

ELITE Public Schools

Charter School Petition

For a Seven-Year Term: July 1, 2019 – June 30, 2026

Submitted to Solano County Office of Education

June 11, 2018

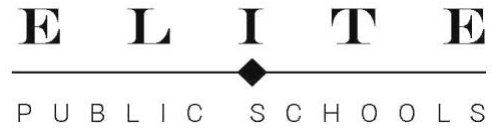


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Charter School Intent and Charter Requirements

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

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

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

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

Affirmations and Declaration

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

1. The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(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(c)(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(e)(1)]
4. The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
5. The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application shall be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(e)(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(e)(2)(B)(i)-(iv). 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(e)(2)(C). [Ref. Education Code Section 47605(e)(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, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
7. The Charter School shall adhere to all provisions of federal law related to students with

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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 the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. [Ref. California Education Code Section 47605(l)] and 47605.4(a)
10. The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
11. Unless otherwise authorized by law, 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 report card or transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. California Education Code Section 47605(e)(3)]
13. The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
14. The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or require a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements

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in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)] The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)(2)]

15. 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(d)]
16. The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
17. 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]
18. The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act or Every Student Succeeds Act (ESSA).
19. The Charter School shall comply with the Public Records Act.
20. The Charter School shall comply with the Family Educational Rights and Privacy Act.
21. The Charter School shall comply with the Ralph M. Brown Act.
22. The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1.
23. The Charter School shall comply with the Political Reform Act, Government Code Section 81000, et seq.
24. The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

 6/11/18

Ramona Bishop

Date

Lead Petitioner

Executive Summary

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

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

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

ELITE offers additional features that include:

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

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

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

Founding Group

Ramona E. Bishop, Ed.D.

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

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

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

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

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

Dr. Bishop had received numerous awards and recognitions including, but not limited to: An invitation to speak at the White House at the Fix School Discipline Convening

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

Educators Superintendent Leadership Award - Coalition for Community Schools

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

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

Alana J. Shackelford, Ed.D.

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

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

Dr. Shackelford is a 1993 graduate of St. Patrick-St. Vincent High School. After high school she attended Oral Roberts University, Tulsa, Oklahoma; where she completed a Bachelor of Science

degree in Biology/Pre-med May of 1997. She continued her education receiving a Master's Degree in Education & Administration and Policy Studies from California State University, Sacramento May of 2000. Dr. Shackelford graduated from St. Mary's College, Moraga, California with a Doctorate in Educational Leadership (Ed.D) May of 2008. During Dr. Shackelford's tenure in the VCUSD, she has been recognized for many accomplishments:

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

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

Publications include:

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

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

bel Reyes

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

Ms. Reyes previously served as the Program Director of Community School Partnerships for the UC Davis School of Education. She currently serves as the executive director of a community-based organization located in Sacramento that seeks to bridge innovative partners for more just and equitable outcomes for youth, families, and communities. She has the proven ability to develop strategically effective professional development and technical assistance for diverse communities and stakeholders. Specifically, Ms. Reyes has worked in close partnership with numerous districts such as, the Sacramento City Unified School District, San Juan Unified School District, San Rafael Unified School District, Twin Rivers Unified School

District, and the Vallejo City Unified School District to name a few. In addition to her experience working with schools, bel has also presented at numerous national conferences, led various diverse and well-experienced teams around various research-focus efforts including leading the UC Davis School of Education research team for the California Department of Health, Network for a Healthy California, and dedicated time toward juvenile justice efforts and systems change initiative both at a local and statewide level through efforts such as, My Brother's Keeper Sacramento, the California Endowment's South Sacramento Building Healthy Communities, Youth Block Report, the Positive Youth Justice Initiative, and the Black Child Legacy Campaign.

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

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

Publications:

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

Element A: Educational Program

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

Governing Law: The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(c)(5)(A)(ii). (iii) If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements.

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

Mission and Vision

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

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

Values

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

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

Innovation: ELITE students are encouraged to imagine, create, and share for the purpose of

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

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

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

Goals:

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

Educational Philosophy

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

ELITE differs from other programs in that it includes:

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

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

Entrepreneurial Skill Development

- Personal Characteristics: optimism, vision, initiative, motivated to lead, drive and persistence, risk tolerance, resilience

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- Interpersonal Characteristics: leadership and motivation, communication skills, listening, emotional intelligence, negotiation, ethics, excellent sportsmanship
- Critical and Creative Thinking Skills: creative thinking, problem solving, recognizing opportunities
- Practical Skills: goal setting, planning and organizing, decision making, knowledge

Language Development

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

Dual Immersion Pathway

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

African American and Latino Cultural Heritage Program

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

How Learning Best Occurs

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

- Diverse learners, learning for many purposes. We hold our students to high expectations and expose them to rigorous and relevant learning. Our model is designed for flexibility toward the end goal of having all students meet or exceed grade level standards. We allow student needs to dictate how their instructional program is designed.
- Learning as part of a community. Family partnerships and a professional learning community are essential to enhancing student outcomes.
- Competency-based learning. Competency-based learning allows students to move through instructional content in a personalized way. Our learning-center model allows for students to work in small groups with teachers and other highly skilled educators. Other students may work with computer-based learning programs, while others may be tutored by

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students who have mastered a particular concept. All ELITE students must demonstrate mastery to move forward. Students who are not making progress receive increased support and intervention in small groups or during extended day to get them the support they need.

- Self-directed learning. Self-directed learning allows students to spend time each day working on projects related to their interests. With support from adults, students follow a learning process that asks them to articulate a question or problem they want to solve, and then make a plan to work, document their learning, and reflect and share their learning and products with relevant community members. This allows students to engage in opportunities to pursue passions. Teachers connect students to rigorous content and real-world applications and help students work towards school deadlines and celebrations of learning.

An Educated Person in the 21st Century

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

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

Student Population and Need

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

The following terms will be referenced in this petition:

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

Opportunity Gap – The opportunity gap is the disparity in access to quality schools and the resources needed for all children to be academically successful. We choose to use the term opportunity gap because it acknowledges that, if given access to quality instructors, resources, and rigorous and relevant curriculum offerings, all students can achieve at high levels.

Expectation Gap – The concept of having lowered expectations for student achievement for one group of students compared to another. “They had been trained to fail, been told all their lives through the medium of low expectations that they were not good enough for a challenge; that because of their socioeconomic status or life circumstance, they could not complete a complex

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math problem or write a five-paragraph paper.” (Kobler, 2012, www.bushcenter.org)

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

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

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

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

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

Source: www.caschooldashboard.org, 2018

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

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

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

Source: www.caschooldashboard.org, 2018

ELITE is a school designed to eliminate the achievement gap by eliminating the opportunity gap.

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“Closing the opportunity gap is the only way we will make progress toward closing academic achievement gaps that separate most Black and Hispanic student from their White and Asian

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

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

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

Source: DataQuest, 2018

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

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

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

African American Students in VCUSD

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

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

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

Latino Students in VCUSD

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

Spanish-Speaking Students in VCUSD

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

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

School Push Out in VCUSD

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

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

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

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

Source: www.ed-data.org

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

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

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

Students to be Served

ELITE will be located within the boundaries of VCUSD and will serve students in grades TK-12. The school intends to open in Fall 2019 with an initial total enrollment of 548 students, growing to 821 students in year 2, 1,063 students in year three and reach full enrollment of 1,212 students in year 4. See table below for projected enrollment by grade and academic year for the term of the charter.

Proposed Enrollment Plan: 2019 - 2024

Grade	2019-20	2020-21	2021-22	2022-23	2023-24
TK	75	75	75	75	75

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K	75	75	75	75	75
1 st	50	75	75	75	75
2 nd	50	50	75	75	75
3 rd	50	50	50	75	75
4 th	62	62	62	93	93
5 th	62	62	93	93	93
6 th	62	62	93	93	93
7 th	31	62	93	93	93
8 th	31	62	93	93	93
9 th	-	93	93	93	93
10 th	-	93	93	93	93
11 th	-	-	93	93	93
12 th	-	-	-	93	93
Total	548	821	1,063	1,212	1,212

Curriculum and Instructional Design

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

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

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

- McGraw Hill - Wonders & Maravillas (TK-6th)
- StudySync ELA (6th-12th)
- Benchmark Advance/Adelante (K-6th)

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- Everyday Mathematics (TK-6th)
- Glencoe Middle School Math (6th-8th)
- Glencoe High School Math (9th-12th)

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

Pedagogy and Evidence-Based Instructional Practices

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

Language

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

ELITE's language program will consist of two pathways:

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

Dual Immersion Pathway

ELITE will meet the needs of all students including English Learners by implementing a Dual

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

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

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

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

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2017).

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

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

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

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

- Identify the vocabulary that students will need to comprehend a lesson and pre-teach this vocabulary before the lesson.
- Identify both content and language objectives for all lessons.
- Slow down speech when necessary.
- Generate questions that promote higher order thinking but use varying levels of linguistic complexity depending upon the proficiency level of each student.
- Provide an environment that is rich in print. This includes word walls, labels for everyday items, and vocabulary lists that are tied to the content being studied in class.
- Provide plenty of high-interest and authentic reading materials (fiction and nonfiction) at various reading levels.
- Make sure the students have free time in which they can use the language of instruction to talk about their own interests.
- Have students work in cooperative learning groups. Regroup when necessary.
- Assign individual work with clear guidelines and expectation.
- Plan activities that involve Total Physical Response.

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- Include role-playing activities not only during the language arts period, but also in the content areas.
- Use drama and dance in class.
- Literacy Instruction.
- Assessment.
- Supporting Special Student Populations-Juvenile Justice Involved Youth program.

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

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

- Emerging
- Expanding
- Bridging
- Lifelong language learners

The same data management system used to monitor academic achievement will be used for both languages. ELITE will use multiple measures to assess students' oral proficiency, literacy, and academic progress toward California State Standards in both English and Spanish. In addition to administering the state standardized assessments, teachers will also use curriculum-embedded assessments to monitor student progress toward the linguistic, academic, and multicultural goals of the program. Data are analyzed on a regular basis by the staff, as well as outside evaluators, to measure student progress toward benchmarks and to guide core and supplemental instruction and intervention, professional development, and program design. Data will be shared with stakeholders on a regular basis. In addition, ELITE will establish a partnership with Center for Applied Linguistics (CAL) in Washington D.C. and use the CA Spanish Language Development Standards, whose mission is to advance academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators. The CA Spanish Language Development (SLD) Standards outline the progression of Spanish language development in any Pre-kindergarten through grade 12 classroom where Spanish

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is the language for content instruction. The CA SLD Standards make explicit connections to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and other state content standards. CA SLD standards were built upon the same framework as the CA English Language Development (ELD) Standards, and feature the same aspects of academic language:

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

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

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

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

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

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

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

Percentage of Instruction in Spanish and English by Grade

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

5 th – 8 th Grade	50%	50%
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Foreign Language Elementary/Secondary Pathway

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

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

Systematic English Language Development

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

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

- Reflect expectations of what EL’s should know and be able to do with the English language in various contexts;
- Set clear developmental benchmarks that reflect EL’s English language proficiency at various

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developmental stages in a variety of cognitive and linguistic tasks;

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

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

English Language Arts

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

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

Literacy in Lower Grades (TK-5th)

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

The elements of literacy are not fixed and separate, and activity in the classroom moves smoothly around them. Each element requires a different level of support from the teacher and respects the level of control or independence of the children. For example, the teacher is in full control of

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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

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phrasing. Fluency provides a bridge between word recognition and comprehension.

Because fluent readers do not have to concentrate on decoding the words, they can focus their attention on what the text means.

4. **Vocabulary:** Knowledge of the words needed to communicate effectively (listening, speaking, reading, writing). Vocabulary is very important to reading comprehension because readers cannot understand what they are reading without knowing what most of the words mean. Most vocabulary is learned indirectly and some must be taught directly.
5. **Text comprehension:** Text comprehension is important because it is the reason for reading. Students are taught reading strategies through direct and explicit methods. These include monitoring comprehension, using graphic organizers and semantic organizers, answering questions, generating questions, recognizing story structure and summarizing to access grade-level content through reading.

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

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

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

- Building Content Knowledge
- Meaning Making
- Effective Expression
- Foundational Skills
- Language Development

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

Literacy in Upper Grades (6th-12th)

English Language Arts (ELA) in the upper grades will aim to create high-rigor environments where students are deeply analyzing, deconstructing, and evaluating texts while using writing as a tool of creation in which students express their knowledge, opinions, and criticisms. As students engage in this rigorous process of literacy and writing, ELITE middle school students will also be exposed to a deliberate approach to literacy and writing through the mentality of “literacy as power.” Lessons,

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texts, and discussions are often framed around the following guiding question: “How can reading and writing act as a form of power?” Classes will be theme-based with a strong emphasis on collaborative learning, supports for second language learners, and demanding evidence from students. Moreover, the ELA program frames its themes around developing cross-cultural understanding in the most critical sense. Students will not only explore self-identity and culture, but through a variety of specifically chosen texts and high-level discussions students will be encouraged to also explore the power structures and forces that students deal with every day. In this way ELITE students will be able to make the connection between literacy, writing, and power; ultimately, creating an empowering experience for all involved.

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

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

The structure of the writing program at ELITE will have the teachers take on the role of a writing coach. The writing coach will model professionalism and effective peer editing collaboration. By

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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.

Mathematics in Lower Grades (TK-5th)

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

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

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

Math in Upper Grades (6th to 12th)

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

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

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

Lastly, ELITE strives to empower students to see math as a powerful tool to understand and analyze the world around them. Teachers will often engage with the CCSS Mathematical Practice of modeling as they not only use math to connect to the real-world, but also make explicit connections between math and social justice. Upper grade math teachers at ELITE will not stop at connecting math to the appealing or the relevant, but they extend this notion by using math to “go beneath surface meaning, first impressions, dominant myths, official pronouncements, traditional clichés, received wisdom, and mere opinions, to understand the deep meaning, root causes, social context, ideology, and personal consequences of any action, event, object, process, organization, experience, text, subject matter, policy, mass media, or discourse.” (Shor, Empowering Education) Math is more than equations and word problems. Math requires deep, critical thinking and can be used to better understand the intricacies of the world around us.

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

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

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

The ELITE approach to Science and Social Studies is one that fosters a critical mindset in an effort to

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

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

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

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

The five power mindsets aim to develop students who not only think critically, but also have acquired the type of higher order thinking needed to succeed in their future academic and professional career. ELITE teachers will encourage students to engage in the material through different lenses in an effort to promote student thinkers who can engage in a variety of topics. This approach is evident in assessments as teachers have deviated from the traditional multiple choice and fact-recall assessments. Science and Social Studies assessments are deliberately designed to allow opportunities for students to demonstrate higher order thinking.

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

ELITE Social Studies classes are designed to prepare students to think like a historian. Historians always approach a topic with curiosity, challenge ideas based on evidence collected, and knowledge gained after exploring multiple sources. ELITE students are encouraged to question literature and formulate their own ideas of history after having explored different perspectives. Students will study topics by looking at primary, secondary, and many other sources relevant to the

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topic of study. By using the 5 Power Mindsets, students analyze texts and ideas in detail with the purpose of reaching a high level of understanding. Teachers have designed units that deviate away from the traditional ways of teaching (teacher lectures and students listen) and have created lessons which promote student interaction and have a predominantly hands on approach. Students will be constantly involved in rigorous group activities, which strengthen the idea of cooperative learning, and enforce the importance of teamwork in academic settings. Additionally, students will show their understanding through assessments that address all learning modalities. These assessments can range, but are not limited to, group projects to open ended response questions that test students' knowledge of the content and their analytical skills.

Science Curriculum

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

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

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

There are a number of resources TK – 12 teachers can use to ensure that students meet the Next Generation Science Standards. ELITE teachers will choose from activities available through the National Science Teachers Association and Next Generation Science Standards websites, to enhance their standards-based science lessons. They will participate in science labs beginning in elementary grades so that they will be familiar the use of the scientific method to study issues by the time they reach high school. At the high school level, students will participate in Advanced Placement Science offerings based on student interest. Hybrid learning opportunities will be available so that students whose course is not offered on campus can still take their course of interest, where possible.

History and Social Science Curriculum

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

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

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

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

perspectives.

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

Technology

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

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

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

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

Goals and Objectives of Technology Integration

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

Engineering and Computer Science Curriculum TK-12

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

Grades TK-2nd

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

Grades 3rd – 6th

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

Grades 6th – 8th

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

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

Physical Education and Athletic Program

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

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

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

Summary of the Physical Education Standards for TK-8

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

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

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

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

Instructional Strategies and Models

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

Culturally Responsive Teaching

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

Understanding by Design (UbD®)

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

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

Sheltered Instruction Observation Protocol (SIOP)

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

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

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

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

Socratic Seminars

Socratic Seminars are a collaborative intellectual dialogue facilitated with open-ended questions about text. Socratic Seminars are a way for students to formulate a deeper understanding and engage in critical conversations about literature. By giving students the opportunity to engage in open-ended discussions, Socratic Seminars provide students with opportunities to clarify the

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

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

Time on Task

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

Differentiated Instruction

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

Differentiated instruction is made possible because of the use of mini-lessons and direct instruction, which frees up time for differentiation while students are in the You-do phase. Also facilitating differentiation are our paraprofessionals (Academic Support Assistance). These highly

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

Direct Instruction

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

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

School Year

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

- For students in Kindergarten: 36,000 instructional minutes.
- For students in 1st, 2nd, and 3rd Grades: 50,400 minutes.
- For students in 4th to 8th Grade: 54,000 minutes.
- For students in 9th to 12th Grade: 64,800 minutes.

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

School Day

The instructional day at ELITE is built to prepare students for a 21st-century workforce and exceeds the State of California instructional minute requirements. In Transitional Kindergarten through 2nd Grade, the school day for students is 8:00 a.m. to 3:30 p.m. on Monday, Tuesday, Thursday, and Friday (360 instructional minutes per day) and 8:00 a.m. to 1:00 p.m. on Wednesday (240

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instructional minutes) when students are released early to provide time for staff professional development. Students in these grades receive between 58,080 – 68,640 minutes of annual instructional time (not including recess and lunch). In 9th through 12th Grades, the school day for students is 8:30 a.m. to 4:00 p.m. on Monday, Tuesday, Thursday, and Friday (405 instructional minutes per day) and 8:30 a.m. to 1:30 p.m. on Wednesday (270 instructional minutes) when students are released early to provide time for staff professional development. Student in these grades receive 72,160 minutes of annual instructional time (not including lunch and passing period). These numbers substantially exceed the number of instructional minutes required by the state in Education Code Section 47612.5 for Kindergarten through 12th grade.

Proposed Transitional Kindergarten/Kindergarten Schedule

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

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

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

- Produces greater learning gains per dollar spent than other well-known early education intervention (Head Start and class size reduction)
- Resulted in all students being better off, while, also, closing the literacy achievement gap between Hispanic and non-Hispanic students by 70 percent
- High long-term achievement.
- Higher achievement for disadvantaged and low-income children, and for those receiving

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Title I services

- Higher reading scores in early grades
- Fewer grade retentions
- Higher test scores
- More time spent in individualized instruction
- Great progress in social skills for disadvantaged and low-income children
- More reinforcement of positive social behaviors
- Higher self-esteem and independence
- Greater creativity
- Access to nutritional breakfast and lunch

Proposed 1st – 2nd Grades Schedule

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

Proposed 3rd –5th Grade Schedule

Activity	Instructional Minutes/Day
Breakfast	7:30-7:50 a.m. 20 min
Morning Affirmation	7:50-8:00 a.m. 10 min
Instruction Begins	8:00 a.m.
Mathematics	8:00 – 9:30 a.m. 90 min
Coding/Science/Engineering	9:30 – 10:30 a.m. 60 min
Recess	10:30-10:45 a.m. 15 min
Learning Center/Projects/Visual and Performing Arts	10:45 – 11:45 a.m. 60 min
Lunch/PE	11:45-12:15 p.m. Lunch – 30 min 12:15-12:45 p.m. PE – 30 min
English/Language Arts / English Language Development	12:45-2:15 p.m. 90 min

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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.

Proposed 6th – 8th Grades Schedule

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

Proposed 9th-12th Grade Schedule

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

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

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

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

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

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

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

A Day in the Life of an ELITE Student

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

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

Student Arrival

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

Breakfast

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

Morning Affirmation

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

Daily Instructional Schedules

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

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

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

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

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

English Language Arts

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

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

Lunch and Play

Lunch and outside times are built into the student day to ensure that students have time to eat,

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

Coding, Science, and Engineering

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

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

Dismissal

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

Extended Learning Time

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

Expanded Learning Opportunities – After School Program

Supporting and encouraging ELITE students to reach their full academic potential requires a consideration of additional avenues for providing instructional opportunities. We will work to position expanded learning (i.e. after-school, and potentially before school and summer) as both an essential element of education and an innovative space for schools and community partners to provide engaging programming. The goal of ELITE's expanded-learning opportunities is to inform, educate, and empower our students by bringing the community and school members together to strengthen student's academic and athletic skills, as well as, expose students to extracurricular activities designed to broaden their horizons and prepare them to be successful in their postsecondary pursuits and careers.

ELITE will offer after-school program under the leadership of our After-School/Parent Liaison staff

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

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

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

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

Academic Content and Performance Standards

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

- *Language Arts* – Students are able to read, write, speak and listen, and effectively use language.
- *Mathematics* – Students are able to make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning.
- *History and Social Science* – Students are able to analyze past and present events through

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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 and 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:

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

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

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

Summer Matters: Bridge Program

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

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

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

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

Students who have not made the expected progress in English Language Arts and/or Mathematics will receive invitations to attend the Summer Bridge Program. Students will experience fun learning

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activities that are designed to improve their skills while keeping their attention. Students will also participate in team-building activities and activities that strengthen their academic, athletic, and organizational skills. It is our feeling that this approach will give struggling students the boost they need to continue to make progress toward meeting grade level standards and strengthening their ability to adhere to the ELITE Standards of Excellence.

Professional Development

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

Standards Deconstruction

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

Backwards Map

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

Results Oriented Cycle of Inquiry (ROCI)

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

Professional Learning Community (PLC)

The founders of ELITE will create a Professional Learning Community (PLC) in which teachers can create a truly collaborative environment. The PLC affords teachers the opportunity to work with like-minded professional colleagues, with an undying commitment to professionalism, collaboration, and constant learning. ELITE is a school founded on best practices, innovative

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initiatives and the search for excellence. The school strives to make teaching public by inviting the community and other educators and teachers to observe and learn from us. Likewise, we seek out best practices from the educational community.

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

A professional learning community is characterized by:

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

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

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

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

Immersion

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

Summer Professional Development and Retreat

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

Grade-level Team Collaboration

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

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

ELITE teachers will also create common formative and summative assessments within grade levels in order to analyze the results of specific teaching practices from classroom to classroom and drive conversations about how to improve across the grade level. Discussing the "How" in instruction is a common topic of conversation in data meetings. The Student Progress Monitoring serves as a guide to allow teachers to reflect upon how individual students are progressing in their classrooms, and to question not only what does not work in the classroom, but deeply discuss what does. The Student Progress Report and reflection sheet provides colleagues with a framework to ask themselves why they are or are not getting results in their own classrooms. Teachers must be open to stepping outside of their comfort zone to make their practice more effective, and, also, be careful to celebrate when their practice is having the desired impact on student outcomes.

Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Section 47605(c)(5)(A)(ii), ELITE has identified annual goals to be

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

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

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

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

ELITE will comply with all requirements pursuant to California Education Code 47605(c)(5)(A)(ii) including developing annual goals, for all students and for each student group, as identified in California Education Code 52052, for each of the applicable eight (8) state priorities identified in California Education Code 52060(d). Beginning in fiscal year 2019-20, ELITE Public Schools will comply with all elements of the Local Control and 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(c)(5)(B) and 52060(d).

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

ELITE Public Schools will work with the County to ensure that it creates and updates its Local Control and Accountability Plans to align with the state system, and that plans for improvement in student outcomes are aligned to the measures monitored in the California School Dashboard. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a material revision to the charter as defined on section 47607. Actions intended to ensure that the school meets these goals and targets are delineated throughout this petition.

Plan for Special Student Populations

The school day will be structured so that students receive differentiated instruction designed to meet their individual learning needs and to ensure they make at least one year of academic progress each year. At the beginning of each academic year, students will be assessed on a battery of diagnostic assessments. Assessment results will be used to determine individualized learning

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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 Program goals. Students who are English Learners will receive targeted instruction designed to help enhance their English skills while they learn the core curriculum. This will be accomplished through strong first teaching, teacher-teaming, small group and individualized instruction, and extended day instruction.

Tier I High Achieving Students

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

Tier II Low Achieving Students – Targeted Support

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

Tier III Students (TK-8) – Intensive Intervention

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

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Student Success Plans developed for Tier III students. If a student is identified for Special Education, case management becomes the responsibility of the Special Education staff.

Tier III Students (9-12) – Intensive Intervention

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

The program is comprised of seven elements:

1. **Skill Building**: This element will use a learning center model to address a student's learning deficits that interfere with standard mastery. Students take diagnostic exams to identify skill gaps that prevent them from accessing grade-level appropriate lessons or courses. A blended learning model will be used, where appropriate.
2. **Entrepreneurship and Internship Preparedness**: This element will support students in preparation for independent adult life, obtaining the necessary soft skill development and skills necessary for starting a business. Students will be required to develop portfolios and presentations at the end of each quarter.
3. **Social Justice and Community Development**: This element offers students the opportunity for deeper exploration of topics introduced during core Social Studies instruction. An elected WFSJ student council will focus on eliciting and responding to student's needs and requests. Selected students on the campus meet with an advisor to discuss issues on campus, student incentives, concerns and ideas. The group will create academic and behavior expectations for potential student ambassadors.
4. **Project-Based and Collaborative Learning**: This element focuses on partnerships with students and community members aligned to the curriculum. Students are expected to present projects at the end of each quarter and share the presentations within their community.
5. **Academic Support and Authentic Assessment**: This element instructs students in specific courses and builds skills in core subject areas. Skill building activities are aligned with A-G requirements and instruction uses a blended model.
6. **Social Development and Self-Healing**: This element supports each student individually through a 6-prong wraparound service. The program supports the student through intervention, counseling, self-healing practices, modifications and accommodations, and academics. We provide counseling and therapy for students if necessary, monitor progress on established goals between the student and support provider, and help guide students through the foundations of their

behaviors.

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

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

Plan for English Learners

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

Home Language Survey

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

ELPAC Testing

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

The ELPAC has three purposes:

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

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

Parent Notification and Involvement

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

Instruction

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

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

Systematic English Language Instruction:

- Explicitly teaches language by assessed proficiency level
- Emphasizes oral language development (listening and speaking) through carefully structured, purposeful and engaging interactions

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

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

English Learner Advisory Committee

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

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

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

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

Ongoing Evaluation and the Reclassification Process

ELITE will classify students as Initial Fluent English Proficient (IFEP) based on state guidelines for

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ELPAC scores in all categories of listening, speaking, reading, and writing. For students in Kindergarten, reading and writing scores are not criteria considered for IFEP classification.

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

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

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

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

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

Monitoring and Evaluation of Program Effectiveness

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

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

Plan for Students with Disabilities

Students with disabilities will receive instruction in the least restrictive environment. Using the Individualized Education Program (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 Individualized Education Program goals. Special Education staff members team-teach and facilitate small groups to support students with disabilities as access the core where appropriate or work at their learning level.

ELITE Public Schools (ELITE) recognizes its responsibility to enroll and support all students, regardless of disability, and pledges to work in cooperation with the El Dorado County Charter

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Special Education Local Plan Area (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs. ELITE will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights law enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, ELITE will comply with SELPA guidelines and all California laws pertaining to students with disabilities.

Section 504 of the Rehabilitation Act

ELITE recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of ELITE. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

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

ELITE will designate one employee to coordinate the school's compliance with its responsibilities under Section 504. A 504 team will be assembled by the Principal/HRO or designated 504 Coordinator and shall include the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate.

If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

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to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student is eligible for services under Section 504 must be made by the 504 team. Written notice of the eligibility determination will be provided to the parent or guardian of the student in their primary language, along with notice of the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to qualify for services and supports under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by ELITE's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

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

Operating as a Local Education Agency for Special Education

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

Child Find

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

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

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

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

Referral for Assessment

In the event that ELITE receives a written request for evaluation, it will be solely responsible for working with the parent/guardian to address the request and shall follow SELPA policies, procedures, and timelines.

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

Assessment

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

Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

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

ELITE will follow the following assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern. Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment. The student must be evaluated in all areas related to his/her suspected disability. Assessments must be conducted by a person with knowledge of the student's suspected disability and administered by trained and

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knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist. Assessments will be selected and administered so as not to be racially, culturally, or sexually discriminatory.

Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed. Assessment tools must be used for purposes for which the assessments or measures are valid and reliable. Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills. A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

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

Development and Implementation of Individualized Education Program

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

ELITE shall be solely responsible for ensuring that all aspects of the IEP and school site implementation are maintained. ELITE will provide modifications and accommodations outlined within each individual's IEP and serve each student in the Least Restrictive Environment (LRE).

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

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

ELITE will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home.

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A copy of the IEP will be given to the parent/guardian in accordance with state and federal laws. Upon the parent or guardian's written consent, the IEP will be implemented by ELITE. The IEP will include all required components and be written on SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions, including cogent and responsive explanations for the recommendations;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance and appropriately ambitious for his/her circumstances; The goals and objectives will also be linguistically appropriate, as per Ed Code Section 56345(b).
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided;
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals
- The IEP shall be reasonably calculated to enable the child to make progress appropriate in light of his/her circumstances.

IEP meetings will be held according to the following schedule:

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

Individualized Education Program Review

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

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

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

Special Education Strategies for Instruction and Services

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

Interim and Initial Placements of New ELITE Students

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

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

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

For students transferring to ELITE from a school outside of California, ELITE shall provide the student with a free appropriate public education, including services comparable to those described in their existing IEP, until ELITE conducts an assessment pursuant to Section 1414 of Title 20 of the

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United States Code, if determined to be necessary by ELITE, and develops a new IEP, if appropriate, in accordance with federal and state law.

Staffing

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

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

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

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

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

Professional Development

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

Reporting

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

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

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

Procedural Safeguards

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

Concerns or disagreements raised by parents/guardians will be acknowledged by the school within five days. ELITE will work to arrange a meeting with the parents/guardians to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

Dispute Resolution

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

Complaint Procedures

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

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Non-Public Placements/Non-Public Agencies

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

Non-discrimination

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

SELPA Representation

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

Funding

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

Element B: Measurable Student Outcomes

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(c)(5)(B). Has clearly defined schoolwide outcome goals in compliance with California Education Code sections 47605(c)(5)(B) and 52060(d).

ASSURANCES

Local Control and Accountability Plan

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

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

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

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

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

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

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

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

Student Graduate Outcomes

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

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

Graduation Standards

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

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

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

Pursuant to Education Code Section 47605(c)(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
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<ol style="list-style-type: none"> 1. All students performing at/or above grade level 2. Affirming, safe and supportive school environments 3. All students graduated with A-G requirements met and some college credit 4. Involved parents and strong community partnerships 5. Students of all backgrounds thriving academically 	<ol style="list-style-type: none"> 1. Quality Teachers, Curriculum, and Facilities (Basic Services) 2. Alignment to and implementation of the Common Core State Standards (CCSS), with support for ELs and other subgroups 3. Parental Involvement 4. Student Achievement 5. Student Engagement 6. School Climate 7. Course Access and Enrollment 8. Student Outcomes
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Goal #1: All students performing at/above grade level	
Identified Need:	As described in Element A, there is a need for increased grade level proficiency in English Language Arts and Mathematics to prepare for college and career as evidenced by past performance on State Assessments and stakeholder input.
Goal Applies to:	All students
CA State Priorities:	#1: Quality Teachers, Curriculum, and Facilities (Basic Services) #2: Alignment to and implementation of the Common Core State Standards (CCSS), with support for ELs and other subgroups #4: Student Achievement
Measurable Outcomes:	<ul style="list-style-type: none"> ● Once the baseline is established in 2019-20, ELITE will increase the percentage of students who meet or exceed the standards on the California Assessment of Student Performance and Progress (CAASPP) in both English Language Arts and Mathematics by 3 to 5 percentage points each year. ● Once the baseline is established in 2019-20, ELITE will increase percentage of students who meet or exceed the standards on the English/Language Arts and Mathematics Cumulative Assessments (in English and Spanish) by 3 to 5 percentage points each year. ● Once the baseline is established in 2019-20, ELITE will increase the percentage of English Learners making progress toward English Proficiency on the ELPAC assessment by 3 to 5 percentage points per year. ● All teachers will attend all professional development workshops and participate in all books studies, planning sessions, etc. designed to enhance their ability to address the needs of all students. ● All teachers will utilize designated curriculum materials and planning and pacing guides to ensure that all students are accessing standards-based, rigorous instructional materials and lessons aligned to ensure their success on local summative and cumulative, and state assessments.

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Actions/Services	Scope of Service	Pupils to be Served
<p>Common Core State Standards Aligned Curriculum:</p> <ul style="list-style-type: none"> ● English Language Arts TK-12 ● Mathematics TK-12 ● Science TK-12 <p>Rigorous and relevant culturally responsive pedagogical strategies will be utilized on a daily basis using carefully selected culturally-responsive materials, completely inclusive of the history and perspectives of African American and Latino students. There will be an emphasis on reading and writing across the curriculum in English and Spanish</p>	School-wide	All students
<p>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.</p>	School-wide	All students
<p>After school program for all students focused on individual and team sports integration (with an emphasis on sports in which our target population is underrepresented) and cognitive development activities. This will be facilitated by the After-school parent liaisons.</p>	School-wide	All students
<p>Entrepreneurial and Soft Skill Integration: Students participate in Junior Achievement program with a culminating showcase event open to the community.</p>	School-wide	All students
<p>Engineering (STEM): Students participate in various STEM programs and activities in partnership with local colleges and universities.</p>	School-wide	All students
<p>Ethnic Studies (English Language Arts and History/Social Science): Critical and interdisciplinary Ethnic Studies with an intentional focus on African American & Latino History – understanding the history and perspectives of people of color.</p>	School-wide	All students
<p>Physical Education: Promoting consciously active and healthy physical development through healthy food choices and competitive and early- integration of individual and team athletic programs and activities – this will be implemented through the use of designated afterschool staff and athletic coaches.</p>	School-wide	All students
<p>Technology: Students utilize technology to enhance their learning on a daily basis. They become progressively fluent in coding and computer science through participation in the Project-Based Learning, Student Tech Squad, Teacher Tech Assistant, and Elite Production team activities.</p>	School-wide	All students

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

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

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

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

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

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

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

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

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

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

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<p>Measurable Outcomes:</p>	<ul style="list-style-type: none"> ● 100% of students will be provided enhanced technology experiences to enhance learning as evidenced by high rubric scores on performance tasks. ● Disproportionate student outcomes addressed strategically through the implementation of an inquiry cycle. ● Reduction of the achievement gap as measured by disaggregated student scores on CAASPP, graduation and dropout data, A-G completion rates, student suspension and expulsion. ● 100% well qualified teachers, administrators and support staff members actively participating in all required professional development sessions.
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be Served</p>
<p>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.</p>	<p>School-wide</p>	<p>All students</p>
<p>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.</p>	<p>School-wide</p>	<p>All students</p>
<p>Professional Learning Community: Teachers provided release days for peer observations with Lesson Study focus with a focus on implementation of Culturally responsive strategies using Culturally Responsive materials and ELITE Standards of Excellence.</p>	<p>School-wide</p>	<p>All teachers</p>
<p>Instruction and Learning Support: See the Future trips are offsite trips for all students will be targeted learning opportunities. Students will visit engineering firms, science labs, colleges, museums, and other relevant locations.</p>	<p>School-wide</p>	<p>All students</p>
<p>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.</p>	<p>School-wide</p>	<p>Targeted</p>
<p>Before and After School Programming and Core Content Intervention: Before and After-School programming will be specifically designed using student-performance on diagnostic assessments, and feedback from teachers. Student Success Team meetings are the vehicle by which students access extended learning opportunities. All students, including TK and Kindergarten students will participate in the after school program as outlined in Goal 1.</p>	<p>School-wide</p>	<p>Targeted</p>

Element C: Methods of Assessment of Student Outcomes

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

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

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

State Assessments

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

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

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

For eligible students with disabilities, we will administer the CAAs for ELA and math to students in grades three through eight and grade eleven, and the CAA for science will be given to students in grades five,

eight and once in high school.

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

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

School-Based Assessments

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

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

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

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

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

- Portfolios: Portfolios are physical and/or virtual compilations of student work. It is a collection of student artifacts that is evidence of high quality work and mastery of content and skills throughout the year.
- Reading assessments: diagnostic, cumulative, summative, and formative assessments
- English Language Arts: diagnostic, cumulative, summative, and formative assessments
- Mathematics: diagnostic, cumulative, summative, and formative assessments
- Standardized Oral Language Proficiency Exams: The Language Assessment Scales (LAS) and the Bilingual Verbal Abilities Tests (BVAT) are standardized oral proficiency assessments that provide useful program level information about the performance of groups of students over

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time.

- Non-standardized Oral Language Proficiency Exams: Student Oral Proficiency Assessment (SOPA) and the Stanford Foreign Language Oral Skills Evaluation Matrix (FLOSEM), both assessments are used for both program evaluation and instructional purposes.

College Entrance Exams

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

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

Data Collection and Use of Data

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

Tier 1 Assessment and Instruction

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

ELITE teachers participate in Professional Learning Communities. They use their assessment results to evaluate their practice and make adjustments based on input from their colleagues and on-going professional development. Parents will receive notices of student performance on summative assessments. They will be informed of programs and services students can access if they need

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support meeting grade level standards. Students who have already mastered grade level standards will have an enrichment plan in place to ensure that they continue to grow academically. Students will receive standards-based instruction in Reading/Language Arts, Mathematics, Science, History-Social Science, and Spanish-language. Students will utilize computers for research, class instruction, and completion of projects and assignments, thereby strengthening their computer skills.

Tier 2 Assessment and Instruction

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

Tier 3 Assessment and Instruction

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

Reporting of Data

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

Assessment and Outcomes Matrix

School-wide Calendared Assessments				
External Measures of Achievement				
Assessment Tool	Grade Level	Subject	Timeline and Delivery	Minimum Performance Level
SBAC	3-8, 11	ELA, Math	Final Summative	Level 3
ELPAC	TK-12	ELD	Upon enrollment then annually until exited	Level 3

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California Science Test (CAST) and California Modified Assessment (CMA)	5,8,10	Science	Annually	Proficient
Physical Fitness Test (PFT)	5,7,9	Physical Education	Annually	Physically fit in at least 4 of 6 areas
AP Exams (unique to each student)	9-12	Offered AP subjects	End of course	Passing (3)
PSAT and SAT/EPAS and ACT	9-12	Reading Writing Math	During testing windows	At the national norm
Portfolio Presentations	TK-12	ELD, ELA, Math, Science, Social Studies, Art, Fitness, Character	Once per year presented at Spring showcase	At grade level
Reading and Mathematics Diagnostic Assessment	TK - 12	Reading proficiency	At the beginning of the year, and every six weeks to determine progress, or as needed	At grade level
Cumulative Reading/Language Arts Assessment	TK - 12	Reading comprehension, grammar and writing skills	At the end of each quarter	At grade level
Cumulative Mathematics Problem Solving and Skill Assessment	TK - 12	Mathematics problem solving and computation skills	At the end of each quarter	At grade level
Summative Reading/Language Arts Assessments	TK - 12	Reading comprehension, grammar and writing skills	Every six weeks	At grade level
Summative Mathematics Assessments	TK - 12	Mathematics problem solving and computation skills	Every six weeks	At grade level
Formative Reading/Language Arts Assessments	TK - 12	Reading comprehension, grammar and writing skills	Weekly	At grade level
Formative Mathematics Assessments	TK - 12	Mathematics problem solving and computation skills	Weekly	At grade level

Element D: Governance Structure

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

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

Board members, school directors, staff members and families are involved in the decision-making at ELITE. The ELITE governance structure is comprised of a Board of Directors, the policy-making body that holds fiduciary responsibility over ELITE. The President/CEO works with the board and committees to gather input and make decisions aligned with the school's mission, vision, values and goals. Parental involvement is key to the success of ELITE and we will adhere to Education Code 47605 (d)(2) to ensure that parents are given opportunities to participate in school governance through participation on the School Site Council, as Founding Families, as English Learner Advisory Committee members, on the School Parent Leadership Team, and in many other ways. ELITE will affirmatively notify current and prospective parents that parental involvement is not a requirement for acceptance or enrollment in the charter school. (Educ. Code 47605(n)).

California Non-Profit Public Benefit Corporation

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

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

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

Board of Directors

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

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

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

The Founding Board Members are:

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

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

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

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

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

Election of Directors

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

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

Commencing July 1, 2023, and each year thereafter, upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

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

attending and participating in open committee meetings.

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

Board Duties

The Board will meet regularly. Meetings shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act and Education Code Section 47604.1. Meeting information will be posted on the school website and at the school site. For easy access to community and staff members, meetings will be held at the school site unless noted otherwise. ELITE plans on making the best effort to encourage community participation.

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

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

Board Training

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

special education, budget and finance.

Role of the President/Chief Executive Officer

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

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

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

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

School Leadership Team

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

Activities of the School Leadership Team are as follows:

- Assists in the development of, reviews, and approves the school's accountability plan (Local

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Control and Accountability Plan (LCAP) which includes plan for expenditure of federal funding as well).

- Monitors program effectiveness by tracking progress toward meeting LCAP goals and objectives.
- Assists with the development of school policy in alignment with the ELITE Policy Handbook.
- Makes recommendations for staff professional development.
- Makes recommendations for student activities.
- Provides guidance on the development of the school calendar.

Parent Advisory Committee

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

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

School Site Council

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

- Monitoring and tracking progress toward ensuring that all students meet grade level standards, particularly those that have been historically underserved.
- Approves and monitors budgets and approves budget adjustments for restricted funds and LCAP funds.
- Makes recommendations to the ELITE board of directors regarding general school programming and operations.
- Monitors and tracks progress toward meeting LCAP, WASC, and Single Plan goals and

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outcomes.

- Monitors the effectiveness of and make recommendations for future professional development programs.
- Makes recommendations on the final school calendar.

English Language Advisory Committee

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

Parent, Staff and Board Communication

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

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

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

Assurances

ELITE is non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origins, gender, sexual orientation, or disability. ELITE will comply with County policies related to charter schools to the extent they aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as ELITE has been given written notice of the policy change.

ELITE, in accordance with Education Code Section 47604.3 shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records, from the County and shall consult with the County 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 County to pay for an audit only applies if the audit requested is specifically requested by the County and is not otherwise required to be completed by ELITE by law or charter provisions.

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

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

Element E: Employee Qualifications

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

Assurances

In accordance with Education Code 47605(e)(1), ELITE Public Schools will be nonsectarian in its employment practices and all other operations. ELITE will not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics), or any other characteristic prohibited by state or federal law.

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

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

ESSA and Credentialing Requirements

ELITE shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code sections 47605(l), 47605.4 and the applicable provision of ESSA. ELITE shall maintain current copies of all teacher credentials and make them readily available for inspection.

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

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

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

ELITE Staff

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

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

ELITE Standards of Excellence

The Principal will:

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

ELITE Staff Members:

- Believe in the ELITE mission, vision, values and goals and demonstrate their beliefs through their daily actions.

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

ELITE Students:

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

ELITE Parents:

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

Employee Selection Process

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

The selection process is as follows:

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

Staff Roles, Responsibilities and Qualifications

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

Staffing Plan for Years 1 and 2

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

Year 1	Year 2
President/Chief Executive Officer	President/Chief Executive Officer
Deputy Chief Executive Officer	Deputy Chief Executive Officer
Administrative Assistant (2)	Administrative Assistant (2)
Principal/Human Resource Officer	Principal/Human Resource Officer
Teachers	Teachers
Resource Specialist Teachers	Resource Specialist Teachers
Special Education Instructional Assistants	Special Education Instructional Assistants
Office Manager	Office Manager
Human Resource Technician	Human Resource Technician
Plant Manager	Plant Manager
Full Service Community Schools Liaison	Full Service Community Schools Liaison
Afterschool/Parent Liaisons	Afterschool/Parent Liaisons
	Justice Liaison
	Technology Coordinator – stipend
	Special Education Coordinator – stipend

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

President and Chief Executive Officer

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

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

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

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

Qualifications for the President/CEO include:

- At least three years successful teaching experience
- Demonstrated success eliminating opportunity gaps for diverse urban student populations
- Commitment to the mission, vision, values and goals of ELITE
- Demonstrated ability to lead a learning community that supports all staff members as they work toward achieving individual and organizational goals
- Demonstrated ability to build a system where all staff members are accountable for supporting all students as they work toward meeting and exceeding grade level standards
- Ability to build relationships with staff members, community leaders, school district

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officials, parents and students to support the growth and development of ELITE

- Demonstrated ability to facilitate the development of and implement strategic plans designed to advance the mission of ELITE
- Demonstrated ability to create a system in which collaboration, innovation, personal and collective responsibility, follow-through, perseverance, and strategic problem-solving and consistent communication are the norm

Deputy Chief Executive Officer

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

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

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

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

Qualifications for the Deputy Chief Executive Officer include:

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

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- Demonstrated ability to create a system in which collaboration, innovation, personal and collective responsibility, follow-through, perseverance, and strategic problem-solving and consistent communication are the norm

Principal/Human Resource Officer

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

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

Qualifications for Principal/HRO include:

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

Major Responsibilities of the Principal/HRO include:

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

Teaching Staff

Pursuant to Education Code Section 47605(l), teachers must hold the California teaching certificate, permit, or other document required for the teacher's certificated assignment. ELITE will strive toward all classroom teachers holding a provisional, intern or full California Teaching Credential. All teacher credential documentation shall be maintained at ELITE and subject to periodic inspection by SCOE upon request.

Pursuant to Education Code Section 47605.4, teachers employed by charter schools during the 2019—20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. **Core Teachers Grades TK-12**

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

Qualifications

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

Teachers assigned to a TK classroom must have been issued at least one credential by the Commission on Teacher Credentialing (CTC), and, by August 1, 2023, have one of the following:

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

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- A child development permit issued by the CTC.

Instructional Support Staff

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

Minimum qualifications for these positions include:

- High school diploma
- AA or AS degree
- Two years' experience in a position
- Strong familiarity with diverse urban student populations
- Ability to build strong relationships with students and families

Lead Teachers

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

Minimum Qualifications for the Lead Teacher are as follows:

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

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- A strong belief in the ability of all students to meet and/or exceed grade level standards

Administrative Staff

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

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

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

Office Manager/Administrative Assistant

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

Minimum qualifications include:

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

Custodian/Supervision Staff

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

Minimum qualifications include:

- High school diploma
- Minimum of two years in an equivalent position
- Experience with maintaining facilities according to minimally accepted industry standards
- Familiarity with the Williams Facility Inspection standards and ability to maintain the facility to pass inspections
- Strong communication skills, ability to build relationships with school staff members and stakeholders, and ability to multi-task

Recruitment Strategy

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

Professional Development Plans

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

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

	Morning – 2 hours	Afternoon – 2 hours	Late Afternoon – 1 ½ hours
<i>Day One</i>	Planning - Culturally Responsive English Language Arts Curriculum	Core Math Training	Safe and Affirming Learning Environment Development
<i>Day Two</i>	Planning – Culturally Responsive English Language Arts Curriculum	Core Math Training	Safe and Affirming Learning Environment Development

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<i>Day Three</i>	Planning Culturally Responsive English Language Arts Curriculum	Core Math Training	Safe and Affirming Learning Environment Development
<i>Day Four</i>	Planning Culturally Responsive English Language Arts Curriculum	History/Social Science PBL Aligned to ELA Curriculum	History/Social Science PBL Aligned to ELA Curriculum
<i>Day Five</i>	Science Curriculum	Science Curriculum	Entrepreneurialism Curriculum
<i>Day Six</i>	Spanish Lab	Spanish Lab	Diagnostic Cumulative Formative and Summative Assessments
<i>Day Seven</i>	Diagnostic Cumulative Formative and Summative Assessments	Diagnostic Cumulative Formative and Summative Assessments	Diagnostic Cumulative Formative and Summative Assessments
<i>Day Eight</i>	Culturally Responsive Instructional Strategies -Restorative Justice	Differentiated Instruction Strategies	Cooperative Grouping Strategies
<i>Day Nine</i>	Culturally Responsive Instructional Strategies	Positive Behavior Instruction and Support	Project – Based Learning
<i>Day Ten</i>	Putting it All Together	Putting It All Together	Putting it All Together

Element F: Health and Safety Provisions

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

- i. That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237. Education Code Section 47605(c)(5)(F).*
- ii. The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- iii. That the school safety plan be reviewed and updated by March 1 of every year by the charter school.*

Education Code Section 47605(c)(5)(F).

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

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

Procedures for Background Checks

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

Role of Staff as Mandated Child Abuse Reporters

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

Tuberculosis Risk Assessment and Examination

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

Immunizations

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

Medication in School

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

Emergency Epinephrine Auto-injectors

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

Vision, Hearing, and Scoliosis

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

Diabetes

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

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

On and after January 1, 2023, the Charter School shall make the type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school.

Suicide Prevention Policy

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ELITE will maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Feminine Hygiene Products

The Charter School shall stock the Charter School's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom.

The Charter School shall post a notice regarding the requirements of this paragraph in a prominent and conspicuous location in every restroom required to stock menstrual products. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each schoolday.

The Charter School shall provide two school meals free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incidents

Facility Safety

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

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

ELITE is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association

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with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. ELITE shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies. The full policy and procedure will be included in the Staff Handbook.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

Element G: Means to Achieve a Student Population Balance

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

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

Outreach

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

- School recruiters familiar with the school program will be available at events throughout Vallejo to recruit students for the ELITE program.
- School recruiters will hold outreach meetings at various times during weekdays and weekends at community centers, churches, temples and other community meeting spaces to spread the word about the school program.
- School recruiters will make presentations at regularly scheduled meetings of service clubs, community-based organizations and other community groups to engage active community leaders in the recruitment process.
- ELITE staff members will meet with 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, including immigration status, or association with an individual who has any of the aforementioned characteristics).

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

Target Population

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

Open House Events

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

Home-to-School Communication

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

Achieving Racial and Ethnic Balance

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

Element H: Admission Policies and Procedures

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). Education Code Section 47605(c)(5)(H).

Assurances

Admissions and Enrollment Processes

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

In accordance with Education Code Section 47605(e)(2)(B), ELITE shall admit all pupils who wish to attend the Charter School. In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Homeless and Foster Youth

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

Non-Discrimination

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

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

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

Application, Random Lottery and Enrollment Schedule

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

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

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

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

The application form will request the following information:

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

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

- January: Open application period begins and applications for the following academic school year are available at the ELITE office and online.
- End of March: Application window closes.
- First two weeks of April: Public random drawing conducted (if necessary).
- First Week of May: Admission notification and enrollment packets distributed to parents whose children have been drawn in the public random drawing.
- Last Week of May: Completed enrollment packets due back to ELITE.

Lottery Procedures

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

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

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

Lottery spaces will be pulled in order of grade level by the designated lottery official (appointed by

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the President/CEO). The lottery procedures are monitored by the President/CEO to ensure fair and accurate implementation.

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

Enrollment Process

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

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

- Proof of Immunization
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements
- Release of records (if applicable)
- Proof of Withdrawal from Previous School (if applicable)

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

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

Founding Family Policy

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

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the Founding Family Interest Window (January 15, 2019 - March 15, 2019 that includes ways that the family can meaningfully contribute to the development of the school.

Interested Founding Families will be selected on a first-come, first-served basis; ELITE will not utilize any selection process whatsoever in determining Founding Families. ELITE will not actively advertise the Founding Family designation.

- Founding Families will support ELITE during its Founding Period, which will begin with ELITE's approval and end on the first day of instruction.
- Founding Family status cannot be delegated or transferred to other individuals.
- Admissions preference for children of Founding Families may apply during the life of the charter as long as pupils who qualify for this preference do not constitute more than 10 percent of the school's enrollment. The admissions preference is applicable to all children of ELITE's Founding Families even if the children do not begin attending ELITE until after the first year of the school's operation.
- Should ELITE have more applicants than space available, children of Founding Families shall be exempted from the waiting list and not exceed more than 10 percent of the school's enrollment. Additional Assurances ELITE understands that any and all modifications to the enrollment preferences and procedures described in this petition will require formal approval by the authorizer, as this will be considered a material revision of the charter petition.

Element I: Financial Audits

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

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

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

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

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

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

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

Element J: Suspension and Expulsion Procedures

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

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

Programs in Support of a Positive School Culture and Climate

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

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

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

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

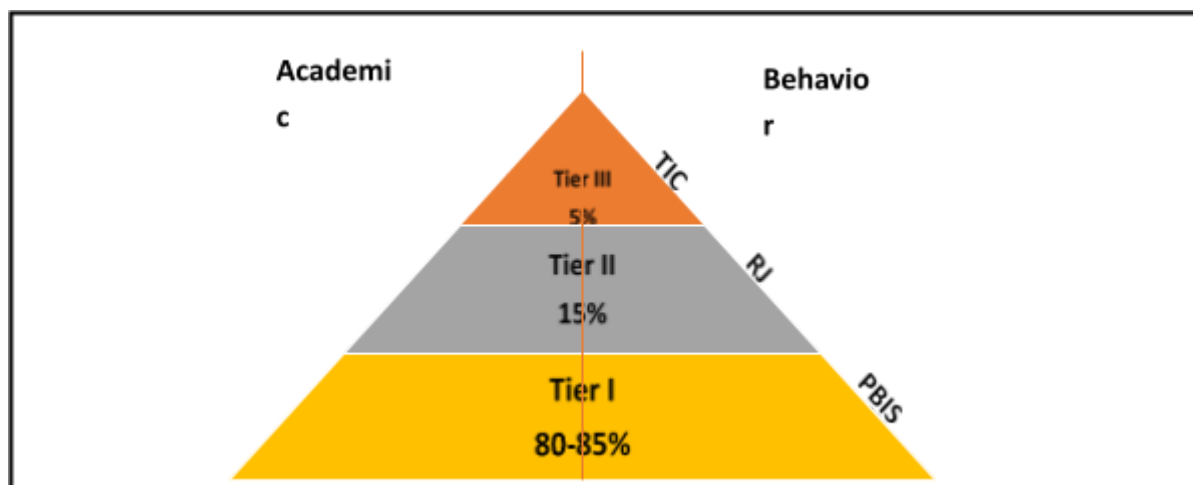
Successful prevention of bullying behavior is linked directly to teaching adults and students what bullying looks like, what to do before and when bullying behavior is observed, how to teach others what to do, and how to establish a positive and preventive environment that reduces the effectiveness of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

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

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

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

ELITE'S Integrated Intervention System



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

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

Restorative Justice

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

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

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

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

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

Trauma Informed Care

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

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

ELITE Approach to Discipline

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

This will be achieved by:

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

The purpose of the enforcement of discipline is to:

- Promote a safe learning environment that fosters a positive climate and culture

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- Build an effective capacity for enforcing school-wide discipline
- Provide opportunity for behavior training needed to access the learning necessary for graduation and higher education

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

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

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

General Assurance on Pupil Safety

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

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student

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no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent/guardian, or educational rightsholder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Suspension and Expulsion Policies

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

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

Suspension Conference

The Principal/HRO or teacher will hold a suspension conference with the student's parent and/or the student. The parent and/or student will be advised as to the purpose and actions that will be taken. The parent and/or student will be informed as to the reason for the disciplinary action. The student will have the opportunity to present evidence in his/her defense. The conference will be held within two days of the incident. The student may waive the opportunity to participate if they cannot, or do not, want to participate in the conference. Students and parents are assured that no penalties may be imposed for failure of the student's parents to attend. "Emergency situations" where the conference may be omitted are cases in which there is a clear and present danger to

lives, safety or health of students and ELITE personnel.

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

Suspension and Expulsion Policies

The purpose of the Suspension and Expulsion policies are to:

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

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

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

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

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

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

Grounds for Suspension and Expulsion of Students

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

- During school hours
- Related to school activity
- School attendance occurring at ELITE or other school
- A sponsored school event

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- 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.

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned. In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

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

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

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

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

Expulsion

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

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Expulsion Procedures

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

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

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

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

Record of Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the administrative Panel to expel must be supported by substantial evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of who the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

Written Notice to Expel

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

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

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

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

Disciplinary Records

ELITE shall maintain records of all student suspensions and expulsions at the Charter School. Such

records shall be made available for the County's review upon request.

Expelled Pupils/Alternative Education

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

Rehabilitation Plans

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

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Administrative Panel following a meeting with the Principal/Human Resource Officer, and the student and guardian or representative, to determine whether the student has successfully completed the rehabilitation plan, and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal/Human Resource Officer shall make a recommendation to the administrative Panel, following the meeting, regarding his or her determination. The student's readmission is also contingent upon the School's capacity at the time the student seeks readmission or admission.

No Right to Appeal

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

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

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

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

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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.

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

Involuntary Student Disenrollment, Dismissal, or Transfer

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

Resident Superintendent Notifications

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

Students with Special Needs

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

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

Notification of County

ELITE staff members shall immediately notify the County and SELPA and coordinate the procedures in this policy with the SELPA the discipline of any student with a disability or student who ELITE or the County 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

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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

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

Special Circumstances

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

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

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

Interim Alternative Educational Setting

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

Procedures for Students Not Yet Eligible for Special Education Services

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

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

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the student's teacher that the student is in need of special education or related services.
- The parent has requested an evaluation of the student
- The student's teacher, or other Charter School personnel, has expressed specific Director of special education or to other Charter School supervisory personnel.
- If ELITE knew or should have known the student had a disability under any of the three circumstances described above, the student may assert any of the protections available to

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IDEA-eligible students with disabilities, including the right to stay-put.

- If ELITE had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline, ELITE shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by ELITE pending the results of the evaluation.
- ELITE shall not be deemed to have knowledge of that the student had a disability of the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element K: Retirement Systems

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(c)(5)(K).

Compensation

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

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

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

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

Benefits

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

Retirement

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

Element L: Public School Attendance Alternatives

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

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

Element M: Employee Return Rights

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

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

Element N: Dispute Resolution Procedures

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(N).

Intent

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

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

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

Internal Disputes

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

The County shall not intervene in any such internal disputes without the consent of the ELITE Board and shall refer any complaints or reports regarding such disputes to the ELITE Board/or ELITE's President/Chief Executive Officer for resolution pursuant to the charter school's policies. The County agrees not to intervene or become involved in the dispute unless the dispute has given the County 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 County to intervene in the dispute.

Disputes Between SCOE and ELITE

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

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

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

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

All written notices shall be addressed as follows:

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

To Chief Academic Officer or designee:

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

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

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

Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties shall use processes and procedures of the American Arbitration Association (“AAA”) to have an arbitrator appointed.

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

Charter School Due Process Regarding Revocation

In the event that SCOE determines that ELITE has engaged in an act that could lead to revocation of the Charter, the County and ELITE shall have a face-to-face meeting within 10 days of the County 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 the ELITE President/Chief Executive Officer or designee. If after such a 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 Charter School shall have a reasonable amount of time following the date the formal written notice was sent to alleviate the violation. If the violation cannot be alleviated within the time period specified by 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

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.

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

Element O: Charter School Closure Procedures

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

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

Notification

The Charter School will promptly notify parents and students of ELITE, VCUSD, Solano County Office of Education, the education local plan area in which the Charter School participates, the retirement systems in which the Charter School's employees participate and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements. The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. Notification will include a certified packet of student information that may include grade reports, discipline records, immunization records, and any other appropriate information as well as information on student completion of college entrance requirements for all high school students affected by the closure. This notice will be provided promptly following the Board's decision to close the Charter School.

Management of Student Records

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

As applicable, ELITE will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school.

All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. ELITE will ask the County to store original records of Charter School students. All records of ELITE shall be transferred to the County upon the closure of ELITE. If the County will not or cannot store the records, ELITE shall work with SCOE to determine a suitable alternative location for storage.

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

Financial Records, Final Reports and Distribution of Assets

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As soon as reasonably practical, ELITE will prepare the final financial records. ELITE will also have an independent audit completed within six (6) months after closure, and ELITE will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by ELITE and will be provided to the County promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

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

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

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

Upon closure of ELITE, all assets of ELITE including, but not limited to, all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending ELITE, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

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

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

As specified by the Budget in Appendix O, ELITE will utilize the reserve fund to undertake any

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expenses associated with the closure procedures identified above.

Miscellaneous Charter Provisions

A. Budget and Financial Reporting

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

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

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

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

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

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

ELITE shall provide reporting to the County as required by law and as requested by the County including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

The Charter School agrees to and submits to the right of the County to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, ELITE shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County.

B. Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).

ELITE will provide or procure its own administrative services including, but not limited to: financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

At any time, ELITE may discuss the possibility of purchasing administrative services from the County. If the County is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the County and subject to County availability and willingness to provide such services. The Charter School will ensure that all contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. The Charter School shall approve only responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement, and in compliance with conflict of interest laws referenced herein. Consideration will be given to matters such as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

C. Facilities

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).

ELITE is currently located on the former Widenmann Elementary School campus at 100 Whitney Avenue, Vallejo, California 94589, owned by Vallejo Unified School District, pursuant to a Proposition 39 agreement with the District.

Pursuant to Education Code Section 47607(a)(3), a charter school that proposes to expand operation to one or more additional site shall request a material revision to its charter. This Spring 2022 material revision makes this request to expand operations to the school site described below. No further action of the Solano County Board of Education shall be necessary to approve the charter school expansion to the site described below.

ELITE may also locate a portion of its program on a second, private site, at 241-255 Georgia St., Vallejo, CA 94590. In the event the Charter School, for any reason, operates wholly or partially in facilities other than those provided by the District, it will secure appropriate private facilities within the District's boundaries and ELITE shall insure that prior to commencement of operations such facilities shall comply with the Federal Americans with Disabilities Act requirements, local building and zoning ordinances and that the Charter School has obtained permits under local ordinances for operating a school in such facilities. The Charter School will maintain readily accessible records documenting such compliance on file at the main office.

D. Insurance

ELITE shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts shall be based on recommendations provided by the County and the Charter School's insurer. The County shall be named as an additional insured on all policies of the Charter School. The Charter School shall provide evidence of the above insurance coverage to the County anytime upon request.

E. Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h).

ELITE shall be operated as a California non-profit, public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. ELITE shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of the Charter School.

Further, ELITE intends to enter into a memorandum of understanding with the County, wherein the Charter School shall indemnify the County for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by recommendation of the County and the Charter School's insurance company for schools of similar size, location, and student population. The County shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

F. Transportation

ELITE does not provide transportation to and from school, except as required by law.

G. Attendance Accounting

ELITE shall maintain an attendance recording and accounting system, to ensure contemporaneous record keeping, which complies with state law.

H. Oversight

Pursuant to California law, the County shall be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the County may charge for the actual costs of supervisorial oversight of the Charter School not to exceed one (1) percent of the revenue of the Charter School. The County may charge up to three (3) percent of the revenue of the Charter School if the Charter School is able to obtain substantially rent-free facilities from the County. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the

current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.