1684 Creekside Ct FF	707-580-4151			9/14/17
2. Kim Graves		165 Highthorne Dr	707-712-1080	7th	Franklin	9/14/17
3. Dana Graves		165 Highthorne Dr	707-712-0806	7th	Franklin	9/14/17
4. Kenya Boudreau		920 1/2 York St	707-261-3653	2nd / 7th	Woodland	9/14/17
5. Shonda Bingham		127 Quaker Court B	415-859-3598	8th	Valley Charter	9/14/17
6. Bonnie Fairford		135 Caroline #419 VSD		K, 4th	Lincoln	9/15/17
7. Camille Fairford		201 Maine St #R1 VSD	510-395-5105	2nd, K	Valley High	9/15/17
8. Marguerite Kelly		840 Packcliffe Dr	916-792-3505	K	Highland	9/15/17
9. Royana Stephens				2nd	Woodland	9/15/17
10. Maisie Benson		218 12th St Valley CA	707-450-3218	2nd	Steffen	9/15/17

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 Office 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 IN SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Doris Richmond	<i>Doris Richmond</i>	537 Channel Ct	707 704-4416	5th	Darbrook Elementary	9/12/17
2. Bruce Richmond	<i>Bruce Richmond</i>	537 Channel Ct	707 318-835	5th	Darbrook Elementary	9/13/17
3. Bruce Richmond	<i>Bruce Richmond</i>	537 Channel Ct	707 704-5288	K	Highland	9/13/17
4. Cameron Richmond	<i>Cameron Richmond</i>	537 Channel Ct	707 704-7062	K	Darbrook	9/13/17
5. Blake Richmond	<i>Blake Richmond</i>	537 Channel Ct	707 704-8467	K	Darbrook	9/13/17
6. Candace Cole	<i>Candace Cole</i>	128 Horningside VSD	707 656-6142	1st, 3rd	Highland	9/13/17
7. Ethel Thomas	<i>Ethel Thomas</i>	121 Spinnaker Ct VSD	707 553-985	1st 3rd	Patterson	9/13/17
8. Debra Thomas	<i>Debra Thomas</i>	517 Channel Ct	707 863-6697	6th	Darbrook	9/11/17
9. Russell Burka	<i>Russell Burka</i>	517 Channel Ct	707 863-6697	6th	Darbrook	9/12/17
10. Amy Fable	<i>Amy Fable</i>	1684 Crestside Ct	707 588-4151	K	Darbrook	9/11/17

James Thomas from Thomas 444 Maple Ave. VSD 707 - 534-8281, 7 Steffan 9/11/17

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 Office 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 IN SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. LANEETTE JANG	[Signature]	310 NOKLIMM D 94589	707 2462319	2	Vallejo	9/13/17
2. Michael Terry	[Signature]	1201 Glen Cove Pkwy 1008	707 6101250	4	Vallejo	9/13/17
3. Bobby Guillory	[Signature]			21	Vallejo	
4. Reginald Bean	[Signature]	6002 Leisure Town	707 2880147	5	Vacaville	9/13/17
5. Arnold Little Jr	[Signature]	284 FENSLIE ST.	707 6565333	2	Vallejo	9/14/17
6. Arnold Little Jr	[Signature]	284 FENSLIE ST.	707 6565333	K	Vallejo	9/14/17
7. Arnold Little Jr	[Signature]	284 FENSLIE	707 6565333	K	Vallejo	9/14/17
8.						
9.						
10.						

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 Office 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 IN 2018-2019 SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Shelli Gher		2808 Embury Cir.	728-5752	9th	Harvey Green	9/3/17
2. Maisha Gable		7086 Tobor Ct	707-780894	2nd	Green Garden	9/3/17
3. Jewell Gill		1982 Phoebe Dr #1	707-494419	1st	Phoebe	9/3/17
4. HERRA ALLEN		721 JEFFERSON ST	720-9881	12th	Field	9/3/17
5. Lorenzo Nave		2844 Sequoia Pl	707-720-1119	1st	GUSD	9/3/17
6. SHILA SUOT		305 arroyo grande w/green	707-207-9210	2nd	PSUD	9/3/17
7. Erik FLEMING		1111 Alaska Ave #69 F.P	707-631-3208	12th	PSUD	9/3/17
8. Fred Ford		545 Lupine Cir	707-885-5500	7th	Udville	9/3/17
9.						
10.						

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 Office 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 IN SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Melisha Robinson	Melisha Robinson	2032 Winston Drive, Fairfield, CA	707-429-5715	10 th	Rodriguez	9/3/17
2. Patricia Kennedy	Patricia Kennedy	3700 Lyon Rd. #117, Fairfield, CA 94531	(707) 759-3776	10 th	Fairfield	9/3/17
3. Bernice Watkins	Bernice Watkins	P.O. Box 505, Fairfield, CA	510-563-9790	9 th	Cleodora	9/3/17
4. Tina Scott	Tina Scott	3000 Clay Bank Rd. #8, Fairfield, CA	707-334-8770	9 th	Garage	9/3/17
5. Patricia D. Lee	Patricia D. Lee	131 Alameda Ave. #8, Fairfield, CA	707-430-8102	11 th	CA/Alameda	9/3/17
6. Monica Morris	Monica Morris	815 Alameda St. Apt. C, Fairfield, CA	(707) 384-9180	3 rd	FUSD	9/3/17
7. Mercedes Marden	Mercedes Marden	219 E. Translucida Ave, Fairfield, CA	(510) 467-6461	5 th	Crescent	9/3/17
8. Yolanda Gentry	Yolanda Gentry	995 McIlwain Cir, Fairfield, CA	707-712-0593	K	Cleo Garden	9/3/17
9. Jesse Brand	Jesse Brand	2884 Sunrise Dr, Fairfield, CA	566-6668			
10. Jesse Brand	Jesse Brand	2884 Sunrise Dr, Fairfield, CA	566-6668			

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 Office 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 IN 2019-2020 SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Davi Abraham	David Abraham	2249 Santa Rosa Dr	707 592-8540	TK	Headstart	9/
2. Thane Suter	Thane Suter	1334 Santa Rosa Dr	707 389-6021	10-12	Arroyo High	9.6.17
3. Cory Edney	Cory Edney	4110 Union Ave FECA	707 628-6767	K	Discovery Bay Elementary	9.4.17
4. Purzema Foster	Purzema Foster	10 Bell St. FECA	707 361-1515	1st	Discovery Bay	9-6-17
5. Corina Ramirez	Corina Ramirez	3220 E. 1st Ave #18	707 361-1515	1-4-10	Discovery Bay	9-6-17
6. Ben	Ben	2215 S. 1st Ave	510 412-5483	12	Discovery Bay	9-6-17
7. Karen	Karen	1104 Brooks Valley Rd	707 361-1515	12	Discovery Bay	9/4/17
8. Dan	Dan	531 Colorado Ave	707 361-1515	1	Discovery Bay	9/6/17
9. Deana	Deana	1367 Phoenix Dr.	707 361-1515	1	Discovery Bay	9/7/17
10. Fern	Fern	1336 Phoenix Dr.	707 361-1515	1	Discovery Bay	9/7/17

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 Office 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 IN 2018-2019 SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Kamillah Robinson		4518 Haftinger Dr.	707 1052-4793	2nd/Kind	Cordelia	9/17/17
2. Kenya Johnson		59 Villa Circle	715 532-4119	2nd/Kind	Desire	9/17/17
3. Deneen Faye		441 Tulip St	510 542 7424	Teacher	Pre school	9/17/17
4. Eva Brown		1101 Union Ave	570 726 5767	K-6	Fairfield	9/17/17
5. Dorothy Good		260 San Pedro	608 860 9317	K	Fairfield	9/17/17
6. Rashanda Broad		San Pedro	510 860 9317	K	Fairfield	9/17/17
7. Marjorie Robinson		4518 Hurlington Dr.	590 3059	K/2nd	Fairfield	9/17/17
8. Leah Bay		2433 Thomas St	510 333 0843	1st	Fairfield	9/17/17
9.						
10.						

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 Office 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 2018-2019 SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. <i>Opriana Colles</i>	<i>Itala Colles</i>	445 Redwood St Hill 3.	707-649-0244			9/10/17
2. <i>William Miller</i>	<i>Barbara</i>	223 Campbell Ave	642-0802			9/10/17
3. <i>Steve Anderson</i>	<i>Johnston</i>	580 Temple way Laguna CA	707-373-8192		<i>Valley Chapel</i>	9/10/17
4. <i>Anthony Brown</i>	<i>Ph</i>	532 Hilton Ave Valley 94511	707-386		<i>Valley Chapel</i>	9/10/17
5. <i>Alvin D. Moore</i>	<i>Alvin Moore</i>	1941 Maguire St. Val 94541	707-319-5902		<i>Valley Chapel</i>	9/10/17
6. <i>THEODORE HARRIS</i>	<i>THEODORE HARRIS</i>	1906 MAGUIRE ST VAL 94541	707-561-1102		<i>Valley Chapel</i>	9/10/17
7. <i>Router Martin</i>	<i>Router Martin</i>	2424 Alameda St. Val 94541	707-643-5154		<i>Valley Chapel</i>	9/10/17
8. <i>HENRY JACOBS</i>	<i>HENRY JACOBS</i>	126 MASADALE DRIVE	707-643-5004		<i>Valley Chapel</i>	9/10/17
9. <i>Shula Madden</i>	<i>Shula Madden</i>	371 Melrose Ave, 94541	707-643-0307		<i>Valley Chapel</i>	9/10/17
10. <i>Peoncaradas</i>	<i>Peoncaradas</i>	PO Box 408	534-6003		<i>Valley Chapel</i>	9/10/17

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 2018/19 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1	Bridgette Finens	845 Amelia St	707-112-3612	12	Vallejo	9/9/17
2	Edward Lopez	242 Mistral Way	707 563 1823		Glenn Aire	9/9/17
3	Dequina Williams	222 Cincinnati	707 590-2005	10th	Contra Vista	9/9/17
4	Jamondalbird	1111 Portway	707 208 8400	2nd	Low Vista	9/10/17
5	Suzanne Nickelburg	115 Camden at York	707 342-9797	12	Valley	9/10/17
6	Liana Canaway	115 Camden at York	707 342-3500	K	Valley	9/10/17
7	Marlene Canaway	1000 Drake Way	707 643 1577	3rd	Low Vista	9/10/17
8	Paul Davis	724 Grateway Dr	707 647 3635	3rd	Low Vista	9/10/17
9	Shawn Jones	2751 Chain Place	707 685-3200	12th		9/10/17
10	Gary Williams	116 AVIAN DR	707-712-2187	4th	Penny Creek	9/10/17

11/14/10 CF

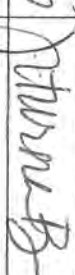
PETITION FOR THE ESTABLISHMENT OF ELITE CHARTER SCHOOL

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 2018/19	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1	Araeli Dillaluri	P.O. Box 4651 Valley, CA 94590	(707) 373-7948	6th	Valley	9/10/17
2	KEVIN DALLATURI	727 POESEA ST VALLEJO CA 94590	707-373-7945	6th	Vallejo	9/10/17
3	OSTON WATKINS	150 KENNEDY ST VALLEJO CA 94590	707 373 1080	11/12	Vallejo	9/10/17
4	Berni Wilson			9/11	Vallejo	9-10-17
5	Felina Paine	1150 Charys AVE	707 248-6139	K	Vallejo	9-11-17
6	Edgar Soto	1150 Charys AVE	707 655-0464	K	Vallejo	9-11-17
7	Rebecca Rodriguez	103 Rounds St	707 655-1201	K	Vallejo	9-11-17
8	Cheryl Payne	103 Rounds St	707-712-0605	K	Vallejo	9-11-17
9	Samone Clark	Dr. B. 1732 1st, CA 94590	707 981-112-3829	K	Vallejo	9-11-17
10	Mitzie Ann Russell	712 Clifton Way Vacaville CA 94988	707 810-6152	12	VUCD	9/11/17

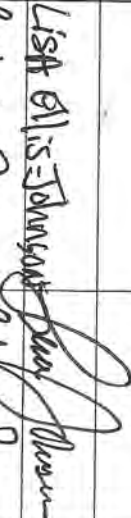
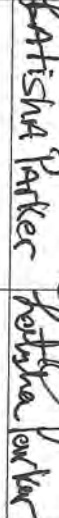
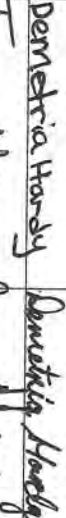
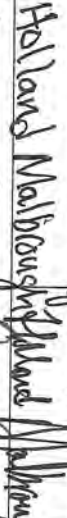
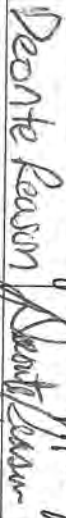
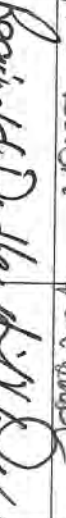
PETITION FOR THE ESTABLISHMENT OF ELITE CHARTER SCHOOL

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 Office 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 IN SCHOOL	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Janice Turner Brown		301 BASSET DR. VTD	704-9338		Widened School	
2. Katie Quail		110 Cypress Lane, Vallejo	712-7472		Glenn Cove	
3. Chanel Martin		225 Florida St, Vallejo	567-4852		Waterfront	
4. Wanda Wilson		601 SACRAMENTO #511 VALLEJO	642-9503		Lincoln	
5. Evonne Martin		2429 Alameda St. Vallejo	643-5154		Cooper	
6. Florence Madden		PO Box 4184 Vallejo CA 94590	(707) 644-7637		Highland	9/10/17
7. Kuan Bakh-lesky		145 Leonard St Vallejo CA, 94589	(707) 9438		Widmann	9/10/17
8. Antonish Johnson		132 FRISBIE ST VALLEJO 94590	(707) 373-3363		Cooper	9/10/17
9. Elvin Tillwell		277 Parkview VTD 94589	334-3400		Cooper	9/10/17
10. Janice Turner		277 Parkview VTD 94589	334-1300		Cooper	9-10-17

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 2018/19 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1		105 Gregory Lane	(707) 642-5833	1, 2, 4	Wardlaw, USD	9/5/17
2		2005 Florida St.	(407) 7045745	1, 10, 12	Caliber/Valley Cooper Valleys	9-5-17
3		133 5th PARADISE ST.	707-267-1081	TK, 1	Highland USD	9-5-17
4		334 El Camino Real		1	Holy Spirit Fairfield	9/6/17
5		131 Easter St.	563-3895	3, 4	Banyan USD	9/2/17
6		205 Avian Dr	319-7889	2	Banyan USD	9/2/17
7		121 EASTER CT.		2, 4, 6	San Mateo USD	9/17
8		4770 Canyon Blvd Rd		2, 4	Cordelia Hills Fairfield	9/17
9		627 Waise St. Apt C	707 2970182	K		9-10
10		106 Taper Ave	(915) 574-9269	4, 5, 10	Valley	9-10

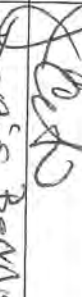
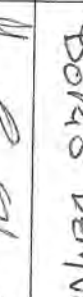
216 PETITION FOR THE ESTABLISHMENT OF ELITE CHARTER SCHOOL

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 2018/19 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1	Latasha Mason	111 9th St. W.D	(707) 315-8090	1	Cooper	9/13/17
2	Monique Warren	118 Pacific Ct. W.D	(707) 642-2587	2nd/3rd	Wideman Mann	9/13/17
3	Sharnae Maldonado	121 Foster Ct	(707) 563-5395	teacher	Holy Spirit Fairfield	9/13/17
4	Michelle Hackett	295 Beck St.	(707) 784-2010	3	Holy Spirit Fairfield	9/14/17
5	Hattie Louaux	105 George St, W.D		K	St. Pham Manor Valley	Sept 9 2017
6	Cynthia McGeary	110 George	(510) 932-5775	2,3,10	Pennington W.D	9/14/17
7	Ray Robinson	2989 Pebble Beach Ck.		1	Holy Spirit Fairfield	9/14/17
8	Michelle Thomas	41 E Aster Ct.	(707) 642-0666	TK, 1	Dan M. M. Waddle	9/15/17
9	Andrew Nelson	449 Meadows Dr.		1, 2, 3	Dan M. M. W.D	9-5-17
10	Martin Day	155 Meadows Dr.	(510) 717-8733	4	Dan M. M. W.D	9/5/17

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 Office 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 IN SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Marguerite Morgan		368 Depper Dr 448 Wilson Ave	334-4233 4041 3223	5	USD	9/10/17
2. TIFFANY LITCHELD			415 261-3699	K-1-6 th	USD	9/10/17
3. Kenya Brownson		9201/2 York St 100 CASARUA	707-816-6555	K	VJ	9/10/17
4. Gina Nett		105 Taylor st apt 7 E.	510-334-8703	7/K	Fairfield	9/10/17
5. Lorenzo Patton				stat 4		9/10/17
6. Dr. Hazel Foster		716 Clark Dr, Valley CA 94591	707-334-3176	stat 4		9/10/17
7. Jacquelyn Cato		7025 Berkeley Ct Cocoma CA 94520	707 233-4827	10th	UC	9/10/17
8. Maria Brent		2800 Laguna Ave	530-20182	3rd	Fairfield	9/10/17
9. Gracious Hedges		2800 Laguna Ave #10 Concord, CA 94520	707-704-5152	3rd & 5th	Valley	9/10/17
10. Bridgette Merritt		135 Zachary Dr Vacaville CA	707-761-2336	3rd	Vacaville	9/10/17

5

below certify that they are parents meaningfully interested in enrolling their student(s) at the Charter School

2	John Parker
3	
4	Darryl Reaney
5	

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 Office 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 IN SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Caroline Taylor	<i>Caroline Taylor</i>	100411e River Ct #5 Vallejo 94591	707-315-4521	18-20		9/3/17
2. Cath Jackson	<i>Cath Jackson</i>	P.O. Box 1092 Benicia CA 94606	707-319-3678			9/3/17
3. Kelly Williams	<i>Kelly Williams</i>	2551 Marley Dr. Vallejo CA 94592	707-644-7869			9/3/17
4. Karina Smith	<i>Karina Smith</i>	697 Regis Ct Benicia CA 94610	415-577-7128	1st	Joc Henderson	09.03.17
5. Glorvia S. Jimenez	<i>Glorvia S. Jimenez</i>	120 Jucident Ct Vallejo 94591	707-553-3093		Glenn	9/3/17
6. Aaron Birell	<i>Aaron Birell</i>	2914 Leeward Road #5 Fairfield CA 94533	707-718-8948		Barbara	9-3-17
7. Dennis Holtz	<i>Dennis Holtz</i>	1875 Windscarville Way Fairfield CA 94533	707-208-2237			9/3/17
8. Carmike Richard	<i>Carmike Richard</i>	407 Gilest Ave Vallejo 94591	707-914-9444			
9. ERNEST MORGERS III	<i>Ernest Morgers III</i>	775 Antiquity Dr Fairfield CA 94504	853-3062	NA		30 Sept 17
10. Natalya Johnson	<i>Natalya Johnson</i>	737 N. Regatta Drive Vallejo CA 94591	415-342-9736	KIN	Glen Cove	9/3/17
11. Rita Bobino	<i>Rita Bobino</i>	4008 Jackson Valley Ct Vallejo CA 94591	94591			9-3-17

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 2018/19 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1	<i>[Signature]</i>	6741 Sunrise Lane	707-644-5576	-	VUSD Jesse Bethe	9/3/17
2	<i>[Signature]</i>	467 Louisa St	655-3591	-	VUSD Jesse Bethe	9/3/17
3	<i>[Signature]</i>	208 S. Vassar Valley, CA 94553	707-628-3433	-	Solano	9/3/17
4	<i>[Signature]</i>	167 Mendocino	707-643-7384	-	Solano	9/3/17
5	<i>[Signature]</i>	321 Auburn Cir, Vallejo, CA 94153	509-3954	-	Solano	9/3/17
6	<i>[Signature]</i>	Florida St, Vallejo, CA 94590	94590	-	Solano	9/3/17
7	<i>[Signature]</i>	7	7	-	Solano	9/3/17
8	<i>[Signature]</i>	115 Grand St. Vallejo 94591	707-643-1920	-	Solano	9/3/17
9	<i>[Signature]</i>	11	8323634220	-	Solano	9/3/17
10	<i>[Signature]</i>	5711 Huntington Avenue	707-643-0920	-	Solano	9/3/17

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 2018/19 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1	Caren Harns	[Signature]	1322 Del Mar Ave	707 2463004		Cooper Glen	9/3/17
2	Natly Birtong	[Signature]	143 Humphrey Ln	707 5543033		Glen Cove	9/3/17
3	Natly Birtong	[Signature]	Glen Cove Valley	56776-9451			9/3/17
4	Deon Jenkins	[Signature]	Glen Cove Valley				9/3/17
5	Deon Jenkins	[Signature]		707 297 1155			9/3/17
6	Deon Jenkins	[Signature]	915 Main St	707 241-5552			9/3
7	Deon Jenkins	[Signature]	2944 Hayman Ave	707 319 9547	11	Pattonville	9/3
8	Deon Jenkins	[Signature]	281 Arguello Dr. Berkeley	281-788-3229	10	Berkeley	9/3
9	Deon Jenkins	[Signature]	2008 Arguello	707 567-7557	10	Valley	9/3
10	Deon Jenkins	[Signature]	911 Foothill Way	707 645-1885		Glen Cove	9/3

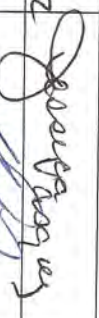
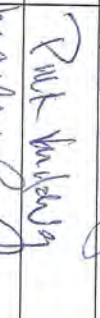
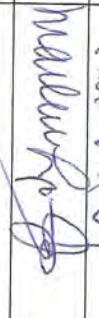
PETITION FOR THE ESTABLISHMENT OF ELITE CHARTER SCHOOL

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 Office 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 IN 2018-2019 SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Brenta Hicks	Brenta Hicks	443 Pepper Dr	707-532-3685	5th	Johnston Cooper	9/12/17
2. Kellee Thomas	K. Thomas	324 Lakes Place	707-741-5452	3rd	Johnston Cooper	9/12/17
3. Kimberly Jackson	Kimberly Jackson	233 Lakes Place	707-553-2078	5th	Johnston Cooper	9/12/17
4. Jonathan Jackson	Jonathan Jackson	233 Lakes Place	707-812-9004	5th	Johnston Cooper	9/12/17
5. Tanisha Nira	Tanisha Nira	330 Lakes Place	707-342-9679	K	Johnston Cooper	9/12/17
6. Dana Williams	Dana Williams	13330 Camino del Rio	707-666-1717	7th	Cutler	9/12/17
7. Kenneth Fisher	Kenneth Fisher	116 Simon Ten	655-3221	K	Widemann	9/13/17
8. Gloria J. Thompson	Gloria J. Thompson	325 Lakes Pl	707-557-6972	20-18	SOIANO	9/13/17
9. John S. Thompson	John S. Thompson	11	707-315-1559	2019	Valley	9/12/17
10. Nina L. Fields	Nina L. Fields	131 Flying Cloud Ct	707-731-3693	2018-19	Genave	9/13/17

43 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 Office 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 IN SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Jessica Vasquez		P.O. Box 4593	6552014707	2	Lincoln	9-15-17
2. Mohammed Yusuf		2002 Stearns Ave unvesto	(707) 712-0265	1	Glen Cove	9/15/17
3. Kany Dicks		275 Hankins St	4021841		Panycreek	9/15/17
4. Joseph Bechtow		944 Capital St	415-724-1337	2	Highland	9/15/17
5. Jeff Hartman-Baker		428 Seabreeze Dr	916 236 2916	6	Glen Cove	9-15-17
6. Valerie Delucias		249 Larriss Ln	(504) 148-2112		S. Valleys	9/15/17
7. Maritza Sandomani		147 Gary Circle	(707) 310-1637		CANTE	9/15/17
8. Kristine Vandenberg		532 Kallman Ave	707-388-4537		MT	9/15/17
9. Gladys Lopez		981 Porter St, Bld	925 4977709		S. Valleys	9/15/17
10. Mayra F		107 Kay Dr	510-302-8532		S. Valleys	9/15/17
11. Elizabeth Burrud		415 La Solla St	415 309 0748		Intersected	9/15/17

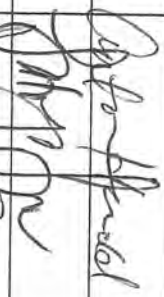
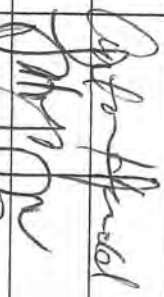
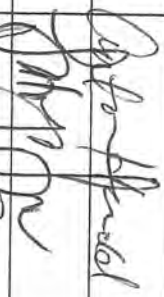
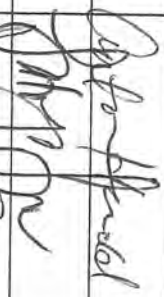
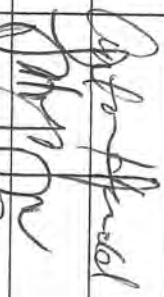
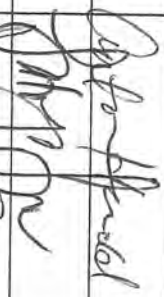
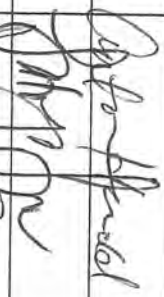
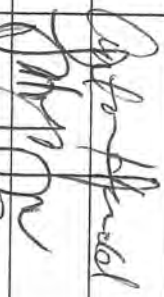
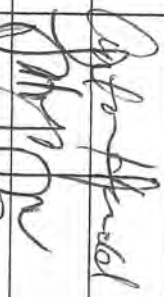
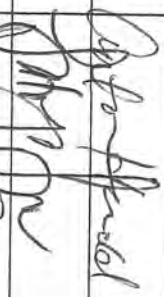
PETITION FOR THE ESTABLISHMENT OF ELITE CHARTER SCHOOL

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 the Solano County Office 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 IN 2018-2019 SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
✓ 1.	Melissa Spain	<i>Melissa Spain</i>	321 Corkwood St Valley	510 703 9408			10/11/17
2.	Bernice Thompson	<i>Bernice Thompson</i>	1205 SHasta St	916 261 57			10-2-17
✓ 3.	Maricia Johnson	<i>Maricia Johnson</i>	436 Bell Ave Fairfield	510 703 9408	TK		10/11/17
✓ 4.	Patricia Cunningham	<i>Patricia Cunningham</i>	515 Stephens Valley	707 241 4171	2		10/11/17
✓ 5.	Danise Thomas	<i>Danise Thomas</i>	114 Mitchell Ct. Valley	907.642 9051	11 / K	Home School North Hills	10/11/17
6.							
7.							
8.							
9.							
10.							

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 the Solano County Office 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 IN 2018-2019 SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Antonina Harold		2401 Forty Niner Way. Antioch 94531	(707) 712-4762	1st	Antioch Unified	9/24/17
2. Latha Wle		708 Springfield Way, Valley, CA 94584	(707) 7128412	4th	Walton	9/24/17
3. Dorease Bell		3013 Cherry St Antioch 94509	(415) 734-3336	4th	Antioch Unified	9/24/17
4. Dorease Bell		3013 Cherry St Antioch 94509	(415) 734-3336	1st	Antioch Unified	9/24/17
5. Zimvutal Racks		300 Virginia St 300 Virginia St	(707) 655-1874	3rd		9/24/17
6. Zanasia Racks		300 Virginia St 300 Virginia St	(707) 655-2453	3rd	Vallejo USD	9/24/17
7. Graziela Resendez		3183 Cutnbert Ave 3183 Cutnbert Ave	510-357-4444			9/24/17
8. Joyce Lackey		350 Woodrow Ave. 350 Woodrow Ave.	707 648-2324			9-24-17
9. Tineka Gibbs		464 Concord Ave 464 Concord Ave	(707) 655-9032	8th	Yr	9/24/17
10. Sias		3023 Cherry St 3023 Cherry St	(707) 655-3308			9/24/17

✓ 11 Rebecca Pujan



P.O. Box 9105 Vis. 94591

(707) 712-8152 6th/7th

VCUSD

9/24/17

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 the Solano County Office 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]

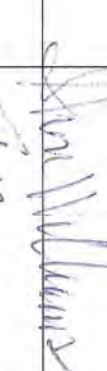
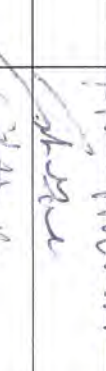
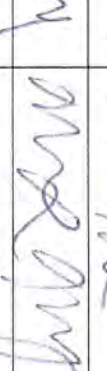
NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE IN 2018-2019 SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Eddie Rosendilz		3105 CULBERT AVE OAKLEY, CA 94622	800-216-1417			9/24/17
2. Derek Smith		916-769-8821				
3. Rita Stewart		110 Dawson Pl	707-413-8244			
4. Charles Heard		1685 Hickman Cir	707-709-7340			
5. Jessica Brink		2710 Oakley Lane	707-731-3410	6th	Jacaville	
6. Linda Lee			415-832-9223			
7. John Smith			945-589			
8. Clifford Brown		107 Georgetown Vacaville	707-844-8811	11, 8, 6, 2	Vacaville	
9. Vanessa Brown		1171 Sutter St. Vallejo	707-843-7440	6 + 8		
10. Melinda Gil		240 Buckenham Way SF	415-465-4576			

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 Selma County 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/EMAIL	STUDENT GRADE IN SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. David Nelson		512 Main St, Vallejo	(510) 800-4409	1st grade		10/24/17
2. Victoria Lee		140 Mendocino Circle Vallejo, CA 94589	(510) 473-7633	2nd		
3. Denise Lewis		140 Mendocino Circle Vallejo, CA 94589	N/A			
4. Harris		1111 Beach Ct	707-385-4438			10/30/17
5. Steve		1030 Piedmont		3rd		10-20-17
6. Jim				2nd		10-20-17
7. Cesar		100 Douglas Court		1st		10/20/17
8. Niketa Perry		2012 Lincoln Ave Richmond, CA 94801	707-571-9828	3rd		10/20/17
9. Charles Eickler		1920 Marin St Vallejo	707-455-7342	1st		
10. Kuyking Egreiro		334 Pepper Dr Vallejo	707-644-9203	5th		10/20/17

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 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 enrolling their student(s) 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/EMAIL	STUDENT GRADE IN SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. <u>Lavender Smith-Ambebe</u>	<u>Lavender Smith-Ambebe</u>	<u>170 Shan Ct Valley CA 94589</u>	<u>707342724</u>	<u>2018-2019</u>		<u>10/20/17</u>
2. <u>Modia Teeone</u>	<u>Modia Teeone</u>	<u>355 Parker-conv fivale-56</u>	<u>4491456-71-11</u>			<u>10/20/17</u>
3. <u>Beth Nguyen</u>	<u>Beth Nguyen</u>	<u>136 E 1800 R Valley CA 94589</u>	<u>707 876-0822</u>			<u>10/20/17</u>
4. <u>Bruce Easton</u>	<u>Bruce Easton</u>	<u>1450 Alvarado St valley CA 94542</u>	<u>707-655-8449</u>			<u>10/20/17</u>
5. <u>Henry Belt</u>	<u>Henry Belt</u>	<u>130 Plumbline St</u>	<u>707 655-3-2990</u>			<u>10/21/17</u>
6. <u>James Rouns</u>	<u>James Rouns</u>	<u>3000 Irwin St</u>	<u>707 655-7197</u>			<u>10/21/17</u>
7. <u>Charmel Woodard</u>	<u>Charmel Woodard</u>	<u>812 S Ocean + St</u>	<u>707 557-4655</u>			<u>10-22-17</u>
8. <u>Darlene Boxer</u>	<u>Darlene Boxer</u>	<u>116 #15 Newburg St Valley</u>	<u>707 503-7451</u>		<u>Valley</u>	
9. <u>Pran Senpadan</u>	<u>Pran Senpadan</u>	<u>1221 Napa St Valley CA 94540</u>	<u>510 572-4706</u>			
10. <u>Kesha Jones</u>	<u>Kesha Jones</u>	<u>1035 Sonoma CA 94540</u>	<u>510 638-9891</u>			<u>10/21/17</u>
10. <u>Eony Williams</u>	<u>Eony Williams</u>	<u>134 Oceana St Valley</u>	<u>(707) 227 4979</u>			<u>10/21/17</u>

PETITION FOR THE ESTABLISHMENT OF

ELITE

CHARTER SCHOOL

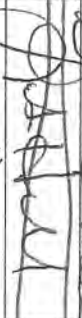
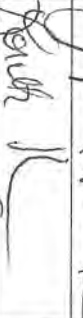
We the undersigned believe that the attached charter for the creation of ELITE Charter School (the "Charter School") merits consideration and hereby petition the governing board of the Selma County School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the 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/EMAIL	STUDENT GRADE IN SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Tiffany Scott		1048 57th St.	834-731-0211	11th year	Valley District School	10/21/17
2. Sergio Chimal		1048 57th St.	707-641-9685	11th year	Valley District School	10/21/17
3. Jennifer Sharr		6072 Ashwell Way	707-342-4169	12	Valley District School	10/21/17
4. Camille Tompkins		6072 Ashwell Way	707-342-3571	12	Valley District School	10/21/17
5. Zephania Rudolph		42 Mosswood Ave	707-655-9642	6	Valley District School	10/21/17
6. Tiffany Limu		741 Breckwood Ave	209-735-2801	4	Valley District School	10/21/17
7. Jane Smith		270 Shorewood Dr.	(507) 631-3334	3rd	Valley District School	10/21/17
8. Sabrina Rickley		433 Lucina St.	707-208-8008	2nd	Valley District School	10/21/17
9. Lane Cedeno		101 Zinnia Circle	707-280-1766	3rd	Valley District School	10/21/17
10. Kelly Fern		1032 Valle Vista Ave.	707-9804798	2nd	Valley District School	10/21/17

Community Interest

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 Office 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 IN SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Whitney Payson		441 Tulip Street, Fairfield, CA 94533	510.684.3289			
2. Phyllis Wilson		2212 Clifton St, Fairfield, CA 94534	707.425.4413			
3. Denise Foy		441 Tulip St	510.542.7426			
4. Linda Lindahl		1462 Humphrey Dr. Suisun	707.461.2412		Fairfield HS	
5. RA Mackins		2206 Flinders Dr S33	425.3813	8		
6. Sam Darnell		603 Devery Ln	707.720.9813		Suisun	
7. Latanya Harnell		422 Decoy Ln	707.720.9813			
8. Loreta Ross		1006 Blue Jay Dr, 94184	707.425.3360			
9. Juanita Wells		2107 Wilshire Blvd. S. 94533	510.924.0053			
10.						

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 2018/19 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
Jay So Weber		743 Topka Drive Vallejo CA 94591	707-205-538	7th	Cave Landsburg	10/16/17
Melissa M. Mendenhall		1415 Olive St. Vallejo, CA 94570	707-704-8463	7th	Cave Landsburg	9/16/17
Calvin E. Divillo		2203 Terkwood St Vallejo CA 94590	707-334-1880	12th	Benjamin Russell	9/16/17
Keith Thompson		622 Georgia St. Vallejo Vallejo CA 94590	731-2483	6th	Mare Island	9/16/17
Zlatko Gvozdenovic		437 Arroyo Cir Vallejo CA 94590	707-980-1219			10/16/17
Josiah Green		140 Silverman Ct Vallejo, CA 94590	(707) 641-3351		?	10/16/17
Cameron Mank		144 Kentucky St Vallejo CA 94590	707-305-8501		Mare Island	9/16/17
Kim Wallace		575 Topley St Vallejo CA 94590	707-305-7957		Wardlaw	9/16/17
Brennan Wallace		575 Topley Court Vallejo CA 94590	707-731-4220		Wardlaw	9/16/17
Donna		437 Arroyo Cir Vallejo CA 94590	445-946-3515		Mare Island	9/16/17
Wm M Wm		1305 Nebraska St Vallejo CA 94590	707-373-2442			9/16/17

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 2018/19 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1 Natalie Kiddle		866 Oxford Benicia	510-735-7709	3rd	Benicia USD	9/16/17
2 Mirra Farrell		1453 E 4th Benicia	707-291-1256	1st	Benicia USD	9/14/17
3 Alexandra Kelly		288 Laconia St	707-334-1631	7th	Vallejo USD	9/16/17
4 Shae Rae Gabelstein		131 Sawyer St	510-439-3407	8th	Vallejo	9/16/17
5 Audra Kelly		144 Sawyer St	707-655-5031	11th	Vallejo	9-16-17
6 Sharon Smith		156 Sawyer St	707-537-4174	7th	Vallejo	9-16-17
7 Lynus Williams		182 Peach St	707-165-6764	3rd	Vallejo	9/16/17
8 Emma McNeely		103 Farns	(707) 342-3162	—	Vallejo	9/14/17
9 Jasmine Hickson		810 Kentucky St	707-655-2154	N/A	Vallejo	9/16/17
10 Roshell Williams		810 Kentucky St	707-297-3018	N/A	Vallejo	9/16/17

PETITION FOR THE ESTABLISHMENT OF ELITE CHARTER SCHOOL

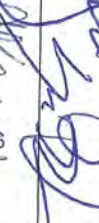
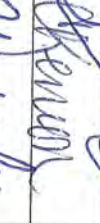
We the undersigned believe that the attached charter for the creation of Elite Charter School (the "Charter School") merits consideration and hereby petition the governing board of the Solano County Board of Education to grant approval of the charter pursuant to Education Code Section 47605 to enable 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 2018/19 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1 Rhonda Reuben		181 Woodbine Ct 94591	707-752-7886	1	Boyle	9-16-17
2 Mike Lamphun		1355 Rollingwood Dr 94591	707-836-3820	1	Heaven	9-16-17
3 Christina Walker		Challenger Vallejo.	415-601-9344	1	Wardland	9/16/17
4 Tj Monkup		- Vallejo	415-3784732	1	Wardland	9/16/17
5 Shan BJ		Vallejo	707-297-2303	1	Wardland	9/16/17
6 Delmon Miller		144 Kentucky 144 Kentucky	707-305-8803	4th	North Hills	9/16/17
7 Shareeda Carter		1201 Coronel Ave	707-297-0088	3rd/4th	Patterson	9/16/17
8 Delma Queiroz		154 Leonard St Vallejo				9/16/17
9 Luis Queiroz		134 Leonard St	732 810 0045			9/16/17
10 Delma Queiroz		3000 Bucken Dr	707-824-8444	1st	Wardland	9/16/17
		785 Springfield Way 94589	707-855-4626		Solano Middle	9/16/17

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 2018/19 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1 Vanessa Johnson		919 Porter #201 Vallejo, CA	707-400-4754 nessaleigh@gmail.com	Preschool	Pennycook	
2 Sheila Johnson		183 Rieger Ct Vallejo, CA 94594	707-655-7198 sheila.johnson@gmail.com	1st	Weideman	
3 Yolanda Webb		6015 Canyon Ave APT 446 Vallejo, CA	916-410-2739	11th	VCUSD	
4 Corey Mesback		2411 Cadioni Lane APT 6 Vallejo, CA	707-246-5447	Teacher	VCUSD	
5 Enrique Dominguez		411 Quiber Ave Vallejo, CA 94589	707-455-9509	Teacher	VCUSD	9/7/17
6 Sunny Paul		1731 Coleman Napa, CA	707-227-7810	Teacher	VCUSD	9/7/17
7 Anthony Kenner		1201 Green Core Pkwy Vallejo 94591	707 704 3273	4th	VCUSD	9/8/17
8 Christopher Perry		228 Farragut St Vallejo CA 94590	707 712 3899	5th	VCUSD	9/8/17
9 Paul Perry		226 Farragut St Vallejo CA 94590	707 712 6330	8th	VCUSD	9/18/17
10						

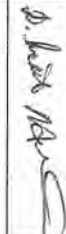
PETITION FOR THE ESTABLISHMENT OF ELITE CHARTER SCHOOL

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 2018/19 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1	Jacqueline Gaby Jenkins	3700 Lynn Rd #1203 (DOR)	486-4822			09/16/17
2	Rebecca Mikes	3700 Lynn Rd #1213	707-420-4402			9/16/17
3	Mavis Jenkins	1400 7th St 314	310-478-2024			
4	Sidney Jenkins	510 478 2022	714 478 2022			
5	Sarah Nichols	521 Kentucky St.	707-649-0996			
6	Carole J. Tranter	403 Alameda St.	707-643-4985			9.16.17
7	April Dixon	114 Kay Delafield St	707-649-9294			9-16-17
8	Tana Pratt	1100 Louisiana St	510-112-1295			
9	Orenta Talton	821 Stella St.	619-910-2416	4		9/16/17
10	Mary Seeling	271 Emily St	916-468-4684			9/16/17

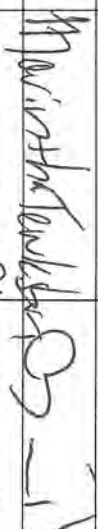
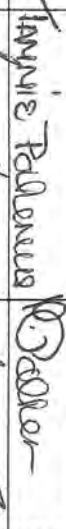
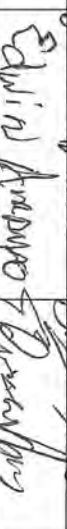
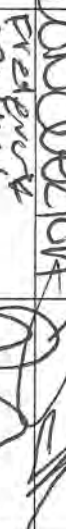
PETITION FOR THE ESTABLISHMENT OF ELITE CHARTER SCHOOL

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 2018/19 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1 Belinda Hilward		639 Grant St, Vallejo, CA 94590	707 655-7351	5th	Patterson	9/15/17
2 Kenneth Robinson		639 Grant St, Vallejo, CA 94590	510 978-5287	4th	Patterson	9/15/17
3 Scott Hatchett		115 Yankee Jim Ct, Vallejo, CA 94589	707 372-6399	6th	Dan mini	9/15/17
4 Keirsten Raach		115 Yankee Jim Ct, Vallejo, CA 94589	707-712-0446	10th	Loma Vista	9-15-17
5 Kim Hatchett		115 Yankee Jim Ct, Vallejo, CA 94589	707-291-2385	6th	Dan Mini	9-15-17
6 Tommy Calvin		1805 SEVENUS DR, VALLEJO, CA 94590	415 879-6799	3rd	Dan mini	
7 S. NILES		PO BOX 1081, VALLEJO, CA 94590			Pennycuik	9/15/17
8 C. Houston		1547 Alamo Dr, 237 Cypress Avenue, Vallejo, CA	707-555-7520			
9 Walter Jones					Patterson	
10 Mar Linder		Leatherwood Dr, Vallejo, CA	707-555-7524	-		

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 2018/19 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1		789 Virginia 14541	415-645-4172		Heritage	2/16/18
2		739 Virginia 94540	415 342-6180		Heritage	2/16/17
3		4412 Georgia St 440094455	707.10413 4265		Sanerest	9/16/17
4		Vallejo CA	707-342-346			9/16/15
5		Vallejo CA	707.689.9224			
6		901 Topside Dr 94541	707-982-983		Glenview	9/16/17
7		320 George St.	707 641-1004			9/16
8		1001 York St. 141	510-988-9084		Val. Unified	9/16
9		123 Mountain view Ave	707-704 9141		Highway	2/16
10		133 Mountain view Ave	707-625 2105		Highway	2/16

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 2018/19 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Tasha Adams		1417 Sandoval Rd Vallejo, CA 94591	(707) 410-3564	Φ	Elmer Cone	9/16/17
2. Julie Fakh		P.O. Box 4684 Vallejo, CA	707 246 6826	CA 9412	Vallejo	9/16/17
3. Aileen Estrera		468 Camino Martinez CA 94534	409 555-938	12	Tranquien	9/16/17
4. Tanaya Brown Deagala		1001 Porter St Apt 103 Vallejo CA 94590	516 585 1031	5th	Patterson	9/18/17
5. Victoria Torres		105 Kristine Ct Vallejo CA 94591	(707) 912-3679	Φ	Albion	9/18/17
6. Griselda Rodriguez		2716 Sonoma	(707) 731-0022	K - 2	Vallejo	9/18/17
7. Ruby Muriel		1508 2nd Vallejo, CA 94590	707 653 5891	12	Glen Cove	9/18
8. Mariela Marmola		252 Wilson St Vallejo, CA 94590	415 530-9715	8 & 10	Vallejo	9/18
9. Chrissy Smith		15 Parrott St Vallejo CA 94598	707-644 5317	4-2	San Juan	9/18
10. Deborah Thompson		15 Parrott St Vallejo CA 94598	(707) 512-4977	10th, 4th & 2nd	Federal Terrace	9/18

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 2018/19 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1 Derrick Roseth		15 Burnett St Vallejo, Ca	(707) 654-6780	4, 8 grade	Federal Terrace	9/18
2 Lorena Ramirez		102 Santa Clara St	(408) 472-7001	5, 8		9/18
3 Armando Iwedy		106 Cima Dr Vallejo	510 691 9085	3	Cooper	9/18
4 Patricia Salas		341 Center St Vallejo	401.342.0291	2	Federal Terrace	9/18
5 Maria Rodriguez		1102 Santa Clara St	(408) 888-2773	3	MIFFA	9/18
6 Maria E. Campbell		1033 Shennock Ave 259.589.4030		1st		9/18
7 Francisco Gonzalez		707 Sacramento St 415.1503.7284		3rd	Armando Gonzalez	9/18/17
8 Gene Hillas		109 White Street, Vallejo	707 712-4111	3	Mar Island HFA	9/18/17
9 Christina Lee		237 4th St Fairfield	707 862-4548	2-4	Armando High	9/18/2017
10 Maria Fernandez		251 Patton Circle Vallejo	707 348 6652	2-5	Dan Minc	9/20/17

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]

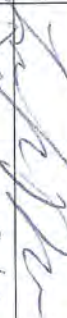
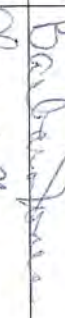
NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE 2018/19 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1	Joselyn	306 Hoborn St.	707 738 9544			9/16
2	Alexandra Col	824 Watson St	707 320 3449			9/16
3	Hazel Arcega	1201 Halsey St.	707 853 7524			
4	Hannah Arcega	1201 Halsey St.	707 853 4830			
5	Rebecca L. Allen	1201 Halsey St.	707 853 4430			
6	NONATO	1201 Halsey St.	707 853 4430			
7	Shana Kearney	1025 Sacramento St.	415.535.1018			9/16
8	Amabel Ch	3241 Terrace Beach Dr.	707-644-8711			9/16
9	Jessica Vano	2000 Pennsylvania Ave	707 694 3558			9/16
10	KAREN RUGGIERO	1835 Sonoma Blvd	707 655-2288			9/16

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 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/EMAIL	STUDENT GRADE IN SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Marina Flores		201 Maine St. D-12 Vallejo	707 712-2142	11th	Lincoln	10-16
2. Laneka Price		204 Maine St D2 Vallejo CA 94510	707 712-1390	4th	Lincoln	10/16-17
3. Patricia Stoltz		201 Maine St e-1 Vallejo CA	478 3949	6th	Sumner	10-16
4. Nesma Hardus		201 Maine St e-4 Vallejo, CA	407-712-2388	4th	Lincoln	10-17-18
5. MATTHEW ESTEY		201 MAINE STREET Vallejo	707-650-6509	4.	Lincoln	10-17-17
6. Smairela Carter		1201 Coronel Ave	707-297-0808	4	Patterson	10/16/17
7. Barbara Jones		201 Maine St, 27	(510) 734-6646	3	Lincoln	10/16/17
8. ELKINE Thompson		201 Main St Cle	925 408-0459	12th	James Bevel	10/16/17
9. YESTEN A COERENCO		530 Burkob Drive	(510) 927-1144	5th	Edward	10/16/17
10. Natalia Rodriguez		Vallejo		4th	Wendell	10/16/17

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 Selma County 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]

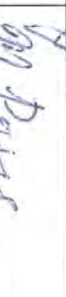
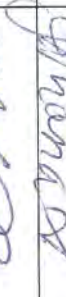
NAME	SIGNATURE	ADDRESS	PHONE NUMBER/EMAIL	STUDENT GRADE IN SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Kisha Cail	K Cail	43 Rotary Way	760 374 7138	2018-2019 <u>4</u>	Marlous	10-17-17
2. Ana Viray	~~Th...~~	14 Winkale St.	703-246-6026	<u>2</u>	Marlous	10-17-17
3. Darius Burton	~~Th...~~	40 MacEwan Dr	767-342-0211	<u>3</u>	Marlous	10/17/17
4. Sue Vella	Sue Vella	821 Fleming Ct.	(707) 704-4215	K-2	Marlous	10/17/17
5. Althia C. Miller	~~Th...~~	490 Linda Lisa Hill	767-655-0055	K-2	Marlous	10/17/17
6. Emily Helman	~~Th...~~	2003 Valley Bridge St	954-409-2370	K-1	Valley B	10/17/17
7. Dorinda Reed	~~Th...~~	2005 Florida St	707 342-4142	9th	VA	10/17/17
8. Norma	~~Th...~~	Valley Mobile Store	707 414-6243	1st	Marlous	10/17/17
9. Vicki Lopez	~~Th...~~	142 Renwood Lane	767 436-2021	1st	Marlous	10/17/17
10. Maria Mesa	Maria Mesa	1007 Keys Dr.	707 764 4254	7th		10/17/17
11. Rosa Wade	Rosa Wade	173 Bland	707 615 3931		Marlous	10/17/17

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 Polanco ~~Camp~~ 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/EMAIL	STUDENT GRADE IN 2018-2019 SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Darryl Johnson		1031 Santa Clara St.	707-655-9322	1st	Cooper	10-18-17
2. Shakela Harris		1005 Foster St	510-776-7597	8th	Patterson	10-18-17
3. Latonya Davenport		681 Foster St	707-558-5748	1st	Patterson	10-8-17
4. Debra Castaneda		6 Saint Francis Dr.	707-950-3054	4	MTHFA	10-19-17
5. Jose Castaneda		6 Saint Francis Dr.	707-554-1787	7	MTHFA	10-19-17
6. Margaret Payne		181 Herwich Place	707-444-2806	9	Vallejo High	10-14-17
7. Hector Perez		10031 Oakwood St	707-567-8231	-	Vallejo High	10-19-17
8. Johana A		1705 Sutter St.	(707) 343-6578	K-2	Vallejo	10-19-17
9. Danielle Williams		112 Erin Dr	707-340-547	Tk	Vallejo	10-18-17
10. Karla Cardos		1130 Florida St	707-712-0392	K	Vallejo	10-18-17

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 Delaware County 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/EMAIL	STUDENT GRADE IN SCHOOL	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Corey Houx	CLH	34 parist	510 910 0876	11 / 13	11 / 1	10/19/17
2. Dwayne R. R.	Dwayne R. R.	1012 Maple Ave	510 910 0876	15	Federal Terrace	10.19.17
3. Taylor Johnson	Taylor Johnson	2275 Sacramento St	707-333-2607	15	Federal Terrace	10.19.17
4. Reggie Simon	Reggie Simon	55 Valle Vista	610 712-9893	K	Federal Terrace	10/19/17
5. Paul W. W.	Paul W. W.	124 Ramona Ct	707-558-0778	K	Federal Terrace	10/19/17
6. H. H. H.	H. H. H.	187 Chase St	510 551 5715	K	Federal Terrace	10/19/17
7. Jessica McIntosh	Jessica McIntosh	386 Springfield Dr.	909-732-5177	K and		10/19/17
8. Jessica	Jessica	51312 Randolph	707 656 3636	9.		10/19/17
9. Clayton Vinton	Clayton Vinton	1152 Legend Cir	707 456 1779	3rd	Wardlaw	10/19/17
10. Katherine Vinton	Katherine Vinton	1152 Legend Circle	707 342 6171	3rd	Wardlaw	10/19/17
10. Valerie Davis	Valerie Davis	1817 Wardlaw Ave	701 397 0082	1st	Wardlaw	10/19/17

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 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]

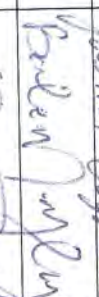
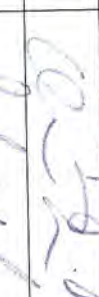
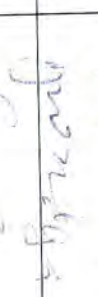
NAME	SIGNATURE	ADDRESS	PHONE NUMBER/EMAIL	STUDENT GRADE IN SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Maria Sosa	Maria Sosa	101 Kathy Elment.	415 124-8311	5 th	Wardlaw	10-19-17
2. Shavonta Bryant	Shavonta Bryant	245 Cadelline St. B	707 643-1639	5 th	Wardlaw	10-19-17
3. Marisha Jank	Marisha Jank	39 Barrett Hwy.	707 343-3900	5 th	Wardlaw	10-19-17
4. Lucero Amador	Lucero Amador	300 Iniaart way	707 346 7589	5 th	Wardlaw	10-19-17
5. Fung Lam S along	Fung Lam S along	300 Spring Way	510 730252	5 th	Wardlaw	10-19-17
6. Alan Calorna	Alan Calorna	220 River Dr College Ca 94591	707 713 5171	5 th	Wardlaw	10-19-17
7. Caleb Winchester	Caleb Winchester	1014 Virginia St	717 333-7114	5 th	Wardlaw	10-19-17
8. Alexandria Kober	Alexandria Kober	201 Marie st	707 731-3513	5 th	Wardlaw	10-19-17
9. Nicholas A. Lopez	Nicholas A. Lopez	201 Maine st	707 651-9460	5 th	Wardlaw	10-19-17
10. Egypt Elliott Davis	Egypt Elliott Davis	201 Maine St	510 350 1001	5 th	Wardlaw	10-19-17

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 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/EMAIL	STUDENT GRADE IN SCHOOL 2018-2019	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
Rosa Gonzalez		1023 Florida St	707-651-5320	TK	Patterson	10/20/17
Babe Ybanez		128 Nunnistun Dr.	707-712-7300	TK	"	10/20/17
Eleanora Lewis		1143 Portia St.	707-342-7135	K	"	10/20/17
Sabrina Walker		172 Sea Crest Cir	707-805-0119	K	Patterson	10/20/17
Michael Wenzel		938 Winchester St.	(909) 210-7412	TK	"	10/20/17
Leith Winkler		938 Winchester St	707-534-0714	TK	"	10/20/17
Wendy Sampedro		517 Porter St	714-396-3124	K/4/7	Patterson	10/20/17
Brett Sampedro		517 Porter St	714-396-3124	K/4/7	Patterson	10/20/17
David Walker		172 Sea Crest Cir	707-805-0126	K	Patterson	10/20/17
Elizabeth Gonzalez		109 Newell Ln	707-712-8811	TK	"	10/20/17
R. Dourmber		1511 Valle Vista	707-257-0091	TK	"	10/20/17

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 Office 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 IN SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. MICHAEL AMMONS-RAIFORD	<i>[Signature]</i>	1149 Rolcen Dr. Vallejo, CA 94589	707 373 311	PRE K	?	10/22/17
2. Kristopher Davis	<i>[Signature]</i>	3691 Hayes Dr. Vallejo, Ca. 94591	707 480-7522	Pre	Vallejo	10/22/17
3. Naomi Tucker	<i>[Signature]</i>	55 Valle Vista Ave. Vallejo, Ca. 94590	707 704-8344	3rd 8th	Vallejo	10/22/17
4. Dorothy Floyd	<i>[Signature]</i>	827 Stella St Vallejo 94589	707 385-0724	6th	Highland	10/24/17
5. H. Felicia Curry	<i>[Signature]</i>	7000 Arco Trailway #2021 Vallejo	510 325-7548	1st	Buckingham	10/24/17
6. Jeff Douglas Sales	<i>[Signature]</i>	711 Lotz Way Suisun City 94585	707 759-6389	3rd	Deerica	10-22-17
7. Vita Geier	<i>[Signature]</i>	521 Miller Av-Vio 94591	707 333-4618	8	Napa	10-22-17
8. JOANN ROGERS	<i>[Signature]</i>	146 Dawson P Vallejo Ca 94591	707 319-9809	K	Vallejo	10-22-17
9. THOMAS WINTER	<i>[Signature]</i>	1416 BURTON ST VALLEJO, CA 94591	707 772-0877	3rd	Valley	10-22-17
10. MILDRED REED	<i>[Signature]</i>	157 SKYWAY DR. VALLEJO, CA 94591	707 446-0630	1ST	Vallejo	10/24/17

PETICIÓN PARA ESTABLECER LA ESCUELA CHARTER ELITE

Nosotros, los abajo firmantes, creemos que el charter adjunta para la creación de ELITE Escuela Charter (la "Escuela Charter") merece consideración y por la presente solicitamos a la junta directiva del Distrito Escolar Santa Clara 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. [Selección 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 2018-2019	DISTRITO ESCOLAR	FECHA
1. Nany Velazquez Ramirez	Nany Velazquez R.	1120 Levenson St.	707-412-7496	3 rd	UCUSD	09/24/17
2. Gabriel Lindsey	Gabriel Lindsey	2455 Santa Teresa St	707-647-7443		UCUSD	08/23/17
3. Thelma Uribe	Thelma Uribe	1009 Porter St	707-655-9914	4	UCUSD	09-23-17
4. Manuel Uribe	Manuel Uribe	1009 Porter St.	707-655-9105		UCSD	09-23-17
5. Miguel Varela	Miguel Varela	1009 Porter St	707-655-9105		UCSD	9-25-17
6. Josefa Camacho	Joséfa Camacho	155 Hastings Ave	707-431-8014		UCSD	9-28-17
7. Jacquelyn Teasley	Jacquelyn Teasley	1367 Santa Clara St	707-655-3378	4 th Year	UCUSD	9-28-17
8. Bryan Harris	Bryan Harris	119 University Ave	707-244-3574	9	UCUSD	9/28/17
9.						
10.						

PETICIÓN PARA ESTABLECER LA ESCUELA CHARTER

ELITE

Nosotros, los abajo firmantes, creemos que el charter adjunta para la creación de ELITE Escuela Charter (la "Escuela Charter") merece consideración y por la presente solicitamos a la junta directiva del Distrito Escolar Solano County 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 2018-2019	DISTRITO ESCOLAR	FECHA
1.	Maria Flores	[Signature]	169 CRIPPS AVE	707 655 7013	3/1	Vallejo	9/13/17
2.	Sandra Calledo	[Signature]	344 SAN MARCUS DR	707 655 7013	3/1	Vallejo	9/13/17
3.	Nancy Nelson	[Signature]	336 SAN MARCUS ST	707 655 7013	1	Vallejo	9/13/17
4.	Terry Nelson	[Signature]	1007 A+ HERTON ST	725 244-9591	2, 8	Vallejo	9/26/17
5.	Josefredo Leon	[Signature]	364 SAN MARCUS AVE - (415) 916	707 655 7013	7/4	Vallejo	9/26/17
6.	Sean Newsome	[Signature]	144 DEARIE CT 94591	707 655 7013	9	Vallejo	9/26/17
7.	Nataly Delacruz	[Signature]	7288 Abbey Drive 94590	567-0235	-	Vallejo	9/26/17
8.	Mary Griffin	[Signature]	441 GORDON AVE 210	707 676 0533	-	Vallejo	9/26/17
9.	Nancy Fina	[Signature]	714 6th St 94590	707 281 144	15	Vallejo	9/26/17
10.	Betty Tersley	[Signature]	433 CLENN ST	707-712-0558	5/10	Vallejo	9/26/17
10.	Dannelle Vetter	[Signature]	644 Fleming	707 655 7013	4/10	Vallejo	9/26/17

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 Office 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 IN SCHOOL 2018-2019	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. JOANEE COX	<i>Joanne Cox</i>	5751 ADELPHI ST #C 94602 OAKLAND CA	(510) 922-9299			10-1-17
2. <i>Alonda Davis</i>	<i>Alonda Davis</i>		(408) 712-9406			10-1-17
3. Lisa Kelly	<i>Lisa Kelly</i>	3030 Clear Coast Cr. Vero, CA 94591	707 631-5944	K, 4th, 9th & 10th	UCUSD	10-3-17
4. <i>Marlene Kelly</i>	<i>Marlene Kelly</i>	14 Hawthood Ct	510 384-9705	9th	UCUSD	10-3-17
5. <i>John Carnathan</i>	<i>John Carnathan</i>	" "	" "	" "	" "	" "
6. <i>Phillis Jordan</i>	<i>Phillis Jordan</i>	1121 Sutter St. Vallejo	707 342-1924	1, 2		10-3-17
7. <i>Phyllis Jordan</i>	<i>Phyllis Jordan</i>	802 Reynard Dr Vero	707 567-7539		UCUSD	
8. <i>Jo Lebold</i>	<i>Jo Lebold</i>	100 Falkland	552 2894			
9. <i>James Willey</i>	<i>James Willey</i>	118 Yorkdale	707 7931 1163			
10. <i>John Muns</i>	<i>John Muns</i>	1009-Porter St ver	707 712-4996			

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 2018/19	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1	Darnita Williams	200 Ruby Ln	707 310-8100	—	—	9/3/2017
2	Alicia Beatriz	400 Santa Clara Valley	760 288-5374	3rd	Mare Island High School	9/3/17
3	Kristin Foster	361 Travis St.	707 642-4580			9/3/17
4	Sadie Kiel	300 Biv. Williamson	707 552-2846			9/3/17
5	Marsha Greene	5934 Zinfandel Ln		NA	NA	9/3/17
6	Deborah E. Chapman	321 Redwood Blvd	707 556-8330	NA	NA	9/3/17
7	MADIE KUMSTON	11010 DORADO	707 643-2880	NA	NA	9/3/17
8	Bonnie Woods	4011 E 30th, 94590	707 333-6740	W/A	W/A	9/3/17
9	DOLOTHY TATE	5227 Union Ave	707 374-3892	NA	NA	9-3-17
10	ROBERT JONES	1062 FERGUSON DR. VALLEJO, CA 94592	707 672-319	NA	NA	9/13

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 2018/19 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1	Chris Morris	P.O. Box 1256 Vallejo, CA 94590	510-510-9344 (510) 655-7018	N/A	N/A	9/3/17
2	Lind MacCormack	P.O. Box 1256 Vallejo, CA 94590	510-510-9344 (510) 655-7018	N/A	N/A	9/3/17
3	Renee Sykes	120 Phoenix Circle Vallejo, CA 94589	707-627-6273	N/A	N/A	9/3/17
4	Verista Byrd	551 Kinetic CT, Fairfield CA 94504	707-627-6273	N/A	N/A	9/3
5	Tracee Johnson	551 Kinetic CT, Fairfield CA 94504	707-627-6273	N/A	N/A	9/3
6	Delores Lewis	325 Nevada St Vallejo, CA 94590	916-476-9920	N/A	N/A	9/3
7	Nathie Paulsen	40 Valle Vista Dr Vallejo, CA 94590	707-627-6273	N/A	N/A	9/3
8	Oliver Lopez	347 Valle Vista Ave Vallejo, CA 94590	707-627-6273	N/A	N/A	9/3
9	Tommy Harris	439 Fleming Avenue East Vallejo, CA 94591	707-627-6273	N/A	N/A	9/3/17
10	Arthene Murrell	412 Celestine Dr Vallejo, CA 94591	707-627-6273	N/A	N/A	9/3/17
	Brian Brennan	900 Santa Clara St Vallejo, CA 94590	707-627-6273	N/A	N/A	9/3-17

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 2018/19 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1	<i>[Signature]</i>	1630 Santa Clara Ave 94591	510-155-1355			9/3/17
2	<i>[Signature]</i>	198 Cottingham Dr 94591	707-704-2450		Glen Cove	9/3/17
3	<i>[Signature]</i>	124 Silverview Ct 94591	707-315-2774			9/5/17
4	<i>[Signature]</i>	124 Fuchsia Ct.	707-332-4136			9/3/17
5	<i>[Signature]</i>	2823 Santa Rosa Ave 94591	510-712-8828			9/3/17
6	<i>[Signature]</i>	101 Honeycreek Dr	707-712-6442	Rebecca	Rebecca	9/3/17
7	<i>[Signature]</i>	2372 Dendrobium Ct 94591	707-366-5			9/3/17
8	<i>[Signature]</i>	100 DAVIS CT 94589	707-557-8597			9/3/17
9	<i>[Signature]</i>	525 BRITANNIA DR 94591	707-552-2694			9/3/17
10	<i>[Signature]</i>	347 Valley Vista Ave 94590	707-449-1517			9-3-17

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 2018/19 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1	<i>Shirley Smith</i>	512 White Rd	510-253-7784			
2	<i>Jameson Taylor</i>	294 E SUNSET AVE 224 94485 SUNSET CITY CA 94485	707 299-3002			
3	<i>Fred Jacobs</i>	126 Fairview way Valejo CA 94591	(707) 398-8946			
4	<i>Crystal Jacobs</i>		(707) 803-9037			
5	<i>Shontel Jones</i>	365 Riverview Dr Valejo CA 94589	443 467 4308			
6	<i>Dina Washfield</i>	322 Pickett Dr. Suisun City CA 94585	(510) 326-4393			
7	<i>Patricia Cyppere</i>	401 Mills Ct Benicia CA 94520	(707) 745-8734			
8	<i>Willie Terry</i>	308 Morgan St Valejo 94591	(510) 630-7672			
9	<i>Beverly Smith</i>	330 McLaughlin Rd Valejo 94591	(707) 346-5555			
10	<i>Ramona Johnson</i>	924 Cardinal lane Valejo	(510) 932-0458			

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 Office 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 IN SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. <i>Patricia Jones</i>	<i>[Signature]</i>	<i>1662 Kingship Dr.</i>	<i>707 315-0741</i>	<i>4-3</i>	<i>Marcel</i>	
2. <i>Rosa Mayfield</i>	<i>[Signature]</i>	<i>239 Devonshire Ct</i>	<i>707 334-4135</i>	<i>2</i>	<i>Somerset High School</i>	
3. <i>Dwayne Williams</i>	<i>[Signature]</i>	<i>1309 Tudumise ST</i>	<i>707 319-8036</i>			
4. <i>Alfreda Roquerre</i>	<i>[Signature]</i>	<i>1361 GARDEN Dr. NJ</i>	<i>707 373-0208</i>			<i>9/3/17</i>
5. <i>Shaunon Sosa</i>	<i>[Signature]</i>	<i>156 WITCHELL CT</i>	<i>(707) 853-3881</i>			
6. <i>TERRE RUSSELL</i>	<i>[Signature]</i>	<i>201 PENSILVANIA AVE</i> <i>Fairfield, Ca 94533</i>	<i>415 683 8423</i>	<i>1</i>	<i>ELITE SIBLON</i>	<i>9/3/17</i>
7. <i>MARY HARRIS</i>	<i>[Signature]</i>	<i>2097 BLVD CT</i>	<i>(707) 425-4055</i>		<i>ELITE SIBLON</i>	<i>9/3/17</i>
8. <i>JACKIE HENSLEY</i>	<i>[Signature]</i>	<i>448 COTTA Dr</i>	<i>707 554-2196</i>			<i>9/3/17</i>
9. <i>Gloria Washington</i>	<i>[Signature]</i>	<i>156 Michael Ct. Valjo</i>	<i>707 319-4801</i>			<i>9-5-17</i>
10.						

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 Office 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 IN SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Korena Clark		401 Larissa Lane	707 975-1622	TK	VUSD	
2. Erica Langston		330 Lotas	(707) 712-0621			9/3/17
3. Geneva Langston		330 Lotas Pl	(707) 552-4246			9/3/17
4. Juanisha Cox		8915 N. Texas St. Faithful	(707) 315-6058		VUSD	09/03/17
5. Egin Williams		176 Azalea Ct Vallejo, CA 94592	(707) 567-1741		VUSD	09/03/17
6. MARLOS SYKES		235 Stella Ave #203 Bldg	707 359-9882		BUSD	9/6/17
7. Morgan Jefferson		308 Lamont Ct Vallejo, CA 94591	707 342-9345		VUSD	9/13/17
8.						
9.						
10.						


 9/6

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 Office 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 IN SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Harold Dwyer	<i>Harold Dwyer</i>	112 Encinita Blvd Unit 470 2418 Cottage Way #4 Sacramento, Ca 95825	707-648-1446 (510) 718-4675	2018-2019		
2. Serice Shropshire	<i>Serice Shropshire</i>	305 Holly St	757 696-6587			
3. Hattie Meadows	<i>Hattie Meadows</i>	379 San Marcos Pl.	709-333-3886	8 th 11 th		
4. Lenita Boggs	<i>Lenita Boggs</i>					
5. Margaret Spindler	<i>Margaret Spindler</i>	Wm Co	297-1511			
6. Julie Peters	<i>Julie Peters</i>	Vpd, Ca.	(707) 712-6800			
7. Johnnie Robinson	<i>Johnnie Robinson</i>	3050 305 Valley	(707) 712-6800			
8. Bishop Earl Roberts	<i>Bishop Earl Roberts</i>	P.O. Box 309 Valley	603-0970			
9. Rosetta Thompson	<i>Rosetta Thompson</i>	352 Tegen Dr	707-441-6401		Jaymes	2/1/17
10. Danny Johnson	<i>Danny Johnson</i>					

PETITION FOR THE ESTABLISHMENT OF

ELITE

CHARTER SCHOOL

PB
9/10

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 Bellevue 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 IN SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Mande Tilton	[Signature]	224 Clyde Dale Dr	207 208 9766	Home School	Walden	8/24/11
2. Rhonda Carley	[Signature]	501 Babbles way	707 319-5649	9th	Walden	8/24/11
3. Maria Dalton	[Signature]	1131 Magazine St	736-4741	11th	Walden	9-27-11
4. Jackie DeGruia	[Signature]	119 Fremont Ave		10th	Walden	12/4
5. Avianne Robinson	[Signature]	1050 S 37th St	509-493-9477		Walden	9/29/11
6. Cathin Douglas	[Signature]	454 - 1501 A	1-215 378	11th	Walden	9/29/11
7.						
8.						
9.						
10.						

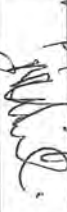
PETITION FOR THE ESTABLISHMENT OF

ELITE

CHARTER SCHOOL

8/9/17

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 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 IN 20__-20__ SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Crystal Baxter		601 Civic Center Blvd Suisun	707-335-4412	Pre	Fairfield Suisun	08/20/17
2. Melissa A. Bond		337 Maple Dr. Vallejo, CA 94591	707-334-1016	10th	Vallejo	08/21/17
3. Veronica Macdonald		605 Daniels Valley	(510) 428-1570	High School	Vallejo	20th Aug.
4. Lisa Jackson		260 Torrey Ln Vallejo	(707) 428-3187	9th	Fairfield Suisun	8/20/17
5. Danielle Thompson		108 Roseburg Way Fairfield CA 94534	707-803-9959	2nd-13th	Glenview	8/22/17
6. Crystal Koch		1240 Fair Haven Way Vallejo	707-428-4226	4/2/15	Vallejo	8/22/17
7. Amanda Escamada		1301 Clusart	707-428-4226		Fairfield	8/22/17
8. Norma Higgins		1703 Autumn Meadows	707-428-4226		Fairfield	8/22/17
9. Toni Pearce		738 Steffen St. Vallejo CA	707-428-4226			
10. Elanor Taylor		224 Chelmsdale Dr	707-428-4226	8th	Vallejo	8/24/17

PETITION FOR THE ESTABLISHMENT OF

ELITE

CHARTER SCHOOL

8/10/17

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 Delano 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]

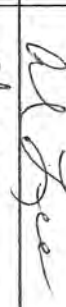
NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE IN 20__-20__ SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Lashina Barker	[Signature]	132 WOODVALE CT Vallejo	707-752-7161	K	Vallejo	8/20/17
2. Jeorgette Liguas	[Signature]	190 Toni Ct. Vallejo	707-3421641	1, 4, 10	Vallejo	8/20/17
3. Samuel [unclear]	[Signature]	255 Rio Grande Dr. Vallejo	707-6853261	7	Vallejo	8/22/17
4. Kenya Eaton	[Signature]	209 Amelia St	707-321-1821	8	Vallejo	8/22/17
5. Elizabeth [unclear]	[Signature]	125 Cypress Ave.	445-9333	1-11	Vallejo	8/22/17
6. Deanna Delaney	[Signature]	961 GRIFFIN DR. Vallejo	445-421-8844	9th	Vallejo	8/22/17
7. [unclear]	[Signature]	2851 Redwood Pl	6119-6273	5	Vallejo	8/22/17
8. Alicia Batmang	[Signature]	900 Santa Clara St.	700-2288	2	Vallejo	8/22/17
9. [unclear]	[Signature]	337 Dapple Dr. Vallejo	707-554-1016	10	Vallejo	8/20/17
10. Gillian Reeder	[Signature]	1112 North Regatta Dr	916-2131192	1	Vallejo	8/20/17

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 Selene 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 IN 20_20_ SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Paulette Brown		278 Cameron Dr.	731 1235	12	Valley	8/20
2. Shirley Lee		310 Riverview Dr	207 648-5231	12	"	8/20
3. Al Lee		310 Riverview Dr	207 648-5231	12	"	8/20
4. Darnise Lee		404 Norraker Dr.	(910) 987-7388	2	Valley	8/20
5. Essie Jackson		3325 Fernwood St	409 644-5780	8	Fairfield	8/20
6. Gloria Washington		156 Mitchell Ct	707 319-4801	11 & 12	Valley/McLean	8/20
7. Mabel Lumpkin		110 N. 2nd St	707 643-2840	8	Valley	8/20
8. Leandra Matthews		105 Bayview Ave	707 655-5267	12	Valley	8/20
9. Renato Matthews		105 Bayview Ave	707 563-7330	12	Valley	8/20
10. Leanna Johnson		105 Bayview Ave	707 641-5955		Valley	8/20

8/20

PETITION FOR THE ESTABLISHMENT OF

ELITE

CHARTER SCHOOL

8/16

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 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 IN 20_20_ SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. KERRY	[Signature]	4604 Moorpark	81524841	5	Vallejo	
2. MURRAY	[Signature]	346 Bolton Way	712-9481		Vallejo	8-28
3. LYNDA GEDERS	[Signature]	484 Lake Park Ave Oakland CA 94612	954 882 8529	K	Vallejo	8-28
4. DEZIRAH THOMAS	[Signature]	201 Marine St Vallejo CA 94591	415 604 6731	K-2nd	Vallejo	8-28
5. ALKEM BROWN	[Signature]	1454 Grand St Vallejo	415 604 6731	K-2nd	Vallejo	8-28
6. JACQUELINE	[Signature]	905 Muscaty Court	724 992 724	K-5	Suisun City	8-19
7. MARIAN	[Signature]	1805 Highland	602 807 738		Vallejo	8-20
8. SHELLEY	[Signature]	306 Blvd Williams Dr Vallejo 94591	707 558-2844	TK, 9, 10, 11	Vallejo	8-20
9. ROBERT A. JONES	[Signature]	1662 FLAGSHIP DR. Vallejo 94592	707 319-6728	2nd	Vallejo	8-20
10. ANTHONY TONIN	[Signature]	1805 SACRAMENTO Vallejo 94590	209 518-8267	7	Vallejo	8-20-17

PETITION FOR THE ESTABLISHMENT OF

ELITE

CHARTER SCHOOL

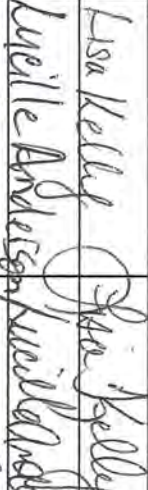
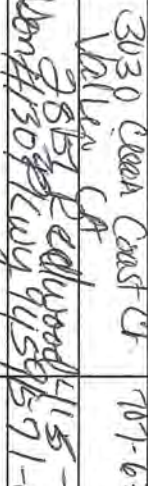
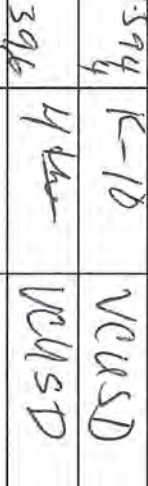
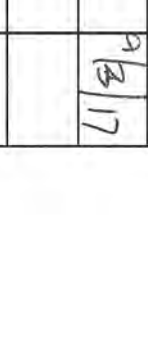
8/19/10

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 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 IN 20__-20__ SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Katherine Cox	KC	980 Toppaz Ct	707372260		Southern Valley	8/19/10
2. NATALIA ZUNIGA	Natalia Zuniga	164 MOUNTAIN VIEW AVE. VALLEJO, CA 94590	707-656-5458	9-117	Cenote Valley	8/1/10
3. VICTA SEPULON	Victa Sepulon	373 Linfield Dr. Ys	(707) 644-6765	3rd, 5th	North Valley	8/1/10
4. Quinta Wright	Quinta Wright	355 Twinlume St	90855355264	-	North Valley	8/1/10
5. Ruine Maydeas	Ruine Maydeas	100 Boater St	7076561980	-	N/A	8/1/10
6. Sandra Poel	Sandra Poel	1914 Windsor Ct. Vallejo		N/A	Green Car	8/1/10
7. Liz Griffin	Liz Griffin	980 Topaz Valley	7073732028			8/1/10
8. Jean E. HARR	Jean E. HARR	100 Bowman St Valley	8415675	11th		8/1/10
9. DARILE O'BRIEN	DARILE O'BRIEN	4374 Vision	9152463818	NA	-	8/1/10
10. Mildred Evans	Mildred Evans	15511 McDougal St	9099107042			8/1/10

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 2018/19 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1 Lisa Kelly		3030 Ocean Coast Ct Vallejo CA 94591	707-631-5944	K-10	VCUSD	9/3/17
2 Lucille Anderson		2857 Redwood Dr Vallejo CA 94591	707-631-5944	4th	VCUSD	
3 Lisa Wilson		1030 W. Main St Vallejo CA 94591	707-631-5944			
4 Elina Wilson		1030 W. Main St Vallejo CA 94591	707-631-5944			
5 Natalie Johnson		1980 Outcrop Dr Vallejo CA 94591	707-631-5944			9/3/17
6 Celia Freighma		1724 Marshall Rd Vallejo CA 94591	707-631-5944	8th		
7 Shanelle Steved		881 Birchwood Vallejo CA 94591	510-325-1113			9/3/17
8 June Thomas		719 Davis Ave Vallejo CA 94591	707-552-7481			9/3/17
9 Steven Hughes		551 Broadway Vallejo CA 94591	510-691-2024			9/3/17
10 Michelle Richardson		1024 Chestwood Dr Vallejo CA 94591	510-338-1585		VCUSD	9/3/17

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 Office 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 IN 20__-20__ SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Beverly M. Lee	Beverly M. Lee	691 Fleming 712 Westbrook Ave 712 Westbrook Ave Oakland CA 94611	907 643-2437	N/A	N/A	9/5/17
2. LAURNA BOOTH	Laurna Booth	425 DEL SUR ST VALLEJO, CA 94591	(707) 530-5877	N/A	N/A	9/13/17
3. ASHLEY MERRILL	Ashley Merrill	1467 Eastway Dr Vallejo CA 94591	707-537-4904	15	Travis Merrill	9/13/17
4. SPENCER L. MERRISON	Spencer L. Merrison	6638 Boulton Ct Walrus	707-853-4322	year	Travis Merrison	9/13/17
5. LORI KENT	Lori Kent	1873 Windsorville Way FF	707-803-5708	205	Cordelia Hill	9/13/17
6. JAMES L. CONNER	James L. Conner	508 KIRKLAND AVE Napa	707-453-3602			9/13/17
7. SEPHARAH REID	Sephara Reid	305 Blalock Ave Vallejo	707-537-7944	4	Reid	
8. MARCO J. GARCIA	Marco J. Garcia	1415 Jansen St Vallejo	707-611-1557	7		
9. ROSEMEAD J. ROSS	Rosemead J. Ross	219 Rainsgate Way Vallejo	707-815-6775	9th		
10. Gwendolyn White	Gwendolyn White	8700 Willa Tomaso Ct Tr	707-815-0350			

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 Office 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 IN 20__-20__ SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Rosenda Lopez		833 N. Camino Alto Pass Vallejo, CA 94594	810 800-2105 (707)	3	Woods	9/3/17
2. Sherri Morris		8101 Carlisle Way Valley, CA 94591	707 444-4184	3	Woodland	9/3/17
3. Paul Mann		8101 Carlisle Way 94591	707 444-4184	3	Woodland	9/3/17
4. Loretta Wilson		68 Ventura St. Vallejo 94590	707 246-3131	3	Woodland	9/3/17
5. VERA SPEARMAN		100 Fleet St. Val.	707 352-8790	0	NA	-
6. Raymond Murray		2300 Alameda St. Vallejo 94591	707 453-8259	0	NA	8-3-17
7. Jackie Jones		131 12th St. Val.	707 853-6828	7		9/3/17
8. Ray Murray		2461 Tuckerman St. #4169 F/P	707 319-8735			
9. Alfonso Duran		2900 Canfield Ave	707 246-8780	4	N/A	9/3/17
10.						

PETICIÓN PARA ESTABLECER LA ESCUELA CHARTER

EUNTE

Nosotros, los abajo firmantes, creemos que el charter adjunta para la creación de EUNTE Escuela Charter (la "Escuela Charter") merece consideración y por la presente solicitamos a la junta directiva del Distrito Escolar Solano County 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. La petición autoriza 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. [Selección 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 2018	DISTRITO ESCOLAR	FECHA
1.	Jasmin M	[Firma]	217 Jan 4th St	(510) 938-4735	Pre	Solano	08/25
2.	Angelica	[Firma]	2101 Marin St	(510) 833-5447	Run	Solano	08/24/17
3.	Rhonda	[Firma]					
4.	Paulina	[Firma]	616A Avenida	(510) 310-3445	PK	Solano	02/29/17
5.	Jane	[Firma]	716 Modoc St	(510) 734-3440	PK	Solano	01/20/17
6.	Jane	[Firma]	125 12TH St	(510) 734-3440	PK	Solano	02/29/17
7.	Gould	[Firma]	5512 11th St	(510) 734-3440	K	Solano	03/01/17
8.	Lucia M	[Firma]	535 Socrates Valley	(510) 583-3118	K	Solano	08-28-17
9.							
10.							

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 2018/19+ school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1		600 Capitol Street Vallejo CA 94590	707 704-5327	12th	Solano	9/3/17
2		500 4th Road East Vallejo, CA 94590	707 641-5023		Solano	9/3/17
3		380 Carlin St Vallejo CA 94590	707 478-1669		Solano	9/3/17
4		2044 Falcon Vallejo CA 94590	707-435-6887		Solano	9/3
5		5139 Missouri Ct. Falcon, CA 94534	707 864 3948	6th/2nd	Solano	9/3/17
6		379 Leffers Pl Vallejo CA 94590	707 554 4246		VCUSD	9/3/17
7		1009 1st St #102 Vallejo, CA 94590	707 827-8356	8th & 2nd	VCUSD	9/3/17
8		1005 Porter St. Vallejo CA 94590	707 532-6542	2nd & 5th	VCUSD	9/3/17
9		1004 Porter St #101 Vallejo CA 94590	707 918-968	3rd/8th	VCUSD	9/5/17
10		343 Alvin Ave. Vallejo CA 94590	707 724-0228	8th/5th	VCUSD	

EB
9/5

Sept 3, 2017
Lester

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 2018/19 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1 Julie Davis	[Signature]	2851 Redwood Ave #1418	704 332-7557	9/8	K-12 ^{Hop} ~~Albino~~	9/3/17
2 Jessica Stark	[Signature]	" "	(714) 469-7776	9/8	Preschool	9/3/17
3 Maria Lewis	[Signature]	1603 Charlotte Valley, CA	415 853-0805	Valley	K-12	Sept 17
4 John Thomson	[Signature]	1100 Dorado Dr Vallejo CA 94589	510 392-2411	—	Vallejo	9/3/17
5 Carol Manibusan	[Signature]	1617 Valle Vista Ave Vallejo CA 94589	907 655-3685	~~K~~ K	Vallejo	9/3/17
6 Tamara Jansen	[Signature]	801 Middlebrook Dr Vacaville, CA 95687	707 342-8172	K/3	Vacaville	9/3/17
7 Bruce Klemmer	[Signature]	1109 Worthy Rd Vacaville	707 720-5196	Grades 1-6	Suisun	9/3/17
8 Sharon Norwood	[Signature]	149 Arct. Wy Vacaville	707 468-0204	5th/8th	Green Cove Vps	9-3-17
9 Thomas E. Wallace	[Signature]	319 E. 15th Ave Vallejo	707-720-5392	11th	Vallejo	9-2-17
10 Margyda Bernal	[Signature]	19 Karan Dr. Ann. City	707-803-2411	K-12	Napa/UCUSD	9/3

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 2018/19 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1	Ashley Yarnough		149 Drake Ct Vallejo, CA 94591	3238772812	K-12	UCMSD	9/3/17
2	Antonio Daves		1536 E 3rd Street Stockton, CA 95210	916) 661-5158	K-12		9/3/17
3	Josefa Daves		4536 E 3rd Street Vallejo	916) 661-5158			9/3/17
4	Sean Dalm		911 6th Street Vallejo	707 803 0097	K-12	Vallejo	9/3/17
5	Robert Scott Robertson		100 Drake Wood Napa, CA 94558	707 644 1899	2nd	UCMSD	9/3/17
6	Marilyn Farnsworth		175 Painter Circle Napa, CA 94558	707 244 4403	K-12		9/3/17
7	Sean James Greenfame		26 Hollywood Ave Napa, CA 94558	707 641-5249	K	UCMSD	9/3/17
8	Pamela Davis		330 San Jose St Napa, CA 94558	707 656 5800	K-12	UCMSD	9/3/17
9	Tom Williams		PO Box 9262 Napa, CA 94558	707 554-6484	—	Vallejo	09/03/2017
10	Carmel Rodriguez		1143 Buchanan Napa, CA 94558	707 485-1526	8th	Vallejo	9/3/17

Sept 3, 2017

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 2018/19 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1 Tara Banks		172 Flint Ct. Vallejo	510-759-9509	K	Country Club Crest	9/13/17
2 ~~Boonick Stone~~		8925 Royal Ct.	(535) 707-2831			9/3/17
3 Stephen Lee		123 meadow ave	774-63141		San Francisco	9/12/17
4 Rachel Watson		PO Box 1528 CHALIS	707 641-3349	5 th	MID Town	9/5/10
5 SHANNYA LITTLE		211 DEL WIZ CT FAIRFIELD CA 94533	707 384-2275	K / 8 th	DOVER	9/15/33
6 Christel Begeth		906 Copper Wood Vacaville, CA 94568	702, 755.9022	9 th / 11 th	Solano	9.1.2017
7 Dan Harding		3045 Poplar CT Fairfield, CA 94533	707 631-1261	2 nd 4 th yrs	Laurel Creek	9-3-17
8 Ashley Bailey		19 Karen Kathleen Dr. 94503	(510) 707-2670	4 th K	Napa County	9-3-17
9 SHANTE HARRIS		19 KAREN D. AMERICAN 855 E Tabor #59 Fairfield, Ca 94533	707 354-4176	K-12		9/3/17
10 Lisa Bryant			(707) 720-7672	K-12	Fairfield	10/3/17

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 2018/19 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1	Mahina Mickey	1143 Buckhorn Ln. Fairfield, CA 94533	707/430-2194	3 rd , 5 th	FSUSD	9/3/17
2	Diana's Int	350 Inverness Dr VTO CA 94589	707 655-5186		Vallejo	9/3/17
3	Helen Marie Guba	1029-Paradise Street #101 Vallejo, CA 94590	707-712-6176	3 rd /8 th	VCUSD	9/3/17
4	Alice Haudig	3015 Poplar Ct Fairfield, CA 94517	707 631-1675	4 th + 2 nd	FSUSD	9/3/17
5	Lake Strong	141 Hollywood Ave Vallejo, CA	707-444-1487	3	VSUSD	9/3/17
6	Hattie	141 Hollywood	707-444-1487	3 rd	VSUSD	9/3/17
7	Mrs. Richardson	200 Cornwell Dr. Vallejo CA		2 nd - 4 th	VSUSD	9/3/17
8	Mrs. Williams	200 Cornwell Dr. Vallejo CA	707-444-1487		VSUSD	9/3/17
9	Gwen Smith	141 Hollywood	707-444-1487		VSUSD	9/3/17
10	Dominique	141 Hollywood	707-444-1487		VSUSD	9/3/17

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 2018/19 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1	<i>Stephanie Stokely</i>	Fairfield CA 94533	707-428-0769	K-12	Solano	9-3-17
2	<i>Shawonda Brown</i>	Fairfield CA 94533	707-439-5480	K-12		9-3-17
3	<i>David R. Brown</i>	415 Falcon Dr	707-863-1405	K-12		9-3-17
4	<i>Janeese Martin</i>	1015 Porter St.	707-359-9245	3rd	Vallejo	9-3-17
5	<i>Erin H. Hines</i>	609 Denver St	707-231-0024	9th	Vallejo	9-3-17
6	<i>Lawrence Higgins</i>	609 Grant Street	707-731-0024	9th	Vallejo	9-3-17
7	<i>Curtis Lewis</i>	420 Gonzaga Ave	707-246-9444	7th	Vallejo	9-3-17
8	<i>Martina Williams</i>	PO Box 44 Vallejo, CA	(707) 246-1080		Vallejo	
9	<i>Lydia Ward</i>	1751 York St. Vallejo, CA 94583	707-454-5760	1st	Fairfield	9/3/17
10	<i>Yolanda Andrews</i>	537 Swan Way	707-563-7023	3rd	Vallejo	9-3-17

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 Office 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 IN 2018-2019 SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Kelly Robinson	[Signature]	1200 Beckley of Suisun, CA 94585	707 446-7445	7	Fairfield Suisun	9/10/17
2. Evelyn Singleton	[Signature]	17311 Alameda - Fairfield CA 94534	570-33 580-2143	9	Fairfield Suisun	9-10-17
3. Consundwa Nave	[Signature]	2884 Sequoia Pl Fairfield, CA	510 375-6692	1st	Fairfield	9/10/17
4. YANIRA Pineda	[Signature]	2459 TOLAND DR. FAIRFIELD CA 94533	510-435- 3194	TK	Fairfield	9/10/17
5. Aaron Torzic	[Signature]	967 muthrow ct Fairfield CA 94533	510-932- 4205	K	Fairfield	9/10/17
6. Malia Banks	[Signature]	409 NORMANDY LN VALLEJO, CA 94591	707 342- 2650	2nd	Vallejo	9/10/17
7. Monique Smith	[Signature]	4109 therman LN Vallejo CA 94591	707 333-6283	4th	Vallejo	9/10/17
8.						
9.						
10.						

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 Office 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 IN SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Edward Gordon	Edward Gordon	2437 Maryville way Fairfield CA 94533	707 816-2738	5th	FUSD	
2. Sierra Delan	SD	6410 E Travis Blvd apt 503 Fairfield, CA 94533	707-200- 79108	4th	Solano	
3. Zanara Royster	Z-Royster	118 Villa Court Fairfield CA 94533	707 555-2424	6th	Solano	
4. Noboru Lemitt	Noboru Lemitt	151 E. Trans Blvd Fairfield CA 94533	707 550-4403	5th	F.F.	
5. Br Hanj Houston	B Houston	693 E Tabor Ave #18 Fairfield Ca	707 716-9312	5th	Solano	
6. Jasmine Lewis	Jasmine Lewis	1693 E Tabor Ave #44 Fairfield Ca	707 771-0358	1st	F.F.	
7. Kyla Frazier	Kyla Frazier	917 Matthew Ct Fairfield, CA 94533	(510) 441- 7510	K	Solano	
8. Willie Morris	Willie Morris	815 Almbird St APTC Susan City	(707) 384 9544	K-2nd	Solano	
9. Shirley Cook	Shirley Cook	13h Alasky and Fairfield	(916) 893-2704	K-3rd	F.F.	
10.						

Community Leaders

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 Office 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 IN 20__-20__ SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. <u>Stelma Smith</u>	<u>[Signature]</u>	<u>41415 Redwood St 343</u>	<u>707 6545111</u>			<u>9/3/17</u>
2. <u>Carolyn Evans</u>	<u>[Signature]</u>	<u>512 Countryside Dr. Drenate</u>	<u>925-880-0245</u>			<u>9-3-17</u>
3. <u>Mary Hout</u>	<u>[Signature]</u>	<u>725 Adelaide Way Fairfield CA 94533</u>	<u>(707) 631-8934</u>			<u>9/3/17</u>
4. <u>Godthard</u>		<u>1300 Fairfield Dr #161 N. Oakland CA 94612</u>	<u>707-387-7830</u>	<u>X</u>	<u>Travis</u>	<u>9/3/17</u>
5. <u>Dolores Robinson</u>	<u>[Signature]</u>	<u>30385 Spaulding Wy 14533 San Francisco CA</u>	<u>858-3416438</u>			<u>9/8/17</u>
6. <u>Donald Irving</u>	<u>[Signature]</u>	<u>1030 SHADYWOOD CT</u>	<u>(707) 235-0447</u>			<u>9/3/17</u>
7. <u>Walter Johnson</u>	<u>[Signature]</u>	<u>2200 MacArthur # 2023</u>	<u>907 334-4350</u>			<u>9/3/17</u>
8. <u>Theodore Blakey</u>	<u>[Signature]</u>	<u>5087 Bickford Cir Fairfield CA 94533</u>	<u>707 244 6549</u>		<u>Travis</u>	<u>9/3/17</u>
9. <u>Deanne Williams</u>	<u>[Signature]</u>	<u>600 Sequoia Dr Susan City CA 94585</u>	<u>707 628-8170</u>		<u>Travis</u>	<u>9-3/17</u>
10. <u>John L. Allen</u>	<u>[Signature]</u>	<u>1905 Blossom & T. Fairfield, CA 94533</u>	<u>707 434-8054</u>			<u>9/3/17</u>

Community Interest

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 Office 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 parents meaningfully interested in enrolling their student(s) at the Charter School OR The petitioners listed below certify that they are teachers who are meaningfully interested in teaching at the Charter School]

NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE IN 20 -20 SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Michaela Spears	[Signature]	131 Alameda Blvd #4	707 424 3602	—	—	9/3/17
2. Sonia Spears	[Signature]	1309 Hickory Ave FE	707 384 2761	—	—	9/3/17
3. Michaela Spears	[Signature]	619 Decade Dr. #109	707 631-3256	—	—	9/3/2017
4. Ashley Bourne	[Signature]	1157 Burkhardt Vacaville	707 544 6916	—	—	9/3/17
5. Chazell Jones	[Signature]	2434 Marquette Way FE	707 485 4255	—	—	9/3/17
6. Terry H. Jones	[Signature]	" " "	707 707 9750	—	—	9/3/17
7. Sabrina Stephens	[Signature]	1111 Alaska Dr #69 PK	707 488-5504	—	—	9/3/17
8. USSC Beach	[Signature]	2852 Sunburst Dr	707 384-6438	—	—	9/3/17
9. Kara Moffat	[Signature]	1745 Western Meadows Dr	510 289 9833	—	—	9/3/17
10. Jordan Spiller	[Signature]	11-1 Del Rio Circle	618-606	—	—	9/3/17

8372

Community Interest

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 Office 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 IN 20__-20__ SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Fred Ford	Fred Ford	2007 Newcastle Rd	707 392-9337		Watcove 9-3-17	
2. NORA FORD	NORA FORD	539 HONOLULU CT	901 344-2442		Watcove 9-3-17	
3. Mrs. G. Dwyer	Mrs. G. Dwyer	2924 S. Dwyer Dr. F.T.	707-439 3947		Selene 9-3-17	
4. Sharr Haley	Sharr Haley	116 N. Henry Way, 5th	925-785 9471		SRUSD 9-3-17	
5. Sanchez Rubin	Sanchez Rubin	4415 Redwood St. #301	707-354 8799			
6. Federico Luna	Federico Luna	4169 Hummer Way	707-458 7644		Valley 9/3/17	
7.						
8.						
9.						
10.						

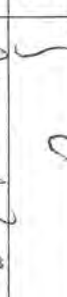
PETITION FOR THE ESTABLISHMENT OF ELITE CHARTER SCHOOL

NAME	SIGNATURE	ADDRESS	PHONE NUMBER	STUDENT GRADE IN SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Natalie W. Johnson	<i>Natalie W. Johnson</i>	2378 Peachtree Dr. #8	707-384-5800	Solano HS. F.S. USD	9-10-17	
2. Kevin Weidman	<i>Kevin Weidman</i>	907 New Dr. S.S.	(707) 207-7440	Solano	9/10/17	
3. Richard Nixon Sr.	<i>Richard Nixon Sr.</i>	2451 Redwood Parkway #510	(415) 374-1057		9-10-17	
4. Michele Coey	<i>Michele Coey</i>	3413 Ocean Dr Fountain Ca 94533	415 734-2570	Solano	9-10-17	
5. Sam Mustafa	<i>Sam Mustafa</i>	3001 N. Texas Foothill	707-655-3375	Solano	9-10-17	
6. Kelli Cates	<i>Kelli Cates</i>	P.O. Box 3422 F.C. 94533	707-394-3533	Solano	9/10/17	
7. Ann Butler	<i>Ann Butler</i>	2501 Blue Ave				
8. John Lambert	<i>John Lambert</i>	819 San Remo St	707-398-5486	Solano	9/10/17	
9. Jia Huan	<i>Jia Huan</i>	3306 Flicker Ln FF	707-3443072	Solano	9/10/17	
10.						

Community Interest

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 Office 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 IN SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Jean Jackson		2015 Blue Bird way	803-2720		Solano	9-10-17
2. Wilanda Hughes Burns		21221 Breckwelder St	707-435-9777		Solano	9/10/17
3. Kelly McNeil		721 Breckwelder Co SS	707-435-9777		Solano	9/10/17
4. Reginald Nixon		2851 Redwood Hwy Vallejo CA 94591	(415) 240-3159		Solano	9/10/17
5. MARIE BURNS		Vallejo CA				
6. MYKEH KOPINSON		14004 Newmarket St Sacramento CA 95834	707-433-1732			
7. KATHY HALL		1932 Blossom Ct FF	707-425-4098		Solano	9/10/17
8. Cory Berger		1145 FoxBox Suisun CA 94585	(916) 613-2862		Solano	9/10/17
9. Queen Foster		357 E. Alaska Ave. Fairfield CA. 94533	(707) 422-8631		Solano	9-10-17
10.						

84

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 Office 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 IN SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Sean de Ram		1206 Clapper St, Danville CA 94519	(916) 702-5810	7th	Venture	9/10/17
2. Veronica M. Maderomate		205 Daniels Avenue	707-515-5644	9th	WMSD	10 Sept
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

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 Office 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 IN SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1.	DeTrice Rodgers	DeTrice Rodgers	185 Betty Ct. Vallejo, CA 94589	(510) 393-3700	2017		9/17/17
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

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 Office 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 IN SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. <i>Elvira Trotman</i>	<i>[Signature]</i>	3115 Alameda Pt #2 Marina, CA	510 778-6624	4th 2018-2019	Marina District School	8/22/17
2. <i>Kimisha Hall</i>	<i>[Signature]</i>	900 South Hampton Rd. #99 Benicia, CA 94510	(503) 228-4107	12th 2018	Benicia District School	10/29/17
3. <i>George Wilson</i>	<i>[Signature]</i>	4748 Stonewood Dr Fairfield CA 94534	510 292-6916	1st + Preschool	Fairfield District School	10/22/17
4. <i>Kashante Scott</i>	<i>[Signature]</i>	4608 APRIL COURT	510 912 2470	TEACHERS		10/22/17
5.						
6.						
7.						
8.						
9.						
10.						

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 Office 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 IN SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. <i>Dante Snell Sr.</i>	<i>[Signature]</i>	120 RAINBOW CT VALLEJO CA 94591	707 712-6679	4 TH 2018-2019	VALLEJO	10/22
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

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 Office 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 IN SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Renee Box		859 Trotter Dr Vallejo, CA	(907) 246-5500	1st	Fairfield	10/22/17
2. Joe Thurstal		2619 Mitchell Ave Fairfield CA 94533	916 479-4234	3rd 8th	Fairfield	10/22/17
3. Kyra Lumpkin		1002 Flagship Dr Vallejo. CA 94592	707-454-5537	2nd	Vallejo	10/22/17
4.						
5.						
6.						
7.						
8.						
9.						
10.						

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 Office 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 IN SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Antoinette Edwards	<i>Antoinette Edwards</i>	212 Clearbrook Ct Suisun City	510 691-1003	2nd	Fairfield	10/22/17
2. Brianna McLoas	<i>Brianna McLoas</i>	347 Illinois Apt A	(907) 917-0824	16	Waller 50	10/22/17
3. Daris Gordon Davis	<i>Daris Gordon Davis</i>	146 Hickory St. NTO	707-704-9417	1	Vallejo	10/22/17
4. Gary White	<i>Gary White</i>	563 Tammy Lake Pl. Fairfield	707-704-9384	Teacher		10/22/17
5.						
6.						
7.						
8.						
9.						
10.						

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 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/EMAIL	STUDENT GRADE IN 2018-2019 SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Paul Fern	Paul Fern	1032 Valle Vista Ave	707 815 1657	and	Vallejo	10/21/17
2. Myra Green	Myra Green	1111 Alameda Ave	707 450 9108	S/	Vallejo	
3. Myra Green	Myra Green	130 Leonard St	707 455 0905	K	Vallejo	10/21/17
4. Patricia Jones	Patricia Jones	428 Corcoran Ave #2	707 441 3448	K	Vallejo	10/21/17
5.						
6.						
7.						
8.						
9.						
10.						

Community Interest

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 Office 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 IN 2018-2019 SCHOOL YEAR	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE
1.	<i>Urgencia</i>			(767) 98054			
2.	<i>Rhonda Lambert</i>	<i>Rhonda Lambert</i>	<i>819 San Romo St Fairfield CA 94533</i>	<i>707 208-7290</i>			
3.	<i>Joyce E Brown</i>	<i>Joyce E Brown</i>	<i>2801 Dwyer Ave Apt 4 Fairfield CA 94533</i>	<i>707 399 8738</i>			
4.							
5.							
6.							
7.							
8.							
9.							
10.							

Community Interest

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 2018/19 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1	Cassandra Williams		3001 North 100th Fairfield Ca	707 317-8244			
2	Shirley Crookshaw		131 Alaska Ave Fairfield CA	707 910-8932			
3							
4							
5							
6							
7							
8							
9							
10							

Community Interest

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 Office 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 IN 2018-2019 SCHOOL YEAR	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE
1.	Shantavi Thomas-Ross	[Signature]	1249 Quail Dr. Apt 67 Fremont	(510) 418-8259	K	Fairview	9/10/17
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

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 Office 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 IN SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1.	LATASHA THOMAS	<i>[Signature]</i>	14 PANORAMA DR #E	707803-8756	TK+K	Cooper Cave	
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

PETICIÓN PARA ESTABLECER LA ESCUELA CHARTER

ELITE

Nosotros, los abajo firmantes, creemos que el chárter adjunta para la creación de ELITE Escuela Chárter (la "Escuela Chárter") merece consideración y por la presente solicitamos a la junta directiva del Distrito Escolar Solano County 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 2017-2018	DISTRITO ESCOLAR	FECHA
1.	Morganely R. [Signature]	[Signature]	140 WOODBINE CT, Vallejo CA	707 315-5443	8 th Grade	Vallejo	9/17/2017
2.	V. [Signature]	[Signature]	925 Rock St Mt Gd	315-5114	1-3	Vallejo	9-26-17
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

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 Office 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 IN SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Aiesha Jones		1016 Alencore Pkwy #805, 94541	707-752-1723	5th	Marshall	9/16/17
2. Sara Edwards		314 Maple Ave 94590	707 310 0242	3rd 5th	Heaven School	9/11/17
3. Darnell Diggs		505 Maple Ave 94591	707 333 1746	2nd	Vallejo	9/12/17
4. Antwaire Francois		364 Leight Dr 94591	510-307-1040	4th	Caliber	10/4/17
5.			Antwaire Francois			
6.						
7.						
8.						
9.						
10.						

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 Poland County 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 IN 2019-20 SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1.	Claudia Bell	Claudia Bell	911 N 21 st Street	160 655 1881			10/1/17
2.	Gwen Harris	Gwen Harris	166 Fleet St, Vallecito	707-557-1982	7th	MWA	10/1/17
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

PETITION FOR THE ESTABLISHMENT OF

ELITE

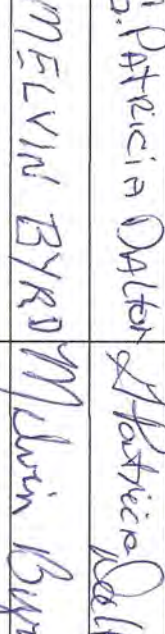
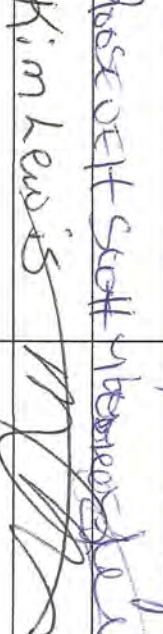
CHARTER SCHOOL

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 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 IN SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1.	Mark Hopkins	Mark Hopkins	980 TOPAZ COURT Yuba City	415-604-8731	K-1 2nd	VSUSD	10-2-17
2.	Janeae Bell	Janeae Bell	3013 Cherry St Apt 4	415-724-3636	1st 3rd	MUSD	10-8-17
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

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 Office 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 IN 2018-2019 SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Patricia Dalton		236 Phelan Ave Uttigo Calif	707 853 5928	1st	Alibon School	9/3/17
2. MELVIN BYRD		1431 CEDRON AVE VALLEJO, CA 94591	707 853-6123	1/0014		9/3/17
3. ROBERT SEATH		4710 ACACIA ST VALLEJO, CA 94591	707 643-4114	NONE		9/3/17
4. Kim Lewis		459 Angon St Vallejo CA 94591	707 319-7736	1	Amido HS	9/3/17
5.						
6.						
7.						
8.						
9.						
10.						

PETICIÓN PARA ESTABLECER LA ESCUELA CHARTER ELITE

Nosotros, los abajo firmantes, creemos que el chárter adjunta para la creación de ELITE Escuela Chárter (la "Escuela Chárter") merece consideración y por la presente solicitamos a la junta directiva del Solano County Office of Education 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 2018-2019	DISTRITO ESCOLAR	FECHA
1.	Shelley Cole	[Signature]	3219 Glenview Ct Tahoe, CA 95973	707-714-7535			9/3/2017
2.	Shirley Jones	[Signature]	149 Meadows Dr Tahoe, CA 95951	707-552-8605			9-3-2017
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

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 2018/19 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1							
2	Nancy Fabela	Nancy Fabela	3475 Sutter Lane Dr.	(920) 565-8145	TKnd	DCA VCUSD	01-05-2017
3							
4							
5							
6							
7							
8							
9							
10							

45 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 Office 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 IN SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1.	Vivian Robinson	1001 Porter st Apt 208 Vallejo Ca 94590	510 945 715	10	Wardwood	9/10/17
2.	SHANNON CHRISTOPHER	1102 NANCY ST Suisun City 94585	707 527 5512	10	ARMILLO	9/10/17
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

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 Office 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 IN SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1.	<i>James A Brown</i>	<i>2448 Cameron Dr</i>	<i>731-1234</i>	<i>18th</i>		<i>9/17</i>
2.	<i>Isabelle Brown</i>	<i>2725 Cameron Dr</i>	<i>731-1235</i>	<i>18th</i>		<i>9/17</i>
3.	<i>Katherine Williams</i>	<i>445 Fordham Dr.</i>	<i>707 712-7231</i>	<i>3rd</i>		<i>9/17</i>
4.						
5.						
6.						
7.						
8.						
9.						
10.						

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 Office 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 IN SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. <i>Denise Lopez</i>	<i>[Signature]</i>	<i>512 E. 1st St. Chico CA</i>	<i>707 437 1234</i>	<i>11th</i>	<i>Trans</i>	<i>9/14/17</i>
2. <i>Tiffany Lopez</i>	<i>[Signature]</i>	<i>49 Sunnyside Dr</i>	<i>707 437 1234</i>	<i>11th</i>	<i>Trans</i>	<i>9/14/17</i>
3. <i>Michael Gibbons</i>	<i>[Signature]</i>	<i>8508 Felino Ct. Vallejo CA 94591</i>	<i>707 685-5708</i>	<i>10th</i>	<i>Vallejo</i>	<i>9/10/17</i>
4. <i>Sherry Engel</i>	<i>[Signature]</i>	<i>1033 Highland St. Vallejo, CA</i>	<i>707 342-0544</i>	<i>9th</i>	<i>Vallejo</i>	<i>9/10/17</i>
5.						
6.						
7.						
8.						
9.						
10.						

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 Office 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 IN SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Xavier McEliff		124 Lipizan Dr. Vallejo	(707) 246-6820	1st	Vallejo	9.9.17
2. Ray Jones		160 Mulberry St Vallejo	(707) 246-6820	2nd	Vallejo	9.9.17
3. Rega Sotelo		707 Marin St. Vallejo	(707) 742-3923	1st	Vallejo	9.9.17
4. Sydney Smith		415 Lighthouse Dr Vallejo (Ansonia)	(707) 362-4065	4th	Vallejo	9.9.17
5. Jerry Arnold		615 Russell St Vallejo	(707) 855-0767	4K	Vallejo	9.9.17
6.						
7.						
8.						
9.						
10.						

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 Office 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 IN SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Kevin Allen	<i>Kevin Allen</i>	648 BELVEDERE DR. CA 94510 <i>Benicia, Fairfield</i>	415-730-6706 <i>(707) 631-1334</i>	<i>10th</i>	Benicia	08-10-17
2. Nicole Davis	<i>N Davis</i>	280 Serrano Drive <i>Fairfield CA 94533</i>	<i>(707) 707-7594</i>		Macaulle	09-10-17
3. Mary Statts	<i>Mary Statts</i>	5328 Boulder <i>Fairfield 94534</i>	4241	<i>Preschool</i>	Fairfield	9-10-17
4. Queheniah Edwards	<i>Queheniah Edwards</i>	314 Wyo Valley CA 94590	707 655-3398	<i>3rd grade</i>	Valley's	9-10-17
5. Michelle Evans	<i>Michelle Evans</i>	747 Red Oak Ave Apt 757 <i>Albany CA 94706</i>	(510) 484-1700	<i>1st</i>	Albany	9/10/17
6.						
7.						
8.						
9.						
10.						

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 2018/19 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1	Melissa Lewis	1449 Shelly Dr. 94534	(207) 846-2877	1st	K I Jones	9/8/2017
2	Tamra Lewis	1449 Shelly Dr. 94534	(707) 246-1560	1st	K I Jones	9/8/2017
3						
4						
5						
6						
7						
8						
9						
10						

4 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 Office 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 IN SCHOOL	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1.	Liffany Evans		213 Ave Lillian Dr Vallejo, CA 94589	707 354-2172	11	Vallejo	9/9/17
2.	Manny Evans		164 Robles Way #228 Vallejo, CA 94591	510 228-8415	9th	Vallejo	9/9/17
3.	Jason Evans		226 Mrs. 001001 St #D Vallejo CA 94590	510 692-3586	4 and K	Vallejo	9/9/17
4.							
5.							
6.							
7.							
8.							
9.							
10.							

14 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 Office 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 IN 20__-20__ SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1.	CAMILLE JEFFERSON		308 LAMONT CT VALLEJO, 94591	707 342-4662		VCUSD	9/10/17
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

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 2018/19 school year	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1	Robert Scott		155 Sawyer St. 94589	(510) 830-9018	3rd grade	VCUSD	9/9/17
2	Chie Walton		17 DUCKES ST 94590	832-306-2540 (707)		VCUSD	9/9/17
3	Vernon Williams III		336 Pepper Dr. 94589	707-4069		VCUSD	09/09/17
4	Donelle Werner		621 Russell St 94591	707.315.8437	Age	VCUSD	9/9/17
5							
6							
7							
8							
9							
10							

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 Office 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 parents meaningfully interested in enrolling their student(s) at the Charter School] 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 IN SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Ralph Walker		162 Marquette Ave.	707-731-7498	11	Vallejo Unified School District	9-12-17
2. Joyce A. Barclay		100 Parkview Terrace	707-655-3558	6	Cooper	
3. Jeanna Gordon		100 Parkview Terrace	707-731-4046			
4. Frankie Flores		1712 Sacramento St	707-342-2576	8, 11	Vallejo Unified School District	9-11-17
5.						
6.						
7.						
8.						
9.						
10.						

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 Office 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 IN SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Yolanda Bartley		1419 Respectful, City	510-316-5340	7th	NCS	9/10/19
2. STEVEN ROBERTS		371 Alameda Con. Hwy.	707-551-2486			
3. Kim Wright		169 Janice St. Vallejo	707-655-3656		VCS	9/10/17
4. Alana Shackelford		4285 Bromley Ct Vallejo	707-310-0196	TK-2nd	Cave	
5. ~~Prof. TE BOON~~		1445 Symphony Way	707-642-2637	10th	Bethel High	
6.						
7.						
8.						
9.						
10.						

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 Office 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 IN 2018-2019 SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Matanya Phenu	[Signature]	3013 Chestnut Ct Fairfield, CA 94533	907 560-9000	10th	FSUSD	9/8/17
2. TINY FORD	[Signature]	3013 Chestnut Ct Fairfield, CA 94533	707 366-2245	10th	FSUSD	9-3-17
3. Latatana Hanel	[Signature]	622 Decoy Ln Susan, CA 94585	707-720-4813	5, 11	FSUSD	9-14-17
4. Merve Jinnson	[Signature]	1109 Tanglewood Dr Fairfield, CA 94533	707-450-9570	4th & 11th	FSUSD	9-17-17
5. ES Haps	[Signature]	Tanglewood Dr Fairfield	415 305-2228	4 11	FSUSD	9/17/17
6.						
7.						
8.						
9.						
10.						

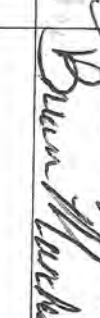
PETITION FOR THE ESTABLISHMENT OF ELITE CHARTER SCHOOL

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 Office 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 IN SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1.	Regin Johnson	[Signature]	1440 Langley Way Suisun Ca 94585	707- 757- 344-0070	K		4/21/17
2.	Ashel Payne	[Signature]	201 Pennsylvania Ave 94583	707-757- 3338	K		9/3/16
3.	Tacyria Davis Thomas	[Signature]	1639 Whistler Dr. Suisun city ca 94585	925-267- 60398	K/1st	Solanos school	9/12/17
4.							
5.							
6.							
7.							
8.							
9.							
10.							

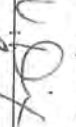
PETITION FOR THE ESTABLISHMENT OF ELITE CHARTER SCHOOL

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 Office 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 IN SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Desari Nore		135 Carolina St Vallejo	707 457 8012	2nd	Norwin	9/15/17
2. Lealasha Hancock		1284 Morningview Ave	707 333-1216	4th	Highland	9/15/17
3. Brian Hancock		1284 Morningview Ave	707 333-1216	4th	Highland	9/15/17
4.						
5.						
6.						
7.						
8.						
9.						
10.						

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 Office 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 IN SCHOOL YEAR	NAME OF NEIGHBORHOOD DISTRICT SCHOOL	DATE
1. Dank' Small Sr		120 RAMBOW CT VALLEJO CA 94591	707 712-4675	4TH	Vallejo	9/12/17
2. SHIRL BRISCE HENDON		5500 EUCALYPTUS DRIVE AMERICAN CANYON	707/332-1130	2ND & 7TH	IF	9/17/17
3. Walter Dixon		5328 Boulder Ridge CT VALLEJO CA 94591	916/987-4396	2nd & 3rd	Vallejo	9/17/17
4. ERICHA HANSEN		117 KARNBOW CT VALLEJO CA 94591	707/712-8688	3rd	Vallejo	9/17/17
5. Andraya Turner		1950 Britten Drive Vallejo CA 94589	(601) 419-1760	K	Vallejo	9/18/17
6.						
7.						
8.						
9.						
10.						