Renewal Petition Staff Report

ELITE Public Schools

November 18, 2026

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Introduction

ELITE Public Schools (hereafter referred to as ELITE) is a charter school serving grades transitional kindergarten through grade twelve (TK-12) located in the North Vallejo area of Vallejo, California serving over 500 students.

ELITE submitted its charter school renewal petition to the Solano County Office of Education (SCOE) on August 15, 2026. The Solano County Board of Education (SCBOE) held its first public hearing pursuant to Education Code section 47605(b) on September 9, 2026. During the public hearing, ELITE administrators, community members including teachers, parents, and students had the opportunity to provide public comment regarding the charter renewal petition. The SCBOE will hold a second public hearing and consider taking action on the renewal petition at the November 18, 2026 regular Board meeting.[1]

Executive Summary

General Criteria for Renewal

Renewal petitions are governed by the standards and criteria described in Education Code section 47605 applicable to new petitions, as well as the criteria set forth in Education Code section 47607 and 47607.2. (Ed. Code, § 47605, subd. (c); Ed. Code, §§ 47607, 47607.2.) The chartering authority shall consider whether:

- The charter school presents a sound educational program for the students to be enrolled in the charter school. (Ed. Code, §§ 47605, subd. (c)(1); 47607, subds. (a)(3), (b).)
- The petitioners are demonstrably likely to successfully implement the program set forth in the petition. (Ed. Code, §§ 47605, subd. (c)(2); 47607, subds. (a)(3), (b).)
- The petition contains reasonably comprehensive descriptions of certain elements in its program and operations as set forth in Education Code section 47605, subdivision (c)(5)(A)-(N), including any new requirements for charter schools enacted into law after the charter was originally granted or last renewed. (Ed. Code, §§ 47605, subd. (c)(5); 47607, subds. (a)(3), (b).)

An authorizer must also consider the charter school's performance on the California School Dashboard (Dashboard), where student performance is measured based on data from the current year, and any improvement in results from the prior year.[2] (Ed. Code, § 47607, subd. (c).) Under this criterion, the California Department of Education (CDE) designates charter schools as "low-performing," "middle-performing," or "high-

[1] Elite agreed to extend the timeline under Education Code section 47605(b) to permit the SCBOE to consider action at its regular meeting, which is later due to the Labor Day holiday.
[2] *See* https://www.caschooldashboard.org/about/accountability.

performing," based on Dashboard performance in the two years immediately preceding renewal. The following summarizes the three possible performance categories:

High-Performance Category	Middle Performance Category	Low-Performance Category
For the two most recent years preceding renewal, either: 1. Criteria 1: Scored green or blue schoolwide on all state indicators, or 2. Criteria 2: For all academic indicators: a. Received "status" scores schoolwide that are equal to or higher than the state average, and b. Majority of student groups each respective year that received "status" scores that are above the state average	Did not meet either High nor Low Performance Category criteria.	For the two most recent years preceding renewal, either: 1. Criteria 1: Scored red or orange schoolwide on all state indicators, or 2. Criteria 2: For all academic indicators: a. Received "status" scores schoolwide that are equal to or lower than the state average, and b. Majority of student groups in each respective year that received "status" scores that are below the state average
Renewal term: May be renewed for 5, 6, or 7 years	**Renewal Term: May renew for 5 years or may deny only upon making written findings**	**Renewal Term: Shall generally not renew; however, the chartering authority may take a "second look" and under specific factors renew the charter for 2 years. EC Section 47607.2(a)(4)**

Table 1 Criteria for charter school performance category determination. Source CDE: Performance Categories - Charter Schools

Each year, the California Department of Education (CDE) publishes a data file designating each charter school as high, middle, or low performing. According to the CDE's 2025 data file (available here), ELITE Public was determined to be low performing. ELITE Public was determined to be low performing based on criterion two, which is limited to academic indicators (English language arts/literacy (ELA), Mathematics, College/Career Indicator (CCI), English Learner Progress Indicator (ELPI), and Science) with a color on the 2025 CA Dashboard. This staff report details the dashboard results relevant to CDE's determination with additional information included for added context.

In accordance with Education Code sections 47607 and 47607.2 and ELITE's most recent performance category designation, SCOE staff have included data and analyses in the consideration of schoolwide performance and student group performance on state indicators included in the state Dashboard and local demographic data while placing greater weight on the performance on measurements of academic progress.

Low Performing Criteria

At the November 18, 2026, regular Board meeting, SCOE staff will present the Summary of Findings to SCBOE. After reviewing the information presented, the SCBOE will consider whether to approve or deny ELITE Public Schools' charter renewal petition.

Pursuant to Education Code section 47607.2(a), "***the chartering authority shall not renew***" a low performing charter school, except that the chartering authority "***may renew a charter…only upon making both of the following written factual findings, specific to the particular petition, setting forth specific facts to support the findings:***

> ***(A) The charter school is taking meaningful steps to address the underlying cause or causes of low performance, and those steps are reflected, or will be reflected, in a written plan adopted by the governing body of the charter school.***
>
> ***(B) There is clear and convincing evidence showing either of the following:***
>
> > ***(i) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.***
> >
> > ***(ii) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers."***

Options for SCBOE

The SCBOE has two options: (1) approve the renewal petition or (2) deny the renewal petition.

Option 1: Approve the Renewal Petition

Because ELITE Public Schools is a low-performing charter school, the SCBOE may approve the renewal petition **only if** it makes both of the written factual findings required by Education Code section 47607.2(a). Specifically, the SCBOE must find that:

1. The charter school is taking meaningful steps to address the underlying cause or causes of its low performance, and those steps are reflected, or will be reflected, in a written plan adopted by the charter school's governing body; and
2. Clear and convincing evidence demonstrates either measurable increases in academic achievement, defined as at least one year's progress for each year in

school, or strong postsecondary outcomes, defined as college enrollment, persistence, and completion rates equal to those of similar peers.

Both findings must be specific to the renewal petition, supported by specific facts, and set forth in writing. If the SCBOE cannot make both findings, it may not approve the renewal petition.

If approved, the renewal petition can only be renewed for a two (2) year term.

Option 2: Deny the Renewal Petition

The SCBOE may deny the renewal petition. If the SCBOE determines that the requirements for renewal under Education Code section 47607.2(a), above, have not been satisfied, the statute prohibits renewal. The SCBOE may also deny the petition rather than approve it, even if the statutory requirements for renewal are satisfied, as the statute is permissive (i.e., "may approve") rather than mandatory (i.e., "shall approve").

School Overview

Student Demographics

Current Enrollment Balance

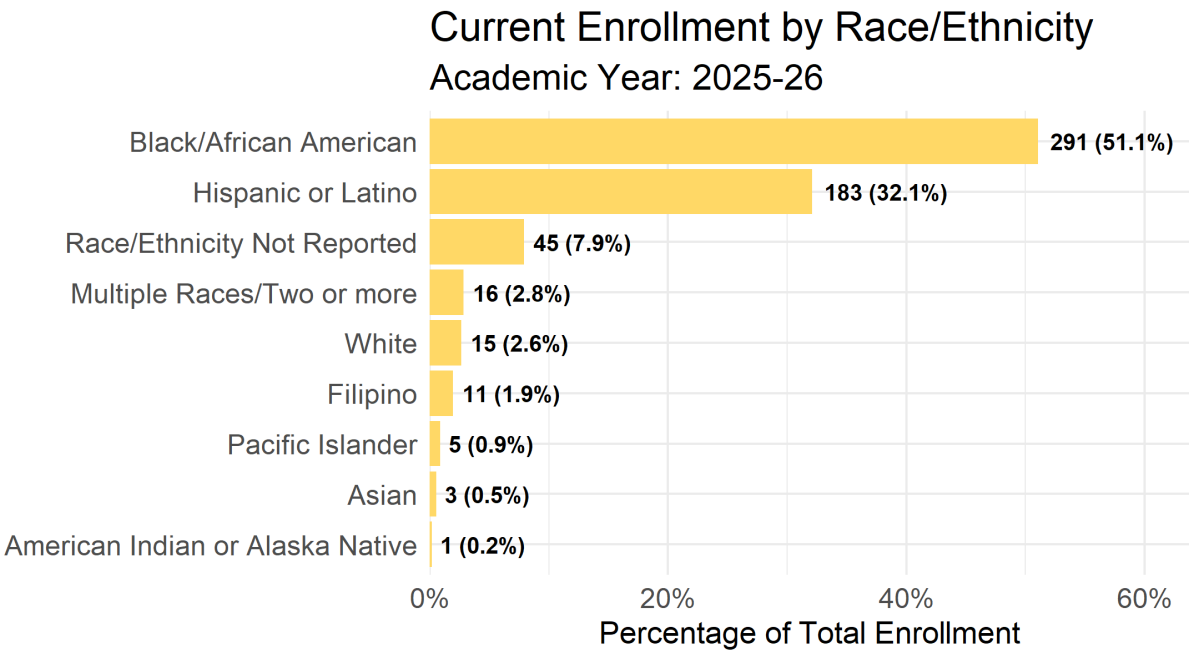


Figure 1: ELITE census day enrollment trends. Source: CDE Census Day Enrollment Data

For the 2025-26 school year, ELITE had a total enrollment of 570 students as illustrated in Figure 1: ELITE census day enrollment trends. Figure 1: ELITE census day enrollment trends show the student population was primarily Black/African American comprising 51.1% of total. The remaining included 32.1% of Hispanic or Latino, 7.9% race/ethnicity not reported, 2.8% multiple races/two or more, 2.6% white, and 3.5% combined Asian, Filipino, Pacific Islander, American Indian or Alaska Native.

Historic Enrollment Balance

Table 2 below details the census day enrollment values for race/ethnicity over time. Census day enrollment is the point-in-time count of students that occurs in October every year.

Student Group	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
All Students	498	474	580	671	680	612	570
American Indian or Alaska Native	2	4	2	7	3	4	1
Asian	5	8	10	8	3	2	3
Black/African American	287	229	309	369	392	343	291
Filipino	6	10	11	11	11	8	11
Hispanic or Latino	153	163	193	219	228	213	183
Multiple Races/Two or more	12	13	17	21	18	15	16
Pacific Islander	7	5	3	7	7	5	5
Race/Ethnicity Not Reported	17	35	29	16	3	5	45
White	9	7	6	13	15	17	15

Table 2 Showing enrollment over time by race/ethnicity. Source: CDE Census Day Enrollment Data

Student Enrollment

Total Student Population

Table 3 below shows enrollment data for ELITE Public Schools for the past 3 academic years. The census day enrollment value represents the number of students enrolled on

Census Day (the first Wednesday in October). This information was submitted by the local educational agency (LEA) to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Academic Year	Total Enrollment
2023-24	680
2024-25	612
2025-26	570

Table 3 Showing Total Enrollment at ELITE Public. Source: CDE Census Day Enrollment Data

Student Enrollment Over Time

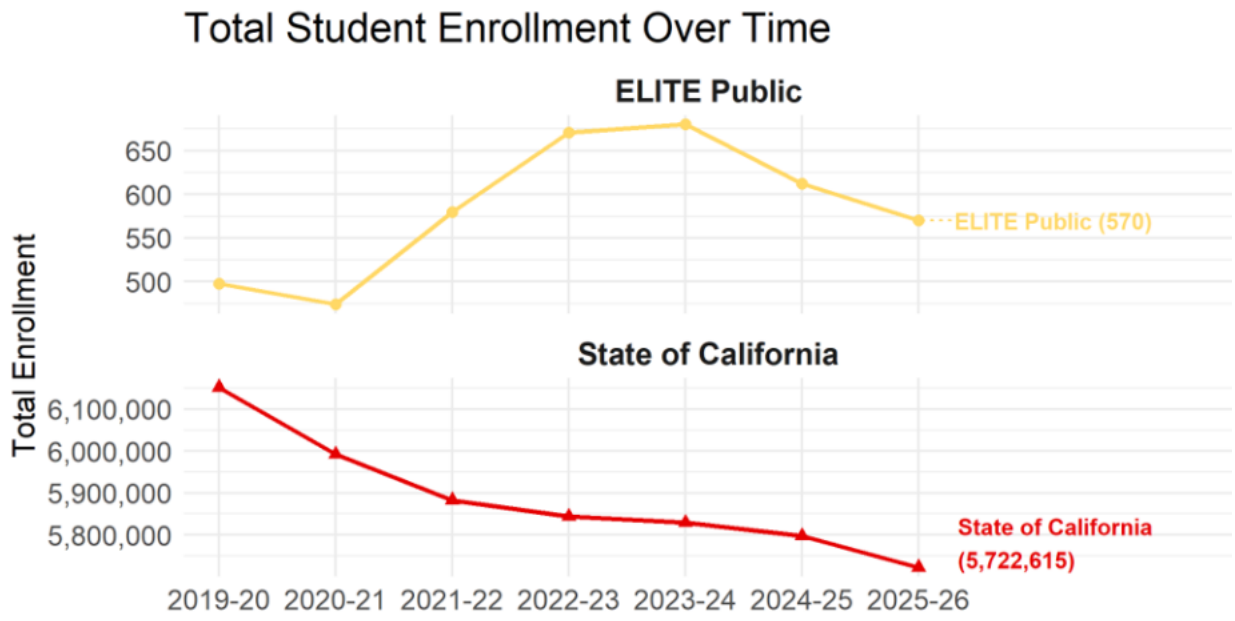


Figure 2: ELITE census day enrollment trends. Source: CDE Census Day Enrollment Data

Student Populations and Enrollment

Unduplicated pupil counts and the Free or Reduced-Price Meal (FRPM) count represent the number TK/K-12 students who were enrolled on Census Day, the first Wednesday in October, and for whom eligibility data was effective "as of" Census Day. The FRPM data included in the CALPADS Unduplicated Pupil Count (UPC) reflect a broader eligibility time range which goes through the end of October. The FRPM eligibility data included in the

CALPADS UPC files are used solely to determine the Unduplicated Pupil Count for the Local Control Funding Formula (LCFF). The UPC and FRPM percentages (rates) for ELITE are included in Figure 3 below.

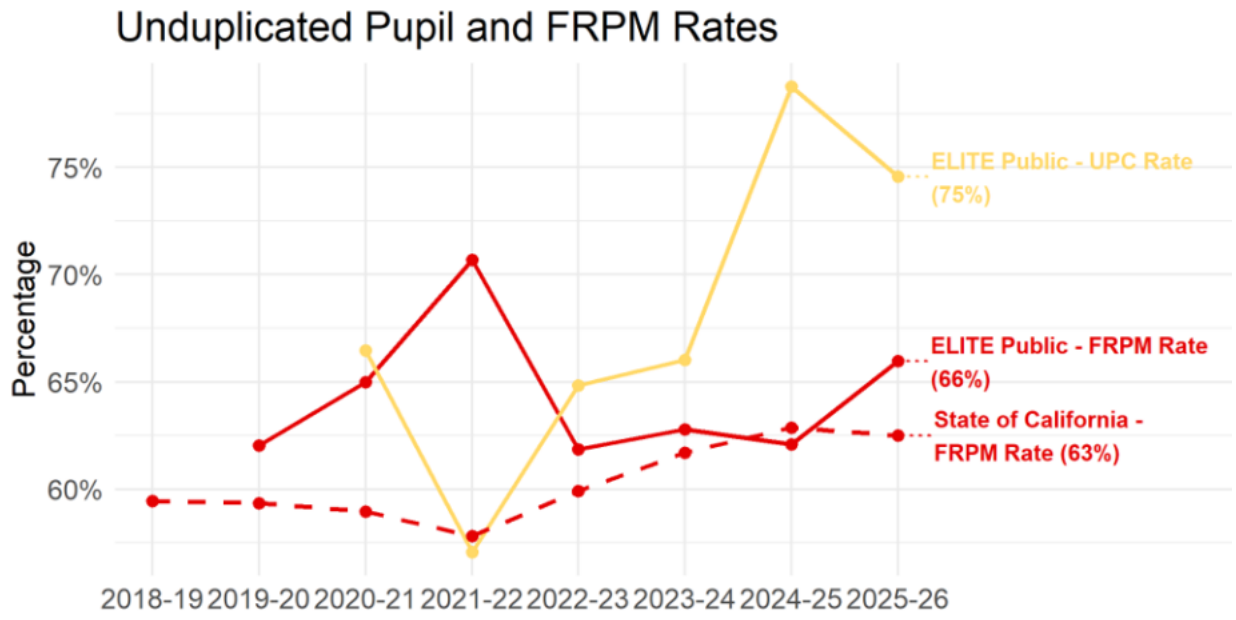


Figure 3: Unduplicated Pupil Count (UPC) and Free/Reduced-Price Meal program enrollment trends. Source: CDE Unduplicated Pupil Count Data

Special Student Populations

Students in foster care represent one of the most vulnerable and academically at-risk student groups enrolled in California schools. Students in foster care can include students participating in out-of-home child welfare, out-of-home probation, family maintenance, non-minor dependents, voluntary placement agreements, tribal foster youth, and emergency removals. The McKinney-Vento Act defines homeless children and youth as individuals who lack a fixed, regular, and adequate nighttime residence. This definition also includes: 1) Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals; 2) Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; 3) Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and 4) Migratory children who qualify as homeless. Figure 4 shows the census day enrollment for foster students as well as students identified as homeless.

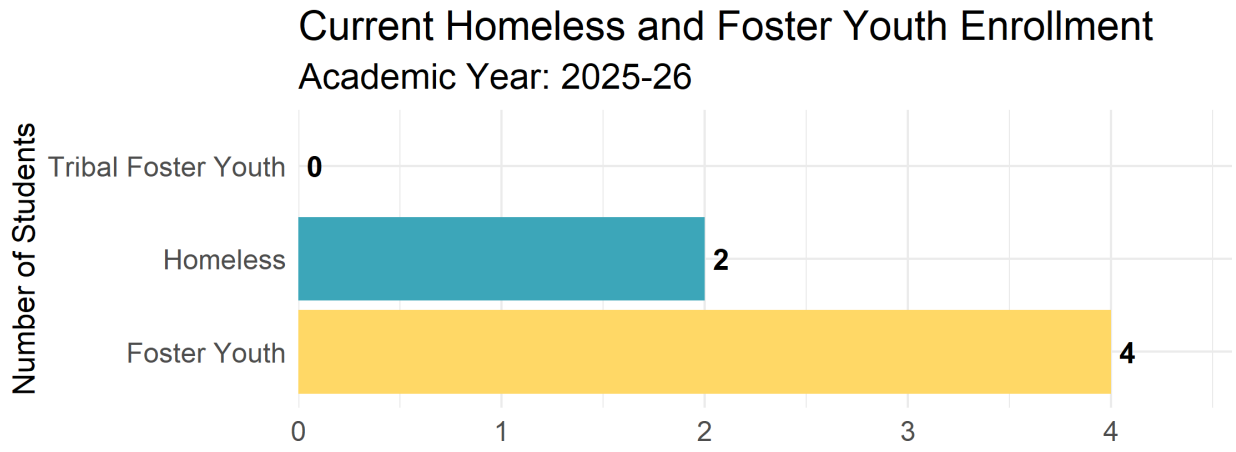


Figure 4: ELITE census day enrollment values for vulnerable student populations.
Source: CDE Unduplicated Pupil Count Data

Fiscal Health

Historical financial results since ELITE's operations began have varied from year to year, including operating deficits, changes in reserve levels, and differences between budget projections and actual results. In several years, actual revenues and ending fund balances were lower than projected, indicating that some financial assumptions have not been realized as anticipated.

Previously identified concerns that remain include:

- Limited reserve levels;
- Potential audit-related penalties of approximately $570,000;
- Limited capacity to absorb unexpected costs or future funding reductions; and
- Differences between budget projections and actual financial results.

ELITE's multi-year projection included in the renewal petition shows positive operating results and improving reserves. However, the projected surpluses remain modest and depend on enrollment growth, a 94% attendance rate, and projected revenue and expenditure assumptions being achieved. Limited supporting assumptions were provided for projected revenues and expenditures, which affected the ability to fully assess the reasonableness of the financial projections. Based on historical results, enrollment, attendance, staffing, cash flow, audit findings, and budget-to-actual results remain important factors in assessing ELITE's financial position and the projections presented in the renewal petition.

Academic Outcomes

Dashboard Summary: All Students

The California School Dashboard (Dashboard) is an online tool designed to help communities across the state access important information about transitional kindergarten through grade twelve schools and districts.

On the Dashboard, schools and districts receive one of five Performance Levels for each eligible state measure. The Performance Levels are determined using current year and prior year data and are represented by a color ranging from Red (lowest performance) to Blue (highest performance) as shown in Image 1.



Image 1: California School Dashboard performance dials. Source: CDE Dashboard Toolkit

The numbers in Table 4 represent the status for each indicator for the "all students" student group. For ELA and math, the status is the average distance from standard for those students who took the CAASPP exam. Status for the science indicator was its own distance from standard calculation in 2024, but for the 2025 dashboard, the status switched to a calculation that shifts the values so they fall between 0 and 100. This new calculation is referred to as science points. All other indicators are based on a percentage of all students who meet the criteria for that indicator. Refer to the CA Dashboard technical guide for details on how those criteria are calculated.

The background shading of each cell of Table 4 represents the Dashboard color for that indicator. Color is based on the displayed status and also the change in status from the year before. Gray indicates that no color was calculated for that indicator because there were too few students to meet CDE privacy guidelines for data reporting in one of the two years used to calculate color. A white cell indicates that no color was assigned for that indicator that year. For this data set, state performance was added as reference in alignment with EC Section 47607.2 that encourages the analysis of student outcomes in rates similar to peers.

CA State Dashboard Indicator	2025 ELITE Public Status	2025 CA State Status
English Language Arts (ELA)	-70.1	-8.1
Mathematics	-75.5	-42.4
Science	39.6	52.6
English Learner Progress Indicator	46.2%	46.4%
College/Career Readiness (CCI)	33.3%	51.7%
Graduation Rate	85%	87.8%
Chronic Absenteeism	30.6%	17.1%
Suspension Rate	5.8%	2.9%

Table 4 Comparing 2025 ELITE Public all student CA Dashboard outcomes with those of CA State aggregate outcomes. Source: CDE California School Dashboard Data

Dashboard Summary: Student Groups

When CDE determines performance levels for charter schools, they exclude the student groups that performed higher or at the same level as the state averages. For 2025, these groups were: White, Asian, Filipino, Two or more Races. The following table shows the CA Dashboard results for ELITE Public student groups with a status excluding the student groups excluded by CDE.

In 2025, ELITE Public was determined to be low performing based on criterion 2. This criterion is based on academic indicators (English Language Arts (ELA), Mathematics, College/Career Indicator (CCI), English Learner Progress Indicator (ELPA), and science). Therefore, this table only shows results for those indicators.

The numbers in Table 5 show the status of included student groups for each indicator for both ELITE Public and the statewide aggregated outcomes. A cell without a number indicates the student group's status was not reported for that indicator.

The background shading of each cell represents the dashboard color earned for each indicator (see Image 1). Gray indicates there were enough students to show the status, but color was not calculated for that indicator because there were too few students to meet CDE's criteria for color for at least one of the two years. A white cell indicates that no color was assigned for that indicator that year. CDE uses only student groups with a color in determining charter performance categories, but groups with a status and without a color

are included in this table for awareness as those groups may be considered next year. For this data set, state performance was added as reference in alignment with EC Section 47607.2 that encourages the analysis of student outcomes in rates similar to peers.

Student Group	Indicator	School	CA State
American Indian or Alaska Native	College/Career Readiness (CCI)	*Fewer than 11 students.*	35.3%
American Indian or Alaska Native	English Language Arts (ELA)	*Fewer than 11 students.*	-45.4
American Indian or Alaska Native	Mathematics	*Fewer than 11 students.*	-83.3
American Indian or Alaska Native	Science	*Fewer than 11 students.*	46.4
Black/African American	College/Career Readiness (CCI)	38.5%	35.7%
Black/African American	English Language Arts (ELA)	-64.8	-51.3
Black/African American	Mathematics	-68.3	-95.8
Black/African American	Science	41.5	43.4
English Learner	College/Career Readiness (CCI)	*Fewer than 11 students.*	24.3%
English Learner	English Language Arts (ELA)	-103.3	-59.9
English Learner	English Learner Progress Indicator	46.2%	46.4%
English Learner	Mathematics	-101.9	-86.1
English Learner	Science	33.5	41.1
Foster Youth	College/Career Readiness (CCI)	*Fewer than 11 students.*	17.7%
Foster Youth	English Language Arts (ELA)	*Fewer than 11 students.*	-79.8
Foster Youth	Mathematics	*Fewer than 11 students.*	-121.9

Student Group	Indicator	School	CA State
Foster Youth	Science	*Fewer than 11 students.*	37.6
Hispanic	College/Career Readiness (CCI)	16.7%	45.1%
Hispanic	English Language Arts (ELA)	-86.5	-33.7
Hispanic	Mathematics	-90.7	-73.6
Hispanic	Science	33	47.1
Homeless Youth	College/Career Readiness (CCI)	*Fewer than 11 students.*	26.5%
Homeless Youth	English Language Arts (ELA)	*Fewer than 11 students.*	-68.9
Homeless Youth	Mathematics	*Fewer than 11 students.*	-102.8
Homeless Youth	Science	*Fewer than 11 students.*	41.5
Long-Term English Learner	College/Career Readiness (CCI)	*Fewer than 11 students.*	24.9%
Long-Term English Learner	English Language Arts (ELA)	-96.1	-104.5
Long-Term English Learner	English Learner Progress Indicator	63.2%	49.1%
Long-Term English Learner	Mathematics	-86	-158.9
Long-Term English Learner	Science	*Fewer than 11 students.*	34
Pacific Islander	College/Career Readiness (CCI)	*Fewer than 11 students.*	40.2%
Pacific Islander	English Language Arts (ELA)	*Fewer than 11 students.*	-29.3
Pacific Islander	Mathematics	*Fewer than 11 students.*	-67.5

Student Group	Indicator	School	CA State
Pacific Islander	Science	*Fewer than 11 students.*	46.7
Socioeconomically Disadvantaged	College/Career Readiness (CCI)	27.3%	44.8%
Socioeconomically Disadvantaged	English Language Arts (ELA)	-78.8	-35.3
Socioeconomically Disadvantaged	Mathematics	-85.3	-72.9
Socioeconomically Disadvantaged	Science	36.3	47.1
Students with Disabilities	College/Career Readiness (CCI)	*Fewer than 11 students.*	18.7%
Students with Disabilities	English Language Arts (ELA)	-121.6	-89.4
Students with Disabilities	Mathematics	-128.5	-120.7
Students with Disabilities	Science	32.2	38.3

Table 5 Comparing 2025 ELITE Public CA Dashboard outcomes with those of CA State aggregate outcomes by student group. Source: CDE California School Dashboard Data

The values shown in Tables 4 and 5 represent the current status for each group and indicator. This value does not mean the same thing for each indicator:

- Current status for ELA, math, and science shows the distance from standard (DFS). The ELA status can be read as students in "All students" student group (all students who took the CAASPP ELA exam) scored an average 70.1 points below the standard.
- Current status values for ELPI (English Learner Progress Indicator) represent the number of English Learner (multilingual) students who advance at least one overall ELPI level from the prior year to current year.
- Current status for absenteeism, suspension, graduation, and college/career represents the percentage of the "All students" student group. This means a different population for each indicator. The suspension indicator is the most inclusive and a status of 5.8% means that 5.8% of all students at the school were suspended for a combined total of at least one full day any time in the school year.

For chronic absenteeism, “All students” includes students enrolled in K-8 schools and a status of 30.6% indicates that 30.6% of those students were chronically absent. A student who misses 10% or more of expected instructional time is considered chronically absent. “All students” for graduation refers only to one cohort of students in the 12th grade. The current status of 85% indicates that 85% of 2023-2024’s senior class graduated. College/career includes students from the same cohort as the graduation indicator and combines several measures to give a percentage of students ready for college and/or careers.

Dashboard Summary: Excluded Groups

Several student groups performed higher in 2025 than the CA state averages and were excluded from CDE’s evaluation of charter performance levels. Those groups were: White, Asian, Filipino, Two or more Races. Of these groups, the only group large enough at ELITE Public for CDE to report a status was Two or More Races. The academic results with statuses for that group are shown in Table 6.

Student Group	Indicator	School	CA State
Asian	College/Career Readiness (CCI)	*Fewer than 11 students.*	77.9%
Asian	English Language Arts (ELA)	*Fewer than 11 students.*	61.9
Asian	Mathematics	*Fewer than 11 students.*	51.9
Asian	Science	*Fewer than 11 students.*	67
Filipino	College/Career Readiness (CCI)	*Fewer than 11 students.*	74.6%
Filipino	English Language Arts (ELA)	*Fewer than 11 students.*	49.6
Filipino	Mathematics	*Fewer than 11 students.*	14.2
Filipino	Science	*Fewer than 11 students.*	63.3
Multiple Races/Two or more	College/Career Readiness (CCI)	*Fewer than 11 students.*	58.6%
Multiple Races/Two or more	English Language Arts (ELA)	-14.4	29.4

Student Group	Indicator	School	CA State
Multiple Races/Two or more	Mathematics	2.8	-0.7
Multiple Races/Two or more	Science	*Fewer than 11 students.*	61.1
White	College/Career Readiness (CCI)	*Fewer than 11 students.*	58.6%
White	English Language Arts (ELA)	*Fewer than 11 students.*	23.8
White	Mathematics	*Fewer than 11 students.*	-6.2
White	Science	*Fewer than 11 students.*	60.2

Table 6 Dashboard summary for groups excluded for charter evaluation. Source: CDE California School Dashboard Data

Measurable Increases in Academic Performance

English Language Arts and Mathematics (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) Assessments are comprehensive, end-of-year assessments for English Language arts/literacy (ELA) and mathematics that are aligned with the Common Core State Standards (CCSS) for English language arts/literacy (ELA) and mathematics. The assessments measure progress toward college and career readiness. The tests capitalize on the strengths of computer adaptive testing, efficient and precise measurement across the full range of achievement.

Figure 5 shows the percentage of students with CAASPP scores at each performance level. Starting with reporting for the 2025–26 summative assessment, new reporting labels for proficiency levels exist and are noted as follows:

- Level 4 indicates students demonstrate **advanced** grade-level knowledge and skills and shows a sophisticated understanding of and ability to apply the knowledge and skills in English language arts/literacy/mathematics needed for success in future coursework.
- Level 3 indicates students demonstrate **proficient** grade-level knowledge and skills and shows a thorough understanding of and ability to apply the knowledge and skills in English Language arts/literacy/mathematics needed for success in future coursework.

- Level 2 indicates students demonstrate **developing** grade-level knowledge and skills and shows an initial understanding of and ability to apply the knowledge and skills in English Language arts/literacy/mathematics needed for success in future coursework.
- Level 1 indicates students demonstrate **minimal** grade-level knowledge and skills and shows a limited understanding of and ability to apply the knowledge and skills in English Language arts/literacy/mathematics needed for success in future coursework.

While the achievement level labels have changed, the criteria and cut scores for each level have not changed. Overall results can still be compared from year to year. CAASPP scores are not available for the 2019-20 academic year, and Educational Testing Service (ETS) notes that care should be taken when analyzing and comparing scores from the 2020-21 academic year due to ongoing disruptions caused by the COVID-19 pandemic.

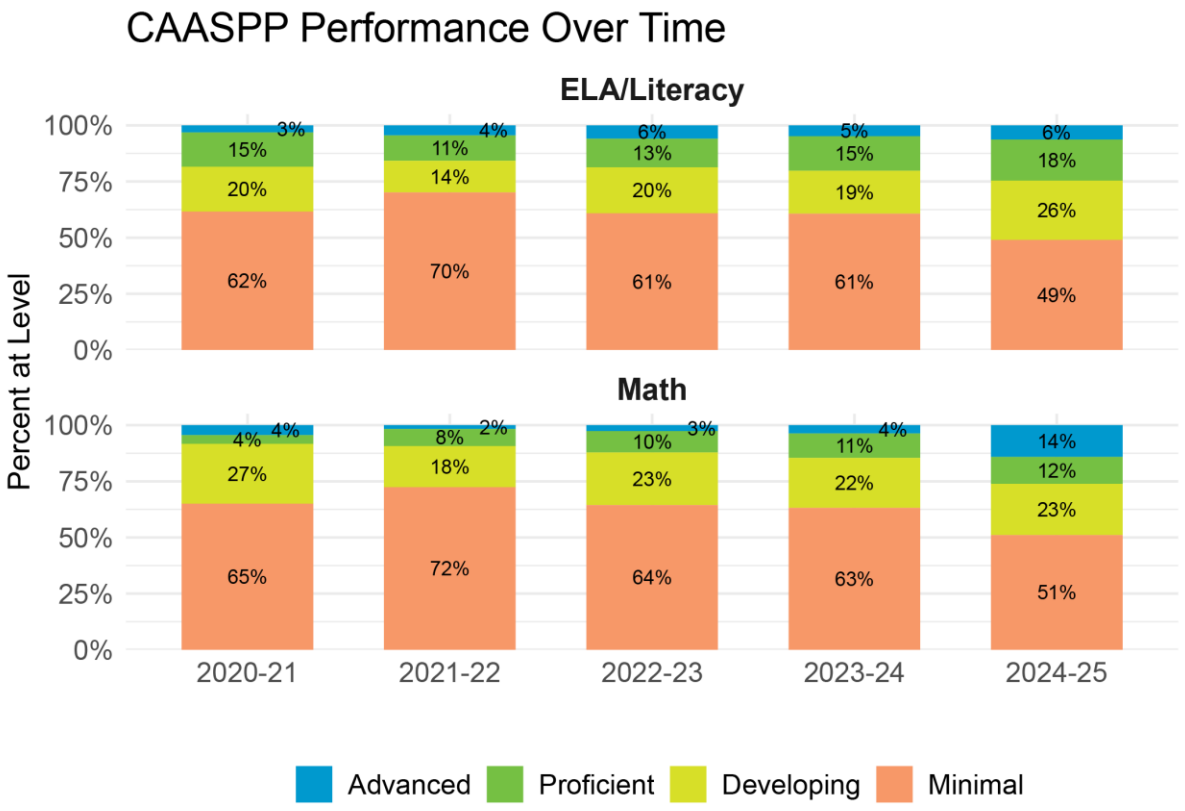


Figure 5: CAASPP English Language Arts and Mathematics summative performance levels. Source: CDE CAASPP Research Files

Science Assessment (CAST)

Figure 6 shows the percent of students at each performance level of each year. The statewide California Assessment of Student Performance and Progress (CAASPP) System includes federally required science assessments in grades five and eight and once in high school. The California Science Test (CAST), aligned with Next Generation Science Standards for California Public Schools (CA NGSS), is administered to high school students in either grade ten, eleven, or twelve. Local educational agencies (LEAs) can elect to administer a science test to students in grade ten or eleven. Students in grade twelve, who have not yet taken a science test, will automatically be registered to test. Students repeating grade twelve are not eligible to test. Figure 6 shows the percent of student at each performance level for the CAST each year at ELITE.

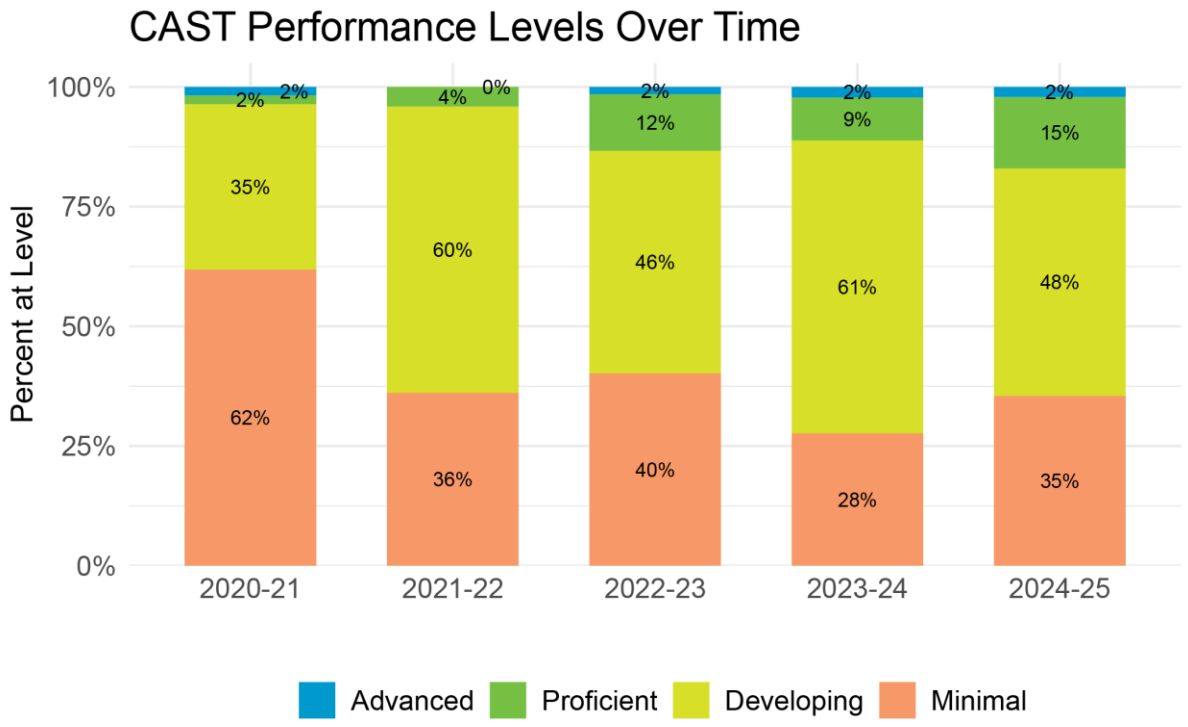


Figure 6: California Science Test (CAST) performance levels. Source: CDE CAST Research Files

Dashboard: ELA

Figure 7 shows the Dashboard results for ELA by student group over time. Figure 7 includes two smaller figures grouped by Race/Ethnicity and Student Program. The values shown represent the average distance from standard for all students assigned to the group who took the CAASPP ELA exam that year.

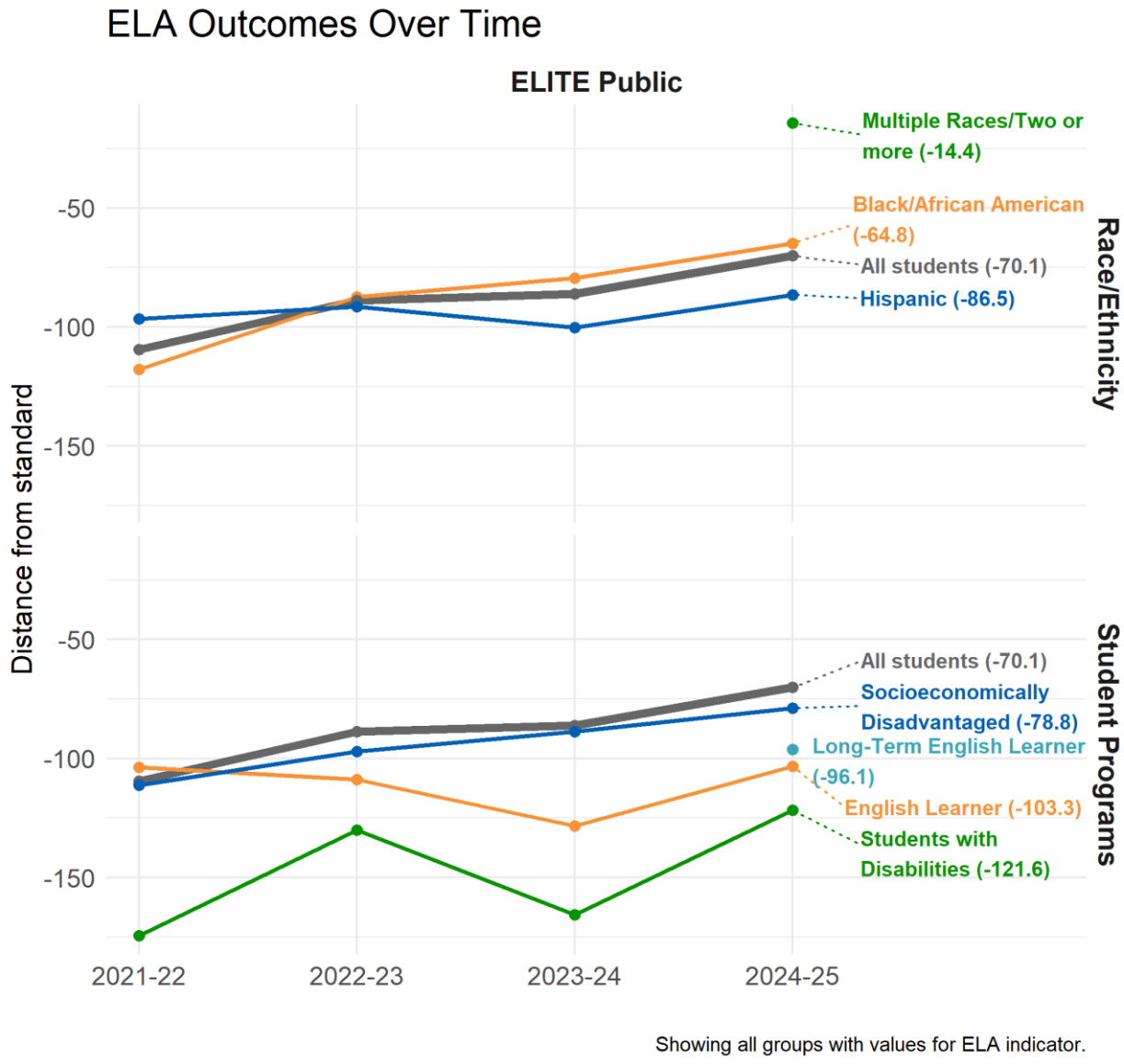


Figure 7: California School Dashboard performance outcomes. Source: CDE California School Dashboard Data

Dashboard: Math

Figure 8 shows the Dashboard results for Math by student group over time. Figure 8 includes two smaller figures grouped by Race/Ethnicity and Student Program. The values shown represent the average distance from standard for all students assigned to the group who took the CAASPP Math exam that year.

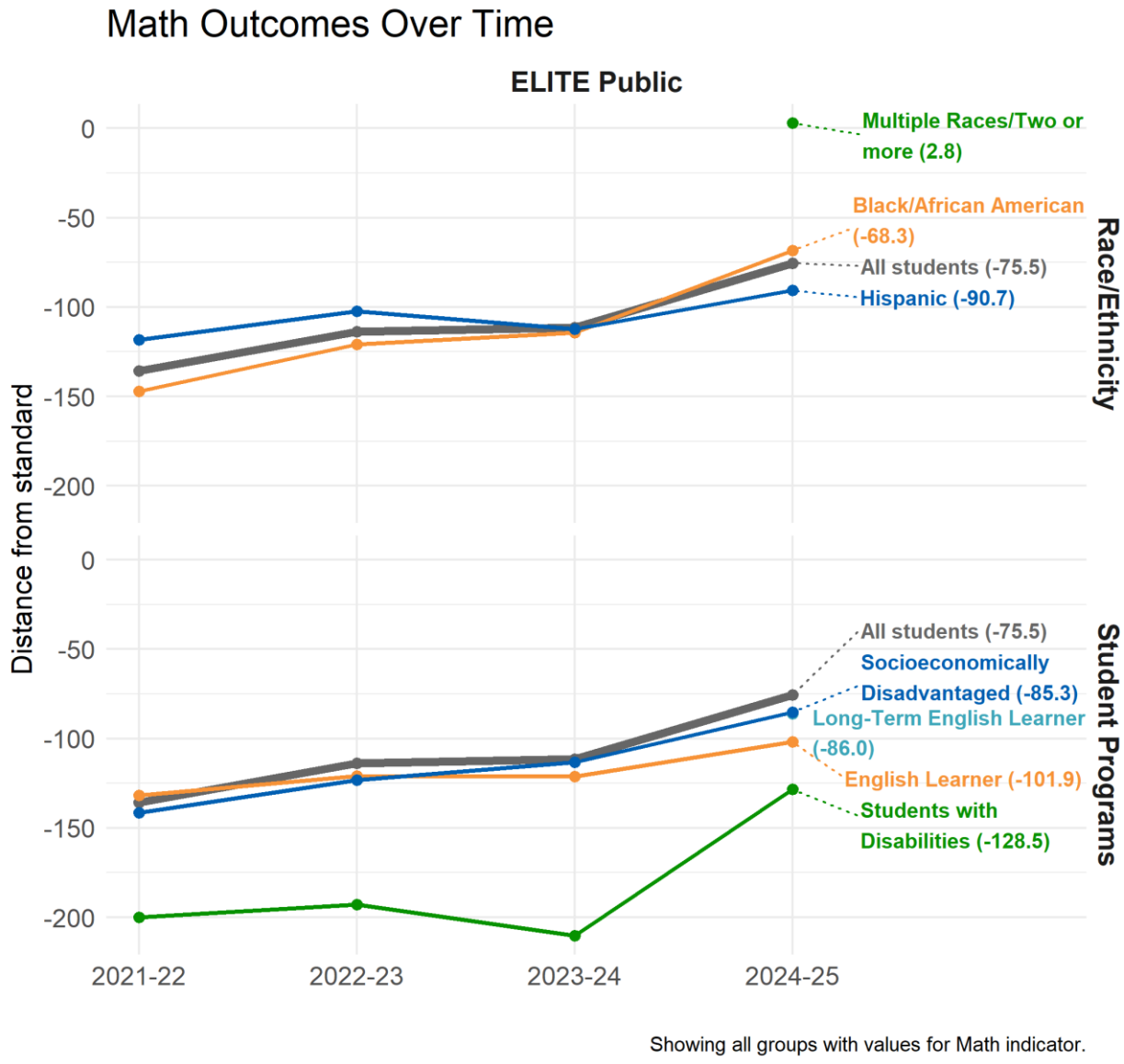


Figure 8: California School Dashboard performance outcomes. Source: CDE California School Dashboard Data

Dashboard: ELPI

The English Learner Progress Indicator (ELPI) represents the percentage of English learner students progressing towards English language proficiency. The CDE measures progress toward English language proficiency by comparing English Learner students' results from the current Summative English Language Proficiency Assessments for California (ELPAC) and Summative Alternate ELPAC to the prior year Summative ELPAC and Summative Alternate ELPAC results. In 2023, the CDE began reporting Long Term English Learners

(LTEL) students as a new student group effective with the 2024 Dashboard. Figure 9 shows the ELPI outcomes for applicable students at ELITE.

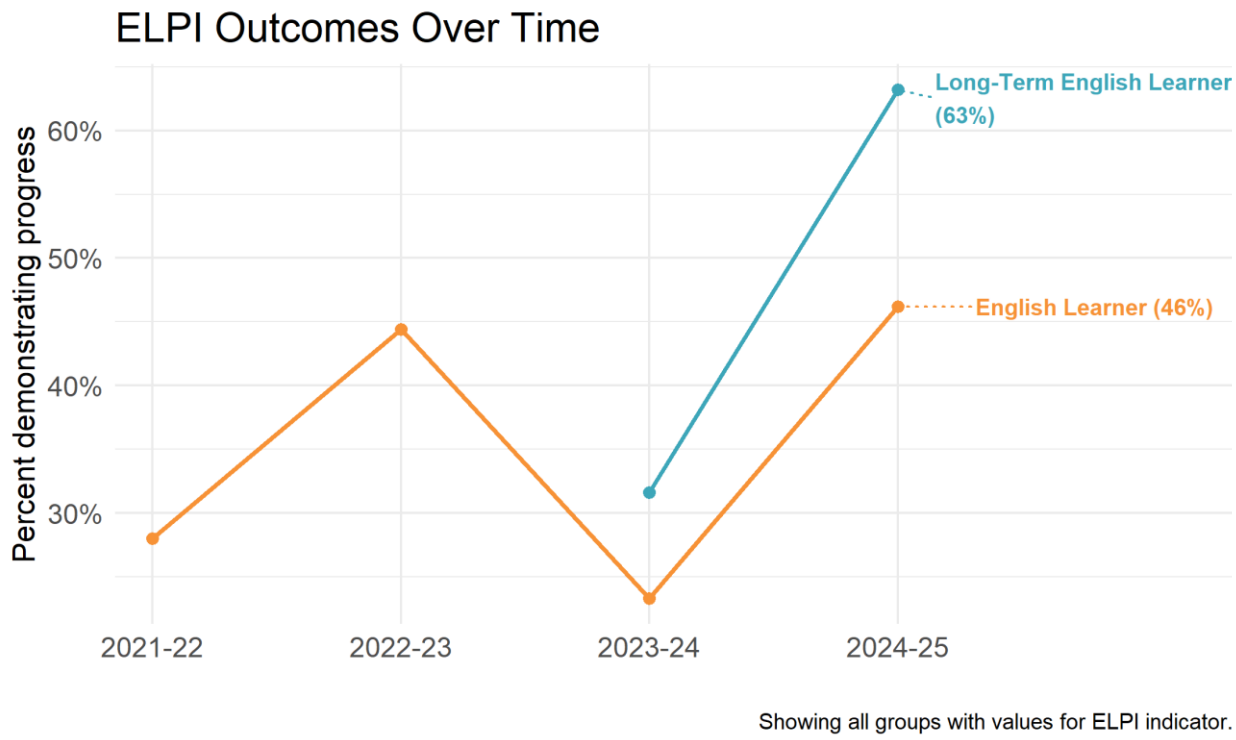


Figure 9: California School Dashboard performance outcomes. Source: CDE California School Dashboard Data

English Learner Progress

Table 7 shows the number of English Learner students at ELITE who took the ELPAC each year and how many earned level 4 score. Scoring a level 4 on the ELPAC is a required component for English Learner students to be reclassified.

Academic Year	Total ELs Tested	Level 4 Count	% at Level 4
2024-25	128	5	3.9%
2023-24	131	9	6.9%
2022-23	124	10	8.1%
2021-22	100	2	2.0%
2020-21	87	12	13.8%

Table 7 Showing rates of English learner students who took the ELPAC and scored a level 4. Source: CDE: English Learner Downloadable Data Files.

Reclassification Rate

Table 8 shows annual English learner reclassification information for students at ELITE. The CDE started releasing these data for the 2024-25 school year.

Academic year	English learner count	Reclassified student count	Annual reclassification rate
2024-25	141	7	4.96%

Table 8 Showing annual reclassification rates for English learners. Source: CDE: English Learner Downloadable Data Files.

Academic Growth

The CDE added the growth model to the "for informational purposes" portion of the CA State Dashboard (with the science indicator). The growth model compares each student to the expected growth of every other CA student with the same ELA and Math scores from the previous two years. The difference in the students' growth from the expected growths are averaged together for each student group and each group is assigned a performance category to indicate how students in the group are doing compared with similarly scoring students across the state. The expected values only consider test scores, not student groups. There is no way to determine the growth scores for individual students and the performance category for some student groups may be suppressed for privacy.

ELA Student Groups by Growth Category (2024-25)					
Entity	**Exceptional Growth**	**Accelerated Growth**	**Average Growth**	**Moderate Growth**	**Minimal Growth**
ELITE Public			All students Black/African American English Learner Hispanic Long-Term English Learner Socioeconomically Disadvantaged	Students with Disabilities	

Student groups with no performance category have been excluded.

MATH Student Groups by Growth Category (2024-25)					
Entity	**Exceptional Growth**	**Accelerated Growth**	**Average Growth**	**Moderate Growth**	**Minimal Growth**
ELITE Public	All students Black/African American Long-Term English Learner Socioeconomically Disadvantaged	English Learner	Hispanic Students with Disabilities		

Student groups with no performance category have been excluded.

Table 9 Listing student groups assigned to performance categories for the CA growth indicator. Source: CDE California School Dashboard Data

Strong Postsecondary Outcomes

Dashboard: Graduation

Graduation rates represent the percentage of students who graduate high school within a specified time frame with a regular high school diploma. All schools – comprehensive (or traditional), charter, and Dashboard Alternative School Status (DASS) – receive a combined four- and five-year graduation rate. This indicator is reported on the Dashboard for any local educational agency (LEA) and high school that enrolls students in grade twelve. Only students who receive a regular high school diploma are counted as

graduates. Students who earn a Special Education Certificate of Completion, a California High School Equivalency Certificate, an adult education diploma, or pass the California Proficiency Program are not included as graduates. The graduation rates for ELITE are shown in Figure 10.

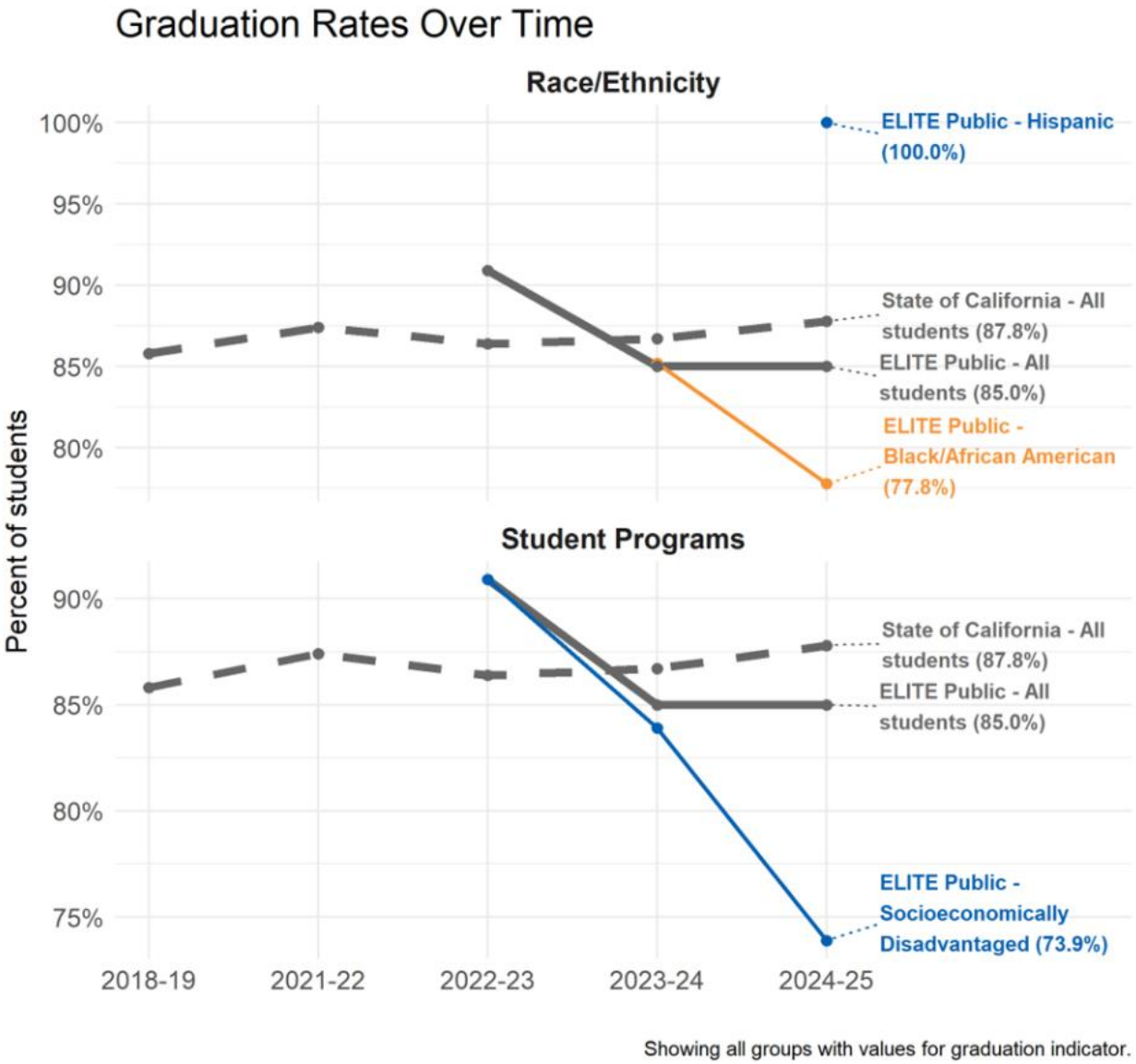


Figure 10 California School Dashboard performance outcomes (Graduation). Source: CDE California School Dashboard Data

Dashboard: College and Career Readiness Indicator

The College and Career Readiness indicator (CCI) looks at how well LEAs and schools are preparing graduates for college and/or career. Graduates who meet specific CCI "Prepared" criteria are included in the calculations of the CCI. This indicator was designed

to encourage high schools to provide all students with a rigorous broad course of study that prepares them for postsecondary success. The following measures have been approved by the State Board of Education for inclusion into the indicator:

- Advanced Placement
- Cambridge International
- Career Technical Education (CTE) Pathway Completion
- College Credit Courses
- International Baccalaureate
- Leadership/Military Science and Armed Services Vocational Aptitude Battery Test (ASVAB)
- Met University of California/California State University (UC/CSU) Requirements
- Registered Pre-Apprenticeships
- Smarter Balanced Summative Assessments in English Language Arts/Literacy and Mathematics (Grade 11)
- State and Federal Job Programs
- State Seal of Biliteracy
- State Seal of Civic Engagement
- Transition Classroom and Work-Based Learning Experiences
- Work-Based Learning

The percent of graduates from ELITE who meet specific CCI "Prepared" criteria are included in Figure 11.

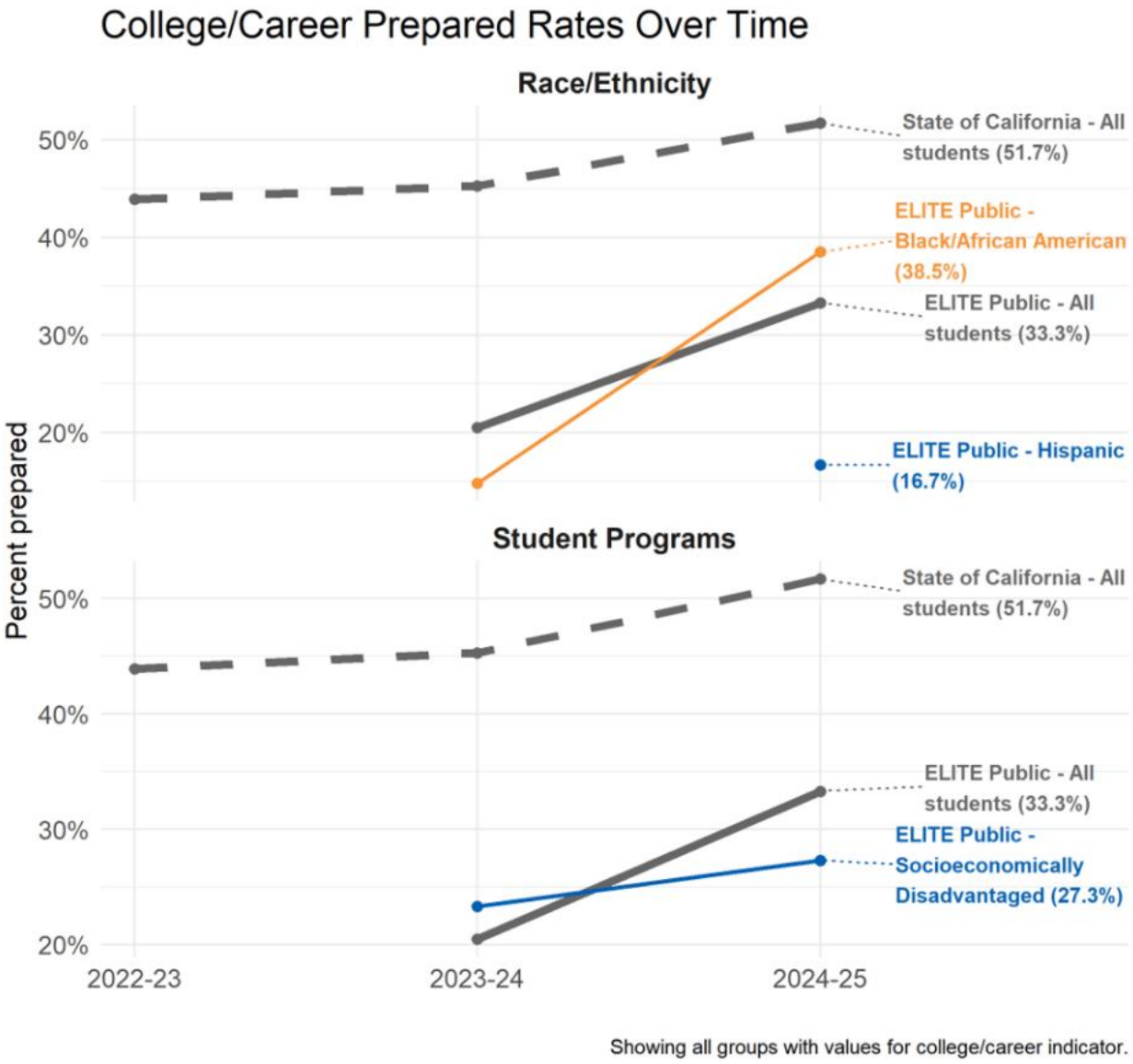


Figure 11 California School Dashboard performance outcomes (CCI). Source: CDE California School Dashboard Data

Discipline History

On the Dashboard, local educational agencies (LEAs) and schools serving transitional kindergarten through grade twelve students receive a Suspension Rate Indicator. This indicator shares information about the number of students who have a combined total suspension of at least one full day during the school year. A student is counted only once in the suspension rate regardless of the number of suspensions or the total days suspended.

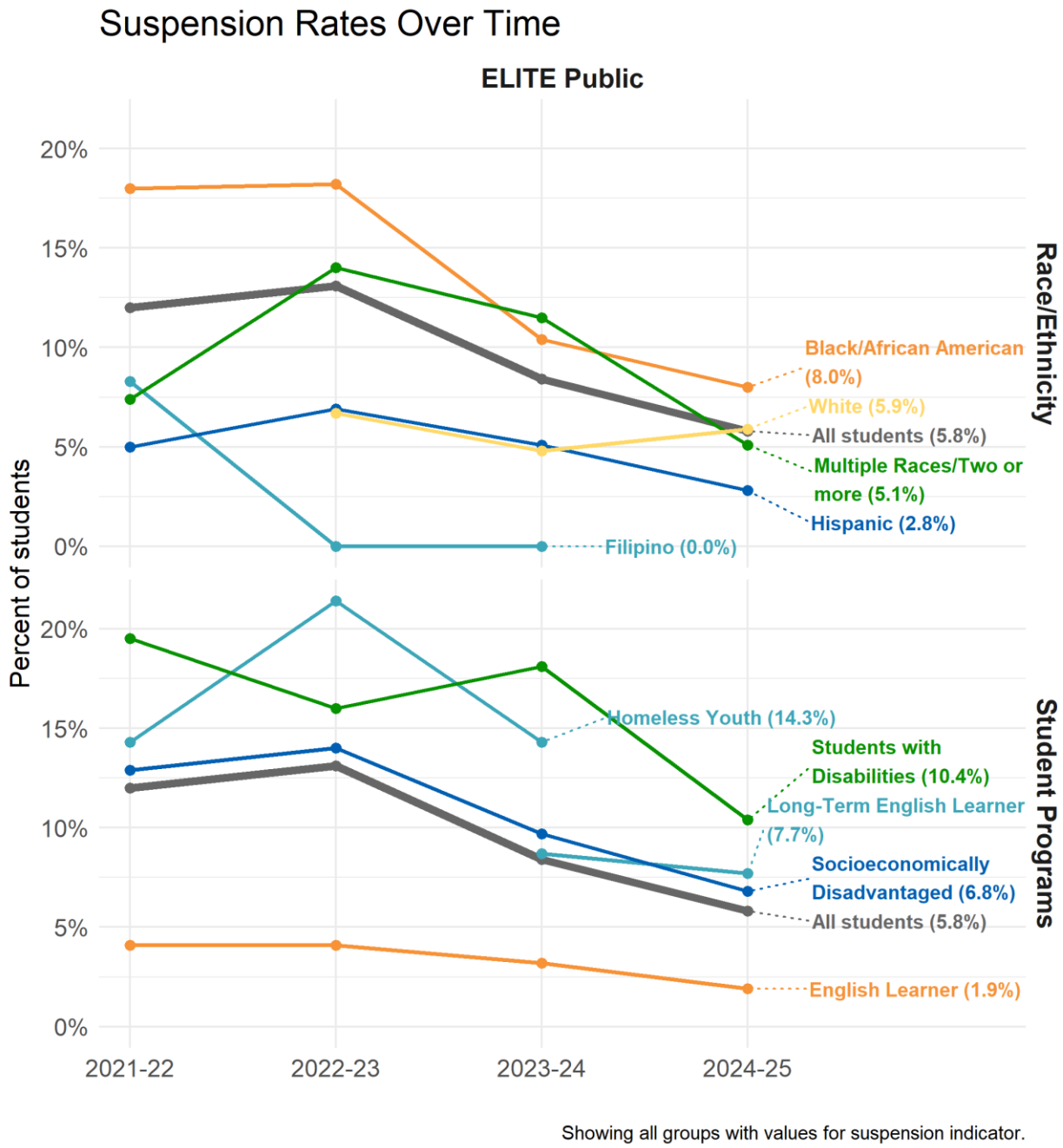


Figure 12 ELITE dashboard suspension rates over time. Source: CDE California School Dashboard Data

Teacher Credentialing

Commission on Teacher Credentialing (CTC) Assignment Monitoring Dataset

The Assignment Monitoring Program within the Commission on Teacher Credentialing ensures that educators hold the appropriate credential authorization(s) for their certificated assignments. Individuals assigned to provide instruction and/or services in certificated educator assignments in California's public schools are required to hold the appropriate Commission-issued document authorizing the instruction/services, or be otherwise legally authorized through the use of flexibility afforded in Education Code or Title 5 Regulations. Additional information related to Assignment Monitoring can be found within the Commission's Assignment Resources webpages.

Certificated educator assignments are reviewed by the employing local education agency (LEA) and its monitoring authority within the California Statewide Assignment Accountability System (CalSAAS). The following is educator assignment data resulting from monitoring within the system, pursuant to Education Code §44258.9. Definitions and outcomes may not be directly comparable to other teacher data reports, including the California Department of Education's Teaching Assignment Monitoring Outcomes (TAMO).

At the time of this report, the most recent certified data is listed in Table 10. Values represent positions by teachers meeting the following criteria:

- Assignment: Assignments in this category are staffed by fully credentialed and appropriately assigned. Are staffed by educators who have received the appropriate preparation and are authorized to teach in the subject matter/service and are appropriately assigned. They include: 1) Clear, 2) Preliminary Credential holders that are appropriately assigned, and 3) Both of these educators Teachers serving under the Local Assignment Option Title 5 §80005(b) have earned one of those credential types as a requirement of usage.
- Exception: An exception is the result of the comparison between an educator's valid credential(s) as of census date and the CALPADS course code(s) reported to CDE for which the educator is assigned. Educators that do not hold an appropriate credential authorization relative to the course they are assigned will lead to an exception. Assignments which have a substitute permit holder noted as the teacher of record will also lead to exceptions.
- Misassigned: The misassignment was identified during assignment monitoring in CalSAAS, and the misassignment was not corrected during the school year.
- Vacancies: Assignments identified within the system as not having a certificated employee permanently assigned on census date.

2024-2025 Overview	
Solano Countywide Assignments	12,520
ELITE Assignments	124
Solano Countywide Exceptions	2,251
ELITE Exceptions	40
Solano Countywide Misassigned	139
ELITE Misassigned	0
Solano Countywide Vacancies	375
ELITE Vacancies	21

Table 10 Showing the Assignment Monitoring Program data within the Commission on Teacher Credentialing. Source: CTC Assignment Monitoring Reports

Teaching Assignment Monitoring Outcomes (TAMO) Dataset

Table 11 shows teacher credentialing information from the Teaching Assignment Monitoring Outcomes (TAMO) dataset. Total Full-Time Equivalency (FTE) is the sum of all teaching positions. Full-time positions are counted as 1 and part-time positions are added as decimal numbers less than 1. Similarly, all other values are the sum of positions staffed by teachers meeting one of the following criteria:

- “Clear Credential” indicates that all relevant attributes or dimensions of the assignment were authorized by a clear or preliminary credential or authorized by a local assignment option.
- An "intern" teacher is defined as someone who has a bachelor’s degree and has demonstrated subject matter competency in the subject area(s) or for the student population associated with the assignment, and who holds an intern credential while they complete coursework requirements to obtain a preliminary credential.
- An "out-of-field" teacher is defined as someone who has a credential but has not yet demonstrated subject matter competence in the subject area(s) or for the student population associated with the assignment.
- An assignment monitoring outcome of "ineffective" indicates that one or more relevant attributes of the assignment had no legal authorization from a permit,

credential or waiver, or one or more relevant attributes of the assignment were authorized by the following limited permits:

- Provisional Internship Permits
- Short-Term Staff Permits
- Variable Term Waivers
- Substitute permits or Teaching Permits for Statutory Leave (TPSL) holders serving as the teacher of record

More information about this term, approved by the State Board of Education (SBE) to comply with Every Student Succeeds Act (ESSA), can be found on the CDE Updated Teacher Equity Definitions web page.

Academic Year	Total FTE	Clear Credential	Intern	Out of Field	Ineffective
2023-24	74.0	12.3	3.2	4.3	52.1
2022-23	76.0	12.0	6.0	13.3	41.6
2021-22	62.0	8.3	4.0	4.0	30.0
2020-21	42.0	3.9	0.0	1.7	17.9

Table 11 Showing Teacher Assignment Monitoring Outcome (TAMO) for multiple years. Source: Teaching AMO Data Files

Educational Program Analysis

Program Improvement Plan Evaluation

As a part of the review of ELITE's renewal application, SCOE staff completed the review of ELITE's Academic Improvement Plan, included in Appendix C. The SCOE review team used the California Department of Education's (CDE) Quality Program Improvement Plan Instructions as a rubric to support the review. The CDE's Quality Program Improvement Plan focuses on evaluating Expanded Learning Programs and includes twelve extensive point-of-service and programmatic quality standards. Instead of applying the entire rubric to ELITE's Academic Improvement Plan, SCOE focused on the overarching criteria found in the CDE's Quality Program Improvement Plan which are the presence and description of:

- Goals
- Specific objectives and outcome measures

- Activities and
- Support or technical assistance.

Overall SCOE staff found that the ELITE's Academic Improvement Plan partially meets the general improvement-planning benchmark, and revision is needed. The plan provides a useful foundation, but it does not yet contain enough detail to determine whether its actions will produce the intended improvements.

The ELITE Academic Improvement Plan includes:

- Clear connections to academic achievement and college and career readiness.
- Specific instructional actions, student interventions, and support for English learners and students with disabilities.
- Teacher collaboration, coaching, classroom observations, and several sources of student performance information.
- Regular monitoring, including six-week student progress monitoring and leadership reviews every six to eight weeks.
- A commitment to adjust instruction and support based on results.

The ELITE Academic Improvement Plan is either missing or needs greater detail on the following:

- Starting-point evidence: Actual results showing the main problems, which student groups are most affected, and why those problems occur.
- Measurable targets: Numerical goals and deadlines; phrases such as "increased benchmark scores" do not define how much improvement is expected.
- Assigned responsibility: A designated person or role accountable for each action.
- Implementation schedule: Start dates, completion dates, and milestones beyond recurring review frequencies.
- Planning participation: Documentation of how staff, students, and families helped identify needs and select priorities.
- Resources and follow-through: Specific staffing, materials, funding, or assistance needed, plus a process for recording progress and deciding when an approach should change.

These gaps reflect the CDE's Quality Program Improvement Plan framework's emphasis on assessment findings, measurable objectives, assigned responsibilities, timelines, support, and documented progress monitoring.

Source: Quality Program Improvement Plan Instructions

Proposed Academic Improvement Targets

Within ELITE's Academic Improvement Plan there are references broad targets and success indicators, but it does not state numerical improvement targets or target dates for achieving them. Examples along with suggested additions are included but not limited to those in Table 12.

Currently included in the ELITE's Academic Improvement Plan	Suggested additions
Increased CAASPP proficiency, benchmark scores, and writing performance	Specify desired improvement amounts
Improved ELPAC performance and English Learner Progress Indicator results	Include starting values and expected increases
Increased reclassification rate for English learners scoring level 3 or 4 on ELPAC	Identify target reclassification rates
Every student graduating ready for college, career, and life	Consider numerical graduation or readiness target

Table 12 Review of academic improvement plan.

Summary of Charter Renewal and Analysis of Findings

Charter School Renewal Application Review Team Overview

ELITE's charter renewal application was received on August 15, 2026, and the appendix was received on September 29, 2026. SCOE Staff with expertise in the relevant program areas were asked to complete a review to support preparation of SCOE's staff report on the renewal petition.

Each SCOE staff reviewer was asked to examine the appropriate petition pages of ELITE's charter renewal application, review the entire document for additional references to their topic, and complete every item in the corresponding Fiscal Crisis and Management Assistance Team's (FCMAT's) FCMAT Charter Petition Evaluation Matrix checklist with a

determination and supporting page numbers. SCOE Staff were also asked to document observations, questions, uncertainties, and strengths.

Summary of Findings

Finding 1: Whether the petition contains a reasonably comprehensive description of the specific elements described in Education Code section 47605, subdivisions (c)(5)(A-N), as applicable, including any new requirements for charter schools enacted into law after the charter was originally granted or last renewed.

Table 13 data and references can be used in making a determination for Finding 1.

Area of Review	Page Number in Renewal Application or Appendix	Met or Not Met
Description of Vision, Mission and Educational Program	Petition Pages 25-85, 132	**Met**
Measurable Student Outcomes	Petition Pages 14-25, 35, 40-44	**Not Met**
Student Progress Measurement	Petition Pages 82-85	**Met**
Governance Structure	Petition Pages 5, 6, 14, 86-93	**Met**
Employee Qualifications	Petition Pages 8-9, 34, 68, 74-79, 86, 91, 94-100	**Met**
Health and Safety Procedures	Petition Pages 5, 99-107	**Not Met**
Racial and Ethnic Balance	Petition Pages 1, 26, 27, 29, 35, 36 108-109	**Met**
Admissions Policies and Procedures	Petition Pages 4, 5, 110-112	**Met**
Annual Independent Financial Audits	Petition Pages 6, 88, 89, 90, 145	**Not Met**
Suspension and Expulsion Procedures	Petition Pages 119, 125-130	**Met**
Staff Retirement System	Petition Pages 136	**Met**
Public School Attendance Alternatives	Petition Page 137	**Met**
Post-employment Rights of Employees	Petition Page 138	**Met**
Dispute Resolution Procedures	Petition Pages 139 - 141	**Not Met**
Closure Procedures	Petition Pages 142-144	**Met**
Financial and Administrative Plan; Back Office Providers; Charter Management Organization (CMO)	Petition Pages 4, 86, 88-90, 94-98, 103, 135, 145-147 Appendix N Pages 154-160	**Not Met**

Area of Review	Page Number in Renewal Application or Appendix	Met or Not Met
Facilities	Petition Page 7, 98, 104, 105, 145, 146	**Not Met**
Community Impact	Petition Pages 9-10, 13, 29-31, 33-34, 45, 49-50, 54, 61-62, 80, 83, 86-87, 89-91, 93, 96-98, 104, 109, 111, 116-119, 149	**Met**
Special Education	Petition Pages 5, 57, 60, 69-76, 104, 105, 111, 145	**Met**
Independent Study Supplemental Criteria	Petition Pages 5, 45, 143	**Not Met**
	TOTAL: 13 Met 7 Not Met	

Table 13 Summary results from SCOE staff review of charter renewal application.

Finding 2: Whether ELITE is likely to successfully implement the program set forth in the Application.

The following data and analysis can be used in making a determination for Finding 2:

- Section on Fiscal Health
- Table 5 Comparing 2025 ELITE Public CA Dashboard outcomes with those of CA State aggregate outcomes by student group.
- Figure 7: California School Dashboard performance outcomes
- Figure 8: California School Dashboard performance outcomes.
- Table 9 Listing student groups assigned to performance categories for the CA growth indicator.
- Figure 12 ELITE dashboard suspension rates over time.
- Section on Teacher Credentialing

Finding 3: The charter school presents a sound educational program for the students to be enrolled in the charter school. (Ed. Code, §§ 47605, subd. (c)(1); 47607, subds. (a)(3), (b).)

The following data and analysis can be used in making a determination for Finding 3:

- Figure 1: ELITE census day enrollment trends.
- Table 2 Showing enrollment over time by race/ethnicity.
- Table 3 Showing Total Enrollment at ELITE Public
- Figure 2: ELITE census day enrollment trends.

- Figure 3: Unduplicated Pupil Count (UPC) and Free/Reduced-Price Meal program enrollment trends.
- Figure 4: ELITE census day enrollment values for vulnerable student populations.
- Table 4 Comparing 2025 ELITE Public all student CA Dashboard outcomes with those of CA State aggregate outcomes.
- Table 5 Comparing 2025 ELITE Public CA Dashboard outcomes with those of CA State aggregate outcomes by student group.
- Table 6 Dashboard summary for groups excluded for charter evaluation.
- Figure 5: CAASPP English Language Arts and Mathematics summative performance levels.
- Figure 6: California Science Test (CAST) performance levels.
- Figure 7: California School Dashboard performance outcomes.
- Figure 8: California School Dashboard performance outcomes
- Figure 9: California School Dashboard performance outcomes.
- Table 7 Showing rates of English learner students who took the ELPAC and scored a level 4.
- Table 8 Showing annual reclassification rates for English learners.
- Table 9 Listing student groups assigned to performance categories for the CA growth indicator.
- Figure 12 ELITE dashboard suspension rates over time.

Finding 4: Whether ELITE satisfies the low-performing criteria set forth in Education Code section 47607.2(a) for approval.

The following data and analysis can be used in making a determination for Finding 4:

- Table 4 Comparing 2025 ELITE Public all student CA Dashboard outcomes with those of CA State aggregate outcomes.
- Table 5 Comparing 2025 ELITE Public CA Dashboard outcomes with those of CA State aggregate outcomes by student group.
- Table 6 Dashboard summary for groups excluded for charter evaluation.
- Figure 5: CAASPP English Language Arts and Mathematics summative performance levels.
- Figure 6: California Science Test (CAST) performance levels.
- Figure 7: California School Dashboard performance outcomes.
- Figure 8: California School Dashboard performance outcomes.
- Figure 9: California School Dashboard performance outcomes.
- Table 7 Showing rates of English learner students who took the ELPAC and scored a level 4.
- Table 9 Listing student groups assigned to performance categories for the CA growth indicator.

- Figure 10 California School Dashboard performance outcomes (Graduation).
- Figure 11 California School Dashboard performance outcomes (CCI).
- Section on Program Improvement Plan Evaluation

Appendices

Appendix A ELITE Charter Renewal Application

Appendix B ELITE Charter Renewal Application Appendices

Appendix C ELITE Academic Improvement Plan

Appendix D ELITE Charter Renewal Presentation

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CERTIFICATION OF COMPLETENESS
Independent Charter School Petition Renewal

Charter School Name: ELITE Public Schols

Lead Petitioner Name/s: Dr. Ramona Bishop Submission Date: 08/15/26

I hereby certify that this submitted petition is complete pursuant to Education Code section 47605(b).

Signature of Lead Petitioner/s: DocuSigned by: 233976E3580C4D4... Date: 08/15/26

Print Name/s: Dr. Ramona Bishop

Address: 100 Whitney Avenue | Vallejo, Ca. 94589

Phone: (707) 652-3142 Email/s: DrRamonaBishop@elitepublicschools.org

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ELITE Public Schools

Charter Renewal Petition

Term: July 1, 2027 – June 30, 2029

Submitted to the
Solano County Board of Education

Submission Date: 08/15/2026

Docusign Envelope ID: F9227BBC-E295-8493-8365-82FA41E7C327

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LETTER OF INTENT

Via Hand Delivery

Solano County Office of Education
Board of Education

RE: Formal Application for Charter Renewal for ELITE Public

Dear Members of the Solano County Board of Education:

As the lead petition and founder of ELITE Public Schools, I hereby submit the charter renewal petition application ("Petition") to the Solano County Board of Education ("County Board") for renewal of ELITE Public (the "Charter School") for a term of two years from July 1, 2027 through June 30, 2029.

ELITE Public Schools and the Charter School are honored by the opportunity to apply for the renewal of a charter school that will continue to serve families in Vallejo and its surrounding communities, and are eager to work with the Solano County Office of Education ("SCOE" or the "County") superintendent and staff to provide the best possible educational opportunities for all students.

ELITE Public Schools looks forward to working with the County Board and the County during the charter renewal process. To this end, I pledge to work cooperatively with the County to answer any questions regarding the Petition and to present the County Board with the strongest possible proposal requesting a two-year term from July 1, 2027, through June 30, 2029.

Please do not hesitate to contact ELITE Public Schools at any time.

Sincerely,

DocuSigned by:
233976E3580C4D4...

Dr. Ramona Bishop
Lead Petitioner, Founder
ELITE Public Schools
100 Whitney Avenue
Vallejo, CA 94589
(707)652-3142
drramonabishop@elitepublicschools.org

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AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, Dr. Ramona Bishop, Lead Petitioner and ELITE Chief Executive Officer ("CEO"), hereby certify the information submitted in this charter renewal petition ("Petition") for renewal of the term of a California public charter school named ELITE Public ("ELITE" or the "Charter School"), operated by ELITE Public Schools, located within the boundaries of the Vallejo City Unified School District ("VCUSD" or the "District"), and authorized by the Solano County Board of Education (the "County Board"), with oversight by the Solano County Office of Education ("SCOE") (collectively referred to herein as the "County") is true to the best of my knowledge and belief; and further, agree that ELITE will follow any and all federal, state and local laws and regulations that apply to the Charter School, including but not limited to:

- 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)]

- ELITE Public Schools declares that it shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]

- The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]

- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]

- 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 it will hold a public random drawing to determine admission. 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 of that student's parent or legal guardian 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)-(C)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who

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has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA") and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing ("CTC") 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. [Ref. Education Code Section 47605(l)(1)]

- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.

- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]

- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to

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

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* ("CPRA").
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* ("Brown Act")
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 ("Section 1090").
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* ("PRA").
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- The Charter School shall comply with the financial audit requirements of Education Code Section 41020, as mandated by AB 126 (2026). [Ref. Education Code Section 47605(m)]

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INTRODUCTION

ELITE Public ("ELITE") is a Transitional Kindergartner ("TK") through 12th grade charter public school located within the boundaries of Vallejo City Unified School District. ELITE stands for Equipping Leaders through Innovation, Technology and Engineering. Students will graduate from ELITE trilingual (proficient in English, Spanish and Coding), with the confidence and competence to matriculate into four-year universities, and become global entrepreneurs and leaders. ELITE aims 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.

The educational experience for students in ELITE Public Schools is designed to ensure students meet rigorous academic standards while being exposed to curricular and extracurricular offerings that prepare them to enter and succeed in four-year colleges and universities and ultimately become leaders in their communities and the world. To be prepared for the complex and changing world, students need agency, which ELITE defines as both the inclination and the ability to act, to both proactively and reactively engage with their world. As demonstrated below, ELITE's educational program has produced strong academic growth in its initial charter term, growth that will continue in this new term.

ELITE is comprised of four design elements that form the foundation of the Charter School's success: entrepreneurial skill development; language development, which includes coding; 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 TK and Kindergarten program
- Athletics 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 Charter School 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. ELITE also utilizes a facility at 1091 Azuar Drive 94592 for extracurricular activities.

ELITE's educational program is designed to meet the individual needs of students. Students achieving at or above grade level will participate in skill enhancement and enrichment activities

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throughout the day. Students achieving below grade level 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 achievement gap which will result in also eliminating the opportunity gap. In order for ELITE's ambitious mission to be achieved, and for students to reach their full academic and personal potential, ELITE creates a strong, deep partnership between students, families, and staff so all three work together for the benefit of the student. In order to ensure expectations and roles are clear, ELITE has established standards of excellence for each of these three parties as all play a role in student success.

ELITE Standards of Excellence

The Principal will:

- Fully comprehends the ELITE Model and be ambassadors for ELITE, staff, students and community at all times.
- Ensures the Charter School is a hub of community activity with strong staff, community, and parent leadership and engagement.
- Commits to being a servant leader who participates in quality professional development, models life-long learning, and supports and implements research-proven best practices.
- Ensures all staff and volunteers are supported as they work toward creating an affirming, trauma-sensitive environment for all students.
- Ensures all students have supported teachers and staff who receive quality professional development and support and implement research-proven practices.
- Ensures all staff members and students have access to 21st century materials and technology so that they can complete their assigned tasks and responsibilities.
- Cultivates strong parent engagement and leadership in an advisory capacity to ensure that the needs of the students are being met.

ELITE staff will:

- Believe in the ELITE mission, vision, values and goals and demonstrate their beliefs through their daily actions.
- Commit to being ambassadors for ELITE Public Schools and public education at all times.
- Commit to being strong and cohesive team members who always work together in the best interest of students.
- Are always prepared.
- Maintain strong attendance.
- Are role models for students.
- Go the extra mile when necessary.
- Believe in the promise of all students and are willing to take the necessary steps to ensure all ELITE students achieve.

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- Become a part of the ELITE family, commit to building strong relationships with other staff members, parents, students, and partners, and 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 will:

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

ELITE parents will:

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

Academic Achievement Highlights of ELITE's Initial Charter Term

As noted, ELITE's educational program has produced strong academic growth in its initial charter term. These results are fully analyzed in the following section, Charter Renewal Criteria, but the following data points demonstrate the effectiveness of ELITE's educational program, a program that will increase in effectiveness over time.

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- Increases in ELA and math proficiency rates at ELITE from 2022 to 2025
    - Over the last four years the ELA proficiency rate, the percentage of students performing at or above grade level, has increased faster at ELITE compared to the District and the state. This is true for all students and for five out of six student groups.
    - In math the proficiency rate has increased faster at ELITE compared to the District and the state for all students and for all student groups.
    - The 2024-25 math proficiency rate at ELITE was higher compared to the District for all students and all student groups.
- 2025 California School Dashboard ("Dashboard") Performance
    - On the 2025 Dashboard ELITE achieved a performance level (color) equal to or greater than the District in seven out eight Dashboard indicators: Math, English Learner Progress Indicator ("ELPI"), College/Career Indicator ("CCI"), Science, Graduation Rate, Chronic Absenteeism, and Suspension Rate
    - The status (number) achieved on the 2025 Dashboard by ELITE outperformed the District for five indicators: Math, ELPI, CCI, Graduation Rate, Chronic Absenteeism, and Suspension Rate
    - When looking at student group achievement across the academic Dashboard indicators, ELA, Math, ELPI, CCI, and Science, ELITE outperformed the District for a majority of student groups
    - In 2025 ELITE outperformed the District's average graduation rate for all students and for Hispanic students
    - ELITE achieved a lower chronic absenteeism rate compared to the District on the 2025 Dashboard for all students and for eight out of eight student groups
    - ELITE achieved a lower suspension rate compared to the District on the 2025 Dashboard for all students and for five out of eight student groups
- Dashboard Growth in ELA AND Math
    - Over the past four years, in comparison with the District and state, ELITE showed strong growth for all students and for three out of five student groups with data
    - In math ELITE showed strong growth for all students and for all five student groups with data

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Overall, this shows that students at ELITE are making academic progress at a rate at least equal to their peers and that renewal is in the best interest of the current and future students at ELITE.

Findings Supporting Renewal

As noted, and confirmed by the data provided above and in the following section, ELITE has a strong educational model and the Charter School has met the criteria for renewal. Below are the state's charter renewal criteria, using Education Code language adjusted to be worded in the positive, and a summary of how ELITE has met each requirement. These accomplishments are also further detailed in later sections of the Petition.

- *The Charter School has presented a sound educational program.*
    - Elements A, B and C of the Petition, as well as ELITE's Local Control and Accountability Plan ("LCAP") all outline the Charter School's educational program, measurable pupil outcomes, and methods of measurement. These elements demonstrate the Charter School's education model is rooted in best practices, holds students and staff to high expectations, consistently measures progress toward established outcomes, and provides opportunities for adjustments to ensure outcomes are achieved.
- *The Charter School has shown it is demonstrably likely to successfully implement the proposed educational program.*
    - The student outcomes shared here and in the following section, "Charter Renewal Criteria," as well as the educational program detailed in Element A of the Petition demonstrate ELITE has been, and will continue to successfully implement a sound educational program.
    - Petition Elements A-N demonstrate ELITE proposes to continue implementing its successful educational program, while also making adjustments to increase program effectiveness.
- *The Charter School is serving all students who wish to attend.*
    - ELITE is open to all students and accepts all students who apply, provided space is available at the applicable grade level.
    - A public random drawing is used to select students when there are more applicants than available spaces.
- *The Charter School is in the low-performing category and has met the criteria for renewal for a two-year renewal term.*
    - Based on the provided data analysis and improvement plan, ELITE meets the criteria for charter renewal. Renewal terms for low-performing charter schools are

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for two years.

- *The Charter School's petition is reasonably comprehensive.*
    - The Charter School will continue to benefit students and families residing in the District and surrounding communities by providing a strong educational option for children, as described in this Petition.
    - As required, the Petition contains reasonably comprehensive descriptions for each required element as well as the required affirmations and declaration. It fully describes the educational program, illustrating how the Charter School will continue to meet its measurable student outcomes described herein and in the Appendix.
    - ELITE's student population is diverse and reflects the demographics of the District, Vallejo, and surrounding communities, as well as Solano County. ELITE is proud to serve a student population predominantly composed of children from traditionally underserved communities and backgrounds and will continue to do so going forward.

Conclusion to the Introduction

Based on the accomplishments and results shared above and throughout this Petition, as well as sustained community interest and support, the Charter School hereby petitions the County Board for renewal of the Petition for a term of two years for ELITE.

This Petition provides clear evidence ELITE has achieved the charter renewal criteria set forth in Education Code Section 47607 and offers a strong educational program. In addition, this Petition and its appendices further demonstrate the Charter School is operationally and fiscally sound, and is in compliance with all relevant laws and regulations.

In this Petition the Charter School has presented the case for continuing ELITE's mission and furthering its ultimate purpose – ensuring student achievement at and beyond the Charter School. Accordingly, ELITE has met the criteria for a charter renewal term of two years.

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CHARTER RENEWAL CRITERIA

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard, and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

The state indicators include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: kindergarten through grade twelve
- English Learner Progress: grades one through twelve
- Graduation Rate: high school only
- College/Career: high school only
- Academic: grades three through eight, and grade eleven – English Language Arts/Literacy and Mathematics CAASPP

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a).
- Middle Performing – Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of students, evaluated using the Dashboard and Education Code Section 47607.2(b).

There are two criteria by which a charter school can be placed in the high or low performing categories. Criterion 1 looks at the Dashboard colors achieved on the schoolwide indicators, and this criterion does not place ELITE in the high or low performing category, necessitating an analysis of criterion 2. ELITE has been placed in the low-performing category under criterion 2 (performance schoolwide and for subgroups, against state averages).

While the Dashboard data and analysis is provided below, the initial data analysis in this section examines the academic growth at ELITE in ELA and math as this is specific to the renewal criteria for a charter school in the low-performing category, which is further explained in the following section.

Rationale for Renewal of ELITE for a Two-Year Charter Term

For low-performing charter schools Education Code Section 47607.2 mandates that the authorizer shall consider the following factors, and may grant a two-year renewal to a charter school that meets the criteria in paragraph (i) **or** (ii) only upon making both of the following

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written factual findings, specific to the particular charter school, setting forth specific facts to support the findings:

> (1) The Charter School is taking meaningful steps to address the underlying cause or causes of low performance, and those steps are reflected, or will be reflected, in a written plan adopted by the governing body of the Charter School.
> (2) There is clear and convincing evidence showing either of the following:
> > (i) The Charter School achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.
> > (ii) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

ELITE has met both of the above requirements, as follows:

The ELITE Public Schools Governing Board ("Board") adopted a written plan at its August 11, 2026 Board meeting demonstrating ELITE is taking meaningful steps to address the underlying causes of low performance. The leadership team at ELITE is confident the steps laid out in this plan, and the aligned ELITE Local Control and Accountability Plan, will lead to improved student outcomes. As shown via the data analysis below, ELITE has demonstrated strong growth in ELA and math, and on the Dashboard's academic indicators, through the 2024-25 school year and the corresponding 2025 Dashboard, the most recent publicly available data at the time of submission. As these results demonstrate, ELITE's educational program has shown promise, and ELITE will continue implementing those programmatic components found to be effective, as well as additional strategies and adjustments as laid out in the performance improvement plan and LCAP.

Verified Data: Measurable Increases in Academic Achievement

"Verified data" is defined in statute as "data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced." (Education Code Section 47607.2(c)(1).) In November 2020, the California State Board of Education ("SBE") approved the criteria to define "verified data' and the list of valid and reliable assessments and measures of postsecondary outcomes as required by Education Code Section 47607.2. These criteria and the list of assessments were both updated by the SBE in May, 2023. From the SBE-approved list of reliable assessments, the Charter School currently utilizes the California Assessment of Student Performance and Progress ("CAASPP") data.

One method for showing measurable increases in academic performance is to review CAASPP results. ELITE has provided results on CAASPP. These include comparing the Charter School's results against both the District and the state. The threshold set by the state, as cited above, is that the Charter School needs to show that it achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school. Based on the available CAASPP data, ELITE has met this standard and thus meets the criteria for charter renewal.

The CAASPP data below demonstrates ELITE's students achieved measurable increases in academic achievement based on their performance relative to their similarly situated peers. Specifically, insofar as state and District data (and subgroup data within) indicate average performance within a school year, and average growth year over year, where ELITE

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outperforms those averages and/or outperforms year over year growth, it clearly demonstrates the measurable increases in academic achievement that ELITE's students have attained.

ELITE's Growth on CAASPP

Over the past four school years (2021-22, 2022-23, 2023-24, and 2024-25), ELITE has shown strong overall increases in student achievement, especially compared with the average growth across the District and state in the same time frame. These results demonstrate the effectiveness of ELITE's educational program, the Charter School's capacity to analyze data and adjust to meet student needs, and provide the required evidence that ELITE achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

The first analysis provided below examines ELITE's growth on CAASPP proficiency rates from the 2021-22 school year to the 2024-25 school year, and compares it with the growth observed in the same time frame at the District and state. Proficiency rate is defined as the percentage of students scoring "Standard Exceeded" (Level 4) and "Standard Met" (Level 3) on CAASPP for the given school year. ELITE was not in operation prior to the suspension of testing due to the pandemic and so does not have pre-pandemic test scores. 2021-22 is the first school year the Charter School's students completed standardized assessments.

2021-22 to 2024-25 Growth: ELITE Compared to the District and State

2021-22 to 2024-25 Increases in ELA Proficiency Rate by Student Group

Student Group	2021-22	2022-23	2023-24	2024-25	2022 to 2025 Change (by percentage points)		
					ELITE	District	State
All Students	15.81%	18.69%	20.22%	24.63%	**8.82**	-0.85	1.76
AA*	13.66%	18.61%	20.6%	25.82%	**12.16**	-0.84	2.42
Hispanic	18.82%	19.63%	16.8%	17.86%	**-0.96**	1.06	2.44
2 or more Races	10.35%	13.05%	Sub 11	47.62%	**37.27**	-6.27	1.58
EL*	8.88%	11.67%	10.94%	12%	**3.12**	-0.49	-2.06
SD*	14.48%	15.82%	18.78%	20.89%	**6.41**	0.31	2.99
SWD*	0%	8%	2.94%	8.57%	**8.57**	2.46	1.34

*AA - African American; EL - English Learner; SD - Socioeconomically Disadvantaged; SWD - Students with Disabilities

As shown above, over the four most recent years where data is publicly available, ELITE showed stronger growth on ELA proficiency rates (by percentage points) than both the District and the state for all students (8.82 growth at ELITE, -08.5 growth at the District, and 1.76 growth at the state) and for five out of six student groups above, including: African American students (12.16 vs. -0.84 and 2.42 for the District and state, respectively); students identifying as Two or More Races (37.27 vs. -6.27 and 1.58); English Learners (3.12 vs. -0.49 and -2.06); Socioeconomically Disadvantaged students (6.41 vs. 0.31 and 2.99); and Students with

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Disabilities (8.57 vs. 2.46 and 1.34). Overall, ELITE's educational program for English Language Arts is producing strong gains and students are demonstrating more growth than their peers across the District and state. This demonstrates that, in ELA, students at ELITE achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school. While ELITE recognizes this growth and the fact that it provides evidence the Charter School has met the criteria for renewal, it is continuing to refine and adjust its academic program to ensure growth is maintained and results continue to improve.

2021-22 to 2024-25 ELA Participation Rate by Student Group

Student Group	2021-22	2022-23	2023-24	2024-25
All Students	98%	97%	97%	98%
AA	98%	97%	96%	98%
Hispanic	99%	97%	100%	99%
2 or more Races	Sub 11	100%	Sub 11	100%
EL	100%	97%	100%	99%
SD	98%	97%	97%	97%
SWD	94%	91%	100%	97%

Beyond the growth shown above demonstrating that students are making a year's worth of academic growth for every year in school, verified data also requires a participation rate of at least 95% for student groups of eleven or more students. The above table displays the Dashboard's participation rate report for ELA for the testing years used. As shown, the all students participation rate and every student group in 2023-24 and 2024-25 with eleven or more students met the 95% participation rate requirement. In both 2021-22 and 2022-23 all students and either four out five (2021-22) or five out of six (2022-23) student groups met the 95% participation rate requirement. While the participation rate was rectified for the two most recent years, SWD missed 95% by one student in 2021-22 and two students in 2022-23.

2021-22 to 2024-25 Increases in Math Proficiency Rate by Student Group

Student Group	2021-22	2022-23	2023-24	2024-25	2022 to 2025 Change (by percentage points)		
					ELITE	District	State
All Students	9.31%	12.17%	14.57%	26.12%	**16.81**	1.41	3.92
AA	8.69%	12.23%	14.72%	26.38%	**17.69**	2.97	4.13
Hispanic	12.94%	12.15%	12.7%	22.32%	**9.38**	2.93	4.51
2 or more Races	0%	0%	Sub 11	47.62%	**47.62**	-0.31	3.61
EL	6.67%	13.34%	6.25%	17.33%	**10.66**	2.16	1.3
SD	8.45%	10.68%	15.51%	21.78%	**13.33**	2.73	4.96
SWD	0%	0%	2.94%	14.28%	**14.28**	0.57	1.69

As shown above, over four school years from 2021-22 to 2024-25, ELITE showed stronger growth on math proficiency rates (by percentage points) than both the District and the state for all students (16.81 growth at ELITE, 1.41 growth at the District, and 3.92 growth at the state)

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and for all six student groups above, including: African American students (17.69 vs. 2.97 and 4.13 for the District and state, respectively); Hispanic students (9.38 vs. 2.93 and 4.51); students identifying as Two or More Races (47.62 vs. -0.31 and 3.61); English Learners (10.66 vs. 2.16 and 1.3); Socioeconomically Disadvantaged students (13.33 vs. 2.73 and 4.96); and Students with Disabilities (14.28 vs. 0.57 and 1.69). ELITE's educational program for mathematics, described in detail in Element 1 of this Petition, is producing strong gains and students are demonstrating more growth than their peers across the District and state. This demonstrates that, in math, students at ELITE achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

In addition, the growth achieved by ELITE over the last four years means a student at ELITE is now more likely to be proficient in math than a student in the District, based on a comparison of 2024-25 CAASPP data, shown below.

2024-25 Math Proficiency Rates

Student Group	All Students	AA	Hispanic	2+Races *	EL	SD	SWD
ELITE	26.12%	26.38%	22.32%	47.62%	17.33%	**21.78%**	14.28%
District	18.76%	13.05%	15.74%	18.81%	7.87%	**16.68%**	8.66%

*2+Races - Two or More Races

As the table above demonstrates, students at ELITE in every student group, as well as when looking at the performance of all students, demonstrated higher proficiency rates in math compared to their peers in the District in 2024-25. This is a result of the steady gains achieved by ELITE over the four school years analyzed above and is further evidence of both the academic gains made by students and the effectiveness of ELITE's educational program.

As shown above, all significant subgroups at ELITE, as well as the schoolwide results, showed stronger growth in ELA and math than both the District and the state over the past four school years, with the exception of one student group in ELA.

2021-22 to 2024-25 Math Participation Rate by Student Group

Student Group	2021-22	2022-23	2023-24	2024-25
All Students	98%	97%	96%	98%
AA	97%	97%	95%	98%
Hispanic	99%	97%	100%	99%
2 or more Races	Sub 11	100%	Sub 11	100%
EL	100%	97%	100%	99%
SD	98%	97%	96%	97%

SWD	91%	91%	100%	97%

The above table displays the Dashboard's participation rate report for math for the testing years used. These results are identical to ELA. All students and all student groups with eleven or more test takers met the 95% participation rate requirement in the two most recent years. In 2021-22 and 2022-23 all students and all student groups but one met the requirement.

2025 Dashboard Performance on Academic Indicators

As cited above, at the time of charter renewal a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the Dashboard. The following tables display the Charter School's schoolwide Dashboard performance indicators and, for comparison purposes, the District's results.

2025 Dashboard Performance: All Students

Indicator	ELITE	District
ELA	**Orange -70.1**	Yellow -66.3
Math	**Yellow -75.5**	Yellow -92.3
English Learner Progress Indicator	**Green 46.2%**	Orange 39.3%
College/Career Indicator	**Yellow 33.3%**	Yellow 27.4%
Science	**Yellow 39.6**	Orange 42.7
Graduation Rate	**Yellow 85%**	Yellow 79.5%
Chronic Absenteeism	**Yellow 30.6%**	Orange 33.1%
Suspension Rate	**Yellow 5.8%**	Orange 6%

As shown above, ELITE achieved a performance level (color) equal to or greater than the District in seven out eight Dashboard indicators (Math, ELPI, CCI, Science, Graduation Rate, Chronic Absenteeism, and Suspension Rate). In addition, the status (number) achieved by ELITE outperformed the District for five of the indicators above: Math (-75.5 vs. -92.3); ELPI (46.2% vs. 39.3%); CCI (33.3% vs. 27.4%); Graduation Rate (85% vs. 79.5%); Chronic

Absenteeism (30.6% vs. 33.1%) and Suspension Rate (5.8% vs. 6%).

2025 Dashboard Performance: ELA

Student Group	ELITE	District
All Students	**Orange -70.1**	Yellow -66.3
African American	**Yellow -64.8**	Orange -90
Hispanic	**Orange -86.5**	Orange -74.9
Two or more Races	**N/A* -14.4**	Orange -51.7
English Learners**	**Orange -103.3**	Orange -92.9
Long-Term English Learner ("LTEL")	**N/A* -96.1**	Orange -125.4
Socioeconomically Disadvantaged	**Orange -78.8**	Orange -74.6
Students with Disabilities	**Orange -121.6**	Orange -127.9

*N/A - the student group did not generate a performance level on the Dashboard due to not being numerically significant for two consecutive years

**The Dashboard English Learner student group includes all current English Learners and students who have been reclassified fluent English proficient ("RFEP") in the previous four years. The previous analysis of CAASPP results only included current ELs.

ELITE outperformed the District in ELA Distance From Standard ("DFS") on the 2025 Dashboard for a majority of student groups where public data was available. This includes the following: African American students (-64.8 vs. -90); students identifying as two or More Races (-14.4 vs. -51.7); LTELs (-96.1 vs. -125.4); and SWD (-121.6 vs. -127.9). Further, for each student group ELITE achieved a performance level in ELA equal to or above the District.

2025 Dashboard Performance: Math

Student Group	ELITE	District
All Students	**Yellow -75.5**	Yellow -92.3
African American	**Yellow -68.3**	Orange -118.8
Hispanic	**Yellow -90.7**	Orange -99.1
Two or more Races	**N/A 2.8**	Orange -87.7
English Learners	**Orange -101.9**	Orange -110.1
Long-Term English Learner ("LTEL")	**N/A -86**	Orange -159.1
Socioeconomically Disadvantaged	**Yellow -85.3**	Orange -99.7

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Students with Disabilities	**Orange -128.5**	Red -151.8

ELITE outperformed the District in Math DFS on the 2025 Dashboard for all students (-75.5 vs. -92.3) and all seven student groups where public data was available. This includes the following: African American students (-68.3 vs. -118.8); Hispanic students (-90.7 vs. -99.1); students identifying as Two or More Races (2.8 vs. -87.7); English Learners (-101.9 vs. -110.1); LTELs (-86 vs. -159.1); Socioeconomically Disadvantaged students (-85.3 vs. -99.7); and SWD (-128.5 vs. -151.8). Further, for all students and for each student group ELITE achieved a performance level in math equal to or above the District's 2025 performance level.

2025 Dashboard Performance: ELPI

Student Group	ELITE	District
English Learners	**Green 46.2%**	Orange 39.3%
Long-Term English Learners ("LTEL")	**N/A 63.2%**	Orange 39.2%

ELITE outperformed the District average in ELPI for English Learners (46.2% vs. 39.3%) and for LTELs (63.2% vs. 39.2%). ELITE's ELPI performance level for ELs was higher than the District's (Green vs. Orange).

2025 Dashboard Performance: CCI

Student Group	ELITE*	District
All Students	**Yellow 33.3%**	Yellow 27.4%
African American	**38.5%**	Yellow 18.2%
Hispanic	**16.7%**	Yellow 21.9%
Socioeconomically Disadvantaged	**27.3%**	Yellow 25.9%

*None of the student groups at ELITE generated a performance level on CCI in 2025. The Class of 2025 was ELITE's second graduating class of high school seniors and no student group had been numerically significant for two consecutive years.

ELITE outperformed the District on the CCI on the 2025 Dashboard for all students (33.3% vs. 27.4%) and two out of three student groups: African American students (38.5% vs. 18.2%); and Socioeconomically Disadvantaged students (27.3% vs. 25.9%).

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2025 Dashboard Performance: Science

Student Group	ELITE	District
All Students	**Yellow 39.6**	Orange 42.7
African American	**Yellow 41.5**	Yellow 38.7
Hispanic	**Red 33**	Yellow 40.9
English Learners	**N/A 33.5**	Yellow 37.2
Socioeconomically Disadvantaged	**Orange 36.3**	Orange 41.6
Students with Disabilities	**N/A 32.2**	Red 30.6

Science, which was still an informational indicator on the 2025 Dashboard, produced a mixed comparison for ELITE and the District. ELITE outperformed the District for two student groups: African American students (41.5 vs. 38.7); and SWD (33 vs. 30.6). Further, for all students ELITE achieved a higher performance level than the District while the two achieved the same performance level for two student groups: African American (Yellow) and Socioeconomically Disadvantaged (Orange).

The five Dashboard indicators analyzed above, ELA, Math, ELPI, CCI, and Science, cover the academic performance displayed on the Dashboard. As demonstrated, ELITE outperformed the District in a majority of indicators on schoolwide performance, including: Math (-75.5 vs. -92.3); ELPI (46.2% vs. 39.3%); and CCI (33.3% vs. 27.4%). Further, ELITE achieved a 2025 performance level equal to or greater than the District for seven out of eight indicators, which includes the following: Math and CCI (Yellow); ELPI (Green vs. Orange); and Science (Yellow vs. Orange). When looking at student group achievement, ELITE outperformed the District for a majority of student groups (16/23), broken down by indicator as follows: ELA (4/7); Math (7/7); ELPI (1/1); CCI (2/3); and Science (2/5). Overall, this shows that students at ELITE are making academic progress at a rate at least equal to their peers and that renewal is in the best interest of the current and future students at ELITE.

Growth in ELA and Math on the Dashboard

While the results of ELITE's 2025 Dashboard were analyzed above in comparison to the District, it is also important to examine growth over time. Just as ELITE's performance over

time on the CAASPP result was examined, below is an analysis of ELITE's academic growth over time in ELA and math, as displayed on the Dashboard.

2022 to 2025 Increases in ELA Distance From Standard by Student Group

Student Group	2021-22	2022-23	2023-24	2024-25	2022 to 2025 Change		
					ELITE	District	State
All Students	-109.4	-88.8	-86.1	-70.1	**39.3**	14.4	4.1
AA	-117.7	-87.3	-79.5	-64.8	**52.9**	21.7	6.4
Hispanic	-96.5	-91.4	-100.3	-86.5	**10**	12.9	4.9
EL	-103.7	-108.9	-128.4	-103.3	**0.4**	2.4	1.3
SD	-111.3	97.1	-88.6	-78.8	**32.5**	19.9	6.1
SWD	-174.3	-130.1	-165.7	-121.6	**52.7**	28.8	7.9

Similar to the stronger growth in ELA proficiency rate analyzed above, ELITE has also shown impressive growth on the Dashboard for ELA DFS over the past four years. In comparison with the District and state, ELITE showed strong growth for all students and for three out of five student groups.

2022 to 2025 Increases in Math Distance From Standard by Student Group

Student Group	2021-22	2022-23	2023-24	2024-25	2022 to 2025 Change		
					ELITE	District	State
All Students	-135.7	-113.8	-111.4	-75.5	**60.2**	17.7	9.3
AA	-147	-120.8	-114.3	-68.3	**78.7**	23.8	11.1
Hispanic	-118.2	-102.2	-112.4	-90.7	**27.5**	17.9	9.8
EL	-131.9	-121	-121.1	-101.9	**30**	10.4	5.9
SD	-141.4	-123.2	-113.3	-85.3	**56.1**	20.2	11.1
SWD	-200	-192.9	-210.1	-128.5	**71.5**	20.5	10.1

In math ELITE's growth has been even stronger over the past four years. In comparison with the District and state, ELITE showed strong growth for all students and for all five student groups.

Additional Dashboard Indicators

Beyond the state level academic indicators on the Dashboard, there are also academic engagement indicators (Graduation Rate and Chronic Absenteeism) and a conditions and climate indicator (Suspension Rate). An analysis of each, showing ELITE's 2025 Dashboard

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performance and, for reference, the District's, is provided below. ELITE's performance on the Dashboard's local indicators is also provided below.

2025 Dashboard Performance: Graduation Rate

Student Group	ELITE	District
All Students	**Yellow 85%**	Yellow 79.5%
African American	**77.8%**	Green 83.2%
Hispanic	**100%**	Yellow 76.3%
Socioeconomically Disadvantaged	**73.9%**	Yellow 79.2%

In 2025 ELITE outperformed the District's average graduation rate for all students (85% vs. 79.5%) and for Hispanic students (100% vs. 76.2%). Similar to CCI, none of ELITE's student groups generated a performance level due to none being numerically significant for two consecutive years. ELITE has only had students graduating high school since the Class of 2024.

2025 Dashboard Performance: Chronic Absenteeism

Student Group	ELITE	District
All Students	**Yellow 30.6%**	Orange 33.1%
African American	**Yellow 31.3%**	Orange 41.7%
Hispanic	**Orange 31.7%**	Yellow 32.6%
Two or more Races	**N/A 29%**	Yellow 37.1%
White	**N/A 0%**	Red 30%
English Learners	**Orange 29.1%**	Yellow 30.2%
Long-Term English Learner ("LTEL")	**N/A 15.4%**	Orange 34.4%
Socioeconomically Disadvantaged	**Yellow 33.2%**	Orange 35.6%
Students with Disabilities	**Red 25.6%**	Yellow 39%

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ELITE achieved a lower chronic absenteeism rate compared to the District on the 2025 Dashboard for all students and for eight out of eight student groups.

2025 Dashboard Performance: Suspension Rate

Student Group	ELITE	District
All Students	**Yellow 5.8%**	Orange 6%
African American	**Yellow 8%**	Red 11.8%
Hispanic	**Green 2.8%**	Orange 4.8%
Two or more Races	**N/A 5.1%**	Orange 5.3%
White	**N/A 5.9%**	Yellow 5.6%
English Learners	**Green 1.9%**	Orange 5.3%
Long-Term English Learner ("LTEL")	**N/A 7.7%**	Red 10.7%
Socioeconomically Disadvantaged	**Yellow 6.8%**	Orange 6.5%
Students with Disabilities	**Orange 10.4%**	Red 8.8%

ELITE achieved a lower suspension rate compared to the District on the 2025 Dashboard for all students and for five out of eight student groups. The two numerically significant student groups that had a higher rate than the District (SD students and SWD) conversely achieved a better performance level than the District due to larger reductions in ELITE's suspension rate between 2024 and 2025 for these student groups.

ELITE's Local Indicators, 2022-2025

Indicator	2022	2023	2024	2025
Basics: Teachers, Instructional Materials, Facilities	Standard Met	Standard Met	Standard Met	Standard Met
Implementation of Academic Standards	Standard Met	Standard Met	Standard Met	Standard Met
Parent and Family Engagement	Standard Met	Standard Met	Standard Met	Standard Met
Local Climate Survey	Standard Met	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study	Standard Met	Standard Met	Standard Met	Standard Met

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For the last four Dashboard's ELITE has achieved "Standard Met" for every local indicator.

Charter Renewal Criteria Conclusion

ELITE meets the criteria for renewal for a low-performing charter school. This is demonstrated via the data analysis provided above, which shows both that students at ELITE are making academic progress at a rate at least equal to their peers and that renewal is in the best interest of the current and future students at ELITE. Furthermore, ELITE is taking meaningful steps to address the underlying cause or causes of low performance, and those steps are reflected, or will be reflected, in a written plan adopted by the Board. This plan is further supported by the growth demonstrated in the above data, as ELITE's instructional program has been effective at improving student achievement and will increase in effectiveness going forward.

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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).

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).

If the proposed charter school will serve high school pupils, 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. Education Code Section 47605(c)(5)(A)(iii).

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

Mission and Vision

Mission: ELITE's 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.

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

ELITE Values

Entrepreneurial Skills: Students develop personal characteristics, including interpersonal, critical-thinking and creative skills, as well as, practical knowledge through engagement in

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quality learning, social-development activities, and extracurricular experiences that cultivate leadership skills.

Language: Classrooms are language-enriched environments where students develop trilingualism/tri-literacy. Students' 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, writing, and listening are equally important literacy skills. 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.

Innovation: ELITE students are encouraged to imagine, create, and share for the purpose of inventing, shifting from consumption to production, promoting collaboration over independence, and engagement over isolation. Students will be competitive and have the confidence to win, not only in academic pursuits, but also in sports and other advanced activities. ELITE students graduate with a high school diploma, and may also earn 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.

Student Graduate Outcomes

ELITE Public Schools prepares every student to graduate as a confident, compassionate, innovative, and globally minded leader who is prepared for success in college, career, military service, entrepreneurship, and civic life. Through rigorous academics, multilingual learning, engineering and technology experiences, leadership development, and authentic real-world application, ELITE graduates develop the knowledge, skills, and dispositions necessary to thrive in an increasingly interconnected world.

The ELITE instructional program is intentionally designed so that every graduate is:

- Academically prepared through grade level mastery of the core academic subjects and completion of a rigorous college-preparatory program aligned to UC/CSU A-G requirements.
- Trilingual, demonstrating proficiency in English, Spanish, and coding (Computer Science) as essential languages for communication, innovation, and the future workforce.

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- Entrepreneurial, demonstrating creativity, initiative, innovation, leadership, financial literacy, and the ability to identify and solve real-world problems.
- Globally Competent, demonstrating cross-cultural understanding, multilingual communication skills, and respect for diverse perspectives while contributing positively to local and global communities.
- Science, Technology, Engineering, and Math ("STEM") ready, applying engineering design, computational thinking, mathematics, science, and technology to solve complex problems through inquiry, innovation, and collaboration.
- College, career, and future ready, possessing the academic, technical, and leadership skills necessary to successfully transition to one or more meaningful options following graduation including, but not limited to, postsecondary education, military service, entrepreneurship, and career.

ELITE Graduate Profile

Upon high school graduation, ELITE students will demonstrate the knowledge, skills, and dispositions necessary to:

Build Meaningful Relationships

Graduates communicate effectively across cultures, collaborate respectfully with diverse individuals, develop trusting relationships, and demonstrate empathy, integrity, and professionalism in academic, workplace, and community settings.

Think Critically and Solve Complex Problems

Graduates apply analytical reasoning, creativity, engineering design, computational thinking, and evidence-based decision-making to identify challenges, evaluate solutions, and solve authentic problems in school, the workplace, and their communities.

Demonstrate Leadership and Civic Responsibility

Graduates exhibit courage, integrity, resilience, and personal responsibility while serving as ethical leaders and engaged citizens. They advocate for themselves and others, contribute positively to their communities, and understand their responsibility to create positive social change.

Demonstrate Entrepreneurial Thinking

Graduates demonstrate initiative, innovation, adaptability, financial literacy, collaboration, and creative problem-solving. They recognize opportunities, develop solutions, embrace calculated risks, and possess the confidence to create value in their communities and future careers.

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Communicate Across Languages and Cultures

Graduates value multilingualism as an asset and communicate effectively in English and Spanish, using coding as an additional language for innovation and problem-solving. They appreciate diverse cultures, perspectives, and experiences, and are prepared to participate successfully in an interconnected global society.

Demonstrate Emotional Intelligence and Character

Graduates exhibit self-awareness, perseverance, resilience, empathy, honesty, and ethical decision-making. They manage challenges constructively, build healthy relationships, and demonstrate the confidence and emotional maturity necessary for lifelong success.

Embrace Technology, Engineering, and Innovation

Graduates apply technology responsibly and effectively while utilizing engineering design principles, computational thinking, and digital literacy to develop innovative solutions to real-world challenges.

Target Student Population

Members of the community and residents from throughout Vallejo have demonstrated strong support for the Charter School. As shown below, ELITE serves a diverse student body, representative of the various student groups found in schools across the District and Solano County.

2025-26 Enrollment Demographic Comparisons

	ELITE	VCUSD	Solano County	State
African American	51.1%	18.9%	11.4%	4.8%
American Indian or Alaskan Native	0.2%	0.2%	0.2%	0.4%
Asian	0.5%	2.6%	4.5%	10.3%
Filipino	1.9%	10.3%	7.7%	2.2%
Hispanic	32.1%	55.5%	45.3%	56%
Pacific Islander	0.9%	1.4%	0.9%	0.4%
White	2.6%	4.6%	19.1%	19.7%
2+Races	2.8%	5.5%	10.1%	4.9%
English Learners	20.2%	25.3%	13.3%	16.2%
Reclassified Fluent English-Proficient	2.8%	13.6%	11.3%	15.7%
Foster Youth	1.8%	0.5%	0.3%	0.5%
Homeless Youth	0.4%	2.7%	1.9%	3.8%
Students with Disabilities	12.1%	15.5%	15.5%	14.8%
Socioeconomically Disadvantaged	67.2%	84.9%	62%	63.1%

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When looking at ELITE's demographics for the 2025-26 school year in comparison to the District, Solano County, and the state, the Charter School is serving a diverse student body that is representative of the District, Vallejo, and the surrounding community. Looking at racial and ethnic students groups, the Charter School shows parity with the District in diversity. While there are some student groups who are underrepresented at the Charter School (Asian, Filipino, White, and Two or More Races), there is also a large over-representation of African American students (56% of enrollment at ELITE compared to 18.9% across the District).

ELITE strives to provide an educational alternative for any interested families in VCUSD, Vallejo, and the surrounding communities across Solano County. The Charter School is committed to serving all children, up to its capacity, whose parents find their educational goals align with ELITE's mission. ELITE strives to create and maintain a student population representative of the diversity of Vacaville and Solano County. The Charter School fosters an educational atmosphere in which cultural, racial, ethnic, and socioeconomic diversity, as well as home languages, academic abilities, and religious differences, are all respected and celebrated.

A further description of ELITE's student outreach and recruitment strategies is included in Element G of this Petition.

Projected Enrollment

Moving into its next charter term, ELITE is using conservative assumptions for its multi-year financial projections, as shown below.

	2027-28	**2028-29**	**2029-2030**
TK-12th Grade Projected Enrollment	615	650	714

Educational Philosophy

ELITE consists of four design elements that form the foundation of the Charter School's success. These elements allow ELITE 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
- Access to and effective utilization of technology
- Engineering pathway

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

Entrepreneurial Skill Development

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

Language Development and a Dual Immersion Pathway

- All TK-12th grade students will participate in Spanish instruction and the African-American and Latino Cultural Heritage program, as detailed below.
- Students will have the option of participating in a Dual-Immersion Spanish Pathway, which will take place in one classroom cohort in each grade level from TK – 8th grade, or in an elective style foreign language pathway through the elementary and secondary grades where students will learn Spanish in a stand-alone class or portion of instructional time.
- The Dual-Immersion Spanish 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 addresses the same standards as set out by the California Department of Education.

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 groups so students will develop strong self-esteem and understanding of contributions made by all groups toward building the nation and world.

How Learning Best Occurs

ELITE's design elements are rooted in its mission, vision and values, detailed above. Together the below elements promote conditions under which learning best occurs:

- Diverse learners, learning for many purposes. ELITE holds students to high expectations and exposes them to rigorous and relevant learning. The model is designed for flexibility toward the end goal of having all students meet or exceed grade level standards. ELITE allows students' needs to dictate how their instructional program is designed.

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- 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. The Charter School's learning-center model allows students to work in small groups with teachers and other highly skilled educators. Some students may work with computer-based learning programs while others may be tutored by students who have mastered a particular concept. All ELITE students must demonstrate mastery to move forward. Students who are not making progress receive increased support and intervention in small groups or during the extended day programs to receive the needed support.
- 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 then help students work towards established 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 from high school, and eventually a postsecondary education program, will look 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 the world, including climate change, economic inequities, and international conflict.

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

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 in their child's academic progress are the means. ELITE's chosen instructional approaches are designed to enable students to achieve the outcomes specified in the LCAP 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 Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), History-Social Science Standards, English Language Development ("ELD") Standards, and the remaining State Content Standards

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(hereinafter, collectively "State Standards"). This ensures that not only will all ELITE students have their academic needs met, but also their social-emotional needs. This will occur by:

- Sharing best practices for student success
- Focusing on the State Standards and State 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.

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.

Curriculum

Below is the list of ELITE's current curriculum.

ELA:
- Benchmark Advance/Adelante ELA (TK-6th grade)
    - Also used for Spanish Language Development
- StudySync by McGraw Hill (7th–12th grade)

Math:
- Bridges Mathematics (TK–5th grade)
- Carnegie Learning Mathematics (6th–11th grade)

Science
- SAVVAS Science (TK–12th grade)

Social Studies
- Benchmark Universe Social Studies (TK–6th grade)
- Discovery Education Social Studies (7th–8th grade)
- Magruder's American Government
- Pearson U.S. History
- Pearson World History
- SAVVAS Economics

Computer Science and STEM
- Robo Blockly STEM Program (TK–12th grade)

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- UC Davis C-STEM Program

Spanish Language Instruction
- Benchmark Adelante ELA (K-5th grade)
- Vista Higher Learning (VHL) Spanish Curriculum (6th–12th grade)

Physical Education
- SPARK Physical Education

Social Emotional Learning
- Flocabulary (TK–12th grade)

Credit Recovery and Independent Study
- Edgenuity (9th-12th grade)

Pedagogy and Instructional Practices at ELITE

ELITE's instructional program is built upon practices that have been implemented and refined through ongoing evaluation of student outcomes and continuous improvement efforts. The Charter School regularly reviews student achievement, language acquisition, engagement, attendance, and school culture data to ensure instructional practices effectively support student success.

Teachers utilize a combination of culturally responsive instruction, project-based learning, direct instruction, academic discourse, cooperative learning, technology integration, and differentiated support to meet the diverse needs of learners. These instructional practices promote critical thinking, communication, collaboration, problem-solving, and leadership development while maintaining high expectations for all students.

ELITE's instructional model emphasizes active student engagement, meaningful application of learning, and opportunities for students to demonstrate mastery through multiple measures. Through ongoing assessment and data analysis, teachers adjust instruction, provide targeted intervention and enrichment, and ensure students receive the academic and social-emotional support necessary for success.

Instruction is delivered across all content areas, including English Language Arts, Spanish Language Development, Mathematics, Science, Social Studies, Coding and Computer Science, Physical Education, and Social-Emotional Learning. The instructional approaches used within each content area are described in the sections that follow.

Language

Language development is a core component of ELITE's educational program and directly supports the Charter School's vision of preparing students to communicate effectively in a

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multilingual and multicultural world. ELITE has found that students achieve the strongest outcomes when language development is integrated throughout the instructional day, supported by culturally responsive teaching practices, explicit language instruction, and frequent opportunities for speaking, reading, writing, and listening.

Current Language Program Structure

All ELITE students receive ELA and Spanish language instruction as part of the core educational program. Students develop communication skills in both English and Spanish through standards-aligned instruction, academic discourse, writing activities, presentations, and culturally relevant learning experiences.

ELITE currently offers two Spanish language pathways:

Dual Language Immersion Spanish Pathway (TK–5)

Students enrolled in the Dual Language Immersion Spanish Pathway receive instruction in both English and Spanish. The program is designed to support bilingualism, biliteracy, academic achievement, and cross-cultural understanding. Instructional time is strategically allocated between English and Spanish based on grade level to ensure students develop strong literacy skills in both languages while mastering grade-level academic content.

Spanish Language Pathway (TK–12)

Students not enrolled in the Dual Language Immersion Spanish Pathway participate in daily Spanish language instruction designed to build proficiency in speaking, listening, reading, and writing. Spanish instruction reinforces concepts taught in other content areas and provides students with meaningful opportunities to develop communication skills and cultural awareness.

English Learner Services

ELITE serves a diverse population of English Learners and provides designated English Language Development instruction daily. Students receive targeted instruction based on their English language proficiency level and individual learning needs.

In addition to Designated ELD, Integrated ELD strategies are embedded across all content areas. Teachers intentionally develop academic language through structured discussion, collaborative learning, vocabulary development, writing tasks, and language objectives aligned to lesson outcomes.

Additional information regarding ELITE's program for ELs can be found later in this Petition element.

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Instructional Practices

ELITE has found the following practices to be particularly effective in supporting language development for all students:

- Daily opportunities for academic discussion and student discourse
- Explicit vocabulary instruction across content areas
- Structured speaking and presentation opportunities
- Small-group instruction and targeted intervention
- Cooperative learning and peer collaboration
- Reading and writing across all subject areas
- Use of culturally relevant texts and instructional materials
- Language objectives embedded within core instruction

These practices support both language acquisition and academic achievement while ensuring students have access to rigorous grade-level content aligned to the State Standards.

Monitoring Student Progress

Student progress in language development is monitored through multiple measures, including classroom assessments, curriculum-based assessments, state assessments, English Learner progress monitoring, and teacher observations. Instructional teams regularly review student performance data to identify strengths, address learning gaps, adjust instruction, and provide targeted support when needed.

Data is used to inform instruction, intervention, professional learning, and program improvement efforts.

Subject-Specific Instructional Programs

ELITE's instructional program is designed to provide all students with access to rigorous grade-level instruction, targeted intervention, and individualized support. Instruction is delivered through a combination of whole-group instruction, small-group instruction, collaborative learning, project-based learning, technology integration, and differentiated supports designed to meet the needs of all learners, including, but not limited to, English Learners and students with disabilities.

Across all content areas, teachers utilize formative assessments, benchmark assessments, classroom performance data, and state assessment results to monitor student progress, identify learning needs, provide intervention, and adjust instruction. ELITE utilizes frequent progress monitoring, targeted intervention, collaborative instructional planning, and data-informed decision-making to improve student outcomes and ensure equitable access to learning.

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English Language Arts

Program Overview

English Language Arts instruction at ELITE develops students' literacy, communication, critical thinking, and writing skills through reading, writing, speaking, and listening experiences. Instruction emphasizes academic discourse, vocabulary development, reading comprehension, analytical thinking, and written communication, while providing students with opportunities to engage in meaningful and culturally relevant learning experiences.

Curriculum

- Benchmark Universe (TK–5th grade)
- McGraw Hill - Wonders & Maravillas ELA (TK-6th grade)
- Benchmark Advance/Adelante ELA (K-6th grade)
    - Also used for Spanish Language Development
- StudySync by McGraw Hill (6th–12th grade)

Early Literacy Screening and Intervention

ELITE places a strong emphasis on early literacy development and the early identification of students who may be at risk for reading difficulties. In grades K–2, ELITE utilizes UCSF Multitudes as part of its early literacy screening process. UCSF Multitudes is a universal literacy screener used to identify students who may require additional support in foundational reading skills and to inform intervention planning through the Charter School's Multi-Tiered System of Supports (“MTSS”).

All incoming kindergarten students receive universal screening for reading difficulties, including dyslexia, utilizing state approved assessment tools. This screening continues, annually, for all students through the second grade.

Teachers utilize screening data in conjunction with classroom performance, benchmark assessments, and teacher observations to provide targeted intervention, progress monitoring, and additional literacy support when needed.

Instructional Practices

ELA instruction includes whole-group instruction, guided reading, small-group instruction, independent reading, collaborative discussions, writing workshops, intervention, and progress monitoring. Teachers provide explicit instruction in vocabulary, comprehension strategies, text analysis, and written expression, while creating opportunities for students to engage in academic discourse and authentic writing experiences.

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English Learner Supports in ELA

English Learners receive both Designated and Integrated English Language Development services.

Designated ELD takes place during a dedicated portion of the English Language Arts instructional period, where students receive targeted language development instruction in small groups based on their English proficiency levels and instructional needs.

Integrated ELD is embedded throughout ELA instruction through academic discourse, vocabulary instruction, language objectives, collaborative learning, writing tasks, structured language supports, and opportunities for oral language development.

Both Designated and Integrated ELD are described in further detail later in this element of the Petition.

Supports for Students with Disabilities

ELITE utilizes a collaborative service model in partnership with the El Dorado County Charter Special Education Local Planning Area ("SELPA") to ensure students with disabilities have equitable access to grade-level curriculum, instructional supports, accommodations, and specialized services.

Students with disabilities receive accommodations, modifications, specialized academic instruction, co-teaching support, assistive technology, and related services as outlined in their Individualized Education Programs ("IEP").

Additional information regarding ELITE's program for Students with Disabilities can be found later in this Petition element.

Support and Intervention

Students requiring additional support receive intervention through ELITE's MTSS framework, described in further detail later in this element of the Petition, and targeted small-group instruction, progress monitoring, and individualized intervention plans.

Mathematics

Curriculum

- Bridges Mathematics (TK–5th grade)
- Carnegie Learning Mathematics (6th–11th grade)

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Program Overview and Instructional Practices

Mathematics instruction focuses on conceptual understanding, mathematical reasoning, procedural fluency, and problem-solving. Students engage in collaborative problem-solving, guided practice, mathematical discourse, real-world application, and independent learning experiences. Teachers use assessment data to identify learning gaps and provide targeted support and intervention.

Integrated ELD in Mathematics

Teachers intentionally develop academic language through mathematical discussions, vocabulary instruction, written explanations, collaborative learning, and opportunities for students to explain and justify mathematical reasoning.

Supports for Students with Disabilities

Students with disabilities receive accommodations, modifications, specialized academic instruction, intervention support, assistive technology, and services aligned to their IEPs.

Science

Curriculum

- SAVVAS Science (TK–12th grade)

Program Overview and Instructional Practices

Science instruction emphasizes inquiry, experimentation, investigation, engineering design, and real-world application. Students participate in laboratory investigations, collaborative learning experiences, project-based learning, engineering challenges, and scientific inquiry activities designed to develop critical thinking and problem-solving skills.

Teachers provide opportunities for students to ask questions, analyze data, develop explanations, communicate findings, and apply scientific concepts to authentic situations.

Integrated ELD in Science

Students develop academic language through scientific discussions, evidence-based writing, presentations, collaborative investigations, and explicit instruction in scientific vocabulary.

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Supports for Students with Disabilities

Students with disabilities receive accommodations, modifications, specialized instruction, assistive technology, and related services necessary to access science instruction and laboratory experiences.

Social Studies

Curriculum

- Benchmark Universe Social Studies (TK–6th grade)
- Discovery Education Social Studies (7th–8th grade)
- Magruder's American Government
- Pearson U.S. History
- Pearson World History
- SAVVAS Economics

Program Overview and Instructional Practices

Social Studies instruction develops students' understanding of history, civics, geography, economics, government, and cultural perspectives, while promoting critical thinking, inquiry, civic engagement, and historical analysis.

Students engage in primary and secondary source analysis, collaborative discussions, research projects, presentations, historical inquiry, and evidence-based writing assignments. ELITE integrates African American and Latino Cultural Heritage perspectives throughout instruction to promote cultural awareness and historical understanding.

Integrated ELD in Social Studies

Teachers support language development through academic discussions, debates, source analysis, historical writing, presentations, evidence-based argumentation, and explicit vocabulary instruction.

Supports for Students with Disabilities

Students with disabilities receive accommodations, modifications, specialized instruction, assistive technology, and related services to ensure equitable access to grade-level content.

Computer Science and STEM

Curriculum and Program Partners

- Robo Blockly STEM Program (TK–12th grade)

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- University of California, Davis ("UC Davis") C-STEM Program

Program Overview

Computer science and STEM instruction are integrated throughout ELITE's educational program and are designed to develop computational thinking, coding skills, engineering design skills, problem-solving abilities, creativity, collaboration, and digital literacy.

A distinguishing feature of ELITE's STEM program is its partnership with the UC Davis C-STEM Program Through participation in the UC Davis C-STEM Program, students engage in State Standards-aligned learning experiences that integrate mathematics, computer science, coding, robotics, and engineering concepts. The program provides opportunities for students to apply classroom learning to authentic problem-solving challenges while developing technical and analytical skills that prepare them for college, career, and future STEM opportunities.

Instructional Practices

Students participate in coding activities, robotics projects, engineering design challenges, mathematical modeling, collaborative problem-solving experiences, and technology-based projects that emphasize innovation, creativity, critical thinking, and teamwork.

Teachers integrate STEM learning across multiple subject areas and provide opportunities for students to design solutions, test ideas, analyze results, and refine their work through iterative engineering and design processes.

Coding and Computer Science Progression

Beginning in the elementary grades, students are introduced to age-appropriate coding concepts, sequencing, computational thinking, and problem-solving through block-based programming activities and robotics experiences.

As students progress through the grade levels, instruction expands to include:

- Coding and programming logic
- Robotics and automation
- Engineering design processes
- Computational thinking
- Mathematical applications of coding
- Problem-solving through technology
- Project-based STEM learning

Students utilize coding and robotics as tools to solve problems, analyze data, create solutions, and demonstrate understanding of mathematical and scientific concepts.

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UC Davis C-STEM Integration

Through the UC Davis C-STEM Program, students participate in interdisciplinary learning experiences that connect mathematics, computer science, robotics, and engineering. Students apply coding skills to control robotic devices, solve mathematical problems, complete engineering challenges, and engage in collaborative problem-solving activities that require critical thinking and perseverance.

ELITE students regularly participate in UC Davis C-STEM Day competitions, RoboPlay competitions, coding showcases, robotics exhibitions, STEM demonstrations, and student presentations that provide opportunities to apply classroom learning in authentic and competitive environments. These experiences encourage innovation, teamwork, communication, and problem-solving, while allowing students to demonstrate their coding, engineering, and computational thinking skills.

Participation in these events provides students with opportunities to engage with peers from other schools, showcase their learning, receive feedback from STEM professionals and educators, and experience real-world applications of computer science, engineering, and mathematics.

The UC Davis C-STEM partnership supports ELITE's commitment to preparing students for college, career, and leadership opportunities by developing technical skills, mathematical reasoning, computational thinking, collaboration, persistence, and confidence in STEM-related fields.

Evidence of Effectiveness

ELITE evaluates the effectiveness of its STEM program through student participation, project completion, competition results, student presentations, classroom performance, and ongoing assessment of coding, robotics, engineering, and computational thinking skills.

Evidence of program implementation includes:

- Participation in UC Davis C-STEM Day competitions
- Participation in RoboPlay competitions
- Student coding showcases and STEM demonstrations
- Robotics exhibitions and engineering challenges
- Student STEM presentations and project-based learning exhibitions

These opportunities provide students with authentic experiences that demonstrate the application of coding, engineering, mathematics, and problem-solving skills while preparing them for future educational and career pathways in STEM-related fields.

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Integrated ELD in Computer Science and STEM

Integrated English Language Development is embedded throughout STEM instruction. Students develop technical vocabulary, presentation skills, collaboration skills, and academic language through engineering projects, coding activities, robotics challenges, design presentations, and technology-based learning experiences.

Supports for Students with Disabilities

Students with disabilities receive accommodations, modifications, assistive technology, specialized instruction, and individualized supports to ensure equitable access to STEM learning opportunities.

Spanish Language Instruction

Curriculum

- Benchmark Adelante ELA (K-5th grade)
- Vista Higher Learning (VHL) Spanish Curriculum (6th–12th grade)

Program Overview

Spanish instruction develops students' listening, speaking, reading, and writing skills while promoting cultural awareness, communication skills, multilingualism, and global competence.

Ethnic Studies

Program Overview

Ethnic Studies instruction at ELITE provides students with a comprehensive, culturally responsive exploration of the histories, cultures, contributions, and experiences of diverse racial and ethnic groups. Instruction emphasizes critical thinking, historical inquiry, identity development, and social awareness, offering students opportunities to engage with nuanced perspectives, foster empathy, and deepen their understanding of historical and contemporary social dynamics.

Curriculum

- **African American History:** *Creating Black America* by Nell Irvin Painter
- **Latinx History:** *Mexicanos: A History of Mexicans in the United States* by Manuel G. Gonzales

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Instructional Practices

Ethnic Studies lessons prioritize student-centered, inquiry-based learning. Key instructional strategies include:

- **Socratic Seminars & Academic Discourse:** Facilitating structured, respectful dialogue on complex historical events, cultural themes, and contemporary issues.
- **Primary Source Analysis:** Guiding students through the evaluation of historical documents, speeches, oral histories, and literature to build analytical and reasoning skills.
- **Interdisciplinary Projects:** Integrating art, literature, and research projects that allow students to explore community history, identity, and civic engagement.

Physical Education

Curriculum

ELITE's physical education program is aligned to the California Physical Education Content Standards. ELITE Public Schools utilizes the SPARK physical education curriculum as the foundation for standards-based physical education instruction. The curriculum is aligned with the State Standards and is designed to develop students' physical literacy, fitness, movement competency, teamwork, and lifelong healthy habits through engaging, developmentally appropriate activities.

Program Overview

ELITE's Physical Education program promotes the physical, social, emotional, and cognitive development of every student through an engaging, inclusive, and standards-based instructional program. Students participate in a variety of individual, partner, and team activities designed to develop motor skills, movement competency, cardiovascular endurance, muscular strength, flexibility, coordination, and overall physical fitness.

Instruction emphasizes lifelong wellness by helping students understand the importance of regular physical activity, healthy lifestyle choices, goal setting, self-assessment, and personal responsibility for maintaining physical fitness. Students learn to apply movement concepts and strategies in a variety of physical activities while developing confidence, resilience, perseverance, and self-discipline.

The program also fosters collaboration, leadership, sportsmanship, communication, and respect for others through cooperative learning experiences, team sports, fitness challenges, and problem-solving activities. Teachers create a safe and supportive environment where students of all ability levels are encouraged to participate, challenge themselves, and demonstrate continuous improvement.

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Student progress is monitored through ongoing observation, standards-based performance assessments, fitness assessments, and teacher feedback. Assessment focuses on skill development, individual growth, participation, application of movement concepts, physical fitness, and responsible personal and social behavior, rather than athletic ability alone.
Through high-quality physical education experiences, ELITE prepares students to develop the knowledge, skills, and habits necessary to lead active, healthy, and productive lives beyond graduation.

Social Emotional Learning

Curriculum and Supports

- Flocabulary (TK–12th grade)

Program Overview

Social-emotional learning is integrated throughout the school day and supported through classroom instruction, advisory activities, restorative practices, relationship-building activities, and schoolwide culture initiatives. Instruction focuses on self-awareness, self-management, responsible decision-making, social awareness, relationship skills, and the development of a positive school culture.

Credit Recovery and Independent Study

Curriculum

- Edgenuity (9th-12th grade)

Program Overview

High school students may access Edgenuity for credit recovery, intervention, and independent study opportunities when appropriate. These options provide flexibility and additional support to help students remain on track toward graduation and postsecondary success.

Additional Features of ELITE's Educational Program

Continuous Improvement

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ELITE utilizes a continuous improvement process that includes data analysis, professional learning communities, progress monitoring, intervention planning, and stakeholder feedback to evaluate program effectiveness and improve student outcomes. Instructional programs are regularly reviewed to ensure alignment with student needs and the Charter School's mission of preparing students for college, career, leadership, and lifelong success.

Instructional Strategies and Models

ELITE Public Schools utilizes a consistent instructional framework across grade levels that aligns with the Charter School's mission of graduating students who are proficient in English, Spanish, and coding, and prepared for college, career, and leadership opportunities. Instruction is designed to be rigorous, culturally affirming, student-centered, and responsive to individual student needs.

Culturally Responsive and Affirming Instruction

Culturally responsive teaching is embedded throughout ELITE's instructional program. Teachers intentionally incorporate culturally relevant texts, historical perspectives, and learning experiences that reflect the identities, experiences, and contributions of the diverse communities served by the Charter School. Particular emphasis is placed on African American and Latino history, language, culture, and contributions across content areas.

Teachers create affirming classroom environments where students are encouraged to see themselves as scholars, leaders, problem-solvers, and agents of change. Instruction is designed to build student voice, confidence, and academic identity while maintaining high expectations for all learners.

Project-Based and Inquiry-Based Learning

ELITE utilizes project-based and inquiry-based learning experiences to help students apply their knowledge in meaningful ways. Students regularly engage in projects, presentations, collaborative investigations, and performance tasks that require critical thinking, creativity, communication, and problem-solving.

Projects frequently integrate multiple content areas and provide opportunities for students to demonstrate mastery through written products, presentations, technology-based projects, coding applications, and public exhibitions of learning. Students are encouraged to ask questions, investigate real-world issues, and develop solutions that connect classroom learning to authentic experiences.

Language Acquisition Strategies

As a trilingual program focused on English, Spanish, and coding proficiency, ELITE implements instructional strategies that support language development across all grade levels. Teachers

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utilize visual supports, academic vocabulary development, structured student discourse, collaborative learning opportunities, and differentiated language scaffolds to ensure students can access rigorous content while developing language proficiency.

Professional development is provided to staff on effective strategies for supporting multilingual learners and integrating language development across content areas. Professional development for staff and teachers is described in further detail later in this element of the Petition.

Direct Instruction and Gradual Release of Responsibility

Teachers utilize a gradual release instructional framework to introduce and reinforce new learning. Lessons typically include:

- Explicit instruction and modeling ("I Do")
- Guided practice ("We Do")
- Collaborative learning opportunities
- Independent application ("You Do")
- Reflection and formative assessment

This structure provides students with clear expectations, opportunities for practice, and timely feedback, while promoting increasing levels of independence.

Differentiated Instruction and Intervention

ELITE recognizes students learn at different rates and enter classrooms with varying academic needs. Teachers use assessment data to differentiate instruction and provide targeted support and enrichment throughout the school day.

Differentiation may include:

- Small-group instruction
- Flexible grouping
- Individualized learning plans
- Academic intervention
- Enrichment and acceleration opportunities
- Accommodations and modifications for students with identified needs

Students requiring additional support receive Tier II and Tier III interventions through ELITE's Multi-Tiered System of Supports, while students performing above grade level are provided opportunities for enrichment and advanced learning. Support for both students requiring additional support and those performing above grade are described in more detail later in this Petition element.

Cooperative Learning and Student Discourse

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Students regularly participate in structured collaborative learning activities that promote academic discussion, teamwork, and communication skills. Teachers intentionally design opportunities for students to engage in peer-to-peer learning, collaborative problem-solving, and academic conversations.

Students are expected to explain their thinking, defend their reasoning with evidence, ask questions, and respectfully engage with differing viewpoints. These experiences support language development, critical thinking, and leadership skills.

Technology Integration and Coding

Technology integration is a core component of ELITE's instructional model. Students engage with technology as both consumers and creators of knowledge. Coding and computer science concepts are integrated throughout the educational program and become increasingly sophisticated as students advance through the grade levels.

Students utilize technology to research, create, collaborate, communicate, solve problems, and demonstrate learning. Technology-based projects and coding experiences help prepare students for future academic and career opportunities in an increasingly digital world.

Data-Driven Instruction

Teachers regularly analyze student performance data, classroom assessments, benchmark assessments, attendance data, and other indicators to inform instructional decisions. Grade-level teams and administrators review student progress to identify strengths, address learning gaps, and determine appropriate interventions and supports.

This continuous cycle of assessment, analysis, action, and monitoring ensures instructional decisions remain focused on improving student outcomes and accelerating student achievement.

Community Partnerships and Real-World Learning

ELITE partners with community organizations, businesses, professionals, and guest speakers to provide students with authentic learning experiences that connect classroom instruction to college, career, leadership, and community engagement. These partnerships expose students to a variety of career pathways while encouraging curiosity, innovation, and lifelong learning.

Home-to-School Communication

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Teachers and support staff conduct parent conferences and home visits in an effort to build and maintain strong relationships with parents. This ensures 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.

High School Interest Academies

In alignment with ELITE's mission and the Charter School's desire to be increasingly student centered, especially for older students, ELITE plans to launch Interest Academies in the 2026-27 school year for high school students in grades 9-12. This will ensure that ELITE students work to reach the high academic standards set for them while also participating in activities that cultivate their leadership and teamwork skills within student selected interest areas. Each school day students will work within their selected interest to advance their understanding of related topics and subjects. ELITE's plan to launch its Interest Academies includes four initial interests in 2026-27, each of which is summarized below.

Arts, Humanities and Expression

*S*tudents who have special gifts and/or interests in the arts and humanities will have their learning focused on developing an appreciation and knowledge through studying and further developing their own artistic and creative talents, whether visual, performance or literary arts. This interest academy will ensure students are well versed in at least two areas in their primary interest and aligned with their specific gift. Expertise and knowledge will be presented through a Diasporic and Indigenous lens which will include a final senior project of which they immerse their study in an artist or writer from the African and/or Indigenous Diaspora, as described by the United Nations. The concept of expression allows for students to control where and how their artistic talent is revealed, whether through public humanities or arts opportunities, the more formal entertainment industry and/or a social media platform.

Business, Finance, Social Entrepreneurship, Government Affairs

Students with an interest in areas aligned with corporate work, such as marketing and finance, including starting their own for-profit endeavors, will be assigned to a cohort under this interest academy. They will learn traditional African and Indigenous models of success that include cooperative economics, bartering, and strategic marketing strategies with data analytics. They will also be introduced to the ethical and sustainable path of social entrepreneurship that aligns corporate values with community enhancement, rather than extraction. Their understanding of the business world will also inform students of the intertwined relationships of government affairs, business, and corporate relations. Because agriculture and farming was historically at the foundation of the business acumen of the families of the students ELITE serves, they will learn about the word/concept of agribusiness, which offers a lot of opportunities.

The Athletics Arena

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This Interest Academy will be of interest to students who are themselves athletes as well as students who want to seek a career in the complex athletic arena, from infants to adults. Those students who are themselves athletes will continue to have their skills carefully developed and trained while they also will fully learn the business side of sports, from rules that govern children's teams, to the complexity of college and professional sports. Students will learn that associations, such as the National Collegiate Athletic Association which governs all college sports, have many career opportunities. In addition, they will gain an understanding of professional sports and opportunities available through professional organizations such as the National Basketball Association, Women's National Basketball Association, United States Tennis Association, National Football League, Federation Internacional de Football Association, and others.

Technical Skills Development and Apprenticeships

Students interested in pursuing college preparatory high school curricula while exploring specialized vocational training will find this interest area inviting. Students will receive specialized support in developing their technical skills. High school training occurs while students simultaneously learn about apprenticeship opportunities to be pursued as an alternative to a four-year traditional college or university-degree seeking path.

Structure of ELITE's Educational Program

School Year

ELITE's annual academic calendar and bell schedules are 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 Transitional Kindergarten and 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 calendar for the 2026-27 school year is provided in the Appendix.

As needed, ELITE will adjust its calendar and bell schedules to ensure compliance with the required number of annual school days and instructional minutes requirements.

School Day

The instructional day at ELITE is built to prepare students for a 21st-century workforce and currently exceeds California's instructional minute requirements. For example, in Transitional Kindergarten through 5th Grade, the school day for students is currently 8:30 a.m. to 3:30 p.m. on Monday, Tuesday, Thursday, and Friday and 8:30 a.m. to 1:20 p.m. on Wednesday when students are released early to provide time for staff professional development.

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Transitional Kindergarten Program

ELITE Public Schools offers a full-day Transitional Kindergarten program designed to provide young learners with a strong academic, social, and emotional foundation for future success.

The full-day TK program provides students with a developmentally appropriate learning environment that balances structured instruction with hands-on exploration, play-based learning, language development, and opportunities for social interaction. The program is designed to support students' readiness for Kindergarten and beyond by building foundational skills in early literacy, mathematics, communication, self-regulation, and problem-solving.

ELITE has aligned its Transitional Kindergarten program with California's Universal Transitional Kindergarten (“UTK”) guidelines and the California Preschool Learning Foundations. Instruction is designed to meet the developmental needs of four-year-old learners through age-appropriate, inclusive, and engaging learning experiences that support the whole child. The program incorporates play-based and inquiry-driven learning opportunities, while intentionally developing foundational academic, social-emotional, language, and executive functioning skills.

ELITE's TK classrooms emphasize:

- Early literacy and language development
- Foundational mathematics skills
- Social-emotional learning and self-regulation
- Fine and gross motor skill development
- Structured play and inquiry-based learning
- Development of positive school habits and routines
- Oral language development in English and Spanish
- Opportunities for creativity, collaboration, and problem-solving

The TK program serves as an important entry point into ELITE's educational program, helping students become familiar with classroom expectations, develop relationships with peers and adults, and build the confidence necessary for future academic success. Through individualized support and engaging instruction, students are provided with opportunities to develop the skills needed to thrive as they transition into Kindergarten and the elementary grades.

As ELITE's TK program continues to grow, the Charter School will monitor student outcomes, including literacy readiness, mathematics readiness, attendance, social-emotional development, and successful transitions into Kindergarten to evaluate program effectiveness and inform continuous improvement efforts.

The Charter School will maintain the requisite classroom size, adult to pupil ratio, and credential requirements mandated by Education Code Section 48000(g) in its TK classrooms.

Kindergarten-5th Grade Instructional Schedule

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Students in Kindergarten through 5th grade participate in a full instructional day from 8:30 a.m. to 3:30 p.m. The elementary program is designed to provide a balanced educational experience that supports academic achievement, language acquisition, social-emotional development, and career awareness.

Students receive daily instruction in:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Spanish Language Development
- Coding and Computer Science
- Physical Education
- Social-Emotional Learning

Instruction is delivered through a combination of direct instruction, collaborative learning, project-based learning, technology integration, and differentiated small-group instruction. ELITE's trilingual model ensures that students develop proficiency in English, Spanish, and coding while building the critical thinking, communication, and problem-solving skills necessary for future college and career success.

Teachers utilize assessment data to provide targeted intervention and enrichment opportunities during the instructional day. Students who require additional academic support receive interventions aligned to the Charter School's Multi-Tiered System of Supports, while students performing above grade level participate in enrichment and advanced learning opportunities.

Grades 6-8 Instructional Schedule

Students in grades 6-8 attend school from 8:30 a.m. to 3:30 p.m. and currently participate in a six-period instructional day. Currently, each instructional period is approximately 65 minutes in length, allowing students to engage in deeper learning, project-based experiences, collaborative discussions, and applied problem-solving.

Students receive instruction in:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Spanish Language
- Physical Education
- Coding and Computer Science

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The middle school program is intentionally designed to prepare students for the rigor of high school while advancing ELITE's mission of developing trilingual, college- and career-ready graduates. Instruction emphasizes analytical thinking, communication, collaboration, leadership, and technology integration. Students regularly engage in culturally relevant learning experiences that highlight African American and Latino history, language, culture, and contributions.

In addition to core academic instruction, middle school students participate in intervention, enrichment, and leadership development opportunities designed to strengthen academic performance, social-emotional competencies, and readiness for high school coursework.

Summer Extended Learning: Summer of Stars

As part of its commitment to extended learning opportunities and continuous academic growth, ELITE offers Summer of Stars, a comprehensive summer learning program designed to provide students with engaging academic instruction, enrichment experiences, leadership development, and hands-on learning opportunities beyond the traditional school year.

Summer of Stars serves students in Transitional Kindergarten through Grade 8, and operates during the summer months with a full-day schedule that provides both academic support and enrichment experiences. The program is designed to help students maintain academic momentum, strengthen foundational skills, explore new interests, and prepare for success in the upcoming school year.

The Summer of Stars program integrates academic learning with enrichment experiences that encourage creativity, collaboration, critical thinking, and real-world problem-solving. Students participate in a variety of engaging learning opportunities, including:

- Science, Technology, Engineering, Arts, and Mathematics (“STEAM”) enrichment
- Coding, robotics, and engineering activities
- Entrepreneurship and financial literacy experiences
- Music, visual arts, and creative expression
- Athletics, health, and wellness activities
- Reading, writing, and mathematics skill development
- Project-based learning
- Leadership development
- Team-building and collaborative learning experiences
- College and career exploration
- Guest speakers and community partnerships
- Educational field experiences and special events

Summer of Stars is designed to provide students with meaningful learning experiences that reinforce grade-level skills while expanding opportunities for exploration, innovation, and

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personal growth. Through hands-on projects, collaborative activities, and interdisciplinary learning experiences, students remain actively engaged in learning throughout the summer.

Academic Support and Intervention

In addition to enrichment opportunities, Summer of Stars provides targeted academic support for students who would benefit from additional instruction in English Language Arts and mathematics. Student participation is informed by multiple measures, including classroom performance, benchmark assessments, teacher recommendations, and other academic data. Students receiving academic support participate in engaging, standards-aligned instruction designed to strengthen foundational literacy and mathematics skills while maintaining high levels of student engagement through project-based learning and interactive instructional strategies.

School Readiness and Student Success

Summer of Stars also supports successful transitions between grade levels by helping students build confidence, strengthen organizational and study skills, establish positive relationships with peers and staff, and become familiar with academic expectations for the upcoming school year. Students entering key transition grades benefit from activities that reinforce leadership, collaboration, executive functioning, and school connectedness while preparing them for increased academic rigor.

Program Evaluation

ELITE evaluates the effectiveness of Summer of Stars through student participation, attendance, benchmark assessment data, student work, family feedback, and staff reflections. Program outcomes are reviewed annually to refine programming, strengthen academic supports, expand enrichment opportunities, and ensure the program continues to meet the needs of ELITE students.

Grades 9-12 Instructional Schedule

In 9th through 12th Grades, the current school day for students is 8:30 a.m. to 3:30 p.m. on Monday, Tuesday, Thursday, and Friday (405 instructional minutes per day) and 8:30 a.m. to 1:20 p.m. on Wednesday (270 instructional minutes), when students are released early to provide time for staff professional development. Students in these grades currently receive 72,160 minutes of annual instructional time, substantially exceeding the legally required minimum number of annual instructional minutes.

Currently, class periods are 85 minutes allowing time for deeper learning. Ninety-minute periods allow teachers to interact with students during uninterrupted blocks of time, thus building strong and productive relationships. In addition, student and teacher workloads are reduced. Students are responsible for five courses each semester and teachers are responsible for three courses

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

Graduation Standards

To earn a diploma from ELITE Public Schools, students are expected to successfully complete all state and local graduation requirements while demonstrating mastery of the knowledge and skills identified in the ELITE Graduate Profile.

Students complete rigorous coursework in:

- English Language Arts
- Mathematics
- Science
- History-Social Science
- Engineering and Computer Science
- World Languages
- Visual and Performing Arts
- Physical Education
- College and Career Readiness
- Elective coursework

High school courses are college-preparatory and aligned with the University of California (“UC”) and California State University (“CSU”) A-G course requirements, as applicable. Consistent with ELITE's mission, students also complete coursework and learning experiences that develop proficiency in English, Spanish, and Computer Science (coding), preparing graduates to compete and lead in a multilingual, technology-driven global economy.

ELITE is committed to ensuring that every student, including students with disabilities, English Learners, and students from historically underserved populations, has equitable access to rigorous instruction, high expectations, and the supports necessary to achieve these graduate outcomes. Students receive differentiated instruction, accommodations, modifications including, if necessary, adjusted graduation requirements, interventions, and specialized services, as appropriate, to ensure every graduate is prepared for success in college, career, military service, entrepreneurship, and lifelong learning. Students may be provided with additional support, accommodations, and modifications as needed and/or legally required according to each eligible student’s Individualized Educational Program and/or individual circumstances, including any special populations the student may be associated with (e.g., foster youth).

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Standard Graduation Requirements

The standard graduation requirements at ELITE include graduates being A-G eligible, which aligns to the goal of ensuring that students are eligible for California's four-year public colleges and universities. The current, standard requirements for graduation are listed below.

Subject Area	A-G Requirements	ELITE Requirements
a. History/Social Science	2 years	3 years, 30 credits
b. English	4 years	4 years, 40 credits
c. Mathematics	3 years	3 years, 30 credits
d. Science	2 years, 3 years recommended	2 years, 20 credits
e. Language other than English	2 years	2 years, 20 credits
f. Visual and Performing Arts	1 year	1 year, 10 credits
g. Electives	1 year	60 credits* *At least 10 credits must be from a-g eligible courses not used to meet a separate a-g requirement
Physical Education	N/A	2 years, 20 credits* *Unless the student has been exempted
Total	N/A	230 credits

Subject to appropriations by the state, the Charter School will comply with the requirements under AB 101 to offer a one-semester course in ethnic studies and require that students complete the same as a graduation requirement commencing with students graduating in the 2029-30 school year.

The Charter School will comply with requirements under AB 2927 to offer a one-semester course in personal finance by the 2027-28 school year and require that students complete the same as a graduation requirement commencing with students graduating in the 2030-31 school year.

Accreditation and Transferability of Courses

ELITE Public Schools is fully accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges ("ACS WASC"). In June 2024 ACS WASC granted ELITE a six-year accreditation term through June 30, 2030, following a comprehensive self-study

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process and accreditation review. As part of the accreditation cycle, ELITE will participate in a mid-cycle review during the 2026–27 school year to demonstrate continued progress toward schoolwide goals, implementation of its action plan, and ongoing improvement in student achievement.

ELITE is committed to maintaining high academic standards and utilizing the continuous improvement processes required through WASC's accreditation to evaluate programs, monitor student outcomes, and strengthen instructional practices.

At the high school level, ELITE offers a college-preparatory course of study designed to ensure students have access to coursework that fulfills the A-G admission requirements. ELITE submits eligible courses through the University of California's A-G course management portal, UC Doorways, for review and approval. Through ELITE's graduation requirements and academic program, students are provided the opportunity to complete coursework that meets or exceeds UC/CSU entrance requirements while preparing for college, career, and leadership opportunities.

Parents and students receive information regarding graduation requirements, course offerings, A-G eligibility, credit requirements, and credit transfer policies through the ELITE Student and Parent Handbook ("Handbook"), which is distributed upon enrollment and at the beginning of each school year, and which receives annual updates. The Handbook also provides information regarding the transferability of credits between ELITE and other public schools to support successful student transitions to and from ELITE for high school students.

Plans for Special Student Populations

ELITE Public Schools implements a comprehensive Multi-Tiered System of Supports designed to ensure every student receives the level of academic, behavioral, and social-emotional support needed to achieve success. Instruction is driven by multiple measures of student performance, including universal screeners, benchmark assessments, classroom formative assessments, state assessment results, attendance, behavior, and teacher observations. Instructional teams meet regularly to review student data, identify students requiring additional support or enrichment, monitor progress, and adjust interventions based on demonstrated need.

All students receive rigorous Tier I instruction aligned to State Standards through strong first teaching, differentiated instruction, culturally responsive instructional practices, Universal Design for Learning ("UDL"), collaborative learning structures, and targeted scaffolds. Teachers use ongoing formative assessment to adjust instruction in real time and provide flexible grouping during the instructional day.

Students requiring additional academic or behavioral support receive increasingly intensive interventions through ELITE's MTSS framework. The Student Success Team ("SST"), administrators, intervention staff, special education personnel, counselors, and families collaborate to develop individualized plans that address each student's academic, behavioral,

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attendance, and social-emotional needs. Progress is monitored regularly, and interventions are adjusted based on student outcomes.

Students Achieving Above Grade Level

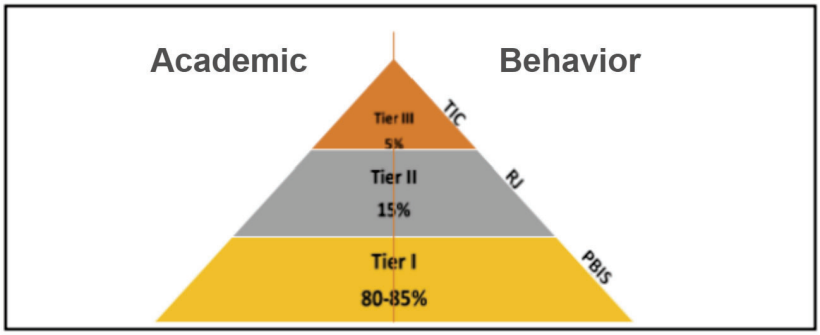
Students demonstrating mastery beyond grade-level expectations are provided with differentiated instruction that emphasizes depth, complexity, creativity, and application of learning. Teachers provide opportunities for enrichment through advanced reading and writing assignments, higher-level mathematical problem solving, inquiry-based science investigations, project-based learning, technology integration, leadership opportunities, and interdisciplinary projects.

Students may participate in independent research, collaborative projects, dual enrollment opportunities where appropriate for high school students, leadership development, entrepreneurship experiences, and college and career exploration activities designed to extend learning beyond grade-level standards. Families are informed of enrichment opportunities through conferences, progress monitoring meetings, and ongoing communication.

Students Achieving Below Grade Level

ELITE's MTSS is designed to provide a continuum of academic, behavioral, and social-emotional interventions to ensure every student receives the level of support necessary to achieve success.

ELITE'S Integrated Intervention System



- 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.
- Tier II: Targeted Interventions and Supports
  Supplemental targeted skill and function-based interventions, small group, frequent progress monitoring to guide intervention design.
- Tier III: Intensive Individualized Interventions and Supports

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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.

ELITE's integrated MTSS provides a continuum of academic, behavioral, and social-emotional interventions designed to ensure every student receives the level of support necessary to achieve success. As illustrated above in ELITE's Integrated Intervention System, which is a framework for MTSS, approximately 80%–85% of students are supported through Tier I universal instruction and behavioral supports, approximately 15% require Tier II targeted interventions, and approximately 5% receive Tier III intensive individualized interventions. Academic and behavioral supports are fully integrated across all three tiers, creating a coordinated system that addresses the whole child and removes barriers to learning, while maintaining high expectations for academic achievement and positive behavior.

Student placement within the MTSS framework is informed by multiple measures, including universal screening data, benchmark assessments, classroom performance, attendance, behavior, teacher observations, and ongoing progress monitoring. PLCs and instructional teams meet regularly to review student data, monitor progress, determine the effectiveness of interventions, and adjust supports based on each student's response to instruction. The tiers, while described briefly above, are further detailed below.

Tier I – Universal Instruction and Supports

Tier I provides rigorous, standards-aligned instruction and schoolwide behavioral supports for all students. Teachers implement strong first teaching through differentiated instruction, culturally responsive instructional practices, UDL, flexible grouping, evidence-based instructional strategies, and daily formative assessment to ensure all students have equitable access to grade-level curriculum and are making at least one year's academic growth annually.

Students participate in formative assessment activities daily, allowing teachers to immediately address misconceptions through teacher-guided instruction, peer support, flexible grouping, and differentiated learning experiences. Every four to six weeks, students complete common summative assessments that measure mastery of applicable State Standards. Teachers use assessment results to determine the effectiveness of instruction, with the expectation that at least 80% of students demonstrate proficiency. When results indicate students have not mastered essential State Standards, teachers reteach concepts, adjust instructional strategies, and develop plans to address identified learning gaps.

Positive Behavioral Interventions and Supports ("PBIS") establish consistent schoolwide expectations, explicitly teach appropriate behaviors, reinforce positive choices, and foster a safe, inclusive, and supportive learning environment.

Tier II – Targeted Interventions and Supports

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Students whose academic or behavioral data indicate they are not making adequate progress receive supplemental targeted interventions in addition to Tier I instruction. Tier II interventions are designed to address specific skill deficits while maintaining students' access to rigorous grade-level instruction.

Students receive targeted support through differentiated classroom instruction, flexible small-group intervention, designated intervention blocks, before- and after-school academic support, academic mentoring, and individualized goal setting. Reading and mathematics interventions focus on foundational skill development while accelerating progress toward grade-level standards.

Student progress is monitored regularly through formative and summative assessments, diagnostic assessments, classroom performance, and teacher observations. As students demonstrate mastery of targeted skills, intervention groups and instructional supports are adjusted to ensure students continue making accelerated academic growth.

Behavioral interventions emphasize restorative practices, relationship-centered problem solving, attendance supports, behavioral coaching, and explicit social-emotional skill development to improve student engagement and success.

When a student's needs require additional planning beyond classroom interventions, a Student Success Team meeting may be requested by a parent/guardian or any staff member. The SST collaborates with families and Charter School personnel to develop, implement, and monitor an individualized student success plan that identifies measurable goals, targeted interventions, responsible staff members, timelines, and progress-monitoring measures. Detailed information regarding ELITE's SST process is provided in the ELITE Student Success Team Manual, located in the Appendix.

Tier III – Intensive Individualized Interventions and Supports

Students who do not demonstrate sufficient progress through Tier I and Tier II interventions receive intensive, individualized academic, behavioral, and social-emotional supports. Tier III interventions provide focused instruction and supplemental services aligned to each student's identified needs, while maintaining participation in the core instructional program whenever appropriate.

Individualized intervention plans, which include student success plans, are developed using formative and summative assessment data, diagnostic results, attendance, behavior, teacher observations, and input from families. Supports are designed to address each student's unique barriers to success and may include intensive one-on-one or very small-group instruction, increased frequency and duration of intervention services, individualized behavior intervention plans, counseling, mentoring, wraparound services, family support, community agency referrals, functional behavior assessments, and referrals for special education assessment, when appropriate.

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Student progress is monitored frequently to evaluate the effectiveness of interventions and guide ongoing instructional adjustments. As students demonstrate growth, plans are modified to reflect changing needs and promote continued progress toward grade-level standards.

Tier III interventions emphasize diagnostic-driven academic support, individualized learning plans, progress monitoring, restorative practices, social-emotional wellness, family engagement, college and career readiness, leadership development, and connections to community resources. Students continue to participate in rigorous coursework while receiving the additional academic and behavioral supports necessary to improve achievement, increase engagement and attendance, strengthen resilience, and experience success at ELITE.

ELITE's Integrated MTSS framework ensures students receive timely, data-informed interventions matched to their demonstrated needs while maintaining high academic expectations. Through continuous progress monitoring, collaborative problem solving, strong family partnerships, integrated academic and behavioral supports, and a commitment to continuous improvement, ELITE provides every student with a clearly defined pathway toward grade-level proficiency, graduation, and college and career success.

For students in grades 9–12, Tier III interventions consist of individualized academic, behavioral, and social-emotional supports designed to address barriers to graduation and postsecondary success, while maintaining students' full participation in ELITE's comprehensive high school program. High school students receive coordinated interventions based on their demonstrated needs, which may include intensive academic intervention, credit recovery, graduation planning, mentoring, counseling, attendance supports, restorative practices, college and career advising, and coordinated wraparound services. Intervention plans are developed collaboratively with students, families, teachers, counselors, administrators, and support staff, and are monitored regularly to ensure students remain on track for graduation and a successful transition to postsecondary education, training, military service, or employment.

Plan for English Learners

The Charter School will meet all applicable legal requirements for English Learners (“EL”), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.
ELITE Public Schools is committed to ensuring that English Learners develop English language proficiency while simultaneously achieving high levels of academic success across all content areas. ELITE provides an integrated instructional program that combines rigorous grade-level instruction, designated English Language Development, integrated language supports, and a

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comprehensive MTSS to ensure English Learners have equitable access to the curriculum and opportunities to meet or exceed the State Standards.

ELITE complies with all applicable federal and state laws governing English Learners related to student identification, placement, instructional services, annual English language proficiency assessment, parent notification, reclassification, program monitoring, and evaluation.

Identification of English Learners

All students enrolling at ELITE complete a Home Language Survey as part of the enrollment process. This document is required for students for whom ELITE is their first public school in the state of California.

English Language Proficiency Assessment

All students who indicate their home language is other than English, via the Home Language Survey, will be tested with the English Language Proficiency Assessments for California. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

Initial Assessment ("IA")

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K-12 whose primary language is not English to determine their English proficiency status.

Summative Assessment ("SA")

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA assessments are administered in seven grade spans: K, 1, 2, 3–5, 6-8, 9-10, and 11-12. In kindergarten and grade 1, all domains are administered individually. In grades 2-12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC

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Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English, as determined by the home language survey, and who has not previously been identified as an English Learner by a California public school, or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (typically February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

Parents will be notified of the Charter School's responsibility for ELPAC testing and for providing ELPAC results within thirty days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Parent Engagement

ELITE recognizes parents and families as essential partners in their children's language development and academic success. Parents of English Learners receive all required notifications regarding identification, placement, English language proficiency results, instructional services, and reclassification in accordance with state and federal law.
When enrollment thresholds require, ELITE establishes and maintains an English Learner Advisory Committee ("ELAC") to advise school leadership regarding programs and services for English Learners, the annual needs assessment, development of the Local Control and Accountability Plan, and strategies that promote student achievement and regular school attendance.

Families are encouraged to participate actively in parent conferences, Student Success Team meetings, reclassification discussions, school leadership opportunities, and school events that support student learning.

English Learner Instructional Program

Through rigorous instruction, targeted language development, data-informed decision making, and strong partnerships with families, ELITE ensures English Learners develop the language

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proficiency, academic knowledge, and critical thinking skills necessary to graduate prepared for college, career, leadership, and lifelong success.

English Learners receive instruction through an integrated model that provides access to rigorous grade-level curriculum while explicitly developing English language proficiency. Instruction includes both Designated English Language Development (Designated ELD) and Integrated English Language Development (Integrated ELD).

ELITE has found that consistent daily language development instruction, coupled with frequent opportunities for speaking, reading, writing, and listening, is essential to accelerating English proficiency and supporting long-term academic success. Students make the greatest gains when language development occurs throughout the school day and is reinforced across multiple settings and subject areas. This comprehensive approach enables English Learners to strengthen communication skills, access complex academic content, and successfully progress toward English proficiency while meeting grade-level academic expectations.

Designated and Integrated English Language Development

ELITE is committed to ensuring English Learners develop high levels of English proficiency while simultaneously accessing rigorous grade-level content. ELITE implements a comprehensive English Learner program that includes both Designated ELD and Integrated ELD. Together, these instructional approaches ensure students receive targeted language instruction as well as ongoing language development support throughout the instructional day.

Designated English Language Development

English Learners at ELITE receive Designated English Language Development instruction as appropriate, in addition to core English Language Arts and content-area instruction. Designated ELD is provided during a dedicated small-group instructional period within the English Language Arts program. Following core ELA instruction, English Learners are strategically grouped based on their English language proficiency levels and instructional needs to receive targeted language instruction designed to accelerate English language acquisition. During this dedicated instructional time, students develop skills in speaking, listening, reading, and writing through explicit instruction in academic vocabulary, language structures, oral language development, reading comprehension, and written expression. The small-group instructional model allows teachers to differentiate instruction, provide targeted support, monitor student progress, and address individual language development needs while preparing students to successfully access grade-level content across all subject areas.

ELITE utilizes State Standards-aligned English Language Development curriculum, instructional resources, and research-based instructional strategies to provide explicit language instruction focused on academic vocabulary, language structures, oral language development, reading comprehension, and written expression. Lessons are intentionally designed to help students

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develop the language skills necessary to successfully access grade-level content across all subject areas.

During Designated ELD instruction, teachers provide direct instruction, guided practice, collaborative learning opportunities, structured academic conversations, and targeted feedback. Students engage in activities that strengthen their ability to communicate ideas, participate in academic discussions, comprehend complex texts, and produce written responses using increasingly sophisticated language.

Designated ELD instruction is differentiated based on students' English language proficiency levels and informed by multiple sources of data, including classroom assessments, curriculum-based assessments, teacher observations, benchmark assessments, and annual English language proficiency assessments. Teachers regularly monitor student progress and adjust instruction to address individual learning needs.

Students who are English proficient participate in English Language Arts instruction during the Designated ELD instruction. English Learners continue to receive grade-level English Language Arts instruction alongside their peers outside of Designated ELD.

Integrated English Language Development

Integrated English Language Development occurs throughout the instructional day and across all content areas. At ELITE all teachers share responsibility for supporting the language development of English Learners while simultaneously teaching grade-level academic content. Language development is viewed as a schoolwide responsibility rather than the sole responsibility of ELD teachers.

Integrated ELD is embedded within English Language Arts, mathematics, science, social studies, engineering, technology, electives, and project-based learning experiences. Teachers intentionally plan lessons that provide English Learners with meaningful access to rigorous academic content while developing the language necessary to engage in learning tasks, collaborate with peers, and demonstrate understanding.

All teachers incorporate language objectives alongside content objectives and provide structured opportunities for students to practice academic language through speaking, listening, reading, and writing. Students routinely participate in collaborative discussions, partner conversations, presentations, problem-solving activities, project-based learning experiences, and written responses that require the use of academic vocabulary and discipline-specific language.

To support language development across content areas, teachers utilize instructional practices that have proven effective with ELITE students, including:

- Explicit instruction of academic vocabulary and content-specific language

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- Structured academic discourse and collaborative conversations
- Sentence frames, sentence stems, and language supports
- Visual supports, graphic organizers, and real-world examples
- Teacher modeling and think-aloud strategies
- Reading and writing across all subject areas
- Small-group instruction and targeted scaffolding
- Strategic student grouping to promote language development and peer interaction
- Frequent opportunities for oral language development and academic discussion
- Culturally responsive instructional practices that connect learning to students' experiences and backgrounds

Integrated ELD is evident in every classroom and ensures English Learners have continuous opportunities to develop language proficiency while engaging in grade-level academic work. Rather than separating language development from content instruction, ELITE intentionally integrates language learning into all aspects of the educational program.
Examples of Integrated ELD implementation across the curriculum include, but are not limited to, the following:

English Language Arts: Students engage in collaborative discussions, text-based writing, academic discourse, vocabulary development, and structured language analysis while reading and responding to complex texts.

Mathematics: Students explain mathematical reasoning, justify solutions using academic language, participate in mathematical discourse, and utilize language supports to communicate conceptual understanding and problem-solving processes.

Science: Students engage in inquiry-based investigations, scientific discussions, evidence-based writing, and presentations that require the use of scientific vocabulary and language structures.

Social Studies: Students analyze primary and secondary sources, engage in historical discourse, participate in debates, and develop written arguments supported by evidence using discipline-specific language.

Engineering and Technology: Students collaborate on design challenges, present solutions, explain engineering processes, utilize technical vocabulary, and communicate findings through written, oral, and digital formats.

Through the implementation of both Designated and Integrated ELD, ELITE ensures English Learners receive the targeted language instruction and academic support necessary to achieve English proficiency, academic success, and college and career readiness.

Multi-Tiered Support Systems for English Learners

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English Learners participate fully within ELITE's Integrated Multi-Tiered System of Supports. Language acquisition is viewed as one component of student success and is supported through a coordinated system of academic, behavioral, and social-emotional interventions.

Teachers utilize multiple sources of data, including classroom performance, formative assessments, benchmark assessments, Summative ELPAC results, attendance, and teacher observations to monitor student progress and determine the level of support each student requires.

Students requiring additional academic support beyond core instruction and Designated and Integrated ELD, receive Tier II and Tier III interventions based on demonstrated need. Interventions may include targeted small-group instruction, literacy intervention, academic mentoring, tutoring, individualized language support, Student Success Teams, and other supplemental services designed to accelerate both language acquisition and academic achievement.

English Learners who are also identified as students with disabilities receive coordinated services through both their English Learner program and their IEP, ensuring compliance with all applicable state and federal requirements while addressing each student's unique instructional needs.

Progress Monitoring and Data Review

The effectiveness of ELITE's English Learner program is monitored through multiple measures, including classroom performance, benchmark assessments, English language proficiency data, reclassification outcomes, state assessment results, and ongoing progress-monitoring systems. School leadership and instructional staff regularly review English Learner achievement data to identify strengths, address areas for improvement, and continuously refine instructional practices.

ELITE continuously monitors the academic and language development of English Learners through multiple measures rather than relying on a single assessment.

Instructional teams regularly review:

- Initial and Summative ELPAC results
- Classroom formative assessments
- Benchmark assessment data
- Standards mastery
- Writing samples
- Report card performance
- Attendance and engagement data
- CAASPP performance, when applicable

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Professional Learning Communities and administrators analyze English Learner data throughout the school year to identify instructional trends, evaluate program effectiveness, adjust instructional strategies, and determine additional supports needed to accelerate student growth.

Parents receive regular updates regarding their child's academic progress, English language development, and available intervention or enrichment opportunities through conferences, progress reports, SSTs, if applicable, and ongoing school-home communication.

Student progress is reviewed regularly through PLCs, data analysis cycles, intervention planning meetings, and SSTs to ensure timely instructional adjustments and targeted intervention.

Program evaluation findings are used by school leadership, instructional teams, and the English Learner Advisory Committee, when applicable, to refine instructional practices, strengthen professional development, allocate resources, and continuously improve services for English Learners.

Reclassification to Fluent English Proficient

ELITE follows all California Department of Education criteria for the reclassification of English Learners to Reclassified Fluent English Proficient status. Reclassification decisions are based on multiple measures, including:

- Two years of performance on the Summative English Language Proficiency Assessments for California demonstrating English language proficiency
- Teacher evaluation of the student's academic performance and readiness to participate successfully in grade-level instruction without specialized English Learner supports
- Student performance in basic skills, including CAASPP ELA results, when applicable, and other local measures of academic achievement for students not eligible to participate in CAASPP
- Classroom grades, standards mastery, benchmark assessments, writing samples, and other local assessment data
- Parent consultation and input as part of the reclassification decision-making process

The reclassification process is conducted collaboratively by staff and families to ensure students have demonstrated the language proficiency necessary to succeed in grade-level academic instruction.

Students who are reclassified continue to be monitored for a minimum of four years to ensure they maintain academic success. Additional interventions are provided whenever data indicate a need for continued academic or language support.

Plan for Students with Disabilities

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ELITE Public Schools is committed to ensuring that students with disabilities receive a free, appropriate public education ("FAPE") in the least restrictive environment ("LRE") while participating fully in the academic and extracurricular life of the Charter School. ELITE believes students with disabilities achieve their greatest success when they have meaningful access to rigorous grade-level instruction, appropriate accommodations and specialized supports, and strong partnerships among educators, families, and related service providers.

As an independent Local Education Agency ("LEA") for special education purposes, ELITE is a member of the El Dorado County Charter Special Education Local Plan Area and complies with all applicable federal and state laws governing the education of students with disabilities, including the IDEA, Section 504, the ADA, applicable provisions of the California Education Code, and all SELPA policies and procedures.

In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School shall provide notice to the County, the SELPA, and the California Department of Education at least one year prior to the proposed effective date. Upon acceptance in a SELPA, the Charter School shall provide the County evidence of membership. As an LEA member of the SELPA, the Charter School shall receive state and federal revenues directly, in accordance with the SELPA's allocation plan.

The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

Inclusive Educational Program

ELITE's instructional model is built upon the belief that students with disabilities should participate in the general education environment to the maximum extent appropriate. Special education is not viewed as a separate program, but as an integrated component of ELITE's comprehensive instructional framework.

General education teachers, education specialists, administrators, counselors, related service providers, and families work collaboratively to ensure students with disabilities have meaningful access to the State Standards through differentiated instruction, evidence-based instructional practices, UDL, assistive technology when appropriate, accommodations, modifications, and specially designed instruction.

Instructional decisions are individualized based upon each student's strengths, needs, and Individualized Education Program.

Integrated Multi-Tiered System of Supports

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Students with disabilities participate fully in ELITE's Integrated Multi-Tiered System of Supports. Academic, behavioral, attendance, and social-emotional data are continuously reviewed to identify student needs, monitor progress, and provide timely interventions.

Prior to referral for special education assessment, students may receive Tier I, Tier II, and Tier III interventions through ELITE's MTSS framework when appropriate. These interventions are intended to provide early support and do not delay or deny a referral for special education evaluation when a disability is suspected.

Parents, teachers, administrators, counselors, or other members of the educational team may request a Student Success Team (SST) meeting or a referral for special education assessment at any time. ELITE follows all Child Find requirements to ensure students suspected of having disabilities are identified, located, referred, and evaluated within all required legal timelines.

Child Find, Referral, and Assessment

ELITE maintains comprehensive Child Find procedures to identify students who may require special education and related services. Referrals may originate from parents, school personnel, SSSTs, or other agencies.

Comprehensive evaluations are conducted in all areas of suspected disability by appropriately credentialed and qualified personnel. Assessments utilize multiple measures and sources of information, including standardized assessments, classroom performance, teacher observations, parent input, developmental history, work samples, and other relevant educational data. Assessments are administered in the student's primary language or mode of communication whenever appropriate and are selected to minimize cultural or linguistic bias.
ELITE follows all assessment timelines established under IDEA, California law, and the SELPA.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students, and shall conduct all assessments in accordance with statutory timelines and requirements.

Individualized Education Programs

Students determined eligible for special education receive an Individualized Education Program developed by the IEP Team. The Charter School shall arrange and notice the necessary Individualized Education Program meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the parents of the child; the Principal and/or the Charter School designated representative with appropriate administrative authority as required

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by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a general education classroom; the student, if appropriate; any individuals necessary to interpret the instructional implications of evaluation results; and other Charter School representatives who are knowledgeable and/or have special expertise about the general education program at the Charter School and/or about the student, including related service personnel as appropriate. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, behavior specialist, and any other necessary related service providers; and shall document the IEP meeting and provide notice of parental rights.

Each IEP is individually designed to address the student's unique educational needs and includes measurable annual goals, specialized academic instruction, related services, accommodations, modifications, supplementary aids and services, transition planning when appropriate, participation in statewide assessments, and methods for monitoring student progress.

IEP teams meet at least annually, or more frequently as needed, to review student progress, revise goals, and ensure services continue to meet each student's educational needs. Reevaluations are conducted in accordance with federal and state timelines or more frequently when educational needs warrant.

The Charter School understands the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the student's unique educational needs and the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

The Charter School shall be responsible for all the implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's general education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the

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Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, funding, 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 the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of their disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Requests and Other Formal Complaints

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event the parents/guardians file a request for a due process hearing, or request mediation, the Charter School is solely responsible for defending the case and will bear all associated costs. The Charter School will inform the District within five business days of its receipt of any due process request filed against it with the Office of Administrative Hearings or complaint filed against it with the Office for Civil Rights or California Department of Education

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(collectively referred to hereinafter as "Complaint"). Charter School will submit a timely response to the County's request for any records and/or information pertaining to the Complaint, including the nature, status and/or outcome.

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. The Charter School shall be responsible for all funds necessary to deliver a free, appropriate public education to its enrolled students, even if the required funds exceed the Charter School's special education funding.

Special Education Service Delivery

ELITE provides a continuum of special education services designed to meet the individual needs of students while maximizing participation in general education settings whenever appropriate.

Services may include:

- Specialized Academic Instruction ("SAI")
- Resource Specialist Program ("RSP") services
- Push-in and pull-out instructional support
- Co-teaching and collaborative instructional models, when appropriate
- Speech and language services
- Occupational therapy
- Counseling and mental health services
- Adapted Physical Education
- Behavioral consultation and intervention
- Assistive technology
- Transition planning and services
- Extended School Year ("ESY"), when required by the student's IEP
- Other related services determined appropriate by the IEP Team

ELITE may provide services through qualified employees or through contracts with appropriately licensed service providers in accordance with SELPA policies and applicable state and federal law.

Collaboration and Inclusive Practices

Successful implementation of special education services requires ongoing collaboration among general education teachers, education specialists, related service providers, administrators, and families.

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Teachers work together to design accessible instruction, implement accommodations and modifications, analyze student progress, and adjust instructional supports based on student performance. This collaborative approach promotes meaningful inclusion while maintaining high expectations for academic achievement, independence, and postsecondary success.

Professional development regarding Special Education services and best practices is provided regularly to strengthen staff knowledge of inclusive instructional practices, Universal Design for Learning, behavior supports, IEP implementation, legal compliance, and evidence-based instructional strategies for students with disabilities.

Parent Partnership

ELITE recognizes parents and guardians as essential members of the educational team. Families are active participants throughout referral, assessment, eligibility determination, IEP development, annual review, transition planning, and progress monitoring.

Parents receive prior written notice, procedural safeguards, interpretation services when needed, and opportunities to meaningfully participate in all educational decisions affecting their child. ELITE values ongoing communication and collaborative problem-solving to ensure each student receives appropriate supports and experiences continued academic growth.

Staffing

All special education services at the Charter School shall be delivered by individuals or agencies qualified to provide special education services as required by the Education Code and the IDEA. Charter School staff shall participate in relevant SELPA in-service training relating to special education.

The Charter School shall be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School shall adopt and implement policies relating to all special education issues and referrals.

Program Monitoring and Continuous Improvement

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ELITE regularly evaluates the effectiveness of its special education program through analysis of student achievement, progress toward IEP goals, graduation rates, statewide assessment participation, Least Restrictive Environment data, attendance, behavior, and other program indicators.

School leadership, instructional staff, and the SELPA collaborate to monitor compliance, evaluate program effectiveness, strengthen instructional practices, and ensure continuous improvement of services for students with disabilities.

Through inclusive instructional practices, individualized programming, collaborative partnerships, and a commitment to continuous improvement, ELITE provides students with disabilities meaningful access to rigorous educational opportunities while preparing them for success in college, career, independent living, and lifelong learning.

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure 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 the Charter School. 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.

A 504 team will be assembled and shall include the parent/guardian, the student (where appropriate), 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 that 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, not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the

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student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing, and notice is given in writing to the parents or guardians of the student in their primary language along with the procedural safeguards available to them. If, during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the 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 have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure the student receives a free appropriate public education. In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School'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 site administrator will ensure teachers include 504 Plans with lesson plans for short-term substitutes and LCS will review the 504 Plan with a long-term substitute if the prior teacher is not available. 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 504 Plan, needed modifications to the 504 Plan, and continued eligibility.

Professional Development and Collaborative Planning

Professional development is a cornerstone of ELITE's educational program and continuous improvement process. ELITE implements an ongoing system of professional learning designed to strengthen instructional practice, improve student achievement, support implementation of schoolwide initiatives, and develop teacher leadership. Professional learning reflects ELITE's commitment to continuous improvement and ensures teachers have the knowledge, skills, and collaborative structures necessary to meet the diverse academic, linguistic, and social-emotional needs of all students.

Professional development is embedded throughout the school year and occurs through beginning-of-year staff development, weekly professional learning sessions, instructional coaching, Professional Learning Communities (PLCs), collaborative planning, data analysis cycles, instructional rounds, grade-level and vertical articulation meetings, and targeted training aligned to the Charter School's priorities, WASC action plan goals, the LCAP, student achievement data, and identified staff needs.

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Annual Professional Learning

All instructional staff participate in a comprehensive professional development institute prior to the beginning of each school year. This dedicated planning time allows teachers to prepare for the upcoming school year through collaborative curriculum planning, standards alignment, instructional planning, technology training, assessment development, school culture activities, and review of schoolwide priorities.

Throughout the school year, teachers participate in weekly professional development sessions, collaborative planning meetings, instructional coaching cycles, and designated staff development days. Classified staff and support personnel receive ongoing professional learning aligned to their responsibilities and student support roles.

New Teacher Induction and Immersion

Teachers new to ELITE participate in a structured induction and immersion program designed to familiarize them with the Charter School's educational philosophy, instructional model, curriculum resources, classroom expectations, technology platforms, student support systems, and school culture.

New teachers receive mentoring, instructional coaching, classroom observations, collaborative planning opportunities, and ongoing support throughout their first year to ensure successful implementation of ELITE's instructional program and expectations.

Standards Deconstruction

Instructional teams regularly deconstruct the State Standards to identify the essential knowledge, skills, concepts, and academic language students must master. Teachers use this collaborative process to establish clear learning targets, develop common assessments, identify prerequisite skills, and design instruction that supports mastery of grade-level standards.

Backward Planning and Curriculum Mapping

Teachers utilize backward planning and long-range curriculum mapping to organize instruction across the school year. Grade-level and department teams collaborate to identify priority standards, develop pacing guides, create unit plans, align instructional resources, establish assessment checkpoints, and ensure students have adequate opportunities to master essential content.

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Curriculum planning is reviewed and refined throughout the school year based on student performance, data analysis, and instructional needs.

Results-Oriented Cycle of Inquiry

ELITE utilizes a continuous, results-oriented cycle of inquiry to improve instructional effectiveness and student outcomes. Teachers and instructional teams engage in an ongoing process of planning instruction, implementing lessons, analyzing student work, reviewing assessment results, reflecting on instructional practices, identifying adjustments, implementing interventions, and monitoring student progress.

Schoolwide data analysis sessions are conducted throughout the school year to review benchmark assessments, classroom performance, English Learner progress, special education outcomes, attendance, and other student performance indicators. These collaborative reviews inform instructional planning, intervention decisions, curriculum refinement, and future professional learning priorities.

Professional Learning Communities

Professional Learning Communities are the primary structure through which teachers collaborate to improve teaching and learning. PLCs focus on student achievement, instructional effectiveness, common assessments, intervention planning, curriculum implementation, and continuous improvement.

Teachers regularly collaborate to:

- Analyze formative and summative assessment data.
- Review student work.
- Share successful instructional practices.
- Develop common instructional strategies.
- Design interventions and enrichment opportunities.
- Monitor progress toward schoolwide goals.
- Strengthen instructional consistency across classrooms and grade levels.

Lead teachers and administrators facilitate PLCs and support implementation of schoolwide initiatives.

Grade-Level, Department, and Vertical Collaboration

Teachers participate in grade-level, department, interdisciplinary, and vertical collaboration to strengthen the articulation of instructional alignment across the TK–12 educational program.

Collaborative planning includes:

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- Unit and lesson design
- Common assessment development
- Student work analysis
- English Learner planning
- Special education planning
- MTSS and intervention planning
- Technology integration
- STEM implementation
- Schoolwide initiative implementation

Vertical articulation meetings allow teachers to examine instructional expectations across grade spans, strengthen transitions between grade levels, and ensure continuity of student learning experiences.

Instructional Coaching

Instructional coaching is provided through administrators, instructional leaders, teacher leaders, and external consultants when appropriate. Coaching includes classroom observations, demonstration lessons, co-planning, feedback conferences, implementation support, instructional modeling, and professional goal setting.

Instructional coaching is individualized based on teacher needs, schoolwide priorities, and student achievement data.

Teacher Leadership

Teacher leadership is an essential component of ELITE's professional learning model. Teachers are encouraged to share expertise, facilitate professional development, mentor colleagues, support curriculum implementation, participate in accreditation activities, serve on leadership teams, and contribute to schoolwide decision-making.

Teachers are also encouraged to make instructional practice visible by collaborating with colleagues, observing classrooms, providing constructive feedback, sharing successful instructional strategies, and participating in opportunities to present effective practices within and beyond the school community.

Professional Development Evaluation

ELITE evaluates the effectiveness of professional learning through classroom observations, instructional coaching, teacher feedback, implementation monitoring, and analysis of student achievement data. Professional development priorities are reviewed annually and adjusted based on schoolwide goals, WASC recommendations, student outcomes, staff feedback, the LCAP, and organizational priorities to ensure continuous improvement.

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Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Section 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions, and measurable outcomes, both schoolwide and for each student subgroup, aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's LCAP. Each of these goals address the unique needs of all students attending the Charter School, including numerically significant student groups. The metrics associated with these goals help the Charter School ensure these specific subgroups are making satisfactory progress, and are provided with necessary additional support made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District, available in the Appendix and on ELITE's website at https://www.elitepublicschools.org/. The Charter School shall annually develop and update the LCAP in accordance with Education Code Section 47606.5, and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the County annually on or before July 1, as required by Education Code Section 47604.33. ELITE shall also present a report on the annual update to the LCAP and the local control funding formula budget overview to parents as part of a nonconsent item at a regularly scheduled Board meeting on or before February 28 of each year.

The annual LCAP update and any revisions necessary to implement the LCAP shall not be considered a material revision to the Petition, and shall be maintained by the Charter School.

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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 pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).

Goals, Actions, and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), and as addressed in Element 1, a reasonably comprehensive description of the Charter School's annual goals, actions, and measurable outcomes, both schoolwide and for each student subgroup, aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's LCAP. Each of these goals address the unique needs of all students attending the Charter School, including numerically significant student groups. The metrics associated with these goals help the Charter School ensure these specific student subgroups are making satisfactory progress, and are provided with necessary additional support made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available in the Appendix and on ELITE's website at https://www.elitepublicschools.org/. The Charter School shall annually develop and update the LCAP in accordance with Education Code Section 47606.5, and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the County annually on or before July 1, as required by Education Code Section 47604.33. ELITE shall also present a report on the annual update to the LCAP and the local control funding formula budget overview to parents as part of a nonconsent item at a regularly scheduled Board meeting on or before February 28 of each year.

The annual LCAP update and any revisions necessary to implement the LCAP shall not be considered a material revision to the Petition, and shall be maintained by the Charter School.

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ELEMENT C: METHODS OF MEASURING STUDENT PROGRESS

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).

At ELITE Public Schools, assessments, particularly formative, summative, and diagnostic, are used to provide information about each student that assists staff, students, 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 Element B. Based on ELITE's commitment to serving the whole child, the 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 school year to engage students, teachers, and families in reflection on student achievement as well as informing future steps necessary to achieve student mastery.

All assessment tools used at ELITE are aligned to the State Standards. Assessments are given periodically in all grades and across all subjects.

ELITE affirms that, to the extent practicable, its methods for measuring pupil outcomes for the Eight State Priorities, as described in its LCAP, shall be consistent with the way information is reported on the School Accountability Report Card ("SARC") as required by Education Code Section 47605(c)(5)(C). The annual SARC is a public document, posted on the Charter School's website, and is made available to parents, the community, the District, and the public. ELITE uses the information compiled in its performance reports and its SARC to evaluate and improve upon its educational programming as necessary.

State Assessments

As mandated by Education Code 47605(d)(2), ELITE will administer annual state-mandated assessments as required under the CAASPP statewide assessment, including but not limited to the CAASPP for ELA and math, California Alternate Assessments ("CAA"), and California Science Test ("CAST"), as well as the Physical Fitness Test ("PFT").

All students who are designated an English Learner complete the Summative ELPAC at least annually until re-designated as fluent English proficient.

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Mandated State Assessments Used at ELITE

Assessment	Purpose/ Expectations	Grade	Frequency
Initial ELPAC (Alternative option where applicable for SWD)	The Initial ELPAC is used to identify students as either an English Learner or as Fluent in English. Students are identified as either scoring initially fluent in English or as an English Learner.	K-12th	First 30 days of enrollment in a California Public School
Summative ELPAC (Alternative option available where applicable for SWD)	The Summative ELPAC measures how well English Learners progress towards English fluency in four domains: Writing, Reading, Speaking, and Listening. The results are used as one criterion to determine if the student is ready to be reclassified as fluent English Proficient, as well as to help inform proper educational placement and to report progress for accountability.	K-12th	Once a year
CAASPP	State criterion-based assessment of the CCSS for ELA and Math.	3rd-8th, 11th	Once a year in Spring
CAST	State criterion-based assessment in Science based on the NGSS.	5th, 8th, once in high school	Once a year in Spring
Alternate Assessments [e.g. CAA] for ELA, Math, Science and English Language Development	CAA: ELA and Math CAA: Science Alternate ELPAC	3rd-8th, 11th 5th, 8th, once in high school K-12th	Once a year in Spring
PFT	State criterion-based assessment in Physical Fitness. Students demonstrate levels of health-related fitness.	5th, 7th, 9th	Once a year in Spring

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Local 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, for example, at the end of the quarter, semester, and school year. These assessments will show student mastery of concepts over specific periods of time covering instruction on multiple standards and assess all standards covered to date during the school year. Student performance on cumulative assessments should be predictable based on information gathered via formative assessments. Cumulative assessments are designed to replicate the standardized assessment given at the end of the year.

Formative assessments are implemented throughout the year to provide teachers with quick feedback on student achievement. Assessment data is housed in ELITE's student information system ("SIS"), which is currently Aeries. This data is accessible to parents on the parent portal, which is available 24 hours a day, 365 days a year.

Assessment data is used during staff professional learning sessions to mark progress toward meeting desired student achievement outcomes and determine professional development needs for staff, as well as identify intervention program needs for students.

Local assessments will be administered multiple times each school year across all grades to provide a snapshot of student progress on multiple clusters of skills. Local assessments typically include a baseline in the fall, and one or more additional times throughout the school year. These internal assessments provide data on student growth and mastery of multiple skills within a content area or grade level over time. Assessments are used to craft professional development experiences to meet teachers' needs in supporting students to meet their academic goals.

ELITE currently utilizes the following assessments to monitor student progress across grades TK-12:

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

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- Non-standardized Oral Language Proficiency Exams: Student Oral Proficiency Assessment ("SOPA") and the Stanford Foreign Language Oral Skills Evaluation Matrix ("FLOSEM"), both of which 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 the commitment to ensuring college entry is accessible 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 to plan to further accelerate student achievement on these assessments. ELITE will also support students taking subject-specific AP exams.

Data Collection and Use of Data

As discussed above, at the beginning of each school year, all students will be given a battery of diagnostic assessments designed to assess their grade-level readiness. The assessments could include, for example, the Beginning Phonics Skills Test, the McCleod Reading Comprehension Test. The student's year-end summative and cumulative assessment scores, as well as state assessment results, 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.

Reporting of Data

As discussed in Element A, ELITE staff members 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 trends can be identified and specific plans developed to expand promising practices and address areas of growth immediately. Each year, the 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.

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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).

California Non-Profit Public Benefit Corporation

ELITE is operated by ELITE Public Schools, a California nonprofit public benefit corporation organized pursuant to California Nonprofit Public Benefit Corporation Law. ELITE is governed by its Board of Directors ("Board") pursuant to its adopted Bylaws, which may be updated from time to time, while remaining consistent with applicable law and this Petition. The Charter School is also governed pursuant to the ELITE Public Schools articles of incorporation.

ELITE collaborates with families and the larger community to engage in an ongoing cycle of assessment, reflection, planning and implementation to ensure student success. Governance of the Charter School is derived from best practices to ensure the Charter School achieves its mission and vision, and that all stakeholders have a voice in the ongoing development of the Charter School.

Board members, administration, staff, students, and families are involved in decision-making at ELITE. The ELITE governance structure consists first of the Board, which is the policy-making body that holds fiduciary responsibility over ELITE. The CEO works with the Board and committees to gather input and make decisions aligned with the Charter School's mission, vision, and values. Parental involvement is key to the success of ELITE, which adheres to Education Code 47605(d)(2) to ensure parents are given opportunities to participate in school governance through participation on the Parent Advisory Committee, School Site Council, English Learner Advisory Committee, and in many other ways. ELITE will affirmatively notify current and prospective parents that parental involvement is not a requirement for acceptance or continued enrollment in the Charter School.

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

- Articles of Incorporation
- Bylaws
- Conflict of Interest Code, 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 Solano County Board of Supervisors for approval.

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Board of Directors

The Board shall maintain a membership consistent with its Bylaws, which specify the minimum and maximum number of directors. The director selection/election process is outlined in the corporate Bylaws.

In accordance with Education Code Section 47604(c), the County Board may appoint a representative to the Board. The County's representative on the Board is exempt from the selection process outlined in the Bylaws. Should this appointment occur, the Board may appoint an additional representative to the Board to ensure the Board has an odd number of directors.

The Board consists of various stakeholders with a wide array of experiences and levels of expertise. The Board is a policy-making body that oversees the fundamental operations of ELITE and is ultimately responsible for the operation and activities of the Charter 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 Petition and the oversight of the implementation of such policies by the CEO.

The Current Board Directors are:

- Larry Barnes
- Anthony Durham
- Meliton Geronimo
- Danny Jefferson
- Ronald Page II
- Dr. Gloria Rodriguez
- John "Max" Trujillo

Biographies of the current directors can be found in the Appendix.

Each director will regularly attend Board meetings, including the annual Board retreat, which will consist of updates on progress toward achieving the Charter School's mission, vision, and values, academic achievement measures, finance, facilities planning and management, administrative oversight, charter law updates, conflict of interest laws, and other topics as requested by the Board or suggested by the staff.

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).

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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 audit, nominating, 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. Committees 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 the governance of the Charter School.

The Board will appoint corporate officers, including a President, Secretary, and Chief Financial Officer. The Board may also choose to have a Chair of the Board and a Vice-Chair of the Board.

Board Meetings

The Board will meet regularly. Meetings shall be held at a time, date, and place as noticed by the Board in accordance with the Brown Act and Education Code Section 47604.1. Meeting information will be posted on the Charter School's website and at the school site. For easy access for 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 in the governance of the Charter School. The Board meeting schedule, agendas, and meeting 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. Board meetings are held in compliance with the Bylaws.

Board Duties

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

- Establishing and approving all major educational and operational policies, and overseeing their implementation
- Approving all contracts above $15,000, per current Board policy
- Approving the Charter School's annual budget, the LCAP, and overseeing the Charter School's fiscal affairs
- Selecting and evaluating the CEO
- Upholding the mission and vision of the Charter School
- Overseeing the implementation of the Petition
- Approval of all budget-related and financial activities connected to the Charter School
- Personnel actions related to the CEO
- Evaluation of the Charter School's programs
- Ensuring compliance with applicable laws such as the Brown Act, the Public Records Act, and the Political Reform Act
- Acting upon staff recommendations, approving all Board policies and having oversight of the implementation of such policies

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- Participating in independent fiscal and programmatic audits
- Approving and monitoring the budget and fiscal practices
- Strategic planning
- Approval of amendments to the Bylaws and Board resolutions

Board Training

The Board will attend periodic conferences and in-service opportunities for the purposes of training individual Board members regarding their conduct, roles, and responsibilities. New directors will receive initial training from current directors and ELITE staff related to the Bylaws and board duties. In addition to the initial training, the Board will attend conferences where relevant governance training is available. Additional trainings and workshops will be held at special and regularly scheduled Board meetings each year. Topics may include, but are not limited to: conflict of interest, charter school legal compliance, special education, budget, and finance. The Board shall participate regularly, at least as often as legally required, in training regarding issues such as the Brown Act, ethics (AB 2158), school finance (AB 640), and conflict of interest rules.

Chief Executive Officer

The Chief Executive Officer serves as the chief executive officer of ELITE Public Schools and reports directly to the Board of Directors. The CEO is responsible for providing the strategic leadership, organizational vision, and executive oversight necessary to advance ELITE's mission, vision, values, and long-term goals.

The CEO serves as ELITE's primary spokesperson and liaison to the Board of Directors, authorizers, governmental agencies, community partners, business leaders, families, and other stakeholders. The CEO establishes organizational priorities, ensures alignment across all departments, and maintains overall responsibility for educational excellence, fiscal sustainability, organizational effectiveness, legal compliance, and continuous improvement.

The CEO provides executive oversight of:

- Strategic planning and organizational growth
- Educational performance and accountability
- Financial stewardship and long-term fiscal sustainability
- Board governance and policy implementation
- Executive leadership development and succession planning
- Organizational compliance and risk management
- Community partnerships, fundraising, and resource development
- Government and authorizer relations
- Organizational culture and continuous improvement

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The CEO directly supervises executive leadership personnel, including the Assistant Chief Executive Officer, Principal, and other executive staff, and delegates operational responsibilities as appropriate while maintaining overall organizational accountability.

Assistant Chief Executive Officer

The Assistant Chief Executive Officer ("ACEO") reports directly to the CEO and serves as ELITE's chief operational and instructional leader. Acting under the strategic direction of the CEO, the ACEO is responsible for the day-to-day implementation, coordination, and continuous improvement of the Charter School's instructional, operational, and organizational programs.

Working collaboratively with Charter School administrators and department leaders, the ACEO provides leadership in the following areas:

- Curriculum, instruction, assessment, and instructional innovation
- Professional learning and instructional coaching
- Multi-Tiered System of Supports
- School culture, climate, and student support systems
- Full-Service Community Schools implementation
- Budget development and financial management, as delegated by the CEO
- Human resources administration, including recruitment, onboarding, evaluation, employee support, and retention
- Facilities, maintenance, transportation, food services, technology, and daily operations
- Categorical programs, grants, and state and federal compliance
- School safety, risk management, and operational continuity

The ACEO works directly with Principal, vice principals, instructional leaders, content specialists, counselors, and support staff to ensure consistent implementation of ELITE's educational program across all campuses. The ACEO facilitates Professional Learning Communities, oversees curriculum implementation, monitors student achievement data, coordinates instructional improvement efforts, and ensures schools receive the operational and instructional support necessary to improve student outcomes.

The ACEO also serves as the CEO's designee when appropriate and provides executive leadership for organizational initiatives that strengthen instructional quality, operational effectiveness, school culture, and student achievement.

Principal

The Principal is the leader of the Charter School, responsible for ensuring 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 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 supportive for students and staff members. The Principal must have direct experience improving

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educational outcomes for all student groups in a school or district setting, as well as direct experience implementing innovative and effective research-based practices that lead to high academic achievement for all students. The Principal must be a strong facilitator, with the ability to create and sustain effective and productive teams. They 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 is also responsible for the recruitment and retention of qualified staff members. They ensure hiring practices are non-discriminatory and adhere to all relevant requirements. This position is also responsible for managing evaluation and support processes for assigned employees. The Principal manages hiring and disciplinary processes for school-based employees (e.g. teachers), as well as staff recognition and retention programs.

School Leadership Team

The school leadership team ("SLT") is responsible for the implementation of the Charter School's various accountability plans (e.g., LCAP). The SLT is composed of teacher leaders from each grade level span and subject area, student leaders, classified staff leaders, parent leaders, and representatives from administration. The SLT is facilitated by the Principal and meets on a quarterly basis, or more regularly when deemed necessary. The SLT monitors 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 recommends for Board approval, the Charter School's LCAP, which includes a plan for expenditure of federal funding as well.
- Monitors program effectiveness by tracking progress toward meeting LCAP metrics.
- Assists with the development of policy.
- Makes recommendations for staff professional development.
- Makes recommendations for student activities.
- Provides guidance on the development of the annual calendar.

Parent Advisory Committee

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

- Provide support and assistance to the Principal as they work to achieve the mission and vision of ELITE to fruition
- Assist with staff appreciation efforts

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- 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 ("SSC"). The SSC consists of a relative percentage of teachers, other staff members, parents, students, and administrators. The SSC is responsible for:

- Monitoring and tracking progress toward ensuring all students meet grade level standards, particularly those who have been historically underserved.
- Makes recommendations to the Board regarding general school programming and operations.
- Monitors and tracks progress toward meeting LCAP, WASC, and other Charter School goals and outcomes.
- Monitors the effectiveness of and makes recommendations for future professional development programs.
- Makes recommendations on the final school calendar.

English Learner Advisory Committee

The English Learned Advisory Committee meets at least quarterly. The ELAC monitors and supports the progress of English Learners at ELITE. ELITE has an intentional focus on providing quality programming for English Learners. By law, the ELAC is required to monitor student language surveys and assessment outcomes, the Charter School's annual language census, and English Learner student enrollment. The ELAC is responsible for conducting a needs assessment and making recommendations to the School Site Council as to how to strengthen the program and ensure 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, families, and staff members as they work toward reaching their fullest potential. To make this a reality, ELITE has created a network where there are multiple ways for stakeholders to give input, including, but not limited to the below:

- Staff meetings – staff members receive updates, participate in professional development, express concerns, and are recognized for their hard work and commitment.

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- Leadership Team meetings – staff, parent, and student leaders monitor school progress, problem-solve, and develop short-term plans to address the 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, based on input from stakeholders and with support from other advisory committees and teams.
- English Learner Advisory Committee – staff and parent leaders monitor the progress of English Learners and make recommendations for programming to address their needs.
- Annual surveys of students and staff are conducted, and input received assists in driving the annual LCAP update.
- Board – directors whose main functions are outlined above.

All School Site Council, ELAC, and Board meetings are open to the public. ELITE administration will ensure relevant recommendations are shared with the Board. Representatives are encouraged to attend other team or advisory meetings and to make presentations to the Board. Public comment and/or participation is welcome at the meetings, according to the operating procedures for each group. Input at the ELITE Board meetings can always be given during the public comment section.

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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 on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics), or any other characteristic protected by applicable state or federal law.

Staff Qualifications

ELITE Public Schools is committed to the recruitment and retention of committed and qualified staff members who possess a mindset that all students are capable of performing at high levels. Staff members must also believe all students have the capacity to graduate from high school and matriculate into post-secondary opportunities. All staff must be committed to the mission, vision, and values of ELITE.

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

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

Chief Executive Officer

The Chief Executive Officer reports directly to the Board. The CEO is the spokesperson for the organization and is responsible for ensuring ELITE meets its mission and vision. The 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 CEO must have strong interpersonal, facilitation, collaboration, and executive coaching skills.

Qualifications for the CEO include:

- Master's Degree required; Doctorate preferred
- Valid California Administrative Services Credential
- Valid California Teaching Credential

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- Minimum of ten years of successful educational leadership experience
- Minimum of five years of executive-level leadership experience
- Demonstrated experience leading charter schools, school districts, or comparable educational organizations
- Demonstrated success in strategic planning, fiscal management, organizational leadership, and educational innovation
- Experience working with governing boards and public agencies
- Strong knowledge of California Education Code, charter school law, labor relations, school finance, and accountability systems
- Valid California Driver's License

Assistant Chief Executive Officer

Qualifications for the Assistant Chief Executive Officer include:

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

Principal

Qualifications for Principal include:

- Five years of successful experience as a school administrator serving a diverse student body
- At least three years of successful teaching experience
- Demonstrated success in eliminating opportunity gaps for diverse urban student populations

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- Demonstrated ability to lead a learning community that supports all staff members as they work toward achieving individual 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, strategic problem-solving, and consistent communication are the norm

Teaching Staff

Pursuant to Education Code Section 47605(l), teachers must hold the CTC 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.

The Board may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations, in the same manner as a governing board of a school district. The Charter School shall have the authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district.

Teachers Grades TK-12

Teachers will have the following qualifications:

Qualifications

- Experience teaching in grades K-12 in mathematics, science, history/social sciences, and language arts, or relevant work experience
- Bachelor's degree from an accredited institution, Master's degree preferred
- 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, or EL Authorization required for their assignment
- Sufficient subject matter competency

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Teachers assigned to a TK classroom must 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 comparable to the 24 units of education described in paragraph (1).
- A child development permit issued by the CTC.

Lead Teachers

Lead Teachers will be hired to strengthen identified areas of student performance. Lead Teachers will have expertise in the areas 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 the mission, vision, and values 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 lead 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 in modeling and coaching effective research-based instructional strategies
- A strong belief in the ability of all students to meet and/or exceed grade level standards

Instructional Support Staff

ELITE hires several key instructional support staff positions, including: Special Education instructional aides, bilingual liaisons, parent and after-school program liaisons, full service community schools liaisons. Selection will be based upon the candidate's experience,

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professional skills, ability to perform the functions of the position, and commitment to the mission, vision, and values of ELITE.

Minimum qualifications for these positions include:

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

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 student cumulative folders, assisting the principal, managing contracts, creating and filing agendas and minutes, and other duties as assigned:

Minimum qualifications include:

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

Custodians and Campus Supervision Staff

Custodians and campus 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 perform other duties as assigned:

Minimum qualifications include:

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

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ELEMENT F: HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:
(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.(ii) The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3.
Education Code Section 47605(c)(5)(F)

The Charter School is committed to providing and maintaining a healthy, secure and safe environment for all students, employees, volunteers, and guests.

The Charter School maintains full health and safety policies and procedures and risk management policies to provide safety for all pupils and staff. These procedures and risk management policies for the Charter School's site and operations are developed and updated in consultation with its insurance carriers and risk management experts. The same policies and procedures are incorporated into the Charter School's handbooks and are reviewed on an ongoing basis by the Chief Executive Officer and the Board. The Charter School shall ensure staff are trained upon hire and at least annually, or as often as required, on the applicable health and safety policies.

Below is a reasonably comprehensive summary of ELITE's current health and safety procedures.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing an environment free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School has adopted comprehensive policies 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 anti-harassment policies. All supervisors are required to participate in regular training detailing their legal responsibilities.

A copy of these policies shall be provided as part of any orientation program conducted for new and continuing students 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

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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.

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code sections 44237 and 45125.1. The Charter School will comply with all applicable state and federal laws regarding background checks and clearance of all personnel. All applicants for employment must submit two (2) 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. Volunteers or contractors who will have contact with students outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to contact with students without the direct supervision of a credentialed employee.

Mandated Child Abuse and Neglect Reporting and Training

All employees, volunteers, contractors (whose duties require contact with or supervision of students), and governing board members of the Charter School will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by school districts. For purposes of this requirement, volunteers are defined as individuals who are over 18 years of age and interact with students outside of the immediate supervision and control of the student's parent or guardian or a Charter School employee. The Charter School shall provide training to all mandated reporters in accordance with Education Code Section 44691.

Bloodborne Pathogens

The Charter School meets state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board has established a written "Exposure Control Plan" designed to protect employees and students from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

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

The Charter School ensures all staff members receive annual training on the Charter School's

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health, safety, and emergency procedures, including but not limited to training on blood-borne pathogens.

Employee Records

The Charter School complies with all applicable state and federal laws concerning the maintenance and disclosure of employee records.

Tuberculosis Risk Assessment and Examination

Employees and volunteers who have frequent or prolonged contact with students will be assessed and, if necessary, examined for tuberculosis prior to commencing employment and working with students and for employees at least once each four (4) years thereafter, as required by Education Code Section 49406.

Vision, Hearing, and Scoliosis Screenings

Students are screened for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school pursuant to Education Code Section 49450 *et seq*., as applicable to the grade levels served by the Charter School. The Charter School maintains student immunization, health examination, and health screening records.

Immunizations

All enrolled students are required to provide records documenting immunizations as is required at 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.

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Medication in School

The Charter School adheres to Education Code Section 49423 regarding the administration of medication in school. The Charter School stocks and maintains the required number and type of emergency epinephrine auto-injectors onsite and provides training to employees and volunteers in the storage and use of the epinephrine auto-injector as required by Education Code Section 49414.

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Per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Diabetes

The Charter School shall make type 1 diabetes informational materials accessible to the parent/guardian of a student when the student is first enrolled in elementary school.

The Charter School also provides 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 includes, but is not limited to, all of the following:

1. A description of type 2 diabetes.

2. A description of the risk factors and warning signs associated with type 2 diabetes.

3. 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.

4. A description of treatments and prevention methods of type 2 diabetes.

5. A description of the different types of diabetes screening tests available.

Drug, Alcohol, and Smoke-Free Environment

The Charter School functions as a drug, alcohol, and smoke-free environment.

Suicide Prevention Policy

The Charter School maintains 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 student suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practices identified by the California Department of Education's model policy, as revised.

Prevention of Human Trafficking

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

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School Meals

The Charter School shall provide breakfast and lunch free of charge during each school day to any student who requests a meal without consideration of the student'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.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Mental Health Information

The Charter School created and posted a poster at its school sites identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster is displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school sites. The poster is prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school sites. The poster is also digitized and appropriately distributed online to students and families through social media, internet websites, portals, and learning platforms at the beginning of each school year.

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle and/or high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq*.

California Healthy Youth Act

The Charter School shall teach sexual health education and HIV prevention education to students in grades 7-8, at least once in middle school, and to students in grades 9-12, as least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

Referral Protocols for Addressing Student Behavioral Health Concerns

The Board shall adopt, at a regularly scheduled meeting, a policy on referral protocols for addressing student behavioral health concerns in grades 7 to 12, inclusive. The policy shall meet the requirements of Education Code Section 49428.2, and shall be developed in consultation with Charter School and community stakeholders and school-linked behavioral health professionals, and shall, at a minimum, address procedures relating to referrals to behavioral health professionals and support services.

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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 the 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)-(O):

a. child abuse reporting procedures
b. routine and emergency disaster procedures
c. 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
d. procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
e. a discrimination and harassment policy consistent with Education Code Section 200
f. provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
g. procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
h. a safe and orderly environment conducive to learning
i. the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
j. procedures for conducting tactical responses to criminal incidents
k. procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan
l. procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the Charter School, at an activity sponsored by the Charter School, or on a school bus serving the Charter School
m. procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
n. procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the schoolsite
o. a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall also include an instructional continuity plan.

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

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Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities in compliance with ADA requirements.

To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Chief Executive Officer, or designee, and, if there is merit to the concern, the Chief Executive Officer, or designee, shall direct the School Safety Plan to be modified accordingly.

Facility Safety

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

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 school site employees and all other school site employees who have regular interaction with children.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and members of the Board who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Supporting LGBTQ Students

Through the completion of the 2029-30 school year, the Charter School shall use an online training delivery platform and curriculum to provide at least one (1) hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

Menstrual Products

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The Charter School will 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 Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products as specified. This notice shall include the text of 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.

Gun Safety Notice

Each school year at the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the CDE.

Recess

Except where a field trip or other educational program is taking place, if the Charter School provides recess, then pursuant to Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Transportation Services

The Charter School shall comply with the requirements of SB 88 (2023-24) inclusive of Education Code Sections 39875, 39877, 39878, and 39879, if applicable, relating to background checks, testing and other requirements for individuals and entities providing transportation

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services for students.

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including, but not limited to, providing information to athletes regarding sudden cardiac arrest and annually providing each athlete with an Opioid Factsheet for Patients.

In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator.

Further, the Charter School's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness, will be rehearsed. Training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

In the event the Charter School participates in the California Interscholastic Federation, it shall post on its website a standardized incident form as developed by the CDE to receive complaints of racial discrimination, harassment, or hazing alleged to occur at high school sporting games or sporting event and shall include instructions on how to submit a completed incident form consistent with Education Code Section 33353.

All Gender Restrooms

The Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at its school site if it has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

Extreme Weather Policy

The Charter School shall maintain and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

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ELEMENT G: 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 within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(c)(5)(G).

In an effort to ensure the Charter School reflects the racial, ethnic, special education, and English learner balance of the District, ELITE staff implement a multi-pronged recruitment strategy, consisting of various outreach efforts and open house events. All student recruitment materials are available in English and Spanish, and interpretation will be available at 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 student recruitment program will include, but not necessarily be limited to, the following:

- Student recruitment staff familiar with ELITE's program will be available at events throughout Vallejo to recruit students for the Charter School.
- Student recruitment staff 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 ELITE.
- Student recruitment staff 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.
- 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 the Appendix.

Open House Events

There are regular community showcases where students have the opportunity to demonstrate their learning to the school community, as well as prospective parents.

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Achieving Student Population Balance

ELITE will keep on file documentation of the efforts made to achieve racial and ethnic, special education, and English Learner balance and the results achieved, as well as an accurate accounting of the demographics of the students enrolled. ELITE will evaluate this data annually and revise its outreach plans as necessary. Each year ELITE staff will evaluate outreach efforts to see what worked and what needs strengthening. Effective strategies will be expanded. Staffing for outreach efforts will be reviewed annually to ensure that there is enough support for these efforts, and that ELITE is able to meet enrollment projections.

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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).

Admissions and Enrollment Processes Assurances

ELITE shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of public random drawing ("lottery") and waitlist criteria and procedures in accordance with the terms of the Petition. These records shall be made available to the County upon request. If the number of pupils who wish to attend the Charter School exceeds capacity, admission, 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 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 provides 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.

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Non-Discrimination

ELITE will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220. The Charter School shall not require a parent/legal guardian/student to provide information regarding a student's protected classification, or any other information that would violate federal or state law, prior to admission, participation in any admission 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 Petition.

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, in the case of an IEP or 504 Plan, 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 Charter 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, special education needs, or English Language acquisition status. During the open enrollment period, typically from the beginning of January to the end of June, 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 Charter School's programs and the application process. Bilingual assistance 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 Charter School's mission, vision, values, 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.

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, 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 ("lottery") in accordance with

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Education Code Section 47605(e)(2) as set forth below. Application forms will request the following information and are available on the ELITE website or in person at an informational meeting or from the school office.

The application form will request the following information:

- Name
- Contact information (address, phone number, email)
- Incoming student(s) grade level
- Information necessary to determine if the applicant qualifies for one or more admission preference

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 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 to ensure parents are aware of when the lottery 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.In accordance with state law, currently enrolled ELITE students are exempted from the lottery.

The Board will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the CEO, or their designee). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference

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category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided below. All applicants will be drawn in the lottery and those drawn after all spaces are full will be placed on the waitlist in the order the names were drawn. 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.

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)
3. Students who reside within the boundaries of VCUSD
4. All other applicants

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 school year is required to complete an enrollment packet within a prescribed time frame 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 (required for students for whom ELITE is their first public school of attendance in California)
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements
- Release of records[1] (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 CEO, will contact the family of the student next on the waiting list via the contact information on the application to offer their student admission to the Charter 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 by ELITE.

[1]In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

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ELEMENT I: 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 are 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 homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).
(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information." Education Code Section 47605(c)(5)(I).

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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 Behavioral Intervention and Supports ("PBIS"), Restorative Justice ("RJ"), and Trauma Informed Care ("TIC").

PBIS

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

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

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

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

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

In Tier II, students whose behaviors do not respond to Tier I supports are provided additional preventive strategies that involve more targeted social skills instruction, increased adult

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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.

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.

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Trauma Informed Care

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

A. Safety: Ensuring that faculty, staff and students feel physically and psychological safe. The physical setting of schools and the interpersonal interactions promote a sense of safety.
B. Trustworthiness and transparency: Decision-making is conducted with transparency and building and maintaining trust among all stakeholders within and out of ELITE 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. ELITE strives to become a learning community that is constantly responding.

ELITE's Approach to Discipline

ELITE's approach to discipline is similar to its approach to all issues dealing with the ELITE student experience. Charter School staff handle issues in the same way they would expect issues to be handled for their own children. ELITE's goal of ensuring 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 the 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

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- Helping students to understand their responsibility to their community
- Teaching efficacy, accountability, and responsibility

The purpose of the enforcement of discipline is to:

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

Students adhering to the ELITE's expectations 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.

ELITE has established a comprehensive set of student behavioral expectations and discipline policies, which are summarized in the student, teacher, and parent handbooks, which are available in the Appendix. These handbooks clearly and systematically describe the Charter School's expectations and consequences regarding safe, acceptable and appropriate conduct. Each student and their parent/guardian will be introduced to the Charter School's behavioral expectations and discipline policies during orientation meetings, Back to School Nights, and parent conferences.

Parents and students will be asked to verify that they have reviewed and understand the school's policies. Behavioral expectations and discipline policies will be posted throughout campus and revisited within staff meetings, classrooms, and parent and community meetings.

Suspension and Expulsion Policy

This Pupil Suspension and Expulsion Policy ("Policy") has been established in order to promote learning and protect the safety and well-being of all students at ELITE. In creating this Policy, the Charter School has reviewed Education Code Section 48900 et seq. which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 et seq.

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 Petition so long as the amendments comport with legal requirements. ELITE staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

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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.

The Charter School administration shall ensure that students and their parents/guardians[2] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

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 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 rights holder'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.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for

[2]The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

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whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Suspension and Expulsion Procedures

ELITE staff members will only suspend from class or home suspension if all necessary practices have proven unsuccessful. ELITE believes 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 the Charter School's policy, when appropriate, to use suspensions when behavior is causing a major disruption to the safety and security of the learning environment.

Staff, pursuant to the Charter School's adopted discipline policies and applicable California Education code sections, may suspend students who fail to comply with the terms of the student policies, as described in this section.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the Charter School's campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension and Expulsion Offenses: Students may be suspended and recommended for expulsion when is the Principal or designee determines the student:

    a. Caused, attempted to cause, or threatened to cause physical injury to another person.
    b. Willfully used force or violence upon the person of another, except self-defense.
    c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
    d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

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e. Committed or attempted to commit robbery or extortion.
f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
i. Committed an obscene act or engaged in habitual profanity or vulgarity.
j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
o. Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which

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includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.
s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. *This provision shall apply to students in any of grades 4 to 12, inclusive.*
t. Assault or battery, as defined in Penal Code Sections 240 and 242, upon any school employee.
u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
        ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
        iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2. "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

   i. A message, text, sound, video, or image.
   ii. A post on a social network Internet Web site including, but not limited to:
      a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
      c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
   iii. An act of cyber sexual bullying.
      a. For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
      b. For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any

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serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
w. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Administrator or designee's concurrence.

2. Non-Discretionary Suspension and Expulsion Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
b. Brandished a knife at another person.
c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted

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primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by an administrator or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor, or Charter School employee who referred the student to the administrator or designee.

The conference may be omitted if the administrator or designee determines an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student, and the student shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference. Penalties shall not be imposed on a student for failure of the student’s parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/guardian at the conference.

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2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by an administrator or designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the administrator or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to the safety of others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

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.

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D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Board following a hearing before it, or by the Board upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board as needed. The Administrative Panel shall consist of at least three (3) members who are neither a teacher of the student nor a member of the Board. Either entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense and the Board shall make the final determination.

E. 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 (30) school days after the administrator or designee determines the student has committed an expellable offense and recommends the student for expulsion

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in confidential session and comply with all student confidentiality rules under FERPA.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment.
5. An explanation of the opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing.
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing.

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8. An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

1. The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness 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 that shall be examined only by the Charter School 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 recommended for expulsion.

2. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.

3. The Charter School must also provide the complaining witness a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

4. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

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

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

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

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8. If one or both of the support persons is also a witness, the Charter School must present evidence that the presence of the support person who is a witness is both desired by the complaining witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the support person who is a 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 complaining witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the complaining witness.

9. 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 hearing room during that testimony.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the complaining 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.

G. 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.

H. 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 that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony.

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I. Expulsion Decision

If utilized, the decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board, which will make a final determination regarding the expulsion. The Board shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Board ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The administrator or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) notice of the specific offense committed by the student; and (b) notice of the student's or parent/guardian's obligation to inform any new district or school in which the student seeks to enroll of the student's status with the Charter School.

The administrator or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) the student's name; and (b) the specific expellable offense committed by the student.

K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

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L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Board's decision to expel shall be final.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within Solano County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school, shall be in the sole discretion of the Board following a meeting with the Chief Executive Officer or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to the safety of others or will be disruptive to the school environment. The Chief Executive Officer or designee shall make a recommendation to the Board following the meeting regarding the Chief Executive Officer's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

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.

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Q. Involuntary Removal for Unexcused Absences

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy after notice and an opportunity for a parent/guardian or other educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for unexcused absences will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. *Notification of SELPA*

   The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. *Services During Suspension*

   Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. *Procedural Safeguards/Manifestation Determination*

   Within ten (10) 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, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

   a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
   b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

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If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b. 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; and
c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. *Due Process Appeals*

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

5. *Special Circumstances*

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

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the

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behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
b. 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; or
c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. *Interim Alternative Educational Setting*

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. *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 Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

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

a. 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 child's teachers, that the student is in need of special education or related services.
b. The parent/guardian has requested an evaluation of the child.
c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited

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evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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ELEMENT J: STAFF 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)(J).

Retirement Systems

ELITE certificated staff members who are eligible participate in the State Teachers' Retirement System ("STRS"), and noncertificated staff members participate in the California Public Employees' Retirement System ("CALPERS") and federal social security. Employees will receive detailed information on their retirement systems during their employee orientation and updates will be provided annually.

ELITE is responsible for ensuring employee and employer contributions are provided to applicable retirement systems. Appropriate staff are responsible for ensuring all mandatory contributions and deductions are made for all ELITE employees.

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ELEMENT K: 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)(K).

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 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 educational agency.

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ELEMENT L: 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)(L).

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, the County, or any other school district or local education agency due solely to their employment at the Charter School. 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, procedures, and applicable collective bargaining agreements. Employment by ELITE provides no rights of employment at any other entity, including any rights in the case of closure of ELITE.

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ELEMENT M: 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)(M).

Intent

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

- Ensure a fair and timely resolution to disputes.
- Be restorative in practice to address disputes.
- Frame 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, the Charter School is amenable to altering said areas through a Memorandum of Understanding to be mutually agreed upon.

Internal Disputes

ELITE maintains an internal dispute resolution process to be used for all internal disputes related to the Charter School and its operations. Parents, students, Board members, volunteers, and staff at the Charter School will be provided with a copy of ELITE's policies and internal dispute resolution process and it will be accessible via the Charter School's website.

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

The County shall not intervene in any such internal disputes without the consent of the Board and shall refer any complaints or reports regarding such disputes to the Board/or ELITE's 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 Petition or related laws or agreements has occurred, or unless the ELITE Board has requested the County to intervene in the dispute.

ELITE also maintains Title IX complaint procedures.

Uniform Complaint Procedures

ELITE is responsible for complying with applicable state and federal laws and regulations governing educational programs. ELITE has adopted Uniform Complaint Procedures ("UCP") to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and

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complaints alleging violation of certain state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance to the LCAP.

Disputes Between SCOE and ELITE

ELITE staff and the Board agree to attempt to resolve all disputes between SCOE and ELITE (the "parties") regarding this Petition pursuant to the terms of this section, unless the parties agree to alternate terms for dispute resolution.

Any controversy or claim arising out of or relating to the Petition between the County and ELITE, except any controversy or claim that is in any way related to revocation of this Petition, 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 Petition, except any controversy or claim that is in any way related to revocation of this Petition, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; or (b) if by mail, two (2) business days after deposit in the U.S. Mail.

All written notices shall be addressed as follows:

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

or

To Superintendent or designee:
Solano County Office of Education
5100 Business Center Drive
Fairfield, CA 94534

(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all facts 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 Response 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

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otherwise on the business day following personal delivery; or (b) if by mail, two (2) business days after deposit in the U.S. Mail.

(3) 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 County Superintendent and the ELITE Chief Executive Officer, or their designees.

(4) In the event that the Issue Conference fails to resolve the dispute, both parties shall identify at least one member from their respective Boards who shall jointly meet ("Joint Meeting") with both the County Superintendent and ELITE Chief Executive Officer, or their respective designees, to attempt to resolve the dispute within fifteen (15) business days from the Issue Conference.

(5) If the controversy, claim, or dispute is not resolved by mutual agreement at the Joint Meeting, 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.

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

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ELEMENT N: 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)(N).

Closure of ELITE will be documented by official action of the Board. The action will identify the reason for and an effective date of the 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 staff, parents and students of ELITE, VCUSD, Solano County Office of Education, the SELPA 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 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 Charter School will also develop a list of pupils in each grade level and the classes they have completed, as well as transcripts for high school students, 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 FERPA. 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 the County to determine a suitable alternative location for storage.

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

Financial Records, Final Reports and Distribution of Assets

As soon as reasonably practicable, 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, which 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 County 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 County or County property will be promptly returned upon the Charter School’s 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.

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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.

ELITE will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

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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).

Please find the following documents in the Appendix:

- A budget for the first year of the new charter term
- Financial projections and cash flow for the first three years of the new charter term

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

ELITE shall provide reports to the Solano 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.
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, or by the required date, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and Solano 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.

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.

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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.

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. ELITE also utilizes a facility at 1091 Azuar Drive 94592 for extracurricular activities.

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 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.

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 upon request.

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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 Petition.

The 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 student transportation to and from school, except as required by law.

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CONCLUSION

The California Charter Schools Act of 1992 was created to provide opportunities for teachers, parents, pupils, 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 pupil learning.

(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.

(c) Encourage the use of different and innovative teaching methods.

(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

(e) Provide parents and pupils 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 pupil 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.

By renewing ELITE's Petition and charter term, the County will be fulfilling the intent of the Charter Schools Act of 1992 and following the directive of law that encourages the creation of charter schools.

The team at ELITE is honored by the opportunity to apply for the renewal of its Petition and for a two-year charter term from July 1, 2027 through June 30, 2029. In addition, ELITE looks forward to continuing to serve families in the Vacaville and its surrounding communities, as well as to work with the County to provide the best possible educational opportunities for all students.

ELITE Appendices

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Appendix B Governance Structure
Appendix C Articles of Incorporation
Appendix D Corporate Bylaws
Appendix E Conflict of Interest Code
Appendix F Job Descriptions
Appendix G Information Flyer (English/Spanish) Sample
Appendix H Parent Handbook
Appendix I ELITE Board Members Biographies
Appendix K Organizational Chart
Appendix L Parent Handbook
Appendix M 2026-2027 Calendar
Appendix N Budget and Financial Reporting

ELITE
Public Schools

Student Success Team (SST) Manual

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What is a Student Success Team (SST)?

The SST is a problem solving and coordinating structure that assists students, families and teachers to develop positive solutions for maximizing student potential.

It provides an opportunity for school staff, family members, community agencies, and other important people to present their concerns about an individual student, and through discussion and study, to plan a positive course of action, assign responsibilities and monitor results for a student/family.

The SST focuses in-depth on one student at a time.

Asset-based Model: The SST always starts with a discussion of a student's strengths/assets, and develops solutions that build on these strengths.

Problem Solving: The SST gathers background information regarding the student in the areas of school, home/ family and health, and collaboratively brainstorming solutions to address areas of concern.

Service Coordination: An action plan is developed of interventions and supports designed to address students' needs; team members are assigned responsibility for action items.

Monitor Results: Action items are monitored and a follow-up SST meeting is scheduled to review results/outcomes of interventions, make adjustments and continue to strategize positive solutions to ensure student success.

Benefits: The coordination of school, home and community interventions improve student learning, and provide focused/positive support to teachers, families and students.

A SST can help students and their families who are facing significant concerns related to:

Academics (may include, but not limited to):
- Retention
- Transitions (e.g. adjustments to successfully transition from one school to another)
- Credit deficiency
- Learning challenges

Behavior (may include, but not limited to):
- Attendance problems
- Social/Emotional challenges
- Health & well-being (including substance use/abuse)
- Safety related concerns

Trauma Informed Care (may include, but not limited to):
- Direct or indirect Exposure
- Depressive symptoms
- Traumatic experience(s)

Who can attend the SST?

- **Academic Support Provider**
- **Parent/guardian is always invited**
- **Student participates as appropriate**
- **Administrator (Principal, AP, Dean)**
- After School Program site coordinator/Intervention Specialist
- **Classroom Teacher(s)**
- Instructional Reform Coordinator
- On-site resource/support staff
- **School Counselor/Teacher Leaders/School Psychologist**
- School District Nurse
- Translator
- Family Resource Center Personnel
- Health Behavioral Staff
- Others invited as appropriate (e.g. mentor, social work, probation officer, etc.)

Student Success Team (SST)
Team Member Roles and Responsibilities

All team members are active contributors, and the process defines special roles that some members of the team must fill to achieve the greatest positive outcome. Team members may change roles from one SST meeting to the next. However, during any meeting each team member's role must be clearly defined before the meeting begins and then maintained throughout that meeting.

Facilitator

This person facilitates the working of the team but is not necessarily the SST coordinator/leader. The facilitator directs but does not dominate the SST meetings, eliciting the most helpful contributions of the group and, most important, keeping a positive tone at the meeting. The success of the team depends largely on this person, who guides the flow of the meeting. The facilitator reassures and supports the efforts of colleagues, parents, and students.

- Coordinates logistics before and after the meeting.
- Directs the process with respect for all members and accommodates the needs of the group.
- Notifies team members of meeting time, place, and student scheduled
- Checks for meaning/understanding
- Asks for specifics, not generalities
- Encourages everyone to be non-judgmental
- Sees that team prioritizes concerns and actions
- Expects accountability for group decisions

Recorder

The recorder is responsible for documenting the SST meeting discussion, including students' strengths, concerns, interventions, action items and results. The recorder does this by using the *SST Action Plan* or the *SST Summary Form for Follow-up Meetings*

- Creates group memory from what is being said
- Writes the input on the SST summary
- Organizes the information in the appropriate columns
- Ask for clarification, gets accurate information on the summary
- Makes corrections legibly and quickly
- Writes legibly; uses visual aids

Team Member

An effective team member is a positive contributor to the work of the team. The team members participate but do not control the flow of the meeting.

- Come prepared with information about the student.
- Contributions that address difficult problem areas are positive, looking at constructive solutions, rather than characterizing, blaming, or stereotyping.
- Questions any statement they feel is not accurate
- Link Interventions to the student's strengths.
- Is accountable for agreed upon actions
- Does not make commitments for people who are not present in the meeting

Parents/Caregivers as Team Members - Parents (including primary caregivers such as custodial parents, foster parents, and legal guardians) are full-fledged members of the SST, and they are **always** included.

- Share the familial perspective and concerns
- Contribute critical problem-related information from home
- Share effective and ineffective home interventions.
- Clarify questions for the team and participate in the implementation of strategies developed by the whole team.

Students as Team Members - The student is also an **essential member** of the SST meeting (as appropriate). When the student enters a room and sees that a number of important adults in their life have gathered together on their behalf, a powerful message of caring and a commitment to their success is given. It is important to orient the student to the meeting and explain that they are an equal member of the team and their input is welcomed and important.

Outreach to Parents

- When connecting with families, care must be taken to ensure the most positive experience possible. **Reaching out to and engaging the parent(s) is a key element in making the SST process successful**. This effort involves much more than sending a written notice of a meeting or making a simple phone call. **It involves extending oneself as a representative of the school and serving as a bridge for the parent to enter the school environment**.

- Parents often resist this engagement. The barriers they present to any involvement may mask deeper fears or concerns. Being a parent of a student with school or social concerns can cause the parent to have feelings of defensiveness or guilt. Many parents may feel they, or their child, will be unfairly attacked or made to feel worse than they already do in an SST meeting. They may have had former experiences with school meetings that were not successful, or they were not kept well informed, and they may be reluctant to trust another meeting at school. At school sites with a **Parent Liaison**, he/she may be a valuable resource in reaching out to and involving parents in the SST process.

- The person performing the outreach/engagement role must be sensitive to these issues. Information about the purpose of the meeting must be presented with an emphasis on the shared concerns and responsibilities. An explanation of the SST process must be provided, emphasizing that the process is a collaborative strategy that builds upon the student's strengths to attain the highest degree of success for the student. The parents must also be given an opportunity to ask any questions or share any concerns they may have with the upcoming appointment.

- Parents may also have time, work, child care, or transportation issues barring their way to participating in the meeting. The SST process must include support to parents to accommodate these very real issues. Any support provided has both symbolic and concrete meaning to parents and contributes to the success of the meeting for both parents and team members.

Involving Younger Children in the SST Process

- It is perfectly appropriate to include very young children in the SST process. Even young children know when their parents are coming to school. They may wonder or become anxious about what is going to happen in the SST meeting. An easy way to demystify them eeting is to invite the young child in.

- It is especially important that the child is present during the discussion of their strengths. Even the youngest child is able to share what they like and dislike about school and may be able to express ideas about what would make school more successful for them. At the parents' or teachers' discretion, young children may be asked to step outside for part of the meeting if something is being discussed that may be emotionally difficult for them. However, the goal is to keep the child in the meeting.

Student Success Team (SST) Checklist

Before

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

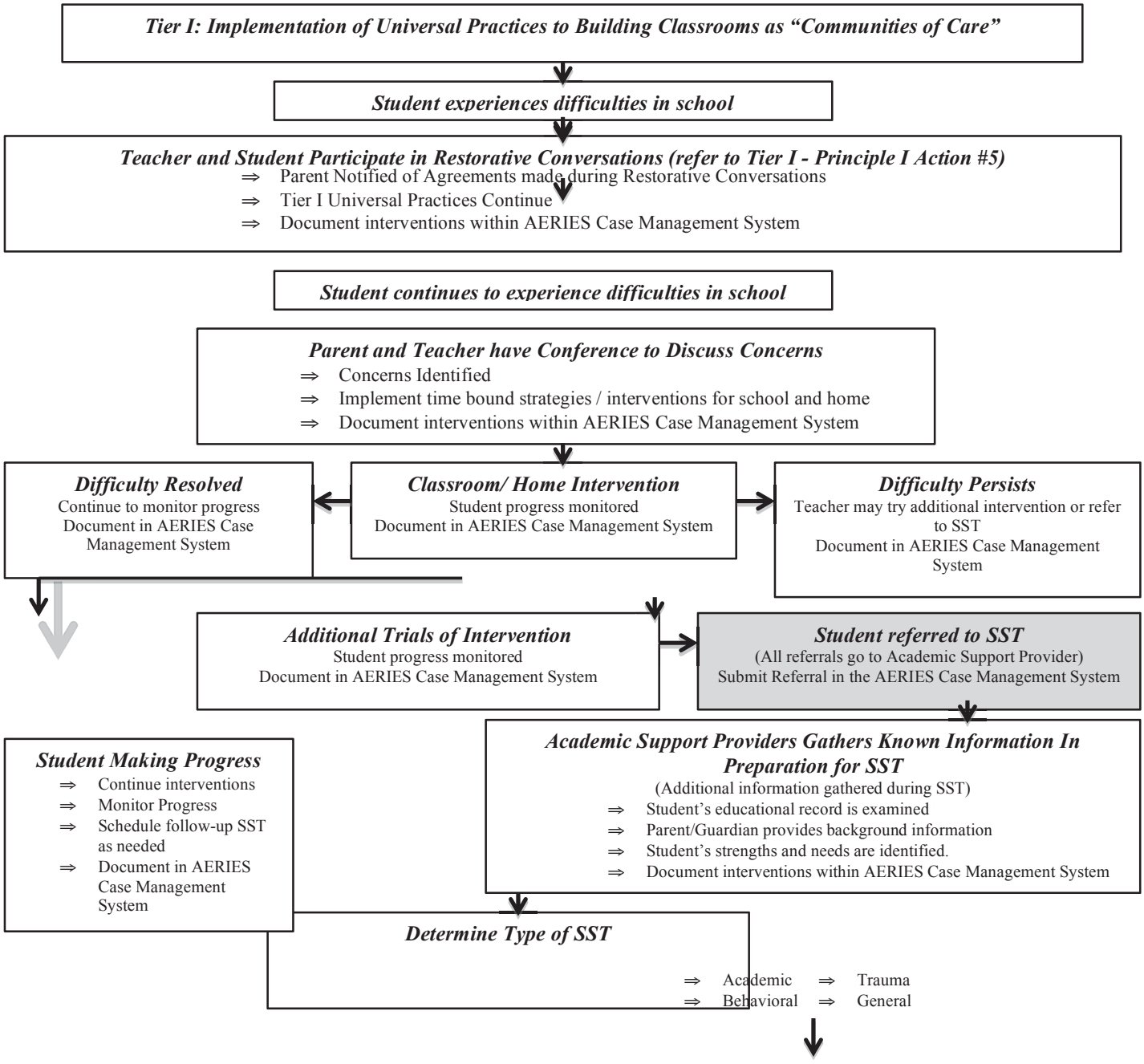
During (Day of SST)

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

After

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

Student Success Team (SST) Flow Chart



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

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



Difficulty Persists

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

Student Success Team Referral ELITE Public Schools School Site: Date:	

--CONFIDENTIAL: please do not leave out for others to read--

Student Name: (Last, Middle, First)		**Student #**
Name of Person Making Request/Title	**Classroom or Telephone Extension**	**Grade**

Reason for Referral (Please be specific):

1. Student's Strengths	2. Your concerns about Student	3. Prior Interventions
☐Able to problem solve ☐Articulates feelings/needs ☐Ask for help ☐Attentive in class ☐Cooperates with others ☐Demonstrates sense of humor ☐Enjoys math ☐Enjoys reading ☐Follows instructions ☐Helpful to others ☐Listens well ☐Makes/maintains friendships ☐Negotiates/compromises ☐Other:	**Please check and provide additional details:** Academic Attendance Social/Emotional/Behavioral Family/Home Physical Health/Medical Other	☐Behavioral Interventions ☐Classroom modifications ☐Instructional modifications ☐Met with student ☐Tutoring/after-school program ☐Spoken to/met with parent ☐Other: Please describe your intervention(s) indicated above including length of time tried: **Response to Intervention (RTI):** (Attach data across 30 days is available)

4. Further Explanation of Intervention(s):

Scale: 0 = no effect 1 = slight/inconsistent effect 2 = some effect 3 = very effective

Intervention attempted	How effective (Please indicate using the scale above)?	How long was this attempted? (Dates/time of day)

5. Student Profile Section (AP/Counselor/SST Team to complete):			
TESTING(Most Recent)	ELA	Math	Support services student is currently receiving:
CST/CMA/CAPA			☐After-School Prog ☐GATE ☐ELD/ELL ☐Tutoring ☐Mentoring ☐Peer Resources ☐IEP ☐504 Plan ☐Foster Youth Services ☐Mental Health ☐Physical Health ☐Other:
CAHSEE			
CELDT			

6. Date family notified re: referral to SST: Results:

----------Feedback to Referring Person----------

Date Referral Processed:	Primary Contact Person:

Actions Items Planned	Who Will Follow-up
1.	
2.	
3.	

SST Teacher Input Form

The Student Success Team (SST) has been established to support classroom teachers with students who are expressing difficulties in school. Please submit the following information regarding the student who has been referred to the Student Success Team.

Date: Subject: Student Name: Grade: Student Number :

----------Rate each behavior: P = Poor F = Fair G = Good E = Excellent----------

Overall	Rating	Please specify what this looks like (include appropriate data as needed)
Reading		
Writing		
Math		
Class Participation		
Other:		
Specific Learning Areas		
Social skills *(relates, socially to peers and to adults, has friends, is socially competent)*		
Responsibility *(self-reliant, dependable)*		
Motivation *(interest, perseverance and desire to succeed)*		
Task completion *(completes assigned tasks satisfactorily: give three examples*		
Attention span *(stays on task, attentive, time on task)*		

Academic Performance	Often	Sometimes	Never
Timely completion of assignments (out of class and in class)	☐	☐	☐
Retains what has been learned	☐	☐	☐
Asks for clarity of learning activities/lessons objectives	☐	☐	☐
Asks for supplies, materials, and/or resources	☐	☐	☐
Asks for extra learning support	☐	☐	☐
Active participation in classroom learning	☐	☐	☐
Expresses hesitation to participate in classroom learning activities (e.g. reading aloud, etc.)	☐	☐	☐
Expresses age appropriate level of thinking	☐	☐	☐

Other:	☐	☐	☐

Classroom Behaviors	Often	Sometimes	Never
Appears disconnected & not engaged in classroom learning	☐	☐	☐
Applies skills & talents	☐	☐	☐
Understands expected classroom behaviors and rules/agreements	☐	☐	☐
Actively participates in the learning process	☐	☐	☐
Outgoing and talkative	☐	☐	☐
Communicates with adults in a positive manner	☐	☐	☐
Follows directions given by adults	☐	☐	☐
Other:	☐	☐	☐
If student behavior is a concern, please provide a brief self-assessment describing classroom management/or teacher-student engagement practices that has occurred toward improving student success in the classroom.			

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

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

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

Student Input Form

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

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

1. Three words that best describe me are:

2. What are two things (experiences, strengths, interests/hobbies, etc.) people would not know about you by just looking at you?

3. What is your favorite subject in school and why?

4. The things I enjoy doing afterschool are:

5. If I could change anything about school, I would change:

6. Three wishes I would like to come true are:

7. My friends are important to me because

8. The people that care about me most are:

9. A future goal I have is:

Please continue on reverse if behavioral SST

The following questions provide an opportunity to better tell your story in effort to understand how to best support you and your success. Please answer the following questions honestly and as best as you can.

10. Describe what happened:

11. What were your thoughts?

12. Describe what you were feeling:

13. What do you need?

14. What do you take responsibility for?

15. What needs to happen to make things right?

16. In what ways can we be of support to you?

Helpful Suggestions for Effective SST Meetings

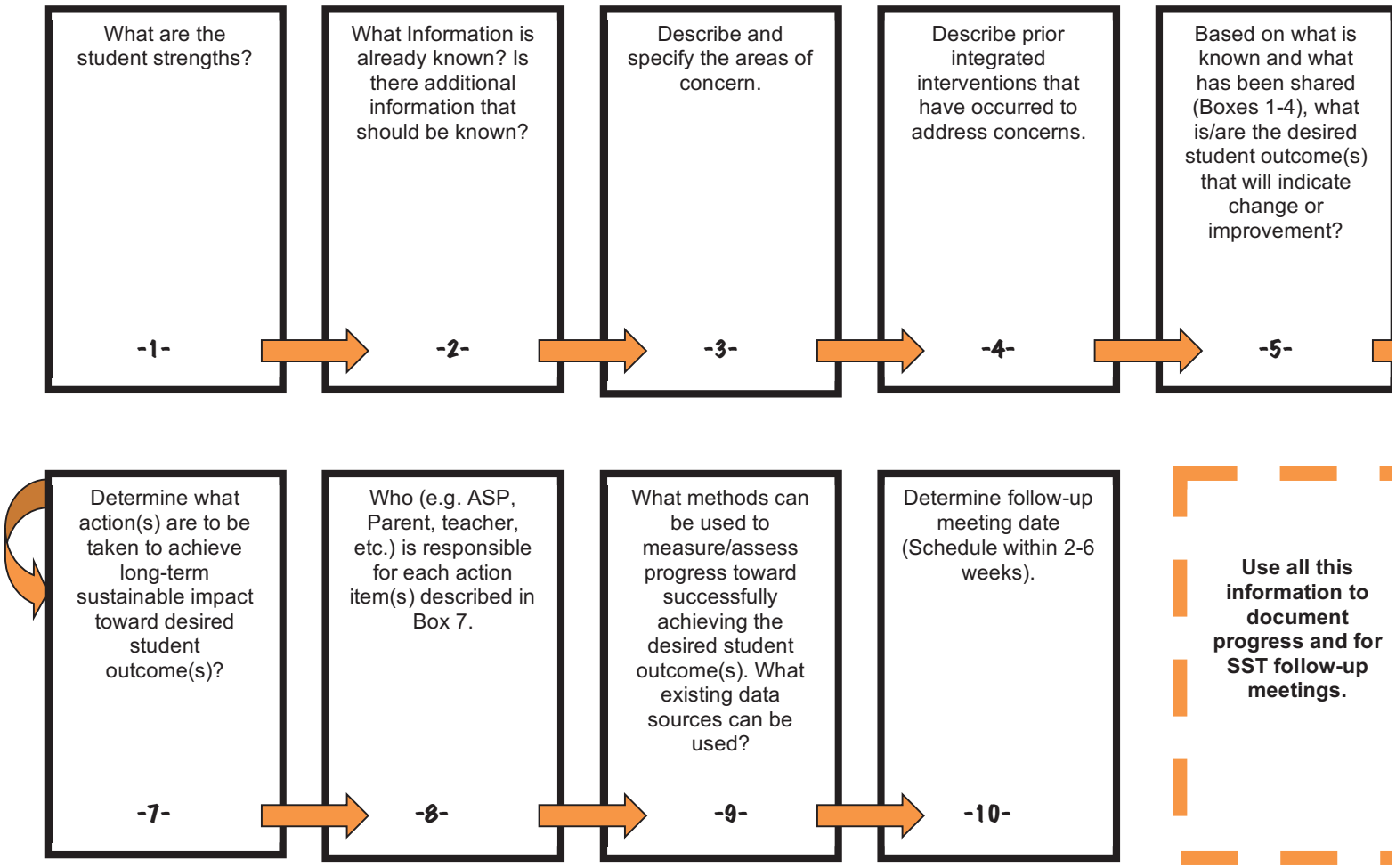
- **Speak with the caregiver in advance to let them know what to expect at an SST meeting**
- **Provide the student's teacher(s) with the "Teacher Preparation Checklist" and encourage them to use it as a guide when preparing for the SST**
- **Have appropriate translation when needed**
- **Begin with a positive remark and welcome all participants to the meeting**
- **Explain the purpose of the meeting**
- **Follow the structure of the SST Meeting Summary Form to facilitate a successful meeting**
- **Set a positive tone for the SST meeting by recognizing the student's strengths before listing concerns**
- **Have a separate facilitator and note taker**
- **Use specific samples of the student's work when explaining any strengths, weaknesses, or means of improvement**
- **Specific examples of student's behavior should also be used to explain his/her level of development, socialization, and personal adjustment**
- **Explain any evaluation process including formal and informal**
- **Do not use "education" or "mental health" jargon**
- **Suggest, using concrete examples, to parents/caregivers of how they may help/support their child at home**
- **Prioritize concerns and action items; it is better to focus on one problem in depth than to give superficial treatment to many**
- **Let parents/caregivers ask questions; they will likely have something specific to discuss with the SST team**
- **Have consent for services forms, release of information forms, and community referrals available at the meeting**

- **Set a date for a follow-up SST**

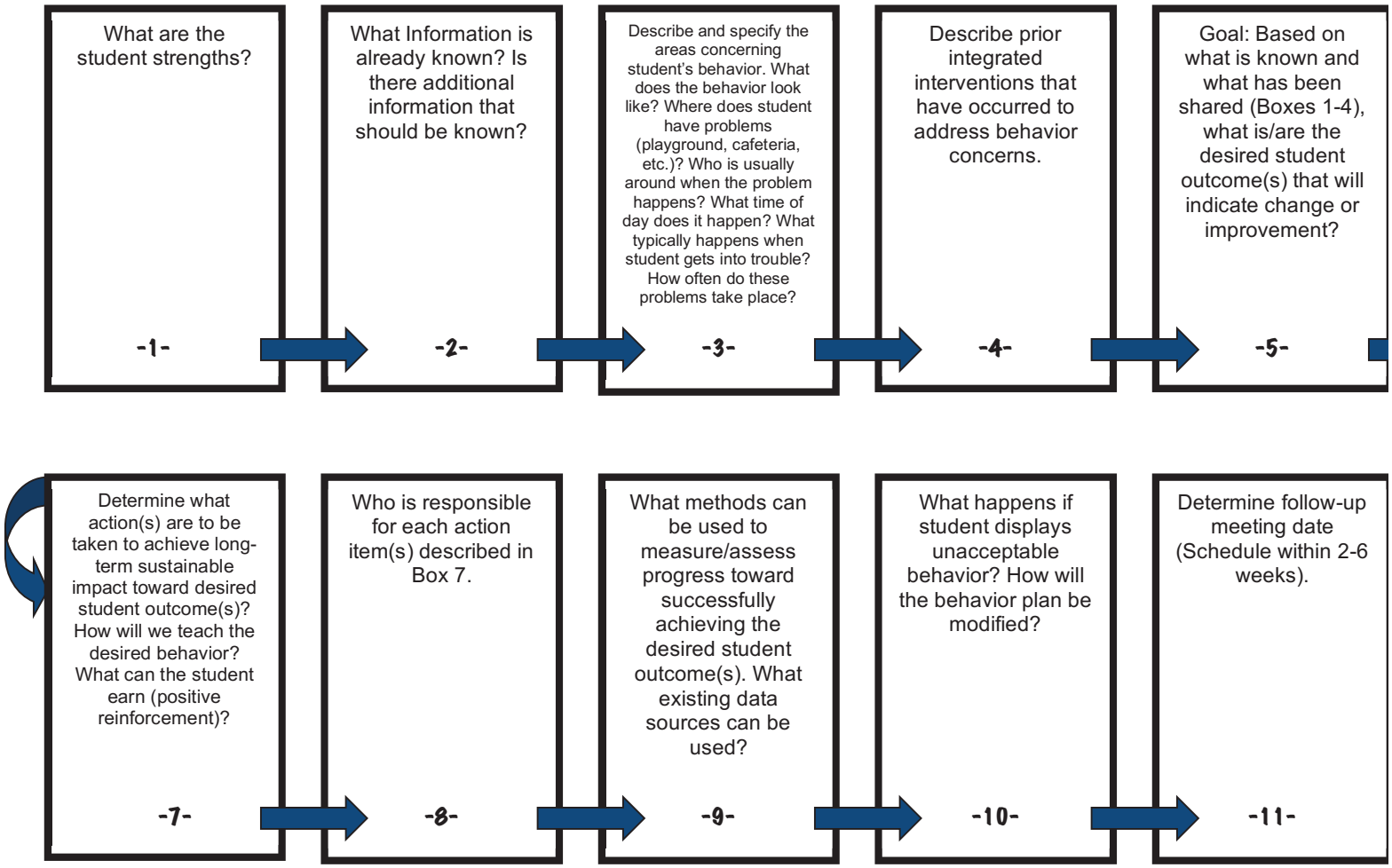
Helpful Suggestions for Effective SST Meetings (continued)

- **Make parents/caregivers aware of availability of team members**
- **End the meeting with a summary of the action plan and a positive comment**
- **Thank parents/guardians for participating in the SST meeting**
- **Give copies of completed SST meeting summary form to caregiver**
- **Try to set appointments during or right after the meeting**

ELITE Student Success Team
General Action Plan



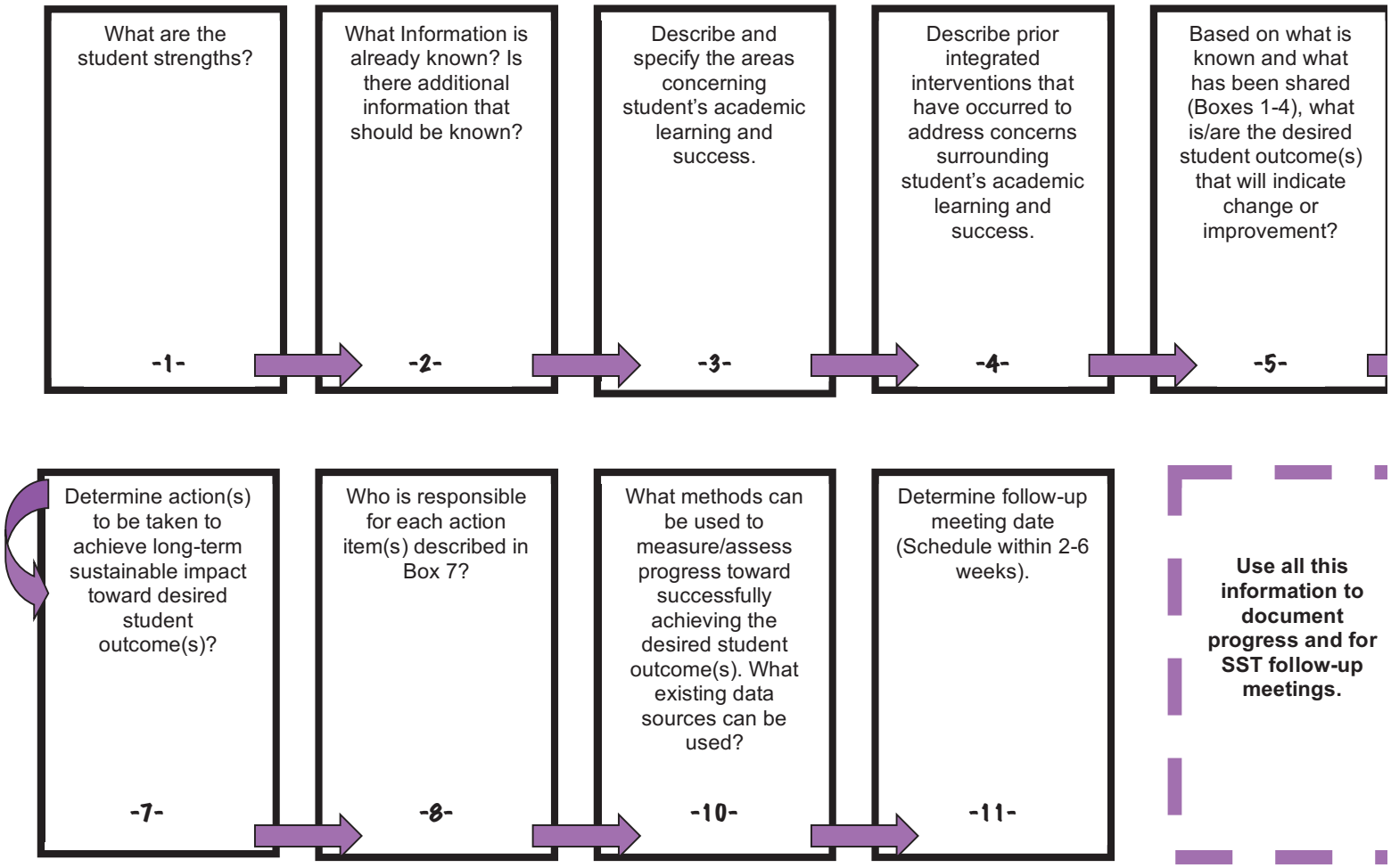
ELITE Student Success Team
Behavior Action Plan



Behavior (may include, but not limited to):

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

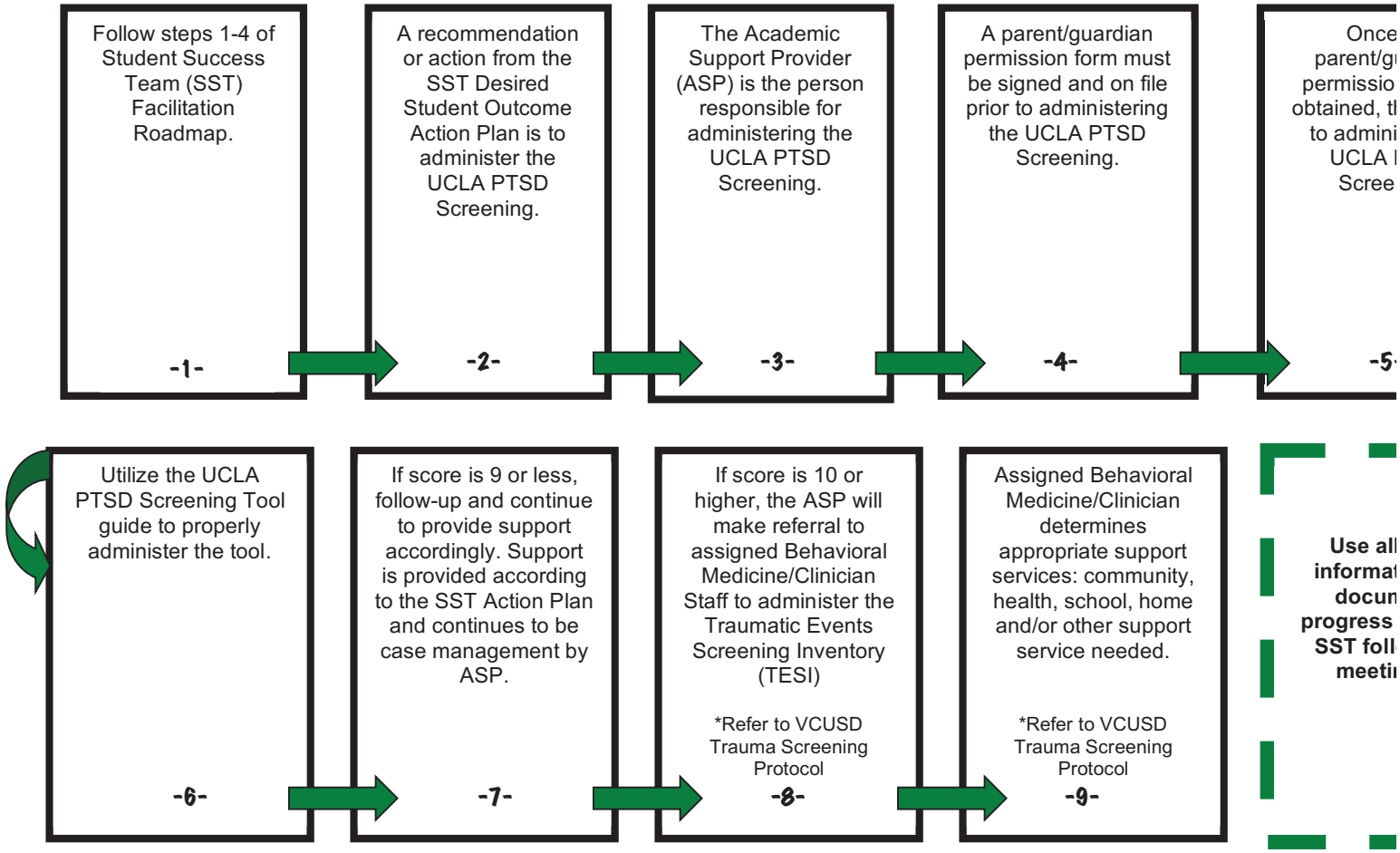
ELITE Student Success Team
Academic Action Plan



Academic (may include, but not limited to):

- Retention
- Transitions (e.g. adjustments to successfully transition from one school to another)
- Credit deficiency
- Learning challenges

ELITE Student Success Team
Procedures for Trauma Informed Care



Trauma Informed Care (may include, but not limited to):

- Direct or indirect exposure
- Depressive symptoms
- Traumatic experience(s)

SST BRAINSTORMING WORKSHEET

Key Points **Detail**

Student Name: _____ Student Number: _____

Grade: _____ Date: _____

Topic:

Summary

Student Success Team (SST)
Follow-up Practices

The action plan created at the SST meeting is only as good as the follow-up practices that ensure its implementation.

Steps for follow-up:

1) Case Management

It is very important to clearly define on the *SST Action Plan* who is responsible for each "action item" and to designate a contact person or "case manager" to monitor the implementation of the plan. This creates an accountability system that is monitored and reviewed when the team comes together again for the Follow-up SST meeting(s).

Case manager tasks may include:

- Meeting with the student and with the teacher regarding the action plan
- Making phone calls and/or sending reminder notes to team members regarding action items
- Contacting parents/caregivers regarding the action plan and to enlist their support
- Helping families follow through with referrals to on-site and community-based services

2) Feedback to the Referral Source

The Academic Support Provider, or another designated person such as the administrator, provides the referral source with feedback in a timely manner. At the elementary level, the referral source is usually at the SST meeting, but frequently at the secondary level, when the student has 6 or more teachers, the referral source may not be able to attend the meeting. Even when the referral source is unable to attend the SST meeting, it is beneficial to involve them in some ownership of the plan, particularly classroom strategies, modifications and adaptations.

3) Student/Family Support

Working with students and parents/guardians to be a part of the plan and to undertake actions on their own behalf is an important part of the follow-up. The student and parent/guardian have to feel that they have some control over their own goals and plans, and that school staff are their allies, rather than the ones who have all the control. During the SST meeting the parent is an equal partner in developing the action plan. The assigned case manager or another staff member who has a relationship with the parent may want to check in with the parent periodically to offer support toward implementing action items.

4) Follow-Up SST Meetings / Ongoing monitoring of student progress

At the end of every initial SST, a follow-up SST meeting date is set, preferably within 2-6 weeks. At the follow-up SST meeting action items are reviewed and student progress is discussed. The follow-up SST meeting is documented on the *SST Summary Form for Follow-up Meetings*. The action plan may need to be modified and additional interventions added depending on student progress.

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

Date SST Meeting #

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

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

LIST DESIRED STUDENT OUTCOME(S) AS DETERMINED DURING SST MEETING HELD: / /	DESCRIBE POSITIVE EXAMPLES OF STUDENT BEHAVIOR/ENGAGEMENT SINCE LAST SST MEETING

INDICATE EVIDENCE OF PROGRESS OF IMMEDIATE ACTION ITEMS (*refer to the identified methods to measure & assess progress & data sources)*	DESCRIBE PROGRESS TOWARD LONG-TERM ACTION ITEMS(*refer to the identified methods to measure & assess progress & data sources)*
INDICATE EVIDENCE OF PROGRESS MADE *(refer to the identified methods to measure & assess progress & data sources)*	REVISED ACTIONS *(As needed)*

WHAT METHODS CAN BE USED TO MEASURE/ASSESS PROGRESS? (*please complete if new and/or revised actions are indicated)*	LIST INDIVIDUAL(S) RESPONSIBLE FOR ACTION ITEMS	PROVIDE A CLEARLY DEFINED TIMEFRAME INCLUDING ANY TARGET OR DEADLINE DATES

Follow-up Meeting Date / / *(Schedule within 2-6 weeks)*

I (parent/guardian) agree/do not agree (please circle one) to this action plan. Today's date: / /

_____

(Student Signature) (Administrator Signature) (Referring Teacher/Individual)

_____ _____

_____

(Academic Support Provider) (Other:) (Other:)

Sample SST Interventions

Attendance Strategies

- Alarm clock for parent/caregiver/student
- Earlier bedtime
- Give parent/guardian information re: bus route, transportation services
- Help parent/ guardian to find better, accessible transportation to school
- Parent/ guardian agrees to bring child to school daily
- Parent/ guardian will make sure child gets on bus in morning
- Parent/ guardian will wake up earlier to get child to school on-time
- Student will wake up earlier
- Wake -up call for parent/ guardian and/or student

Behavioral Strategies

- After-school program
- Allow student to draw to calm down in class
- Allow student to walk around while reading
- Avoid helping too much (student can "learn helplessness")
- Build rapport with student (focus on strengths, interests); schedule regular time to talk
- Call home on a bad day for support
- Call home on a good day
- Change antecedent event (event that occurs prior to target behavior)
- Chart/graph student behavior (assess/determine pattern of behavior)
- Clarify consequences with student and follow step consistently
- Class/counselor change recommended
- Classroom Positive Behavior Intervention Strategies (PBIS) problem-solving sessions
- Collaboration with outside sources and partners (e.g., therapist, tutor, after-school program)
- Concentration game
- Connect family with family resource center/cultural community center
- Daily check-in with student
- Develop behavioral contract
- Develop/alter classroom rules and/or agreements ("Development of Classroom Rules")
- Display and acknowledge exemplary student work (classroom, hallway, etc.)
- Give leadership responsibilities/important jobs
- Help parent/ guardian set up home reward/management system
- Ignore negative behavior, if possible

- Immediately recognize positive behaviors
- Increased parent/ guardian attention at home
- Move student's seat (preferential seating)
- Non-Verbal Signals Between Teacher and Student
- Offer student choices
- Pair student with older or younger student for structured academic activity, with emphasis on social skills ("Big Buddies/Little Buddies")
- Parent/ guardian will call teacher weekly
- Positive reward system developed at school or home
- Provide student frequent breaks for relaxation or small-talk
- Provide student time for physical activities/movement
- Refer for other services (e.g. group/mentor/counseling/)
- Relaxation techniques
- Survey/interview student to determine interests

Health Strategies

- Asthma class/group
- Collaborate With Primary Medical Provider
- Dental exam/dental emergencies
- Fact Sheets on Communicable Diseases and School Age Illnesses
- Hearing screening/exam
- Improve hygiene
- Make sure child wears glasses
- Medication Administration
- Obtain glasses for student
- Refer to Kaiser Health Center (Bethel HS)
- Refer to School Nurse
- Vision screening/exam

Instructional Strategies and Modifications

- Academic contract
- Allow previewing of content, concepts and vocabulary
- Allow student to have sample or practice tests
- Ask parent/guardian to structure study time (give them information about long-term assignments)
- Collect homework daily instead of weekly
- Communicate with after-school program staff (e.g., re: homework help)
- Communicate with last year's teacher
- Complete documentation for a 504 plan
- Connect student with drop-in tutoring
- Consider ELL/bilingual placement
- Consider retention
- Cue/maintain eye contact with student when giving directions
- Individual and/or small group instruction
- Family will go to library
- Give student immediate feedback (make sure assignments are started correctly)

- Give student options for presentation (written/oral or illustration/model)
- Help parents/guardians to learn reading strategies
- Homework checklist or folder
- Invite parent/guardian to literacy night at school
- Make sure student stays for after school program
- Manipulative and Visual Prompts
- Move child's seat (preferential seating)
- Parent/guardian will ask another family member to give child homework help
- Principal will check-in with student daily regarding class work
- Provide printed copy of board work/notes
- Provide study guides/questions
- Read aloud to parent/guardian at home
- Send home extra work
- Send home unfinished class work
- Student will teach/tutor/read to a peer or younger child (e.g., "Big Buddies/Little Buddies")
- Study Carrel
- Supply student with samples of work expect

Response to Intervention
"Integrated Intervention"
Tier I – (Principles 1-3)

Principle 1: We are community members responsible for each other.
Classroom Management actions to be taken:

- "Seeing the Individuals" and "Seeing the Group"
- Daily Check ins/Social Emotional Learning Chart – use talking piece, asking empathy questions, acknowledging feelings and dialogue
- Group Agreements and Values – Develop values and guidelines
- Defined Expectations – posted, taught Be Safe, Be Respectful, Be Responsible
- Positive Reinforcement System

Principle 2: When harmony in the classroom shifts, actions to take to get back on track.
Classroom Management actions to be taken:

- Reminder of Agreements/Values
- Do Over
- Time In
- Alternatives
- SEAD/Group Reset
- Restorative/Hallway Conversations – listening and asking open questions

Principle 3: We've tried the strategies for Principles 1 and 2 and there is still a greater needed to be addressed.
Classroom Management actions to be taken:

- Time Out
- Return to class – Welcoming Back
- Check Back (with student) Follow-up

Section 504 – Important Points
(For Information Purposes Only)

- What is it? (Overview of Section 504)
  - Section 504 protects qualified students with disabilities from discrimination. The purpose is to eliminate barriers that exclude people with disabilities.
- 504 vs. Special Education
  - Section 504 is not an aspect of Special Education. It is a civil rights statute and is governed by the Office of Civil Rights; therefore, it is the responsibility of the general education systems. Although Special Education administrators and staff may be participants in the process, ultimately, the responsibility for ensuring Section 504 compliance at each school rests with the Superintendent, district administrators, site administrators/site 504 coordinators.
  - While the purpose of Section 504 is to provide aides and services that are designed to meet the needs of people with disabilities as adequately as the needs of nondisabled persons, Special Education focuses on educational benefit through remediation. The eligibility criteria is different for Special Education and Section 504.
- Expectations/Obligations (The Section 504 Process)
  - Each site will have a 504 team led by the administrator/504 coordinator
  - The team can vary from student to student-based on need; however, at the very least the team should consist of the administrator/504 coordinator, teacher, and parent. Other members can include psychologist, nurse, teacher leader, counselor or any other individual that has knowledge of the student, evaluation data, and placement options.
  - The 504 coordinator/administrator will be responsible for coordinating the following (timelines derived from Special Education timelines to ensure compliance is met)
    - Referral Intake (response within 15 days)
    - Evaluation/Eligibility (completed within 60 days)
    - 504 plan (team generated)
    - Review & Re-evaluation (review at least annually, re-evaluation at least triennially, or as needed)
- Appendices include all forms and additional information to help with understanding Section 504 and the process (e.g. intervention ideas, HIPPA, teacher feedback forms, tracking forms, FAQs)
- Questions/Concerns- Your site school psychologist would be more than happy to answer any questions or help the team to understand the process, if other questions/concerns arise please contact either one of us.

Appendix B

EPS 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.

Appendix B

Board of Directors

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

In accordance with Education Code Section 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 Current Board Members are:

- Larry Barnes
- Anthony Durham
- Meliton Geronimo
- Danny Jefferson
- Ronald Page II
- Dr. Gloria Rodriguez
- John "Max" Trujillo

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

- Entrepreneurial Skills
- Language Acquisition
- College/Career Readiness
- Technology
- Engineering
- Finance and Fundraising
- Human Resources
- Governance and Law
- Facilities
- Parent and Community Outreach/Advocacy
- School Administration and Operations
- Research and Evaluation

Appendix B

● 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. The 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.

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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 training and workshops to be held at special and regularly scheduled Board meetings each year. Topics may include, but not be limited to: ethics, conflict of interest, charter school legal compliance, the Brown Act, special education, budget and finance.

Role of the President/Chief Executive Officer

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

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

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

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

School Leadership Team

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

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

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

English Language Advisory Committee

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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

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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 tie 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.

ARTICLES OF INCORPORATION
OF
ELITE PUBLIC SCHOOLS

I.

The name of the Corporation shall be ELITE Public Schools.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Dr. Ramona Bishop
1965 Delafield Way
Sacramento, CA 95835

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not

participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

VII.

The initial street address of the Corporation is:

1965 Delafield Way
Sacramento, CA 95835

The initial mailing address of the Corporation is:

1830 Springs Road, PMB 210
Vallejo, CA 94591

Dated:_____

_____
Kimberly Rodriguez, Incorporator

BYLAWS
OF
ELITE PUBLIC SCHOOLS
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this Corporation is ELITE Public Schools.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of the Corporation is located in Solano County, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of the Corporation is to manage, operate, guide, direct and promote one of more California public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit

Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V
DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. The Corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the charter governing the charter schools operated as or by the Corporation. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

ARTICLE VI
CORPORATION WITHOUT MEMBERS

Section 1. CORPORATION WITHOUT MEMBERS. The Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The Corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII
BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board").

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of this article, but subject to the same limitations, the Board of Directors shall have the power to:

a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

b. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in

any other state, territory, dependency, or country; conduct its activities in or outside California.

c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

d. Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than seven (7) and no more than fifteen (15), unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members. All directors, except for the representative appointed by the charter authorizer, shall be designated by the existing Board of Directors.

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

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERMS. Each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of such designation or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more

people have been nominated for director than can be elected, no corporate funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director, except for the representative appointed by the charter authorizer, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). The representative appointed by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer. Any vacancy caused by the removal of a Board designated director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors, except for the representative appointed by the charter authorizer, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director. A vacancy in the seat of the representative of the charter authorizer shall be filled by the charter authorizer.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation unless the Board of Directors designates another location in accordance with these bylaws. The Board of Directors may also designate that a meeting be held at any place within the granting agency's boundaries designated in the notice of the meeting.

All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.

b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors

in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at the inception of any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the granting agency in which the Corporation operates;

b. All votes taken during a teleconference meeting shall be by roll call;

c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;[1]

e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and

f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.[2]

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at

[1] This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

[2] The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;

b. Fill vacancies on the Board of Directors or any committee of the Board;

c. Fix compensation of the directors for serving on the Board of Directors or on any committee;

d. Amend or repeal bylaws or adopt new bylaws;

e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;

f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;

g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or

h. Approve any contract or transaction to which the Corporation is a party and in which one or more of its directors has a material financial interest.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII
OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of the Corporation shall be a President, a Secretary, and a Chief Financial Officer. The Corporation, at the Board's direction, may also have a Chairman of the Board and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification. Except for the Chairman of the Board and Vice-Chair, officers shall not also be directors (Board members).

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of the Corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 8. PRESIDENT. The President shall be the general manager of the

Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require. If there is no Chairman of the Board, the President shall also preside at the Board of Directors' meetings.

Section 9. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the Corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX
CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest

(nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

ARTICLE X
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

ARTICLE XI
LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

ARTICLE XII
INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII
INSURANCE

Section 1. INSURANCE. The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's

status as such.

ARTICLE XIV
MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. The Corporation shall keep:

a. Adequate and correct books and records of account;
b. Written minutes of the proceedings of the Board and committees of the Board; and
c. Such reports and records as required by law.

ARTICLE XV
INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary, as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the Corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. The Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVI
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;

b. The principal changes in assets and liabilities, including trust funds;

c. The Corporation's revenue or receipts, both unrestricted and restricted to particular

purposes;

d. The Corporation's expenses or disbursement for both general and restricted purposes;

e. Any information required under these bylaws; and

f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

(a) Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than $50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than $50,000. For this purpose, an "interested person" is either:

(1) Any director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or

(2) Any holder of more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

(b) The amount and circumstances of any indemnifications aggregating more than $10,000 paid during the fiscal year to any director or officer of the Corporation pursuant to Article XII of these Bylaws.

ARTICLE XVII
BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these bylaws by a majority vote of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of any charter governing any charter school operated as or by the Corporation or make any provisions of these bylaws inconsistent with the charter, the Corporation's articles of incorporation, or any laws.

ARTICLE XVIII
FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the ELITE Public Schools, Inc, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of the Corporation as adopted by the Board of Directors on October 12, 2017; and that these bylaws have not been amended or modified since that date.

Executed on October 12, 2017 at Sacramento, California.

Clarence Block

Clarence Block, Secretary

Appendix E

ELITE PUBLIC SCHOOLS

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., ELITE Public Schools hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members and all other designated employees of ELITE Public Schools ("Charter School"), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School's filing official shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the President, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

EXHIBIT A

Designated Positions

Designated Position	Assigned Disclosure Category
Members of the Governing Board	1, 2
President	1, 2
Deputy Chief Executive Officer	1, 2
Director of Technology	3
Principal/Human Resource Officer	1, 2
Consultants/New Positions	*

*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The President may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The President determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code § 81008).

EXHIBIT B

Disclosure Categories

Category 1

Designated positions assigned to this category must report:

a) Interests in real property that are located in whole or in part within a two-mile radius:

- of any school district that has authorized an ELITE Public Schools charter school, or
- of any facility utilized by ELITE Public Schools charter schools, or
- of a proposed site for an ELITE Public Schools facility.

b) Investments and business positions in business entities, and sources of income (including gifts, loans, and travel payments) of the type that engage in the purchase or sale of real property or are engaged in building construction or design.

Category 2

Designated positions assigned to this category must report:

a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by ELITE Public Schools.

Category 3

Designated positions assigned to this category must report:

a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or

distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department.

Appendix F

ELITE PUBLIC SCHOOLS

Job Descriptions

Table of Contents

1. Chief Executive Officer (CEO)
2. Assistant Chief Executive Officer (ACEO)
3. Principal
4. Vice Principal
5. Teacher (General Education)
6. Dual Immersion Teacher
7. Lead Teacher
8. Instructional Assistant
9. Office Manager / Office Manager – Bilingual Liaison
10. School Safety & Cyber Security Officer
11. Custodian

Appendix F

ELITE Public Schools

Chief Executive Officer (CEO)

Job Description:

- **Classification:** Administrative
- **Reports to:** Board of Directors
- **Work Year:** 220 days
- **Location:** Office, school, community settings, student's homes

Position Summary

Under the direction of the Board of Directors, the President/Chief Executive Officer (CEO) serves as the chief executive leader of ELITE Public Schools and is responsible for advancing the organization's mission, vision, values, and strategic goals. The CEO provides overall leadership for all educational, operational, financial, compliance, personnel, community engagement, and growth initiatives of the organization.

The CEO ensures that ELITE Public Schools maintains high academic standards, fiscal stability, organizational effectiveness, and compliance with all applicable federal, state, and local laws. The CEO serves as the primary liaison to the Board of Directors and represents ELITE Public Schools before government agencies, authorizers, community organizations, business partners, families, and stakeholders.

The CEO provides leadership and oversight to executive leadership team members, including the Assistant Chief Executive Officer and other senior administrators, ensuring alignment across all departments and campuses.

Qualifications

- Master's Degree required; Doctorate preferred
- Valid California Administrative Services Credential
- Valid California Teaching Credential
- Minimum ten (10) years of successful educational leadership experience
- Minimum five (5) years of executive-level leadership experience
- Demonstrated experience leading charter schools, school districts, or comparable educational organizations
- Demonstrated success in strategic planning, fiscal management, organizational leadership, and educational innovation
- Experience working with governing boards and public agencies
- Strong knowledge of California Education Code, charter school law, labor relations, school finance, and accountability systems
- Valid California Driver's License

Appendix F

Organizational Leadership

- Serves as the chief executive officer of ELITE Public Schools.
- Provides strategic vision and leadership for the organization.
- Ensures organizational decisions align with the mission, vision, values, and goals of ELITE Public Schools.
- Develops and implements long-term strategic plans designed to advance student achievement and organizational sustainability.
- Establishes organizational priorities and performance expectations.
- Creates and maintains a culture of accountability, excellence, innovation, collaboration, and continuous improvement.

Board Relations

- Serves as the primary liaison between the Board of Directors and the organization.
- Advises the Board regarding educational, operational, financial, and compliance matters.
- Prepares and presents reports, recommendations, and organizational updates to the Board.
- Supports Board governance, policy development, and strategic planning efforts.
- Implements Board-approved policies and directives.

Educational Leadership

- Ensures all schools maintain high-quality instructional programs that support student achievement.
- Oversees implementation of academic initiatives, accountability systems, and performance goals.
- Monitors student outcomes and organizational performance.
- Ensures educational programs comply with charter requirements, state standards, and accountability measures.
- Supports innovation and continuous improvement across all campuses.

Executive Leadership & Personnel Management

- Supervises executive leadership personnel and evaluates organizational leadership effectiveness.
- Leads executive recruitment, succession planning, and talent development efforts.
- Ensures employee evaluation, support, accountability, and retention systems are effective.
- Promotes a positive organizational culture focused on employee engagement and professional growth.

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- Ensures compliance with employment laws, policies, and collective organizational expectations.

Financial Stewardship

- Maintains overall responsibility for the fiscal health of the organization.
- Oversees budget development, financial planning, and resource allocation.
- Reviews financial reports and ensures responsible stewardship of public funds.
- Ensures annual audits, state reporting, and financial compliance requirements are completed accurately and timely.
- Develops strategies to maintain long-term financial sustainability.

Growth, Development, and Fundraising

- Leads fundraising and resource development initiatives.
- Cultivates relationships with donors, foundations, community organizations, and business partners.
- Identifies and secures grant opportunities.
- Develops strategic partnerships that enhance educational opportunities for students.
- Leads expansion and organizational growth initiatives as approved by the Board.

Government and Community Relations

- Represents ELITE Public Schools before authorizers, legislators, government agencies, community organizations, and the public.
- Builds strong relationships with families, community leaders, educational partners, and stakeholders.
- Serves as the primary spokesperson for ELITE Public Schools.
- Promotes the organization's mission and accomplishments throughout the community. Compliance and Risk Management
- Ensures organizational compliance with all applicable laws, regulations, charter requirements, and Board policies.
- Oversees risk management, insurance, legal matters, and organizational safeguards.
- Ensures safe and secure learning and working environments.
- Directs organizational responses to legal, compliance, and operational issues. Facilities and Operations Oversight.
- Provides executive oversight for facilities planning, school operations, transportation, food service, technology, and maintenance programs.
- Ensures facilities support organizational goals and student needs.
- Oversees long-range facilities planning and capital improvement efforts. Other Duties.
- Performs other duties as assigned by the Board of Directors.

Appendix F

Skills and Abilities

- Visionary leadership and strategic planning
- Executive decision-making and problem-solving
- Exceptional communication and presentation skills
- Strong financial and business acumen
- Board governance and stakeholder management
- Organizational development and change management
- Conflict resolution and relationship building
- Fundraising and partnership development
- Data analysis and continuous improvement
- Ability to maintain confidentiality and exercise sound judgment

Appendix F

ELITE Public Schools

Assistant Chief Executive Officer (ACEO)

Job Description:

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

Job Description:

Under the general direction of the President/CEO, the Assistant Chief Executive Officer (ACEO) supports all aspects of the management of ELITE Public Schools. The ACEO shall have specific responsibilities regarding budget development and management (as designated by the President/CEO); As well as overseeing school operations (including facility, food service and technology management), curriculum & instruction programs, and school culture and climate by working collaboratively with the Principals, Vice Principals, Content Specialist(s) and Full Service Community Schools Coordinator.

The ACEO assists the CEO as she/he leads implementation of a unique curriculum and instruction department. She/he is responsible for remaining current on educational research and best practices to ensure that all students make progress toward meeting or exceeding grade level content standards which will result in scholars being on track for graduation, prepared to enter college and/or career. The ACEO works directly with the Principals, Vice Principals, Content Specialists, Full Service Community Schools staff, and other auxiliary staff to create and sustain an educational environment that is affirming and supporting for students and staff members. The ACEO 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 ACEO facilitates the support and coaching of all instructional staff members. The ACEO also oversees the EPS Full Service Community Schools efforts in collaboration with the Elite Public Schools' Full Service Community Schools liaison in providing for students and staff members to receive socio-emotional support, where necessary, to support them as they work toward reaching grade level standards and/or ELITE Standards of Excellence.

The ACEO is responsible for recruitment and retention of qualified staff members for EPS. The ACEO ensures that hiring practices are non-discriminatory and adhere to all relevant California Education Code provisions. The ACEO is also responsible for

managing evaluation and support
processes for all employees. The ACEO manages employee hiring and disciplinary processes, as well as reward and retention programs. EPS is committed to the recruitment and retention of staff members who buy into the mission, vision, values and goals ELITE and adhere to the ELITE Standards of Excellence.

The ACEO oversees EPS efforts to acquire and maintain safe and secure educational environments for EPS students by working closely with the Executive Director and principal(s) as they manage daily operations. The daily operations include custodial support, transportation, maintenance, landscaping, and site security efforts. The ACEO is responsible for assisting in managing Proposition 39 requests, new school construction, and research and development of new EPS sites.

The ACEO is responsible for supporting the CEO as she/he creates and manages the budget, ensures accurate and timely reporting on the financial status, and ensures that annual audits are completed. The ACEO supports the CEO as she/he structures and leads grant-acquisition efforts and assists in fundraising efforts to enhance the student learning experience.

The ACEO oversees the Food Service program, managing all aspects of the program so as to ensure state and federal guidelines are met.

Qualifications for Assistant Chief Executive Officer Position includes:

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

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

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Major Responsibilities include:

- Serves as designee for the President/CEO in all matters related to EPS.
- Provides support for staff members as they create classroom environments that are safe, welcoming and academically challenging for all students.
- Supports staff members as they create an academic environment, aligned with the common-core state standards to ensure that students are college/career ready and that they can demonstrate their proficiency on formative, summative, cumulative and CAASPP assessment, and other assessment measures.
- Provides support and coaching for staff members as they Implement major school initiatives in the classroom and beyond including: Teaching the standards-based core curriculum, creating intervention groups for struggling students and enrichment groups for achieving students, creating a positive classroom climate through the use of Positive Behavior Intervention Support, Restorative Justice, and Trauma Sensitive Practices, and providing differentiated instruction throughout the day, particularly for English Learners.
- Facilitates staff training and support for implementation of ELITE curriculum and pacing guides.
- Facilitates ELITE professional learning community, in cooperation with ELITE Content Coordinators where grade level, subject-area, or academy teams, as they analyze data, give feedback to one another, participate in related professional development, and create and implement action plans.
- Supports administrators and other school staff members to create a positive school and classroom environment for all students.
- Creates partnerships in support of the EPS assessment and accountability plan designed to ensure that students have the capacity to do well on CAASPP, ACT, SAT, and AP exams.
- Creates a professional development plan aligned to the Mission, Vision, Values and Goals of EPS and provides professional development, support and management for all staff members so that staff has access to the support and resources necessary to perform their jobs well and meet the school's goals
- Contribute to fundraising efforts, including seeking donations, researching and writing grant applications, and planning and organizing fundraisers to support the development of all aspects of the organization.
- Seeks and maintains partnerships to provide support so that all ELITE campuses provide Culturally and Linguistically Responsive Pedagogical practices and materials in support of the ELITE mission, vision, values and goals.
- Creates a system in which collaboration, innovation, personal and collective responsibility, follow-through, perseverance, and strategic problem-solving and consistent communication are the norm.

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- Supports the development of Local Education Agency Plans, Local Control Accountability Plans and other administrative plans designed to ensure that all staff members and students receive the support they need to meet EPS standards.
- Manages state and federal categorical programs and budgets, ensuring that all reporting is accurate and submitted in a timely manner.
- Facilitates curriculum adoptions and the acquisition of quality learning materials.
- Creates and implements an assessment and accountability plan designed to ensure that students have the capacity to do well on CAASPP, ACT, SAT, and AP exams and that staff makes adjustments in instructional practices and differentiates for students who are still not meeting the standards.
- Works with the Principal/Human Resources to design and implement an evaluation process that allows for instructional leaders and staff members to have the support they need to make continuous improvements in their practice.
- Ensures that instructional programs are supported by computer programs to enhance the learning environment, and to manage classroom and school data.
- Ensures that data management programs allow for staff members and parents to monitor student progress and receive timely information so that assistance can be provided.
- Manages all categorical programs ensuring compliance with state and federal mandates.
- Leads EPS efforts to acquire and maintain safe and secure educational environments for EPS students.
- Manages daily operations including custodial support, transportation, maintenance, landscaping, and site security efforts.
- Creates and maintains annual budget and makes presentations to the EPS board for approval, and prepares and presents budget updates to the EPS Board of Directors.
- Prepares and submits first and second interim reports, and presents results to the EPS board in a timely manner.
- Manages contracts.
- Works with auditors to provide all pertinent information necessary to complete annual audits.
- Manages EPS health benefits package.
- Leads district risk management program.
- Manages district insurance program.
- Manages legal claims.
- Ensures that there is a strategic plan for Deferred Maintenance so that facilities remain compliant with the Field Act and aligned with EPS Standards of Excellence.
- Facilitates the preparation for Williams Act Inspections throughout the year so that students have access to facilities and textbooks that meet standards

of excellence.
- Provides the necessary training and support for staff members in Custodial and Maintenance Services, so that they can meet EPS expectations.
- Works with District Office staff and Principals to create and implement Site Safety Plans that ensure that Site Safety and Security of all EPS facilities.
- Leads EPS Transportation program.
- Manages the Proposition 39 process for charter school facilities, secures land and funding for the development of facilities, and provides vision and leadership for EPS charter school new school facility development.
- Other duties as assigned

Skills

- Strong familiarity with diverse urban student populations.
- Ability to build strong relationships with students and families.
- Ability to build strong and mutually beneficial relationships with business and community partners.
- Strong organizational skills and the ability to multitask.
- Strong project management skills.
- Ability to plan, organize, coordinate and facilitate meetings designed to support the needs of staff members and the school-at-large.
- Knowledge of how to read and interpret data.
- Ability to make presentations to staff members, parents and community groups.
- Computer literate with data management and analysis abilities.
- Ability to keep confidential information confidential

Credentials and Licenses

- Valid Administrative Credential
- Valid California Teaching Credential
- Valid California Driver's License

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ELITE Public Schools

Principal

Job Description:

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

The Principal 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 prepared to enter college and/or career. The Principal 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 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 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.

Duties

- Leading, supporting, and managing school staff, and volunteers
- Maintaining strong partnerships with all parents and guardians to ensure that students have a coordinated network of support for academic attainment whether at home or at school
- Leading the development and implementation of school plans including: Local Control Accountability Plan, Single Plan for Student Achievement, Safety Plan and other short terms administrative or teacher action plans
- Leading public relations efforts highlighting the positive work occurring at the school to ensure that enrollment grows at the desired rate
- Creating leadership opportunities for parents to allow for continuous community engagement in the growth and development of the school
- Overseeing fund development program including grants, applications, and fundraising efforts
- Manage school budget in a fiscally responsible manner while ensuring that Local Control Funding Formula funding and federal funding is spent according to district, state, or federal guidelines are met
- Keeping school expenditures aligned with budget allocations and maintaining Associated Student Body Funds are spent according to state guidelines

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- Partners with community-based organizations and local businesses to provide socio-emotional and basic support for students and families
- Working with the Assistant Chief Executive Officer to ensure that the school is meeting ELITE Standards of Excellence

Qualifications for Principal:

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

Major Responsibilities of the Principal:

- Oversees school academic programs, partnerships with community-based organizations, and afterschool programs
- Leads, supporting, and managing school staff, and
- Maintains strong partnerships with all parents and guardians to ensure that students have a coordinated network of support for academic attainment whether at home or at school
- Creates leadership opportunities for parents to allow for continuous community engagement in the growth and development of the school
- Oversees fund development program including grants, applications, and fundraising efforts for the school
- Leads new teacher support program with the goal of retaining the best and brightest teaching staff in the region
- Works with the President/Chief Executive Officer and designee to ensure that the

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school is meeting ELITE Standards of Excellence in all aspects that are committed to the mission, vision, values, and goals and will adhere to the ELITE Standards of Excellence
- Perform other duties as assigned

Skills

- Strong familiarity with diverse urban student populations
- Ability to build strong relationships with students and families
- Ability to build strong and mutually beneficial relationships with business and community partners
- Strong organizational skills and the ability to multitask
- Strong project management skills
- Ability to plan, organize, coordinate and facilitate meetings designed to support the needs of staff members and the school-at-large
- Knowledge of how to read and interpret data
- Ability to make presentations to staff members, parents and community groups
- Computer literate with data management and analysis abilities
- Ability to keep confidential information confidential

Credentials and Licenses

- Valid California Administrative Services Credential
- Valid California Teaching Credential
- Valid California Driver's License

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ELITE Public Schools

Vice Principal

Job Description:

- **Classification:** Certificated
- **Reports To:** Principal, CEO, and ACEO
- **Work Year:** 220 Days
- **Location:** School Site

Position Summary

The Vice Principal supports the Principal in the overall leadership, administration, and daily operations of the school. The Vice Principal provides instructional leadership, operational oversight, and student support while promoting the mission, vision, and values of ELITE Public Schools. This role works collaboratively with staff, students, families, and community partners to ensure a safe, positive, and high-achieving learning environment.

Essential Duties and Responsibilities

- Support the overall administration and daily operations of the school
- Assist in implementing school-wide policies, procedures, and programs
- Promote a positive school culture focused on academic achievement, equity, and student success
- Support student discipline, behavior intervention, and restorative practices
- Collaborate with teachers and staff to improve instructional practices and student outcomes
- Build and maintain positive relationships with students, families, staff, and community partners
- Assist in supervising and evaluating certificated and classified staff
- Participate in staff meetings, parent conferences, and school events
- Help ensure compliance with district, state, and organizational policies and procedures
- Support school safety planning and crisis response efforts
- Analyze student achievement and behavioral data to support continuous improvement
- Serve as a liaison between the school and the community
- Perform other duties as assigned by the Principal, CEO, or ACEO

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Minimum Qualifications

- Master's Degree preferred
- Valid California Teaching Credential required
- Valid California Administrative Credential required
- Administrative or school leadership experience preferred

Knowledge, Skills, and Abilities

- Strong leadership, organizational, and project management skills
- Strong written and verbal communication skills
- Ability to build positive relationships with students, families, and staff
- Knowledge of effective instructional practices and school operations
- Understanding of Professional Learning Communities (PLCs) and collaborative leadership practices
- Commitment to educational equity and improving outcomes for all students
- Ability to prioritize multiple responsibilities and work in a fast-paced environment
- Strong technology and data analysis skills
- Ability to maintain confidentiality and exercise sound judgment

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ELITE Public Schools

Teacher

Job Description:

- **Classification:** Certificated
- **Reports To:** Principal
- **Work Year:** 191 Days
- **Location:** School, classroom, community settings, and students' homes

Position Summary

Teachers are instructional leaders and facilitators in their classrooms and as part of their collaborative teams. They are responsible for ensuring that all students make progress toward meeting or exceeding grade-level content standards and are on track for graduation prepared to enter college and/or a career.

The teacher works directly with the principal, other instructional leaders, Full Service Community School Liaisons, program coordinators, family liaisons, and other auxiliary staff to create and sustain an educational environment that is affirming and supportive for students and staff members.

The teacher must take advantage of all professional development and coaching opportunities to develop the tools necessary to improve educational outcomes for all students in their classroom. Teachers will be responsible for implementing innovative and effective research-based practices that lead to high academic achievement for all students. Teachers must be able to build powerful and positive partnerships with students and families so that all students are able to benefit from instructional practices.

Major Responsibilities

- Creates a classroom environment that is safe, welcoming, and academically challenging for all students.
- Teaches relevant Common Core State Standards to ensure that students are college- and career-ready and can demonstrate proficiency on formative, summative, and CAASPP assessments, as well as other assessment measures.
- Implements major school initiatives in the classroom and beyond, including teaching standards-based core curriculum, creating intervention groups for struggling students and enrichment groups for advanced students, creating a positive classroom climate through the use of Positive Behavior Intervention Support (PBIS), Restorative Justice, and Trauma-Sensitive Practices, and providing differentiated instruction throughout the day, particularly for English Learners (ELs).

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- Teaches lessons that emphasize reading and writing across the curriculum.
- Actively participates in the ELITE professional learning community through collaboration with grade-level, subject-area, or academy teams as they analyze data, provide feedback to one another, participate in professional development, and create and implement action plans.
- Works collaboratively with administrators and other school staff members to create a positive school and classroom environment for all students.
- Elicits the support of parents and community volunteers to assist with classroom support and duties.
- Maintains strong partnerships with parents and guardians to ensure that students have a coordinated network of support for academic attainment both at home and at school.
- Supports the Principal in the development and implementation of school plans, including the Local Control Accountability Plan (LCAP), Single Plan for Student Achievement (SPSA), Safety Plan, and other short-term administrative or teacher action plans.
- Supports public relations efforts by serving as an ambassador for the school and highlighting the positive work occurring at the school to support enrollment growth.
- Cultivates relationships with parents and regularly communicates through the parent portal to ensure parents are informed of their children's progress and can support them in meeting grade-level standards.
- Plans and implements learning trips that expose students to college and advance their understanding of academic concepts, with an emphasis on STEM.
- Maintains a 21st-century learning environment, ensuring that students become computer literate, research and report on major topics, and create projects demonstrating their understanding of instructional content.
- Fully participates in the evaluation process by creating individual goals and working with the Principal to receive the support necessary for continuous professional improvement.
- Supports school fundraising efforts.
- Works collaboratively with the Full Service Community Schools Liaison to provide socio-emotional and basic support for students and families and to ensure Student Success Team plans are created and implemented for students needing additional support to reach grade-level standards.
- Works with the Principal to ensure that the school is meeting ELITE Standards of Excellence.
- Serves as a liaison to school clubs and athletic events to support student activities.
- Performs related duties as assigned.

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Qualifications

- Minimum of two years of experience serving a diverse community and/or student body.
- Commitment to the mission, vision, values, and goals of ELITE Public Schools.
- Demonstrated ability to be an active part of a learning community that supports all staff members in achieving individual and organizational goals.
- Demonstrated ability to work within a system where all staff members are accountable for supporting all students and community members in meeting and exceeding goals.
- Ability to build relationships with staff members, community leaders, school district officials, parents, and students to support the growth and development of ELITE Public Schools.
- Demonstrated ability to create a classroom culture in which collaboration, innovation, responsibility, perseverance, strategic problem-solving, and consistent communication are the norm.
- Experience teaching grades K–12 in mathematics, science, history/social science, and language arts.
- Bachelor's degree or Master's degree required.
- Bilingual and/or CLAD credential or coursework leading toward CLAD or BCLAD certification preferred.
- Sufficient subject matter competency in accordance with Title 5, California Code of Regulations Sections 6111, 6112, and other applicable laws.
- California teaching certificate, permit, or other documentation as required by the California Commission on Teacher Credentialing.

Skills

- Strong familiarity with diverse urban student populations.
- Ability to build strong relationships with students and families.
- Ability to build strong and mutually beneficial relationships with business and community partners.
- Strong organizational skills and the ability to multitask.
- Strong project management skills.
- Ability to plan, organize, coordinate, and facilitate meetings designed to support the needs of staff members and the school at large.
- Knowledge of how to read and interpret data.
- Ability to make presentations to staff members, parents, and community groups.
- Computer literacy with data management and analysis abilities.
- Ability to maintain confidentiality of sensitive information.

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Credentials and Licenses

- Valid California Teaching Credential.
- Bilingual and/or CLAD credential preferred.
- Valid California Driver's License.

Salary

- Negotiable

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ELITE Public Schools

Dual Immersion Program – Bilingual Teacher

Job Description

- **Classification:** Certificated
- **Reports To:** Principal
- **Work Year:** 191 Days
- **Location:** School, classroom, community settings, and students' homes

Position Summary

Bilingual (Spanish) Teachers are instructional leaders and facilitators in their classrooms and as part of their collaborative teams. They are responsible for ensuring that all students make progress toward meeting or exceeding grade-level content standards and are on track for graduation prepared to enter college and/or a career.

The Bilingual Teacher works directly with the principal, other instructional leaders, Full Service Community School Liaisons, program coordinators, family liaisons, and other auxiliary staff to create and sustain an educational environment that is affirming and supportive for students and staff members.

The Bilingual Teacher must take advantage of all professional development and coaching opportunities to develop the tools necessary to improve educational outcomes for all students in their classroom. Teachers will be responsible for implementing innovative and effective research-based practices that lead to high academic achievement for all students. The Bilingual Teacher must be able to build powerful and positive partnerships with students and families so that all students are able to benefit from instructional practices.

Major Responsibilities

- Creates a classroom environment that is safe, welcoming, and academically challenging for all students.
- Teaches relevant Common Core State Standards to ensure that students are college- and career-ready and can demonstrate proficiency on formative, summative, and CAASPP assessments, as well as other assessment measures.
- Delivers standards-based bilingual instruction in both English and Spanish aligned with the goals of the Dual Immersion Program.
- Supports bilingualism, biliteracy, academic achievement, and multicultural competency for all students.
- Implements major school initiatives in the classroom and beyond, including teaching standards-based core curriculum, creating intervention groups for

struggling students and enrichment groups for advanced students, creating a positive classroom climate through the use of Positive Behavior Intervention Support (PBIS), Restorative Justice, and Trauma-Sensitive Practices, and providing differentiated instruction throughout the day, particularly for English Learners (ELs).
- Teaches lessons that emphasize reading and writing across the curriculum.
- Actively participates in the ELITE professional learning community through collaboration with grade-level, subject-area, or academy teams as they analyze data, provide feedback to one another, participate in professional development, and create and implement action plans.
- Works collaboratively with administrators and other school staff members to create a positive school and classroom environment for all students.
- Elicits the support of parents and community volunteers to assist with classroom support and duties.
- Maintains strong partnerships with parents and guardians to ensure that students have a coordinated network of support for academic attainment both at home and at school.
- Supports the Principal in the development and implementation of school plans, including the Local Control Accountability Plan (LCAP), Single Plan for Student Achievement (SPSA), Safety Plan, and other short-term administrative or teacher action plans.
- Supports public relations efforts by serving as an ambassador for the school and highlighting the positive work occurring at the school to support enrollment growth.
- Cultivates relationships with parents and regularly communicates through the parent portal to ensure parents are informed of their children's progress and can support them in meeting grade-level standards.
- Plans and implements learning trips that expose students to college and advance their understanding of academic concepts, with an emphasis on STEM.
- Maintains a 21st-century learning environment, ensuring that students become computer literate, research and report on major topics, and create projects demonstrating their understanding of instructional content.
- Fully participates in the evaluation process by creating individual goals and working with the Principal to receive the support necessary for continuous professional improvement.
- Supports school fundraising efforts.
- Works collaboratively with the Full Service Community Schools Liaison to provide socio-emotional and basic support for students and families and to ensure Student Success Team plans are created and implemented for students needing additional support to reach grade-level standards.
- Works with the Principal to ensure that the school is meeting ELITE Standards of Excellence.
- Serves as a liaison to school clubs and athletic events to support student activities.
- Performs related duties as assigned.

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Qualifications

- Minimum of two years of experience serving a diverse community and/or student body.
- Commitment to the mission, vision, values, and goals of ELITE Public Schools.
- Demonstrated ability to be an active part of a learning community that supports all staff members in achieving individual and organizational goals.
- Demonstrated ability to work within a system where all staff members are accountable for supporting all students and community members in meeting and exceeding goals.
- Ability to build relationships with staff members, community leaders, school district officials, parents, and students to support the growth and development of ELITE Public Schools.
- Demonstrated ability to create a classroom culture in which collaboration, innovation, responsibility, perseverance, strategic problem-solving, and consistent communication are the norm.
- Experience teaching grades K–12.
- Bachelor's degree or Master's degree required.
- Bilingual authorization, BCLAD credential, or appropriate authorization required for Dual Immersion instruction.
- Sufficient subject matter competency in accordance with Title 5, California Code of Regulations Sections 6111, 6112, and other applicable laws.
- California teaching certificate, permit, or other documentation as required by the California Commission on Teacher Credentialing.

Skills

- Strong familiarity with diverse urban student populations.
- Fluency in Spanish and English, including reading, writing, and speaking.
- Ability to build strong relationships with students and families.
- Ability to build strong and mutually beneficial relationships with business and community partners.
- Strong organizational skills and the ability to multitask.
- Strong project management skills.
- Ability to plan, organize, coordinate, and facilitate meetings designed to support the needs of staff members and the school at large.
- Knowledge of how to read and interpret data.
- Ability to make presentations to staff members, parents, and community groups.
- Computer literacy with data management and analysis abilities.
- Ability to maintain confidentiality of sensitive information.

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Credentials and Licenses

- Valid California Teaching Credential.
- Bilingual Authorization and/or BCLAD credential required.
- Valid California Driver's License.

Salary

- Negotiable

Appendix F

ELITE Public Schools

Lead Teacher

Job Description:

- **Classification:** Certificated
- **Reports to:** Principal / Assistant Chief Executive Officer
- **Work Year:** 190 days
- **Location:** School site, classroom, community settings

Job Description

Under the direction of school leadership, Lead Teachers are hired to strengthen identified areas of student performance across key discipline areas, including English Language Arts, Mathematics, Science, History/Social Science, and Computer Science. Lead Teachers possess strong subject area competence and pedagogical expertise to ensure that all scholars make continuous progress toward meeting or exceeding grade-level standards.

The Lead Teacher serves as an instructional coach and facilitator, modeling effective, research-based, and culturally responsive instructional strategies in the classroom. Working collaboratively with administrators, teachers, and the Human Resources manager, the Lead Teacher facilitates curriculum adoption processes, assists in the implementation of supportive staff evaluation processes, analyzes school and student performance data, and leads targeted professional development. Selection is based upon the teacher's experience, professional skills, ability to perform position functions, and demonstrated commitment to the mission, vision, values, and goals of ELITE Public Schools.

Qualifications for Lead Teacher Position includes:

- Three years of successful experience as a teacher in a diverse urban school setting.
- Commitment to the mission, vision, values, and goals of ELITE Public Schools.
- Strong subject area competence and knowledge of assessment, curriculum, and instruction that lead to student proficiency in English Language Arts, Mathematics, Science, History/Social Science, or Computer Science.
- Strong understanding of Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), California Assessment of Student Performance and Progress (CAASPP), culturally responsive instructional

strategies, and other pedagogical processes.
- Deep knowledge of the California Standards for the Teaching Profession (CSTP) and California Professional Standards for Educational Leaders (CPSEL).
- 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.
- Demonstrated ability to collect, analyze, and interpret school and student performance data.
- Demonstrated skill in modeling and coaching effective research-based instructional strategies.
- Strong presentation and facilitative skills.
- Strong interpersonal and communication skills.
- A strong belief in the ability of all students to meet and/or exceed grade-level standards.

Major Responsibilities include:

- Provides high-quality instructional leadership and subject-area expertise (ELA, Math, Science, History/Social Science, or Computer Science) to strengthen student performance in target areas.
- Models and coaches effective, research-based, and culturally responsive instructional strategies for classroom teachers.
- Facilitates school-wide curriculum adoption processes and assists in acquiring high-quality instructional materials aligned with standards.
- Collaborates with the Human Resources manager to develop and implement supportive, growth-oriented, and consistent evaluation processes for administrative, certificated, and classified support staff members.
- Collects, analyzes, and interprets student and school performance data (including CAASPP and formative assessments) to inform instructional practices and action plans.
- Facilitates grade-level, subject-area, and professional learning community (PLC) meetings where staff analyze data, share feedback, and adjust instruction.
- Assists teachers in designing differentiated instruction, interventions for struggling scholars, and enrichment activities for advanced scholars.
- Designs and delivers professional development presentations and workshops aligned with the mission, vision, values, and goals of ELITE Public Schools.
- Supports the implementation of Common Core State Standards, Next Generation Science Standards, and the California Standards for the Teaching

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Profession across classrooms.
- Fosters a safe, affirming, and academically rigorous learning environment rooted in high expectations for all students.
- Other duties as assigned.

Skills

- Strong subject area competence and instructional expertise.
- Exceptional presentation and facilitation skills.
- Strong interpersonal and written/verbal communication skills.
- Advanced ability to collect, analyze, and interpret student performance data.
- Demonstrated ability to coach, mentor, and model instructional strategies for adult learners.
- Ability to build collaborative and supportive working relationships with staff, administration, and HR.
- Strong organizational and time-management skills.

Credentials and Licenses

- Valid California Teaching Credential in the appropriate subject area (ELA, Mathematics, Science, Social Science, or Computer Science / CTE).
- Valid California Driver's License.

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ELITE PUBLIC SCHOOLS

Instructional Assistant

Job Description:

- **Classification:** Classified
- **Reports to:** Director of Special Education, and Site Principal
- **Work Year:** 191 Days
- **Location:** School Site

Position Summary

The Instructional Assistant must be warm, friendly, sensitive, and able to relate well to students while supporting the program and philosophy of ELITE Public Schools.

Instructional Assistants support classroom teachers and reinforce the instruction delivered to students. This may include assisting students individually or in small groups, answering questions, and helping students stay engaged with classroom lessons and activities.

Instructional Assistants may also supervise students outside the classroom, including on the playground, during bathroom breaks, at lunchtime, and on field trips. When class is not in session, Instructional Assistants may assist with grading, preparing instructional materials, organizing classroom resources, and supporting technology use in the classroom.

Essential Job Duties

- Communicate clearly and effectively with students, teachers, and staff
- Follow directions and classroom procedures as directed by the teacher or administration
- Maintain a consistent work schedule and professional conduct
- Demonstrate strong interpersonal and teamwork skills
- Maintain confidentiality when handling student or staff information
- Work with individual students or small groups to support learning and classroom participation
- Support classroom instruction under the supervision of the teacher
- Assist with preparing classroom materials, supplies, and learning environment
- Supervise students when requested by teachers or administrators
- Assist teachers with classroom tasks and student support as needed
- Promote an inclusive learning environment that respects cultural, linguistic, and individual diversity
- Support before-school or after-school enrichment activities when assigned

Minimum Qualifications

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- Associate's Degree or compliance with No Child Left Behind (NCLB) instructional aide requirements
- Bilingual skills preferred

Knowledge, Skills, and Abilities

- Experience working with children in an educational setting preferred
- Ability to work effectively with diverse student populations
- Strong organizational and multitasking skills
- Ability to support teachers and collaborate with school staff
- Basic computer skills and familiarity with classroom technology
- Ability to maintain confidentiality and professionalism at all times

Licenses

- Valid California Driver's License preferred

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ELITE Public Schools

Office Manager / Office Manager – Bilingual Liaison

Job Description:

Classification:	Classified
Reports To:	Principal, CEO, and ACEO
Work Year:	220 Days
Location:	School Site, Office, and Community Settings

Position Summary

The Office Manager and Office Manager – Bilingual Liaison are responsible for overseeing and managing the daily operations of the school office while ensuring efficient, professional, organized, and welcoming support for students, families, staff, and community members. These positions serve as key communication links between the school and families, with the Office Manager – Bilingual Liaison additionally providing bilingual communication and translation support services.

Both positions perform all duties associated with front office and office clerk operations while also providing leadership, organization, attendance oversight, enrollment management, communication support, and operational coordination for the school site.

These positions require highly organized, punctual, dependable, self-sufficient, and proactive self-starters who can effectively multitask, maintain professionalism under pressure, exercise sound judgment, and independently manage office systems and procedures in a fast-paced school environment. Employees in these roles are expected to independently identify and complete tasks without needing continuous direction or supervision. They must demonstrate initiative, anticipate school and office needs, maintain productivity throughout the workday, and consistently follow through on responsibilities without repeated reminders.

Employees in these roles are also expected to maintain a positive, professional, welcoming, and solution-oriented attitude daily while creating a supportive and respectful environment for students, families, staff, and community members.

Essential Duties and Responsibilities

- Oversee and manage the daily operations and functions of the school office
- Perform and oversee all front office and office clerk responsibilities to ensure smooth and efficient daily operations
- Independently identify operational needs and complete tasks proactively without requiring constant supervision or direction

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- Demonstrate initiative by anticipating office, staff, student, and family needs and responding in a timely and professional manner
- Maintain consistent workflow and ensure responsibilities are completed accurately and without repeated reminders
- Maintain a positive, professional, and inviting attitude daily when interacting with students, families, staff, and visitors
- Provide excellent customer service while fostering a welcoming and supportive front office environment
- Represent ELITE Public Schools professionally through all verbal, written, and in-person interactions
- Answer and manage high volumes of incoming phone calls, direct calls appropriately, take detailed messages, and provide professional customer service at all times
- Greet and assist students, parents, staff, visitors, vendors, and community members in a professional and welcoming manner
- Maintain accurate daily student attendance records, tardy records, early dismissal logs, attendance reports, and attendance compliance documentation
- Contact parents/guardians regarding student absences, tardiness, attendance concerns, illness, behavioral issues, emergencies, and school-related matters
- Make phone calls to parents/guardians when students are sick, injured, need to be picked up, or require immediate attention
- Communicate and collaborate with school leadership regarding parent concerns, student matters, attendance issues, behavioral concerns, emergencies, and school-related incidents
- Escalate sensitive parent, student, or staff concerns to administration when appropriate
- Utilize effective de-escalation techniques, conflict resolution strategies, and professional communication skills when addressing student, parent, or staff concerns
- Maintain substitute teacher schedules, substitute logs, employee attendance records, timesheets, coverage schedules, and staffing documentation
- Coordinate substitute teacher coverage and communicate staffing needs with administration
- Support student enrollment, registration, transfers, withdrawals, and cumulative student records management
- Ensure all student immunization records, emergency contact information, health forms, custody documentation, and compliance paperwork are complete, accurate, and updated
- Monitor student records to ensure compliance with state requirements and school policies
- Maintain organized and accurate student information systems, office filing systems, attendance records, and compliance documentation
- Serve as a liaison between the school and families to support communication, problem-solving, and school engagement
- The Office Manager – Bilingual Liaison will additionally provide bilingual

translation and interpretation services for families and school communication as needed
- Assist families with enrollment paperwork, attendance concerns, school communication, and general support services
- Prepare letters, reports, forms, memos, newsletters, parent communications, and school correspondence
- Coordinate meetings, appointments, schedules, visitor check-ins, and office activities
- Support administrators and staff with clerical, operational, compliance, and communication needs
- Assist with school events, parent meetings, community outreach activities, and school-wide communication efforts
- Maintain and regularly update school signage, bulletin boards, marquees, office displays, announcements, and outside communication boards to ensure information is accurate, current, organized, and professional
- Ensure the front office environment remains organized, professional, welcoming, and compliant with school procedures
- Monitor office supplies, student records, forms, and operational needs to maintain office efficiency
- Assist with data entry, audits, reporting, and state or school compliance documentation
- Maintain confidentiality of all student, family, employee, and school information
- Demonstrate professionalism, initiative, flexibility, strong customer service, and problem-solving skills daily
- Maintain punctuality, reliability, and consistent attendance while ensuring office procedures and responsibilities are completed accurately and on time
- Perform other duties as assigned

Minimum Qualifications

- High school diploma required
- AA degree or higher preferred
- Previous office management, school office, attendance, or administrative experience preferred
- Bilingual abilities preferred for the Office Manager – Bilingual Liaison position (Spanish strongly preferred)
- Experience working with diverse student and family populations preferred

Knowledge, Skills, and Abilities

- Strong organizational, multitasking, and time management skills
- Ability to work independently with minimal supervision
- Ability to be a proactive self-starter and consistently productive throughout the workday
- Strong self-management skills with the ability to identify next steps and

complete tasks independently
- Strong attendance management and student records experience
- Ability to manage multiple priorities effectively and efficiently
- Excellent verbal and written communication skills
- Strong customer service and telephone communication skills
- Strong interpersonal skills with the ability to maintain a positive and welcoming demeanor daily
- Ability to provide professional, courteous, and respectful customer service in a fast-paced environment
- Ability to create a warm, supportive, and professional office atmosphere for all stakeholders
- Ability to professionally manage difficult conversations with parents, students, and community members
- Ability to communicate effectively with school leadership regarding ongoing concerns, incidents, and operational matters
- Knowledge of de-escalation techniques, restorative practices, and crisis response procedures
- Ability to remain calm, professional, solution-oriented, and detail-oriented in high-pressure situations
- Ability to build strong relationships with students, families, staff, and community partners
- Knowledge of student information systems and school office procedures
- Ability to maintain accurate records, logs, attendance systems, and compliance documentation
- Computer literate with strong data entry and reporting abilities
- Punctual, dependable, professional, accountable, and highly organized
- Strong work ethic with the ability to follow through on assignments and responsibilities without repeated direction
- Ability to maintain confidentiality and exercise professional judgment
- Strong problem-solving and leadership skills
- Ability to work collaboratively in a team-oriented environment

Licenses

- Valid California Driver's License preferred

Appendix F

ELITE Public Schools

School Safety and Cyber Security Officer

Job Description:

- **Classification:** Classified
- **Reports to:** Site principals, Assistant CEO, CEO
- **Work Year:** 191
- **Location:** School, Classroom, Community setting

Position Summary

Site Security is under general direction, provides for a safe and secure school environment, fosters an optimal learning environment and acts as a deterrent to unsafe behavior by monitoring the campus, enforcing school and district policies, monitoring visitors, and reporting unsafe or unhealthy conditions.

Duties

- Monitor the school campus and areas around the school including unsupervised areas.
- Intervene in activities that may result in injury and encourage students to not participate in such conduct.
- Serve as a role model for students in behavior, attire, and professional grooming.
- Help supervise arrival and dismissal of students as well as breakfast and lunch periods.
- Help students to get to class on-time and ensure a smooth flow of traffic through the hallways.
- Intercept visitors and check for proper identification and escort to exits if not authorized.
- Notify police and emergency personnel when there is an emergency or unusual situation.
- Notify the correct personnel when there is evidence of substance abuse, severe medical conditions, child abuse, potential suicide, alcohol abuse, etc.
- Assist police, fire personnel, and other emergency crews when necessary.
- Monitor cameras consistently and investigate/report unusual occurrences.
- Utilize radio to communicate with all appropriate staff members and administrators.
- Monitor unusual student cyber engagement.
- Implement the safety plan and make recommendations to the safety committee when the plan needs to be modified.

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Skills

- Communication skills to effectively communicate with others, especially in stressful situations.
- Good judgement to quickly identify the best course of action for dealing with dangerous situations as they arise.
- Observation skills to immediately notice anything out of the ordinary
- Patience as they often spend long periods of time standing and observing what's going on around them.
- Ability to prioritize among teammates regarding the school site security.
- Strategizing with teammates to handle potential conflicts.
- Providing directions to visitors at the building
- Work as a team member to handle any unexpected situations that arise.
- Display leadership and the ability to work as a team.
- Determining if an activity you witness is a potential safety threat.
- Analyzing an individual's intent if a situation arises.
- Evaluating your observations to identify concerns.

Minimum educational qualifications for these positions are:

- High school diploma - required
- AA or AS degree – preferred

Licenses

- Valid California Driver's License

Appendix F

ELITE Public Schools

Custodian

Job Description:

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

Position Summary

The Custodian assists the Principal and Plant Manager in ensuring that the school facilities are safe, immaculate conducive to learning, while adhering to ELITE Standards of Excellence. Custodians are responsible for working with ELITE staff to ensure that school and classroom environments are clean and orderly, ensuring that all aspects of the facility are in good working order, communicating with Plant Manager regarding major facility needs, ensuring that landscaping is neat and orderly, and assisting with set up for professional development sessions and special events.

Duties

- Responsible for daily cleaning and monitoring the condition of school facilities
- Communicates with the Plant Manager regarding any item that may need work orders
- Communicate with the Plant Manager regarding all supply orders to ensure supplies well-stocked
- Supports the Plant Manager in efforts to ensure that the school passes all Williams Visits, fire inspections, and other maintenance inspections
- Assists staff members as they work toward building powerful relationships with students, families and community members
- Perform related duties as assigned
- Minimum educational qualifications for these positions are:
- High school diploma - required
- AA or AS degree – preferred

Knowledge, Skills and Abilities

- Two years experience in a position
- Strong familiarity with diverse urban student populations
- Ability to build strong relationships with students and families

Appendix F

- Ability to build strong and mutually beneficial relationships with business and community partners
- Strong organizational skills and the ability to multitask
- Strong project management skills
- Knowledge of how to read and interpret data
- Ability to keep confidential information confidential

Licenses

- Valid California Driver's License

Appendix G



CONVENIENT LOCATION

Easy to get to. Close to home.

GREAT HOURS: 8AM – 6PM

Flexible hours that work for busy families.

COLLEGE PLACEMENT, FIELD TRIPS & SPORTS

Preparing students for college and success in life—inside & outside the classroom.

MATH, DUAL LANGUAGE, AND CODING

Building strong skills in core subjects and future-ready technology.

BUILDING SELF-ESTEEM

1 student at a time.

We see every student. We believe in every student. We empower every student.

ENROLL TODAY!

YOUR CHILD. THEIR FUTURE. OUR MISSION.

VISIT US ONLINE & ENROLL
www.elitepublicschools.org

GIVE US A CALL
(707) 652-3142

EXCELLENCE IN EDUCATION | **STRONG VALUES** | **LIMITLESS POTENTIAL**

Parent & Student Handbook 2026-2027

100 Whitney Avenue
Vallejo, CA 94589
Main Office Number:
(707) 652-3142
www.ELITEPublicSchools.org

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ELITE School Contract

(Please Sign and Return)

A contract is an agreement between two parties that outlines expectations for ELITE students, staff, and families. We want to partner with you and help you navigate our Educational Program and use it as a launching pad for your child's future success. ELITE has a leadership focus that identifies Six Leadership Habits that we teach students. We believe leadership is about making choices that help you and others.

As part of this agreement, the ELITE staff agrees to focus on these Leadership Habits:

- Courtesy
- Compassion
- Courage
- Collaboration
- Communication
- Confidence
- Resilience

Students follow the model established by the adults. As a staff, we accept the important responsibility of being a part of your child's life. This handbook details the agreements families and staff need to create an alliance aimed at ensuring all students are college and career ready. We emphasize being college bound because we want every child to have the OPTION to apply and be accepted at the college of their choice. They may choose another path, but we aim to prepare students for both college and career. Our handbook is homework for students the first week of school.

Please review it with your child, sign and return the bottom portion of the ELITE School Compact.

Sincerely,

ELITE Faculty & Staff

ELITE School Contract

My child and I have read the ELITE School Contract, and are in agreement.

Grade of student: _____ Print Student Name: _____

*Student signature:*_____

Parent signature: _____

*Print Parent Name:*_____

Visionary/CEO Message

Dear ELITE Students and Parents,

It is with great pleasure that we welcome you to ELITE Public Schools. I do not take for granted your trust in us. You will find ELITE to be a school with rigorous academics and high behavioral standards of excellence. We are a family of educators who care and are willing to work meaningfully with YOU, our student. ELITE stands for ***E****quipping* ***L****eaders through* ***I****nnovation,* ***T****echnology and* ***E****ngineering*. My goal is to do just that, equip you with the skills needed that will allow you to be successful.

I am looking forward to a productive school year, and am confident that you will achieve at your highest potential. I recognize that in order to be successful in school, you need support from both home and school. I know a strong partnership with you and your family will make a great difference in your education.

As partners, I share the responsibility for your success and want you to know that I will do my very best to fulfill my commitment. I ask that you guide and support your learning by:

1. Attend school everyday (in-person or virtually and arrive on time, ready for the day's learning experience;
2. Read daily to develop a love for reading and to strengthen your literacy skills;
3. Knowing that we believe in you to be and do your very best

Please review the ELITE Student Handbook. It is for the purpose of providing you with procedural information. To be a responsible member of our student body, you will need to be familiar with the educational program, which has been established to ensure equity and fairness to all students.

ELITE is a World Language school whose vision is to ensure students graduate trilingual, proficient in English, Spanish and Coding.

Student participation is key! I invite you to be the lead learner. The ELITE Faculty and Staff are honored to partner with YOU, our student. We anticipate greatness from you and all of your endeavors.

We're ELITE!

Ramona E. Bishop; Ed.D.
Visionary & Chief Executive Officer

Principal's Message

Dear Elite Families

It is with great excitement, humility, and gratitude that I introduce myself as the new Principal of Elite Public Schools.

For almost 30 years, I have dedicated my career to serving students, families, and the community. Throughout my journey as a teacher, administrator, mentor, and educational leader, I have remained guided by the belief that every student deserves access to an excellent education, meaningful opportunities, and adults who believe in their potential.

I am honored to join a school community that has a strong commitment to academic excellence, equity, and empowering students to reach their fullest potential. What drew me to Elite Public Schools is its focus on preparing students for success in college, career, and life while affirming their identities and celebrating the richness of our community. I would also like to express my sincere appreciation to Dr. Bishop, Founder and CEO of Elite Public Schools, whose vision and dedication have created a school community where students are empowered to thrive.

As someone who believes deeply in servant leadership, my door will always be open. I look forward to listening, learning, and partnering with you as we begin this exciting new chapter together.

Thank you for welcoming me into the Elite family. I am excited about the work ahead and confident that, together, we will accomplish great things for our students and community.

With appreciation and excitement,

Dr. Christopher Morris
Principal
Elite Public Schools

Dr. Christopher Morris
TK-12th Principal
dr.cmorris@elitepublicschools.org

Vanessa Oden
TK-5th Grade Vice Principal
voden@elitepublicschools.org

General School Information

Office Hours:
The school office is open Monday - Friday from 8:00am to 4:00pm. The school telephone number is (707) 652-3142.

Arrival Procedures

To ensure the safety and supervision of all students, campus entry begins at **8:15 AM**. **Students should not be dropped off before this time**, as staff will not be available to provide supervision.

Please follow the designated drop-off locations based on your child's grade level:

- TK–5th Grade: Drop-off is located on the side of the school on Mini Drive, near the yellow poles.
- 6th–8th Grade: Drop-off and pick-up occur at the front of the school.
- 9th–12th Grade: Students should enter and/or be dropped off at the back side of campus on Mini Drive.

Daily Schedules

At ELITE Public Schools, we are committed to providing a structured, engaging, and culturally responsive learning experience for all students. Below is a summary of our daily schedules and core instructional programming across grade levels:

ELITE Elementary School
Grades: Transitional Kindergarten (TK) – 5th Grade
School Hours: 8:30 AM – 3:30 PM

Our elementary program is designed to build strong academic foundations while nurturing students' social-emotional development. Core instructional areas include:

- Social-Emotional Learning (SEL)
- English/Spanish Language Arts
- Mathematics
- Science
- Social Studies with a focus on African American and Latinx language, history, culture, and contributions
- Spanish Language
- Physical Education
- Coding

ELITE Middle School
Grades: 6th – 8th Grade
School Hours: 8:30 AM – 3:30 PM

Middle school students follow a six-period schedule, with each class lasting approximately 1 hour and 10 minutes. Students engage in:

- English Language Arts
- Mathematics
- Science
- Social Studies with a focus on African American and Latinx language, history, culture, and contributions
- Spanish Language
- Physical Education
- Mathematical Coding

ELITE High School
Grades: 9th – 12th Grade
School Hours: 8:30 AM – 3:30 PM

High school students follow a block schedule known as the "4x4 model." This structure allows students to take four classes per semester, with each class lasting approximately 85 minutes. Through this model, students complete a full year of coursework in a single semester, allowing for greater depth and academic acceleration. Additionally, students will have selected an interest based academy class that will attend during 5th period for the entirety of the school year.

School Uniform Policy

At ELITE Public Schools, we believe that school uniforms promote a sense of unity, pride, and focus. All students are expected to wear the ELITE uniform **every day**.

Mondays are designated as Dress Uniform Days: white collared shirt, tie, and black bottoms.

From **Tuesday through Friday**, students are required to wear the **ELITE Uniform**, which includes:

- ELITE Polo or ELITE T-Shirt
- ELITE Sweatshirt or Hoodie
- Black pants, shorts, skirts, or skorts
    - No rips, tears, logos, or writing (with the exception of approved ELITE sweatpants)
- Outerwear (jackets and coats) must follow school colors
- Shoes must be in ELITE school colors

Approved School Colors:
Black, Grey, Purple, White (or any combination of these colors)

Please note: Uniform expectations will be enforced daily. If a student arrives out of uniform, families will be contacted to bring appropriate attire or to purchase a uniform item.

Families needing support with uniform items, are encouraged to reach out to the school for assistance.

Stay Connected

It is important to us that parents are connected. There are a few platforms that we use in order to ensure clear communication between school and home.

PowerSchool Parent Portal
ELITE Faculty utilizes PowerSchool, an online grading system. Students and families will be given a password to access grades at any time. Families should access PowerSchool regularly.

- Make sure your email address is on file in PowerSchool.
- Go to the following website: https://elitepublicschool.powerschool.com/public/home.html
- Click Create a New Account
- Follow the prompts and fill in required information
    - Enter School Code: TRFT
- Make sure you have your students **Access ID and Password**

Mobile Device Instructions:

- Download App
    - Enter School Code: TRFT
- Enter login information
- **If you are already on PowerSchool from a previous school, you will have to delete the app and reinstall to start the process over by following directions above.**

ParentSquare Platform
ParentSquare is ELITE Public Schools' official platform for all school and district communication. It is used to share important announcements, upcoming events, reminders, and school-related updates with families.

Through ParentSquare, families will receive:

- Timely updates from school and district leaders;
- Information about student programs, services, events and attendance notifications;
- Opportunities to participate in school activities; and
- Resources to support student learning and well-being.

Parents and guardians are automatically registered for ParentSquare once a student is enrolled. To ensure you receive all communications, it is essential that your contact information in PowerSchool remains current and accurate. If you need to update your phone number, email address, or other contact details, please contact the main office for support or email info@elitepublicschools.org.

Please be sure to register and download the ParentSquare mobile app to receive real-time notifications and stay connected.

https://www.parentsquare.com/select_school/new

We are committed to fostering a connected school community built on equity, wellness, and student success. ParentSquare helps ensure every family has access to the information and support needed throughout the school year.

Class Dojo: (TK-5th)
Class Dojo is a web-based platform that will allow you to stay connected to the ELITE school community. It is an app that you can download for free onto your phone or computer. Visit www.classdojo.com. It will allow you to:

- Receive important updates and announcements
- Send private messages between the parent and teacher
- Translate any message or class story post into your preferred language

Google Classroom Directions for Parents: (6th-12th)

1. Using your internet browser (Google Chrome will work best for this), go to **classroom.google.com**. You may be directed to log into an account instead of reaching the classroom screen. If you reach the screen, skip to STEP 3.
2. You must be logged in to your child's ELITE account in order to access any Google classroom. Click "Sign In" in the top right hand corner if you currently are not signed into any google account. If you are on another Gmail account, you will need to sign out of it and log in with your child's ELITE account. You should have access to their username and password.
3. Once you are logged in and on the classroom.google.com site, click the "+" in the top right hand side of the screen.
4. Select "Join Class".
5. Enter the class code(s).
6. The classrooms that you are now joined to will now be one screen. The next time you use **classroom.google.com**, this will be the "home screen".

Social Media - Search Elite Public Schools

- Facebook
- InstaGram
- TikTok

2026 - 2027 ELITE's School Calendar

ELITE Public Schools

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

August						21
S	M	T	W	T	F	S
						1
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9	10	11	12	13	14	15
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30	31					

September						21
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27	28	29	30			

October						21
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November						13
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29	30					

December						13
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27	28	29	30	31		

January						19
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31						

February						19
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28						

March						19
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28	29	30	31			

April						20
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May						20
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30	31					

June						
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6	7	8	9	10	11	12
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20	21	22	23	24	25	26
27	28	29	30			

- First & Last Student Day of Schools
- Students in School - 181
- Legal Holidays - 9
- Minimum Days - 38
- Non Student Day / No Teacher Workday
- ELITE Faculty & Staff Professional Development & Work Days - 10 days (Non-Student Days)
- ~~0~~ Last Teacher Work Day- No students

End of Grading Period	
Q1	-ends October 9
Q2	-ends December 17
Q3	-ends March 12
Q4	-ends May 27

Holidays & Breaks

- September 7 - Labor Day
- October 12 - Indigenous People Day
- November 11 - Veterans Day
- November 20-27- Thanksgiving Break
- Dec 20-Jan 3-Winter Break
- February 15- President's Day
- March 31 - Cesar Chavez Day
- March 26-April 2-Spring Break
- May 31 - Memorial Day

School Holiday Dates for 25-26

August 3rd	First Day of School
September 7th	Labor Day Holiday
October 12th	Indigenous People Day
October 23rd	Non-Student Day/Teacher Prof. Dev.
November 11th	Veteran's Day Holiday
November 23rd - 27th	Thanksgiving Break
December 21st - January 1st	Winter Break
January 4th	Non-Student Day/Teacher Prof. Dev.
January 18th	Dr. Martin Luther King, Jr. Holiday
February 15th	President's Day Holiday
February 26h	Non-Student Day/Teacher Prof. Dev.
March 19th	Non-Student Day/Teacher Prof. Dev.
March 26th - April 2nd	Spring Break
March 31st	Cesar Chavez Day Holiday
April 5th	Non-Student Day/Teacher Prof. Dev.
May 27th	Last Day of School (minimum day)
TBD	Parent Teacher Conferences

Important Events - Dates TBD

CAASPP Level Up Celebration
Back To School Night
Eagle Night
Picture Day
ELITE Spelling Bee
Oratorical Competition
Math Week
Science/Engineering Fair "Celebrating Earth Day"
Promotion Ceremony & Graduation (TK, K, 5th, 8th, 12th)

Emergency drills

On each of these days the entire school will practice the following drills (Fire, Earthquake, Lockdown)

- Thursday, August 27, 2026
- Thursday, September 24, 2026
- Thursday, October 22, 2026
- Thursday, November 19, 2026
- Thursday, December 11

State Testing

- Initial ELPAC Testing August 2025
- ELPAC Summative Testing March 2026
- CAASPP Testing May 2026

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

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

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

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

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

***E**ngineering*: 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.

Educational Goals & Program

Educational 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

Our educational philosophy consists 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.

Educational Program

ELITE students will have the option of participating in one of two pathways: Dual Immersion Spanish or a World Language Pathways.

ELITE's Dual Immersion Pathway

Dual Immersion 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 addresses the same standards as set out by the California Department of Education.

The Dual Immersion Pathway provides accelerated acquisition of Spanish and English. Research findings demonstrate that a quality dual language pathway must include all of the following instructional components:

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

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

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

ELITE's Dual Immersion Program follows the 90/10 model, in which a majority of the school curriculum is taught in Spanish in the primary grades. Students in Transitional Kindergarten through 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 begins to decrease. By fifth grade, students receive fifty percent of their daily instruction in Spanish and fifty percent in English.

Percentage of Day Instruction Given in Spanish and English

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

World Language Pathway
Spanish

The World Language Pathway in grades 6 - 12 receives instruction in the target language from 30 to 60 minutes per day, five days per week and is delivered by language-proficient instructors. The curriculum reinforces concepts taught in math, science, and or social studies. The curriculum integrates the target language and its cultures to promote meaningful communication.

Positive School Climate and Culture

At ELITE Public Schools, we are committed to fostering a **safe, inclusive, and positive school culture** for all students and adults. Our campus will be a place where every student feels seen, supported, and empowered to succeed.

To build and sustain this environment, ELITE implements an integrated system of supports that includes:

- Positive Behavior Interventions and Supports (PBIS)
- Restorative Justice (RJ)
- Trauma-Informed Care (TIC)
- Social-Emotional Learning (SEL)

These frameworks work together to create a strong foundation for student success, both academically and emotionally.

When a student experiences challenges meeting academic or behavioral expectations, a **Student Success Team (SST)** meeting may be requested by a parent or school staff member.

The **SST is a collaborative problem-solving process** that brings together families, teachers, and support staff to identify student strengths, discuss areas of concern, and develop targeted strategies to support growth. The goal is to design an academic plan and learning environment that meets each student's individual needs.

SST meetings may be initiated to address **academic, behavioral, or social-emotional concerns**. As a parent or guardian, your voice and insight are essential. You know your child best, and your partnership is critical in ensuring they receive the care and support they need to thrive.

Together, we are building a community that centers student well-being, academic success, and strong relationships.

ELITE's Approach to Discipline

At ELITE Public Schools, our approach to discipline is rooted in our deep commitment to student growth, cultural responsiveness, and equity. Just as we would advocate for thoughtful, respectful treatment of our own children, we approach student behavior with compassion, high expectations, and a mindset centered on learning and restoration.

We believe discipline is not about punishment—it is about teaching, guiding, and helping students take ownership of their actions while supporting their development as responsible, self-aware members of our school community.

Our discipline philosophy is directly aligned with our mission: to help students reach their full potential by creating culturally affirming learning spaces and preparing them to be active participants in their own success.

We aim to empower students to make thoughtful, appropriate choices by:

- Supporting students in learning from their challenges rather than using them as excuses
- Teaching restorative practices and effective conflict resolution
- Encouraging students to understand their role and responsibility within the school community
- Fostering a sense of efficacy, accountability, and personal responsibility

Purpose of Our Discipline Framework

The goal of enforcing school-wide discipline is to:

- Create a safe, positive learning environment
- Support consistent implementation of expectations across campus
- Provide opportunities for behavior growth and self-regulation
- Equip students with the social-emotional tools they need for success in school, college, and life

Students who uphold the ELITE Standards of Excellence will be affirmed and celebrated regularly, reinforcing our belief that recognition and positive reinforcement are essential to a thriving school culture.

ELITE's PBIS Restorative Discipline Framework

At ELITE, we use a restorative approach that treats redirection as a teachable moment. Our system integrates Positive Behavior Interventions and Supports (PBIS), Restorative Practices, and Progressive Discipline to promote behavior change through accountability, not shame or exclusion.

Key principles of our restorative discipline framework include:

- Addressing behavior through incremental, supportive interventions

- Fostering empathy and personal reflection
- Encouraging accountability while teaching prosocial behavior
- Preventing repeated negative behavior by equipping students with tools to make better choices

When a student engages in behavior that does not align with our standards, the goal is not only to correct it—but also to help the student:

- Understand why the behavior was harmful or inappropriate
- Recognize alternative choices they could have made
- Reflect on the impact of their actions on others
- Accept responsibility and take meaningful steps to repair harm
- Learn and apply new strategies to respond more effectively in the future
- Understand that repeated behavior may result in more serious consequences

Through this framework, we aim to maintain a strong sense of community and ensure that every student feels seen, supported, and accountable.

ELITE Behavior Standards of Excellence

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

To be prepared for this complex and changing world, ELITE students need agency, which we define as both the inclination and the ability to act, to both proactively and reactively engage with their world. In order to achieve the schools mission of students reaching their fullest potential the ELITE community is committed to:

ELITE Administrators

- 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 receive quality professional development and support and implement research-proven practices.
- Ensure that all students have access to powerful and committed support staff members who receive quality professional development and support and implement research-proven best practices.
- Ensure that all staff members and students have access to 21st century materials and technology so that they can complete their assigned tasks and responsibilities.
- Cultivate strong parent engagement and leadership in an advisory capacity to ensure that the needs of the students are being met.

ELITE Staff Members:

- Believe in the ELITE mission, vision, values and goals and demonstrate their beliefs through their daily actions.
- Commit to being ambassadors for ELITE Public Schools and public education at all times.
- Commit to being strong and cohesive team members with no divisions based on job assignment.
- Commit to provide communication to parents regarding student weekly learning objectives and daily homework using multiple methods.
- Are always 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 success.
- Become a part of the ELITE family and commit to building strong relationships with other staff

members, parents, students, and school partners to solve problems in a restorative fashion.
- Participate in the ELITE learning community and follow-through on activities and training opportunities.
- Actively participate in professional development and coaching sessions to ensure they remain current on ELITE research-proven best practices.
- Work daily on enhancing proficiency in English, Spanish and technology.

Recess/Break
- Students are supervised at all times (admin., teachers, instructional assistants)
- Elementary teachers create schedule to relieve each other
- If there is a need IA's can relieve teachers
- Everyone adheres to recess protocol

Lunch
- Students are dismissed at designated time (Elementary teachers escort their
- students to lunch distribution area)
- Students receive lunch and head over to designated eating area
- Students are lined up in two lines (Those receiving a school lunch and those who brought lunch)
- Students eat lunch (First 15 minutes and then play last 15 minutes)
- At the end of lunch recess period, everyone cleans up (Elementary)
- At the end of secondary lunch, students clean up and make their way to class (Lunch supervisors usher students to class, teachers at their doors)

ELITE Students:

- Arrive at school on time, prepared to participate in school activities.
- Doors open to all students at 8:00 am.
- High School students should remain in the back courtyard near portables.
- 8:25 high schoolers will be asked to line up at the classroom doors.
- Students are expected to be uniform EVERYDAY! Every Monday is Dress Uniform Day.
- Complete assignments in a timely manner and ask for help when necessary.
- Protect and make proper use of school materials and supplies.
- Demonstrate respect for all ELITE staff members and volunteers.
- Actively participate in individual and team activities, demonstrating excellent sportsmanship skills.
- Become a part of the ELITE student family and commit to building strong relationships with other students and solving problems in a restorative manner.
- Demonstrate cultural pride and dignity.

Student Guidelines and Expectations

To maintain a safe, respectful, and focused learning environment, students are expected to follow the guidelines below:

- ***Food Deliveries**: DoorDash and other third-party food delivery services are **not** allowed for students.*
- **Masks**: Wearing a mask is optional and based on individual preference.

- **Head Coverings**: Hoods, hats, and ski masks are not permitted while on campus.
- **Cell Phones**: Phones must be silenced and kept out of sight during school hours.
- **Microwave Use**: School microwaves are for staff use only and are not available to students.

Thank you for supporting a positive and distraction-free school environment.

Use Designated Water fountains as follows:

- 7th-12th graders use the water fountain by the gymnasium
- 6th-8th graders use the water fountain next to room #8
- TK-5th graders use the water fountain from room #30

ELITE Parents:

- Ensure that students arrive at school on time and prepared to learn.
- Communicate with the school and teacher in a positive and proactive manner.
- Use the PowerSchool 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 students at home when they are having difficulty with academics, behavior, sportsmanship or activities.
- Volunteers are able to support school through time, talents or fundraising activities.
- Participate in ELITE family nights and parent conferences as able.

E L I T E
PUBLIC SCHOOLS

ELITE Public Schools - Expectation Matrix

	Classroom	Playground	Restroom	Hallways	Lunch Area	Gymnasium
Be Safe **S**	❖ Follow Classroom Procedures ❖ Hands to yourself	❖ Slide down feet first ❖ Take turns ❖ Walk and climb only on areas designated for climbing ❖ No running on blacktop ❖ Hands to yourself	❖ Use sink and toilets appropriately - so floor does not get wet ❖ One student at a time	❖ Use the hallways to get from one location to the other ❖ Walk ❖ Stay in hallways designated for your grade	❖ Clean up your area and raise your hand to be released to play	❖ Use the gym for it intended use ❖ Basketball ❖ Sitting in bleachers ❖ PE games
Be On Task **O**	❖ Listen and do what the teacher asks the first time	❖ Look around and keep a safe distance from other students	❖ Take care of business and leave ❖ Use the restroom during break periods	❖ Walk facing forward	❖ Eat your breakfast or lunch	❖ Play or move out of the way ❖ (sit on the bleachers)
Be Accountable **A**	❖ Complete all work at designated time	❖ Tell adults the truth at all times	❖ Tell an adult if the bathroom needs attention	❖ Have a hall pass if you are in the hall during class	❖ You may talk quietly ❖ Use most of you time for eating ❖ Hands off new tents ❖ Play structured activities	❖ Clean up behind yourself ❖ Put equipment away
Be Respectful **R**	❖ Respect all ELITE community members through your words and actions	❖ Respect all ELITE equipment by using it appropriately	❖ Keep the bathroom clean, so students will feel safe using it	❖ Keep your mouth closed so classes are not disturbed	❖ Clean up after yourself and be willing to help others if necessary ❖ Respect personal space	❖ Respect the rules of the game - be a good sport

ELITE Parent Volunteers

Parent Volunteers will be assigned to classroom teachers to support as requested within the classroom. The parent volunteer role will be a "room parent" role.

- Must be over 18 years of age
- Pass a background check by submitting a Live Scan criminal background report (at ELITE'S expense)
- Must not be on the CA Sex Offender Registry
- Receive a current negative TB test result prior to volunteering on campus
- Follow custodial, visitation, and/or restraining orders
- Follow Sign In/Out procedures when volunteering on campus
- Refrain from smoking, drug or alcohol use or being under the influence of substances while volunteering on campus
- Will carry out the tasks assigned by the classroom teacher to which they are assigned
- Will dress appropriately for a work/school environment
- Will participate in the Volunteer Orientation
- Will maintain proximity to the classroom/teacher/students to which they are assigned
- Will disclose family relationships with students attending ELITE

Will NOT

- Use volunteer time as visitation time with students with which they are personally connected
- Discipline students but will refer to the teacher or school administrator
- Will not take photos or videos of students

ELITE reserves the right to decline an application to volunteer or to discontinue a volunteer assignment at any time, for any reason.

Nutritionally Adequate Free or Reduced Price Meal

ELITE ensures that every student in need, as defined by Education Code Section 49552, receives one nutritionally adequate free or reduced-price meal each school day, in alignment with Education Code Section 49553(a).

In addition, ELITE offers **two free school meals per day**—one during each meal service period (e.g., breakfast and lunch)—to **any student who requests a meal**, regardless of their eligibility for federally funded meal programs. No student will be denied a meal based on their meal status.

Academic Content and Performance Standards

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

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

At ELITE, we 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:

English/Spanish-Language Arts :

- TK – 6th Curriculum – Benchmark Advance/Adelante
- 7th – 12th Curriculum – McGraw Hill Education CA StudySync

Mathematics:

- TK – 5th Curriculum – Bridges in Mathematics
- 6th – 8th Curriculum – Carnegie Learning Math Solution
- 9th Curriculum - UC Davis Algebra I with Computing & Robotics
- 10th Geometry - Carnegie Learning
- 11th Algebra II - Carnegie Learning
- 12th Precalculus - Blitzer

History and Social Studies:

- TK – 5th Curriculum – Benchmark Advance/Adelante
- 6th – 8th Curriculum – Discovery Education CA Social Studies Techbook
- 10th Curriculum - CA World History - The Modern World - Savvas Realize
- 11th Grade Curriculum - US History - Savvas Realize
- 12th Grade Curriculum - American Government & Economics - Magruders

Science and Engineering :

- TK – 8th Curriculum – CA Elevate Science - Savvas Realize
- TK – 5th Curriculum – UC Davis C-STEM Elementary
- 7th – 12th Curriculum – UC Davis C-STEM
    - Robotic Technologies
    - Introduction to Computer Programming for Engineering Applications
- Computing with Robotics Elective
- 9th - 10th Curriculum - UC Davis C-STEM High School
- 9th - Biology - CA Miller & Levine Experience Biology 3 Course Model- Savvas Realize
- 10th - Chemistry - CA Experience Chemistry - Savvas Realize
- 11th/12th - Physics - CA Experience Physics - Savvas Realize

World Language:

- TK – 5th Curriculum – Benchmark Advance/Adelante
- 6th – 8th Curriculum – Senderos I
- 9th – 12th Curriculum - Senderos I , 2, 3

Physical Education & Health:

- TK – 8th Curriculum – SPARK Physical Education
- 7th & 9th Curriculum - Pearson Health

Bell Schedules

Regular Day Schedule:
Monday, Tuesday, Thursday, Friday

Grades	Start & End Times
Elementary TK – 5th	8:30 am – 3:30 pm
Middle School 6th – 8th	8:30 am – 3:30 pm
High School 9th - 12th	8:30 am – 3:30 pm

Wednesdays - Minimum Days

Grades	Start and End Time
TK - 5th	8:30 am - 1:20pm
6th - 8th	8:30 am - 1:20pm
9th - 12th	8:30 am - 1:20pm

Elementary Recess Schedule

Grade	Time
TK, K, 1st	9:30 – 9:50am & 1:20-1:40pm
2nd & 3rd	9:55 – 10:15 am & 1:05-1:25pm
4th & 5th	10:20 - 10:40 am & 1:45-2:05pm

Lunch Schedule
Monday - Friday

Grades	Mon, Tues, Th, Fri	Wednesday
TK - 1st	11:00-11:30	11:00-11:30
2nd - 3rd	11:00-11:30	11:00-11:30
4th - 5th	11:30-12:00	11:30-12:00
6th - 8th	11:45-12:15	11:24-11:54
9th - 12th	12:51-1:21	11:59-12:29

Instructional Schedules by Grade Level

TK, K & 1st
Monday, Tuesday, Thursday & Friday Instructional Schedule

8:30-8:50	8:50-9:30	9:30-9:50	9:50-10:40	10:40-10:50	11:00-11:30	11:20-11:50	11:50-1:20	1:20-2:20	2:20-3:00	3:00-3:30
Morning Circle	Math	RECESS	Math (Cont)	Writing	LUNCH	Writing (Cont)	English / Spanish Language Arts & Social Studies	Science	PE	Conversational Spanish & ELD

TK, K & 1st
Wednesday (minimum day) Instructional Schedule

8:30-8:50	8:50-9:30	9:30-9:50	9:50-10:10	10:10-10:50	11:00-11:30	11:20-12:20	12:20-12:50	12:50-1:20
Morning Circle	Math	RECESS	Math (Cont)	Writing	LUNCH	English / Spanish Language Arts & Social Studies	Science	Conversational Spanish & ELD

2nd & 3rd
Monday, Tuesday, Thursday & Friday Instructional Schedule

8:30 - 8:50	8:50 - 9:55	9:55 - 10:15	10:15 - 10:40	10:40 - 11:00	11:00 - 11:30	11:30 - 11:50	11:50 - 1:20	1:20 - 2:20	2:20 - 3:00	3:00 - 3:30
Morning Circle	Math	RECESS	Math (Cont)	Writing	LUNCH	Writing (Cont)	English / Spanish Language Arts & Social Studies	Science	PE	Conversational Spanish & ELD

2nd & 3rd
Wednesday (minimum day) Instructional Schedule

8:30 - 8:50	8:50 - 9:50	9:50 - 10:10	10:10 - 11:00	11:00 - 11:30	11:30 - 11:40	11:40 - 12:20	12:20 - 12:50	12:50 - 1:20
Morning Circle	Math	RECESS	English / Spanish Language Arts & Social Studies	LUNCH	English / Spanish Language Arts & Social Studies	Writing	Science	Conversational Spanish & ELD

4th & 5th
Monday, Tuesday, Thursday & Friday Instructional Schedule

8:30 - 8:50	8:50 - 10:20	10:20 - 10:40	10:40 - 11:30	11:30 - 12:00	12:00 - 12:40	12:40 - 1:40	1:40 - 2:20	2:20 - 3:00	3:00 - 3:30
Morning Circle	English / Spanish Language Arts & Social Studies	RECESS	Math	LUNCH	Math	Science	PE	Writing	Conversational Spanish & ELD

4th & 5th
Wednesday (minimum day) Instructional Schedule

8:30 - 8:50	8:50 - 9:50	9:50 - 10:20	10:20 - 10:40	10:40 - 11:30	11:30 - 12:00	12:00 - 12:10	12:10 - 12:40	12:40 - 1:20
Morning Circle	English / Spanish Language Arts & Social Studies	Writing	RECESS	Math	LUNCH	Math	Science	Conversational Spanish & ELD

Middle School
Instructional Schedule

Regular Day

1st	2nd	3rd	LUNCH	4th	5th	6th
8:30 - 9:35	9:35 - 10:40	10:40 - 11:45	11:45 - 12:15	12:15 - 1:20	1:20 - 2:25	2:25 - 3:30

Wednesday Minimum Day - Enrichment / Intervention

1st	2nd	3rd	4th	Lunch	5th	6th
8:30 - 9:14	9:14 - 9:58	9:58 - 10:41	10:41 - 11:24	11:24 - 11:54	11:54 - 12:37	12:37 - 1:20

If dropping off lunch to middle school student bring lunch to office no later than 5 minutes before the lunch period begins

High School
Instructional Schedule
Regular Day

1st	2nd	3rd	Lunch	4th	5th
8:30 - 9:55	9:58 - 11:23	11:26 - 12:51	12:51 - 1:21	1:21 - 2:46	2:49 - 3:30

Wednesday Minimum Day

1st	2nd	3rd	4th	LUNCH	5th
8:30 - 9:20	9:23 - 10:13	10:16 - 11:06	11:09 - 11:59	11:59 - 12:29	12:32 - 1:20

Daily Homework Guidelines

Students will be given assignments to complete after school to reinforce, practice, and preview upcoming assignments. Homework is considered an extension of the school day. Parents will receive a Weekly Newsletter from your student's teachers that will outline homework assignments and expectations. If you have any questions or concerns about the amount of time daily assignments are taking, please do not hesitate to contact your teacher to discuss.

Grade Level	Approximate Minutes of Work Time
TK - K	*15*
1	*20*
2	*25*
3	*30*
4	*35*
5	*40*
6	*45*
7 - 8	*50-60 all courses combined*
9 - 12	*60 - 90 all courses combined*

Enrichment Resources:

- Carnegie Learning MATHia (6th - 12th)
- Read Live Naturally (TK - 12th)
- Edgenuity (9th - 12th)
- Solano Community College (9th - 12th)
- Flocabulary (TK-12th)

After School Activities

Freedom Schools Program - Grades K - 12

Elite is proud to have partnered with the Children's Defense Fund's Freedom Schools program as our after school program. It utilizes literacy with culturally enriched programs and activities to inspire scholars to be their best through a lens of social justice, equity, and liberation.

The program meets during ELITE regular scheduled school days, except Wednesdays and minimum days.

This is not a drop in program. There is a registration process to participate. Please carefully review school communication about the Freedom Schools program at Elite.

The mission of the Children's Defense Fund (CDF) is to ensure every child a healthy start, a head start, a fair start, a safe start and a moral start in life and successful passage to adulthood with the help of caring families and communities. The CDF Freedom Schools® program provides summer and after-school enrichment through a research-based and multicultural program model that supports K-12 scholars and their families through five essential components:

- High quality academic and character-building enrichment:
- Parent and family involvement
- Civic engagement and social action
- Intergenerational servant leadership development
- Nutrition, health and mental health

Through the CDF Freedom Schools model, we empower youth to excel and believe in their ability to make a difference in themselves, their families, communities, country, and world with hope, education, and action.

Intramural Sports - Grades 3 - 8

Intramural sports are an opportunity for students to compete against their classmates in various sports.
It is open to all students.

The purpose of the intramural program is to provide fun, safe and structured play experiences that promote the physical, mental and social development of every child.

Our aim is to provide opportunities for every individual, regardless of ability, to participate in a sport activity that will develop skill and interest in a friendly, recreation-centered environment.

All intramural programs are subject to change without notice due to student and advisor availability.

The Willie B. Adkins Scholars Program - Grades 8 - 12

The Willie B. Adkins Scholars Program is excited to partner with Elite Public School for the 2024-25 academic year. The Willie B. Adkins Scholars Program (WBAS) began in 1986 as the Tanner Project. Funded by a three-year federal grant, the program's objective was to increase the number of African American students enrolling in

college. Since the program's inception it has evolved into a comprehensive community/district co-funded support program for all high school students and their parents.

The program has successfully graduated a number of Vallejo students, primarily of African American descent, who are now returning to the community as professionals to help a new generation of students pursue their college dreams and/or future endeavors.

The WBAS Program has been recognized and featured by KTVU-FOX and KGO-ABC television, and has been honored by the Del Monte Corporation and the Association of California School Administrators (ACSA) for its exemplary achievements.

The Adkins Scholars Program can boast of many successes over the years and has a great record of motivating students to set college education as a goal worth pursuing. We have seen former Adkins Scholars go on to become doctors, lawyers, business professionals and teachers to name a few. The current class of Adkins' Scholars pledges to continue the legacy.

The program is accepting applications for Elite students in grades 8-12. Once the application is completed, you will be contacted for a family interview. Returning Scholars do not need to be re-interviewed. If your 8th through 12th grade student is interested, and would like to Apply go to:
https://www.williebadkins.com/elite-willie-b-adkins

ELITE High School Athletic Program Grades 9 - 12
Elite Scholar-Athletes will have the opportunity to try out for CIF teams in the following sports:

- Baseball
- Boys and Girls Basketball
- Football
- Girls Flag Football
- Boys and Girls Soccer
- Softball
- Boys and Girls Track and Field
- Volleyball
- Cheer

Grading Policy

ELITE Public Schools believe that grades serve as a valuable instructional purpose by helping students and parents/guardians identify the student's areas of strength and areas needing improvement; recognizing that each student is an individual. Parents/guardians and students have the right to receive course grades that represent an accurate evaluation of the individual student's achievement of academic standards.

Grades are based on impartial, consistent observation of the quality of student work and student mastery of course content and academic standards. Students will have multiple opportunities to demonstrate this mastery through a variety of channels such as assessments, class activities, homework, quizzes, essays, labs, projects, and portfolios.

Behavior, effort, and attendance are evaluated and reported separately from the student's academic grade. Homework completion shall be included in each student's work habits grade.

ELITE's Elementary School uses standards-based grading. Standards-based grading breaks down the subject matter into smaller "learning targets." Each target is a teachable concept that students should master by the end of the course.

The Standards-Based Grading system for grades **TK - 5th** is as follows:

- 4 - Advanced
- 3 - Meets Grade Level
- 2 - Below Grade Level
- 1 - Far Below Grade Level

Elementary Promotion Criteria

An elementary student is recommended for promotion if they demonstrate steady academic growth and maintain performance levels of **Level 3 (Meets Standard)** or **Level 2 (Approaching Standard)** across core subjects (English Language Arts, Mathematics, and Spanish Language Development).

Elementary Identification & Retention Process

1. **Early Identification:** Students performing at **Level 1 (Needs Support)** in core areas are identified as at-risk for retention during the first semester (no later than February).
2. **SST Intervention Plan:** A Student Success Team (SST) meeting is convened with parents, teachers, and administration to implement targeted interventions (e.g., small-group tutoring, reading support). Progress is monitored every 4–6 weeks.
3. **Retention Decision:** If a student continues to perform at Level 1 despite documented interventions, the Principal, classroom teacher, and SST team review assessment portfolios to determine final grade placement. Parents are formally consulted prior to any final retention determination.

6th - 12th Grading Criteria:

With traditional grading , many elements are combined to determine your child's grade – test scores, quizzes, completed homework, classroom participation, – then, the average of the semester's work equates into a percentage that correlates with a specific letter grade shown in the table below:

Grade	Percentage
A	100 - 90%
B	89 - 80%
C	79 - 70%
D	69 - 60%
F	59 - 50%

ELITE has a no-zero grading policy. This grading policy sets the lowest possible grade for any assignment or test at 50 percent.
The following are grading categories and the weight each receive:

Category	Weight
Test	30%
Classwork & Participation	30%
Projects	20%
Quiz	10%
Homework	10%

Secondary Identification & Retention Process (Grades 6–12)

- **Early Identification:** Students performing at risk of failure (earning a grade of D or F) in core academic subjects (English Language Arts, Mathematics, Science, Social Studies, or World Language) are identified as at-risk for academic retention or credit deficiency during mid-term progress checks (no later than the end of the first semester/trimester).
- **SST & Academic Support Plan:** A Student Success Team (SST) meeting is convened with the student, parents, teachers, and administration to establish an Academic Support Plan. Targeted interventions may include mandatory study hall, subject-specific tutoring, assignment modification, and regular weekly progress monitoring.
- **Retention & Credit Recovery Determination:**
    - **Middle School (Grades 6–8):** If a student continues to receive failing grades in two or more core subjects despite documented SST interventions, the Principal, teaching team, and SST review academic growth, grades, and assessment data to make a final promotion or grade-retention recommendation.

- **High School (Grades 9–12):** Grade level standing (Sophomore, Junior, Senior) is determined by total accumulated credits. Students who receive an F (or D in an A-G course) must repeat the course through credit recovery to earn required graduation credits and maintain college eligibility. Parents are formally consulted prior to any final grade placement or retention determination.

Academic Honors

High School

The title of valedictorian is used to distinguish individuals who have achieved the highest level of academic excellence. Students who earn an unweighted 4.0 GPA, through the eighth semester of high school, will receive valedictorian designation.

The salutatorian shall be the student with the second highest cumulative grade point average (8 Semesters).

Middle School

The title of valedictorian is used to distinguish individuals who have achieved the highest level of academic excellence. Students who earn an unweighted 4.0 GPA, through the sixth semester of middle school, will receive valedictorian designation.

The salutatorian shall be the student with the second highest cumulative grade point average (6 Semesters).

Honor Roll

ELITE Honor Roll is defined as students who earn an academic GPA of 3.0 or higher.

- Principal's Honors: unweighted GPA of 3.75 - 4.00
- Honors: unweighted GPA of 3.00 - 3.74

High School Academic Expectations and Graduation Requirements

ELITE high school students take four-classes per semester. Each class is approximately 90-minutes in length. The benefit of this "4 x 4 block schedule" is that it allows students to complete a year-long course in a semester.

Progress Toward Graduation

Students earn credits as they move through the curriculum and pass (by earning a C or higher) their coursework. Any courses for which a student does not receive credit must be made up through approved summer school or online coursework.

Important Note:

ELITE has a no-zero grading policy. This grading policy sets the lowest possible grade for any assignment or test at 50 percent. Students earning a D (60 - 69%), or an F (59% or below), in any course will not earn course credit.

In the cases when a student earns below a 70% (C) for the semester on any course, the course can be retaken and credits can be recovered using Edgenuity Curriculum designed high school students A-G online classes over the summer.

Failure to make up these courses could prevent a student from graduating. The standard for high school graduation from ELITE is completion of A-G required courses.

ELITE High School Graduates will have met the following requirements:

- Earned 230 course credits to graduate
- All Elite students meet the UC/CSU A-G Requirements
- “C” or higher for the semester grade

ELITE Public Schools Graduation Requirements	
Subject Area	**A-G Graduation Pathway**
A. History/Social Science	**30 credits - 3 years** 1. World History 2. US History 3. American Government / Economics
B. English	**40 credits - 4 years** 1. English 9 2. English 10 3. English 11 4. English 12 or English Elective
C. Mathematics	**30 credits - 3 years**; (4 recommended) 1. Algebra I 2. Geometry 3. Algebra II
D. Science	**20 credits - 2 years** 1 Life & 1 Physical lab Science (3 years recommended) 1. Biology (or other Life Science) 2. Chemistry (or other Physical Science)
E. Languages Other Than English (LOTE)	**20 credits - 2 years** (3 years recommended) 1. Two years of the **same** language.
F. Visual and Performing Arts (VAPA)	**10 credits - 1 year** (complete one) 1. Music 2. Drama 3. Art
G. Electives	**60 credits** 10 credits must be recognized by the UC/CSU system - 50 credits of any courses to meet the above requirements.
Total Credit	**230 Credits**

UC & CSU ADMISSION REQUIREMENTS

Graduating 12th graders wishing to qualify for regular admission to a California State University must have the following:

- Qualifying eligibility index comprising the GPA and test scores from the SAT I or ACT;
- High school diploma, satisfactory GED scores or California Equivalency certificate;
- Satisfactory completion of the comprehensive pattern of college preparatory high school subjects.

Students applying for admission to a University of California campus must complete the 15 units of high school coursework (currently known as the A-G subjects) listed below. One unit equals two semesters in one academic year of study. In addition, students must meet an eligibility index comprising the SAT I (or ACT), the SAT II English, the SAT II Mathematics, and a third SAT II score.

Advancement Opportunities:
Students can earn an Associates Degree by utilizing our dual Enrollment arrangement with Solano Community College. Dual enrollment provides students the unique opportunity to take community college classes while still in high school.

Dual enrollment – also known as concurrent enrollment – enables high school students to take college courses, taught by college professors, at their high school campus. For more information, click this link to go directly to Solano Community College.

SAT / ACT:
9th and 10th: take the PSAT and Pre ACT twice during the school year.
11th and 12th: take the SAT and ACT once in Fall and once in Spring.

State Testing:
11th graders take the California Assessment of Student Performance and Progress (CAASPP). CAASPP is a standardized state test, designed to measure how well students are mastering California's academic content standards in English Language Arts, Math and Science.

ELITE High School Athletics Program

Philosophy for Elite High School Athletics

The Elite Public Schools District recognizes the important contribution of extracurricular programs to the overall education of a student. It is the school's goal that these programs help students to become a part of the school community and its traditions.

The District believes extracurricular programs provide an environment in which students may assume positions of leadership, apply the skills necessary to work successfully as a team, and to display individual talents outside the classroom. The District believes that extracurricular programs primes our students for athletic scholarships, and additional opportunities by transferring the learned skill sets from school to other aspects of their lives.

Available High School Sports

- Baseball
- Boys and Girls Basketball
- Football
- Softball
- Boys and Girls Track and Field
- Girls Volleyball
- Cheer

District Athletic Code

I. ATHLETIC GOALS AND OBJECTIVES

A. Goal - The student shall become an effective, contributing citizen in a democratic society.

B. Objectives – To work with others in a democratic society, a person must develop self-discipline, respect for authority, and a spirit of hard work and sacrifice. A student-athlete must place the team and its objectives higher than personal desires.

1. To Be Successful – Our society is very competitive. We do not always win, but we succeed when we continually strive to do so. You can learn to accept defeat only by striving to win with earnest dedication.

2. Sportsmanship – A student-athlete must learn to accept both success and defeat like a true sportsman, knowing we have done our best. We must learn to treat others, as we would have others treat us. We will develop desirable social traits, including emotional control, honesty, cooperation and dependability.

3. To Improve – Continual personal and social improvement is essential to good citizenship. As a student-athlete, you must establish a goal and constantly try to reach that goal. You should try to better yourself in the skills involved and in those characteristics set forth as being desirable.

4. Rewarding – It is necessary for us to acknowledge all of the personal rewards we derive from athletics, and to give sufficiently of ourselves in order to preserve and improve the program.

5. Develop Desirable Personal Health Habits – To be an active, contributing citizen, it is important to obtain a high degree of physical fitness through exercise and good health habits and to develop a desire to maintain this level of physical fitness after formal competition has been completed.

6. Integrity - Supports and demonstrates district/school rules to reflect the high integrity of district, school and athletic programs.

II. ATHLETIC CODE OF CONDUCT

The conduct of a student-athlete is closely observed in many areas of life. It is important that your behavior be above reproach in all of the following areas:

A. On the Field – in the area of athletic competition, a student-athlete will not use profanity or illegal tactics, and will learn quickly that losing is also part of the game. A student-athlete should be gracious at all times whether in victory or defeat.

B. In the Classroom – A student-athlete is expected to demonstrate success in the classroom as well as in the arena of competition. A student-athlete must develop time management skills that provide sufficient time and energy to achieve acceptable grades as well as participate in the required activities associated with the sport in which the athlete is participating. A student-athlete shall demonstrate good citizenship; give respectful attention to classroom activities, fellow students and staff. A student-athlete shall maintain a good attendance record without instances of truancy.

C. On Elite Public School's Campus – The way we act and look on campus is of great importance. Student-athletes should be leaders and exhibit traits that will inspire fellow students to follow the example of student-athletes.

D. As Visiting Student-Athletes – The manner in which we conduct ourselves as well as our appearance when traveling is of great importance. Student-athletes are representing the Elite Public School District and their respective schools; therefore, student-athletes shall act and dress accordingly.

E. Participation – Athletics is a voluntary activity. Participation is not a graduation requirement; therefore, being on an athletic team is a privilege, which must be earned. With that privilege come responsibilities to maintain the established standards of conduct of the Elite Public School District, both on and off the field, as defined in the Activity Code, Code of Ethics and CIF Code of Ethics.

F. Athletics as Part of the Educational Program – Athletics are just one of many parts of the educational program provided to students. The reason students attend school is to learn; consequently, academics always come first. Academic eligibility can also be lost because of poor attendance and or citizenship. Participating in athletics and being a member of a team will require an

athlete to make choices that place priorities on academic success and team commitment

G. Team Membership – Student-athletes learn many skills to play their chosen sport, but the most important skill that must be learned is teamwork. To be successful, every member of the team must work together to make the whole greater than the sum of the parts.

H. Prepared to Play – Student-athletes should come to practice on time, ready to listen and ready to learn. Student-athletes should be prepared physically and mentally for the season including training in the preseason and taking care of your body and mind at all times.

I. Conduct During Competition – Student-athletes shall demonstrate respect towards their teammates, coaches, opponents, fans and officials at all times. Student-athletes shall play by the rules at all times.

J. Sportsmanship – Athletics means more than competition between individuals and/or teams representing different schools. It is a means of learning the lessons of life. Winning and losing are part of competition and should be done with modesty in victory and graciousness in defeat.

III. REQUIREMENTS FOR PARTICIPATION

A student-athlete is eligible to participate in a sport once the following items have been completed:

1. Student and parent complete the signature page indicating receipt of the student athletic handbook and knowledge of its contents
2. Agreement for Team Participation
3. Elite Public School District H.S Athletic Physical Screening
4. Concussion & Head Injury Form
5. Elite Public School District Steroid Agreement
6. SCA Information Sheet
7. Emergency Card (Transportation/Medical)

A full High School Athletics Handbook will be provided to all student-athletes.

ELITE Statements

Cell Phones and Personal Electronic Devices

ELITE Public Schools, which operates ELITE Public School (the "Charter School"), will permit students to possess but not use cell phones or other electronic signaling devices except outside of the school day. Students who possess these devices are to keep them turned off and out of view during the school day or at school-sponsored activities or functions. All students are to adhere to the following guidelines regarding cell phones and other electronic signaling devices:

Cell phones and other electronic signaling devices may be used:

1. Off campus before or after school.
2. Before or after any Charter School sponsored activity occurring before or after school's instructional day.
3. When a state of emergency has been declared by the School Principal, Assistant CEO, or CEO.
4. When a licensed physician or surgeon determines that the possession or use of a cell phone and/or other electronic signaling device is necessary for the health or well-being of the student.
5. When the possession or use of a private device is required in a student's individualized education program ("IEP")

Cell phones and other electronic signaling devices may not be used:

1. During instructional classroom time, including assemblies, and any other school activity which takes place during the scheduled instructional day on or off campus.
2. During lunch or break
3. On field trips or excursions sponsored by the Charter School.

Possession of a cell phone or other electronic signaling device is a privilege, which may be forfeited by any student who fails to abide by the terms and conditions of this policy. All ELITE Public Schools employees shall remove any cell phone or other electronic signaling device from possession of a student violating this policy. Parents/guardians will be contacted to pick up any confiscated cell phone or other electronic signaling device. All other applicable student discipline policies shall continue to apply in response to a student failing to abide by the terms of this policy.

Students who possess a cell phone or other electronic signaling device shall assume responsibility for its maintenance and care. At no time will ELITE Public Schools be responsible for preventing theft, loss or damage to cell phones or other electronic signaling devices brought to campus or Charter School sponsored activities.

School Computer Use

Computers and network resources are provided to enhance the educational opportunities for students.

- Students may ONLY use these resources to complete class-work specifically assigned by an ELITE instructor.
- Any additional use of the computer must be for the enhancement of the student's education AND must be approved by ELITE administration.
- Network resources refers to all aspects of ELITE's owned or leased equipment, including computers, printers,
- scanners and other peripherals, email, Internet services, servers, network files and folders, and all other

- technology related equipment and services.

Students may NOT:

- Create, send, access, or download material, which is abusive, hateful, harassing, or sexually explicit
- Download, stream, exchange, or listen to internet -based music, video, and large image files not required
- for schoolwork, (the network will be monitored for violations)
- Alter, add, or delete any files that affect the configuration of a school computer
- Conduct any commercial business on ELITE computers or the ELITE network
- Engage in any illegal activity
- Install any software onto ELITE computers
- Copy ELITE software
- Break security or attempt to break security, on any computer network
- Eat or drink while using any ELITE computing resource
- Take computers off site
- Give out home addresses or phone numbers to anyone on the internet
- Give passwords to anyone
- Post anonymous messages
- Forward email commonly known as “SPAM” or “junk mail”
- Impersonate any other person (e.g. ELITE staff, faculty, or student) in email, fax, print, or any other form of communication
- Share computers with other students unless specifically authorized by faculty or administration
- Leave ELITE issued laptops unattended

ELITE reserves the right, at its sole discretion, with or without notice, to discipline students who violate the computer use policy, and to suspend or terminate service provided to any student if the student violates computer use guidelines.

ELITE Sexual Misconduct Statement

Elite Public Schools is committed to creating and sustaining an educational environment in which students, faculty, and staff can thrive in an atmosphere that is open, healthy, safe, and supportive. In alignment with this commitment and in interest of adhering to federal and state law requirements, ELITE aims to establish an environment where sexual misconduct is not excused or ignored as these types of actions are damaging and traumatic to those affected and have no place in our school community. ELITE will take any and all action needed to prevent, interrupt, correct, and discipline behavior that violates this standard of conduct. Due diligence will be used to ensure the disciplinary review and any appropriate action be taken as expeditiously as possible. ELITE will make a diligent effort to educate students in regards to promoting healthy relationships, wellness, and the impact of sexual misconduct, train staff in appropriately promoting healthy relationships and addressing sexual misconduct, and provide assistance and support to complainants in a consistent and sensitive manner. This policy is applicable regardless of sexual orientation and/or gender identity of individuals engaging in sexual activity.

Definition of Sexual Misconduct

Sexual Misconduct is an umbrella term for conduct of a sexual nature (encompassing terms like sexualharassment, sexual violence, and sexual assault) that is prohibited at ELITE. Examples of types of conduct which are prohibited at ELITE and which may constitute misconduct include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, unwanted sexual comments or questions, or overly personal conversation or computer-generated images of a sexual nature.
4. Spreading sexual rumors
5. Teasing or sexual remarks about students enrolled in a predominantly single-sex class or activity.
6. Massaging, grabbing, fondling, stroking, or brushing the body.
7. Touching an individual's body or clothes in a sexual way.
8. Impeding or blocking an individual's movements or any physical interference with school activities
9. when directed at an individual on the basis of sex or gender expression.
10. Displaying sexually suggestive objects.
11. Sexual assault, sexual battery, or sexual coercion.
12. Sexual violence which is the perpetration of a sexual act on a person without their affirmative consent.
13. Electronic communication containing comments, words, or images described above.

At ELITE, sexual harassment includes all unwelcome sexual conduct that may include, but is not limited to, sexual violence, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, when made on the basis of sex and under the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic
4. performance or of creating an intimidating, hostile, or offensive educational environment.
5. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding the benefits and services, honors, programs, or activities available at or through any ELITE program or activity.

These acts, when reported, will trigger investigations by ELITE administration.

Title IX Coordinator Contact Information

All complaints should be sent to our Title IX Coordinator, who can be reached at:

Ernani Santos
Assistant CEO
100 Whitney Avenue, Vallejo, CA
esantos@elitepublicschools.org

Your Rights and Responsibilities Under Title IX

(a) You have the right to fair and equitable treatment and you shall not be discriminated against based on your sex.
(b) You have the right to be provided with an equitable opportunity to participate in all academic extracurricular activities and athletics offered by ELITE Public Schools ("ELITE" or the "School")
(c) You have the right to inquire of the athletic director or other appropriate ELITE administrator as to the athletic opportunities offered by the School.
(d) You have the right to apply for athletic scholarships.
(e) You have the right to receive equitable treatment and benefits in the provision of all of the following:

- Equipment and supplies
- Scheduling of games and practices
- Transportation and daily allowances
- Access to tutoring
- Coaching
- Locker rooms
- Practice and competitive facilities
- Medical and training facilities and services
- Publicity

(f) You have the right to have access to a gender equity coordinator to answer questions regarding gender equity laws. The gender equity officer is the Title IX Coordinator. Please see above for this Coordinator's contact information.

(g) You have the right to contact the State Department of Education and the California Interscholastic Federation to access information on gender equity laws.

(h) You have the right to file a confidential discrimination complaint with the United States Office for Civil Rights or the State Department of Education if you believe you have been discriminated against or if you believe you have received unequal treatment on the basis of your sex. See below for more information regarding how to file a complaint.

(i) You have the right to pursue civil remedies if you have been discriminated against.

(j) You have the right to be protected against retaliation if you file a discrimination complaint.

(k) You can find out more information regarding your rights, ELITE's responsibilities, and access information on gender equity laws from the following resources:
California Interscholastic Federation: http://www.cifstate.org/governance/equity/index
California Department of Education, Office for Equal Opportunity: https://www.cde.ca.gov/re/di/or/oeo.asp
California Department of Education, Gender Equity/Title: https://www.cde.ca.gov/re/di/eo/genequitytitleix.asp
United States Department of Education, Office for Civil Rights:
https://www2.ed.gov/about/offices/list/ocr/frontpage/pro-students/sex-pr.html

(l) You can find a list of community-based organizations that provide support to youth, and their families, who have been subjected to school-based discrimination, harassment, intimidation, or bullying at:
https://www.cde.ca.gov/re/di/eo/

Definition of Discrimination and Harassment Based on Sex Under Ed. Code Section 230
Harassment and other discrimination on the basis of sex include, but are not limited to, the following practices:

(a) On the basis of sex, exclusion of a person or persons from participation in, denial of the benefits of, or subjection to harassment or other discrimination in, any academic, extracurricular, research, occupational training, or other program or activity.

(b) On the basis of sex, provision of different amounts or types of student financial aid, limitation of eligibility for student financial aid, or the application of different criteria to applicants for student financial aid or for participation in the provision of student financial aid by others.

(c) On the basis of sex, exclusion from participation in, or denial of equivalent opportunity in, athletic programs. "Equivalent" means equal or equal in effect.

(d) On the basis of sex, harassment or other discrimination among persons, including, but not limited to, students and nonstudents, or academic and nonacademic personnel, in employment and the conditions thereof, except as it relates to a bona fide occupational qualification.

(e) On the basis of sex, the application of any rule concerning the actual or potential parental, family, or marital status of a person, or the exclusion of any person from any program or activity or employment because of pregnancy or related conditions.

How to File a Complaint Under Title IX
(a) You can find more information regarding how to file a complaint as follows:
The United States Office for Civil Rights websites:
https://www2.ed.gov/about/offices/list/ocr/docs/howto.html?src=rt.
https://www2.ed.gov/about/offices/list/ocr/complaintintro.html
https://ocrcas.ed.gov/welcome-to-the-ocr-complaint-assessment-system
California Department of Education website: http://www.cde.ca.gov/re/di/eo/complaint.asp

ELITE Uniform Complaint Procedures ("UCP") or Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy.

(b) A complaint regarding discrimination or harassment based on sex must ordinarily be filed with the U.S. Office for Civil Rights within 180 days of the last act of discrimination. If your complaint involves matters that occurred longer than this and you are requesting a waiver, you will be asked to show good cause why you did not file your complaint within the 180-day period. If you have questions about your situation, you can contact the California branch of the Office for Civil Rights at the address listed below. A complaint filed with ELITE under our UCP alleging unlawful discrimination, harassment, intimidation or bullying must be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying.

(c) The U.S. Office for Civil Rights has its own policies and procedures for investigating complaints. Please review the above link for more information about this process. A complaint filed with ELITE under our UCP or Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy will be investigated in compliance with those policies.

(d) There are a variety of ways to file your complaint. You can use the U.S. Office for Civil Rights electronic complaint form filed directly through their website; or mail, email, or send by facsimile your own letter or a completed copy of the Office for Civil Rights Discrimination Complaint Form.

The electronic complaint form is available at: https://www2.ed.gov/about/offices/list/ocr/complaintintro.html

You can send a completed version of this form or your own letter via email, facsimile, or regular mail to the following addresses:

Office for Civil Rights
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202
Telephone: 800-421-3481
FAX: 202-453-6012; TDD: 800-877-8339
Email: ocr@ed.gov

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San Francisco Office
Office for Civil Rights
U.S. Department of Education
50 United Nations Plaza
Mailbox 1200, Room 1545
San Francisco, CA 94102
Telephone: 415-486-5555
FAX: 415-486-5570; TDD: 800-877-8339
Email: ocr.sanfrancisco@ed.gov

To file a UCP or complaint under our Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy directly with ELITE, please follow procedures set forth in those policies.

Appendix I

EITE Public Schools Board of Directors and Biographies

Pastor Danny Jefferson (Chairperson) is the Senior Pastor of Rehoboth World Outreach Center in Vallejo, CA. He is blessed with the distinct honor of succeeding his father, Superintendent Perless Jefferson, Sr. who is the Founder of Rehoboth Church, and served as Pastor for 50 years. Under Pastor Jefferson's pastoral leadership, Rehoboth has experienced tremendous growth. Pastor Jefferson's passion is Transformation – transforming individual lives and transforming our cities and communities. Pastor Jefferson matriculated through Morris Brown College in Atlanta, GA and Sacramento Theological Seminary, earning a bachelor's degree in education.

Pastor Jefferson is currently pursuing a Master of Arts degree in Ethical Leadership at Epic Graduate School in Sacramento, CA. Pastor Jefferson has been involved with community activism for many years. He is a member of Alpha Phi Alpha Fraternity, Inc. where he serves as President of Kappa Omicron Lambda Chapter. He also serves as the Chairman of the Board of Directors for ELITE Public Charter Schools. Pastor Jefferson has served in many leadership capacities such as past President of the Community Democratic Club of Solano County which is one of Solano County's largest clubs and Vice President of the local Branch of the NAACP.

In 2007, he founded Vallejo Faith Organization (VFO). VFO has made a significant impact on the City of Vallejo in the areas of City Government, Vallejo Schools, and the Marketplace, advancing the cause of Jesus Christ through city transformation. Pastor Jefferson serves Northern California First Jurisdiction Church Of God In Christ, Bishop Albert Galbraith, Prelate, as Jurisdictional Secretary and District Superintendent of the Holy Ghost District.

Pastor Jefferson has received numerous awards and recognition for his pastoral leadership and community activism from organizations such as, California State Assembly, University of California at Davis, Solano County Board of Education, Solano County Fighting Back Partnership, The City of Vallejo, and Vallejo Unified School District. He celebrates his partner in ministry and life, Lady Camille Jefferson; and, they are the proud parents of three children.

Professor Ronald Page II (Treasurer) has been teaching Mathematics at City College of San Francisco (CCSF) since 2012. He is the first and only African American Full-Time Tenured Math Faculty member in the history of the college's existence which was established in 1935. Page has ventured down a winding road to teaching after completing his K-12 education in Vallejo, CA and going on to complete a Bachelor's of Arts in Applied Math with a minor in African American Studies at UC Berkeley. While at Berkeley, Page conducted undergraduate research in math on campus, UC San Diego, Lawrence Berkeley and Lawrence Livermore National Labs contributing to scientific articles as well as presenting his work at conferences nationwide. Shortly after the

passing of his father, Page began and completed a Master's of Science in Applied Math at CSU EastBay where Page began to hone in on his love for teaching young and not so young adults.

At CCSF Page has contributed to the department not only by teaching courses from arithmetic through Calculus and Statistics, but also by taking on leadership roles within his department and campus wide. Most recently Page has contributed to curriculum development, tutor training, and an Academic Senate Executive Council Member while leading STEM Mindset workshops through the Diversity by Doing Program for Community College students at Fogarty Innovation. Page has served on the ELITE Board of Directors since 2019 and expects to continue to help students navigate through the language and culture of Mathematics for many years to come.

Larry Barnes (Secretary) began his career with the United States Postal Service (USPS) as a Distribution Clerk. Due to his exceptional performance and leadership abilities, he began to move through the ranks and into management. In the years that followed, he served in many postal positions. Because of his extraordinary service. In those positions, he was appointed Postmaster of Oakland, California on 12-23-95.

As Postmaster, he worked tirelessly not only to improve USPS functions for individual customers and employees, but also to build a stronger community. As a regular speaker at neighborhood meetings, he always made the effort to reach out to Oakland residents, and to be available to hear their ideas and concerns.

Mr. Barnes, aka Deacon Barnes, believes that all citizens should invest in the community in which they reside. I serve as a Mediator in the Small Claims Division, Solano County Superior Court, Former Commissioner, Juvenile Justice Commission, Solano County, Arbitrator, Juvenile Community Accountability Program, Solano County, and Vice President, Dawson Ridge Homeowners Association, Vallejo, CA.

John "Max" Trujillo III was born and raised in Fairfield, California. Max received two Associate's Degrees from Solano Community College and then transferred to Texas. He received his Bachelor's Degree in History with a minor in African American Studies from the University of Texas at El Paso. From there, Max came home to the Bay Area to pursue his Master's Degree from San Francisco State. Max received his Master's Degree in Ethnic Studies focusing on Comparative Ethnic Studies researching Third Worldism between both the Brown Berets and Black Panther Party in the Bay Area and East L.A. Max has worked in various higher education roles, serving as a Program Coordinator for programs such as Upward Bound, EOPS and First Year Experience (FYE).

Currently, Max serves as a full time Tenure Track Faculty member in the Department of Ethnic Studies and Social Justice Studies at Los Medanos College. He serves as the Chapter Historian for Alpha Phi Alpha Fraternity Inc. Kappa Omicron Lambda chapter

seated in Vallejo, CA. Lastly, he runs a college readiness program for young men called Alpha Academy which promotes access to higher education, boosting self-esteem and creating awareness. Within this program the Alpha Academy Committee members work with 6th-12th grade students in the larger Bay Area all the way to Georgia since its creation in 2020.

Gloria M. Rodriguez is a Professor of Educational Leadership and Policy and Associate Dean of Faculty Affairs at the UC Davis School of Education. She came into the field of education through the public policy arena and has nearly 40 years of experience working in a variety of educational and public sector settings. As a scholar, her research interests have centered on educational leadership and school finance from a critical, social justice perspective. This specialization has been fortified by years of collaborative experience with educators and leaders who strive to address the needs of diverse communities by building on their strengths and embracing their aspirations. She is also concerned with the educational needs and strengths of Latina/o/x children, youth, and families, as well as communities who experience poverty, disenfranchisement, and other intersecting forms of institutional marginalization.

Within the educational arena, Dr. Rodriguez has contributed to a range of research and collaborative initiatives focused on the experiences and journeys of young people in PK-12 settings moving to and through college. She has had the good fortune of working alongside specialists in public health, medicine, social services, youth development, college preparation, and immigration to understand the complexities and possibilities of partnerships that lead to better-informed policies and practices that support and uplift youth and their communities. As a specialist in funding and resource allocation issues, it has been particularly challenging and gratifying to engage with colleagues across fields and roles to identify the resource implications of “dreaming big” with youth and their families to inform our collective efforts to realize those big dreams. Indeed, Dr. Rodriguez believes strongly in the power of multi-generational investment of time, energy, resources, love, and support to arrive at better outcomes, opportunities, and options for the people we serve through our research and leadership practices.

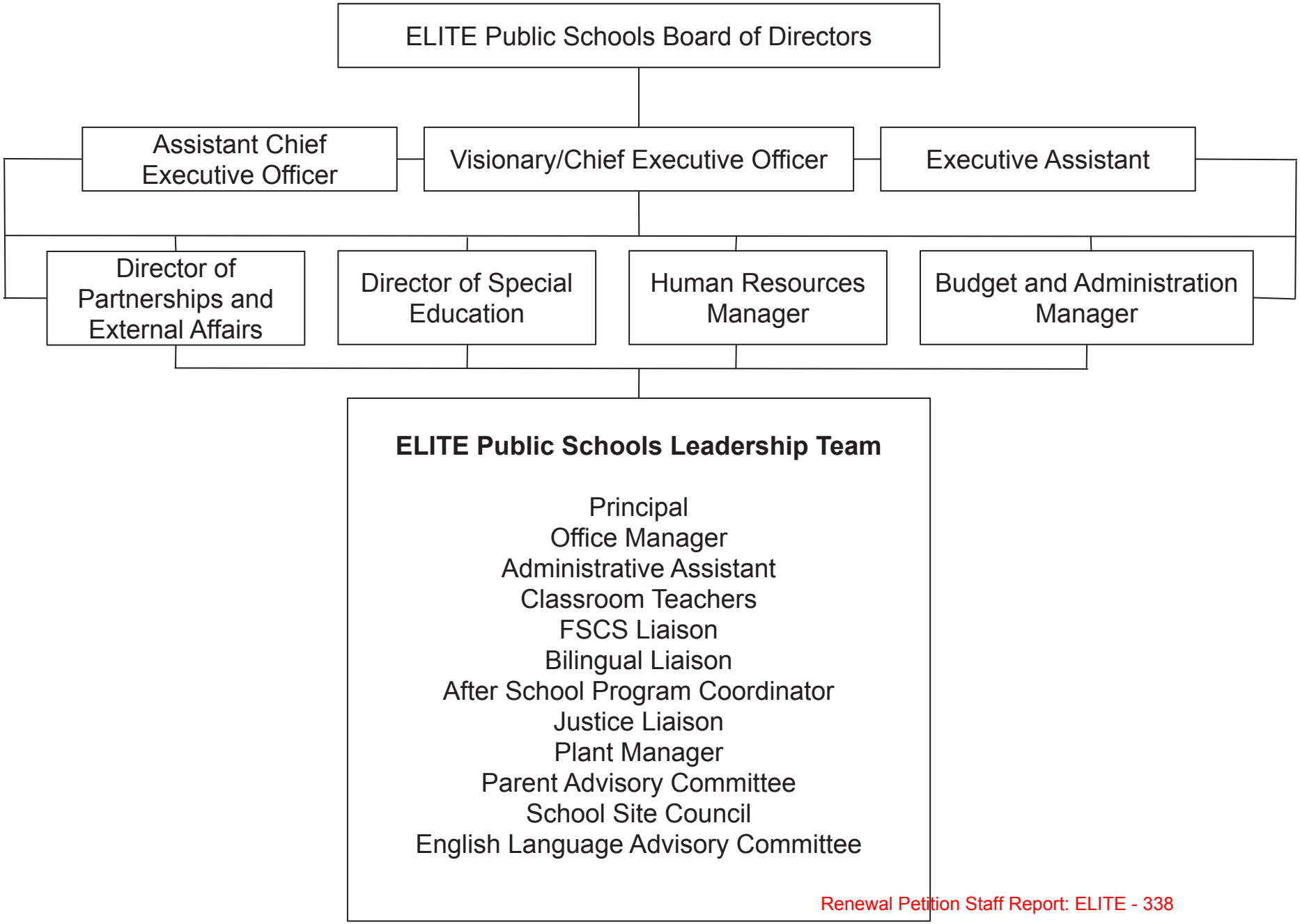
A third generation Chicana originally from California’s San Joaquin Valley, Dr. Rodriguez’s first teachers were her parents and brothers whose example of strong work ethics, commitment to serving others, and great love of learning provided the foundation for her continued development and formal education. She is a proud graduate and transfer student from the College of the Sequoias, where she majored in Business Administration. She continued her education at UC Santa Cruz and graduated with a B.A. in Economics, which led to the opportunity to earn a Master’s in Public Administration with an emphasis in educational policy at Columbia University. Dr. Rodriguez went on to earn a Ph.D. in Education (Program in Administration and Policy Analysis) at Stanford University. She held tenure-track academic appointments at the University of Texas, El Paso and California State University, Hayward (now East Bay) prior to joining the faculty at UC Davis.

Appendix I

Meliton Jeremy Geronimo III, as a founding-era parent of two Elite Scholars at Elite Public Schools, brings a deeply personal commitment to the school's mission, growth, and long-term success. Having been part of the Elite community since its founding, he has witnessed firsthand the positive impact the school has had on students and families. His perspective as an engaged parent is complemented by his experience in educational advocacy, including service as Vice President of a school PTA, where he supported student achievement, family engagement, fundraising, and collaboration among families, educators, administrators, and community partners.

Meliton brings more than 15 years of leadership experience in operations, workforce development, training, financial planning, risk management, and stakeholder engagement. His background includes leading large teams, developing training and accountability programs, overseeing complex operations, and providing financial education and long-term planning guidance. As a new Board Member, he is committed to applying this experience in support of strong governance, fiscal responsibility, transparency, strategic growth, and—above all—student success. He is honored to serve as a voice for Elite families and to help ensure that Elite Public Schools continues to provide exceptional opportunities for current and future generations of Elite Scholars.

Appendix K ELITE Public Schools Organizational Chart



Appendix L

2026 - 2027 ELITE's School Calendar

ELITE Public Schools

July 5

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

August 21

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

September 21

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

October 21

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

November 13

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

December 13

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

January 19

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

February 19

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

March 19

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

April 20

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

May 20

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	~~0~~	29
30	31					

June

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

- **First & Last Student Day of Schools**
- **Students in School - 181**
- **Legal Holidays - 9**
- **Minimum Days - 38**
- **Non Student Day / No Teacher Workday**
- **ELITE Faculty & Staff Professional Development & Work Days - 10 days (Non-Student Days)**
- ~~0~~ **Last Teacher Work Day- No students**

End of Grading Period

Q1	-ends October 9
Q2	-ends December 17
Q3	-ends March 12
Q4	-ends May 27

Holidays & Breaks

- September 7 - Labor Day
- October 12 - Indigenous People Day
- November 11 - Veterans Day
- November 20-27- Thanksgiving Break
- Dec 20-Jan 3-Winter Break
- February 15- President's Day
- March 31 - Cesar Chavez Day
- March 26-April 2-Spring Break
- May 31 - Memorial Day

ELITE

Multi-year Projection
As of Aug FY2027

	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30
SUMMARY				
Revenue				
LCFF Entitlement	8,580,800	9,683,733	11,004,158	11,587,827
Federal Revenue	379,821	392,736	411,506	423,666
Other State Revenues	1,923,585	1,761,948	1,886,692	1,951,849
Local Revenues	57,096	57,096	57,096	57,096
Fundraising and Grants	-	-	-	-
Total Revenue	**10,941,303**	**11,895,513**	**13,359,452**	**14,020,439**
Expenses				
Compensation and Benefits	6,292,734	6,941,188	7,429,551	7,992,685
Books and Supplies	999,895	1,166,602	1,667,176	1,754,854
Services and Other Operating Expenditures	3,297,552	3,458,585	3,797,880	4,032,487
Depreciation	67,812	67,812	14,792	-
Other Outflows & Amortization	100,000	103,000	106,090	109,273
Total Expenses	**10,757,992**	**11,737,187**	**13,015,489**	**13,889,299**
Net Income	**183,310**	**158,326**	**343,963**	**131,140**
Fund Balance				
Beginning Balance (Unaudited)	413,318	596,628	754,955	1,098,918
Audit Adjustment				
Beginning Balance (Audited)	413,318	596,628	754,955	1,098,918
Net Income	183,310	158,326	343,963	131,140
Ending Fund Balance	**596,628**	**754,955**	**1,098,918**	**1,230,058**
Total Revenue Per ADA	19,399	19,469	19,905	20,432
Total Expenses Per ADA	19,074	19,210	19,393	20,241
Net Income Per ADA	325	259	512	191
Fund Balance as a % of Expenses	6%	6%	8%	9%

ELITE

Multi-year Projection
As of Aug FY2027

	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30
Key Assumptions				
Enrollment Breakdown				
TK	20	20	20	20
K	35	35	37	40
1	35	35	37	40
2	38	40	45	40
3	45	45	45	50
4	45	45	45	50
5	44	45	45	50
6	48	55	60	50
7	48	55	60	65
8	48	55	60	65
9	48	55	65	65
10	48	55	65	65
11	49	55	65	65
12	49	55	65	65
Total Enrolled	**600**	**650**	**714**	**730**
ADA %				
K-3	94.0%	94.0%	94.0%	94.0%
4-6	94.0%	94.0%	94.0%	94.0%
7-8	94.0%	94.0%	94.0%	94.0%
9-12	94.0%	94.0%	94.0%	94.0%
Average ADA %	**94.0%**	**94.0%**	**94.0%**	**94.0%**
ADA				
K-3	163	165	173	179
4-6	129	136	141	141
7-8	90	103	113	122
9-12	182	207	244	244
Total ADA	**564**	**611**	**671**	**686**

ELITE

Multi-year Projection
As of Aug FY2027

		Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30
REVENUE					
LCFF Entitlement					
8011	Charter Schools General Purpose Entitlement - State Aid	6,450,820	7,376,254	8,469,482	8,996,352
8012	Education Protection Account Entitlement	112,800	122,200	134,232	137,240
8096	Charter Schools in Lieu of Property Taxes	2,017,180	2,185,278	2,400,444	2,454,235
	SUBTOTAL - LCFF Entitlement	**8,580,800**	**9,683,733**	**11,004,158**	**11,587,827**
Federal Revenue					
8181	Special Education - Entitlement	83,085	87,000	94,250	103,530
8220	Child Nutrition Programs	108,000	117,000	128,520	131,400
8291	Title I	158,083	158,083	158,083	158,083
8292	Title II	20,653	20,653	20,653	20,653
8294	Title IV	10,000	10,000	10,000	10,000
	SUBTOTAL - Federal Revenue	**379,821**	**392,736**	**411,506**	**423,666**
Other State Revenue					
8381	Special Education - Entitlement (State	564,000	611,000	671,160	686,200
8382	Special Education Reimbursement (State	49,521	55,418	62,756	66,158
8520	Child Nutrition - State	33,572	33,572	33,572	33,572
8545	School Facilities Apportionments	62,000	62,000	62,000	62,000
8550	Mandated Cost Reimbursements	15,128	19,794	22,491	26,217
8560	State Lottery Revenue	161,407	174,857	192,074	196,378
8590	All Other State Revenue	366,747	116,747	116,747	116,747
8591	Prop 28 Arts & Music in Schools	106,241	111,268	120,547	132,404
8593	ELOP	564,971	577,293	605,345	632,174
	SUBTOTAL - Other State Revenue	**1,923,585**	**1,761,948**	**1,886,692**	**1,951,849**
Local Revenue					
8634	Food Service Sales	35,981	35,981	35,981	35,981
8660	Interest	21,115	21,115	21,115	21,115
	SUBTOTAL - Local Revenue	**57,096**	**57,096**	**57,096**	**57,096**
Fundraising and Grants					

ELITE
Multi-year Projection
As of Aug FY2027

	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30
SUBTOTAL - Fundraising and Grants	-	-	-	-
TOTAL REVENUE	**10,941,303**	**11,895,513**	**13,359,452**	**14,020,439**

ELITE
Multi-year Projection
As of Aug FY2027

		Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30
EXPENSES					
Compensation & Benefits					
Certificated Salaries					
1100	Teachers Salaries	2,322,219	2,618,397	2,780,041	2,947,342
1103	Teacher - Substitute Pay	95,000	98,325	101,766	105,328
1111	Teacher - Elective	79,180	81,951	84,820	87,788
1200	Certificated Pupil Support Salaries	76,823	79,512	82,295	85,175
1300	Certificated Supervisor & Administrator Salaries	746,553	772,682	799,726	827,716
	SUBTOTAL - Certificated Salaries	**3,319,775**	**3,650,867**	**3,848,647**	**4,053,350**
Classified Salaries					
2100	Classified Instructional Aide Salaries	606,448	667,004	766,349	869,171
2200	Classified Support Salaries	72,960	75,514	78,157	80,892
2300	Classified Supervisor & Administrator Salaries	286,784	296,821	307,210	317,963
2400	Classified Clerical & Office Salaries	366,581	429,411	482,441	499,326
2900	Classified Other Salaries	61,120	63,259	65,473	148,265
	SUBTOTAL - Classified Salaries	**1,393,893**	**1,532,009**	**1,699,629**	**1,915,616**
Employee Benefits					
3100	STRS	499,957	558,502	591,419	625,489
3200	PERS	337,882	378,947	408,565	449,085
3300	OASDI-Medicare-Alternative	198,306	215,196	232,464	253,588
3400	Health & Welfare Benefits	442,792	495,927	531,571	569,541
3500	Unemployment Insurance	17,640	19,040	20,160	21,560
3600	Workers Comp Insurance	82,489	90,700	97,095	104,457
	SUBTOTAL - Employee Benefits	**1,579,066**	**1,758,312**	**1,881,274**	**2,023,719**
Books & Supplies					
4100	Approved Textbooks & Core Curricula Materials	250,000	257,500	350,000	350,000
4200	Books & Other Reference Materials	15,914	16,391	25,000	35,000
4320	Educational Software	50,000	75,000	150,000	175,000

ELITE

Multi-year Projection
As of Aug FY2027

		Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30
4325	Instructional Materials & Supplies	60,000	100,000	200,000	225,000
4330	Office Supplies	50,000	51,500	90,000	90,000
4350	Uniforms	42,012	46,878	53,038	55,854
4352	Testing & Assessment Supplies	25,292	26,051	26,832	27,637
4410	Classroom Furniture, Equipment & Supplies	60,000	90,000	150,000	150,000
4420	Computers: individual items less than $5k	126,226	147,013	177,823	178,658
4430	Non Classroom Related Furniture, Equipment & Supplies	10,609	10,927	11,255	11,593
4710	Student Food Services	305,292	340,655	428,400	451,140
4720	Other Food	4,550	4,687	4,827	4,972
	SUBTOTAL - Books and Supplies	**999,895**	**1,166,602**	**1,667,176**	**1,754,854**
	Services & Other Operating Expenses				
5200	Travel & Conferences	17,552	18,079	18,621	19,180
5300	Dues & Memberships	26,523	27,318	28,138	28,982
5450	Insurance - Other	140,000	144,200	148,526	152,982
5515	Janitorial, Gardening Services & Supplies	128,389	132,241	136,208	140,295
5520	Security	1,100	1,133	1,167	1,202
5535	Utilities - All Utilities	190,609	196,327	211,255	261,593
5605	Equipment Leases	69,556	71,643	73,792	76,006
5610	Rent	515,000	530,450	600,000	650,000
5615	Repairs and Maintenance - Building	135,061	139,113	175,000	180,250
5617	Repairs and Maintenance - Other Equipment	27,916	28,753	29,616	30,504
5625	Capital Reserve	100,000	60,000	61,800	63,654
5803	Accounting Fees	39,501	40,686	41,906	43,163
5805	Administrative Fees	5,796	5,970	6,149	6,334
5809	Banking Fees	3,976	4,095	4,218	4,344
5812	Business Services	247,410	256,789	273,158	283,403
5815	Consultants - Instructional	175,000	225,000	231,750	250,000
5820	Consultants - Non Instructional - Custom 1	53,045	54,636	56,275	57,964
5824	District Oversight Fees	93,765	108,991	127,568	138,365
5836	Fingerprinting	5,842	6,017	6,197	6,383
5845	Legal Fees	127,308	131,127	135,061	139,113
5851	Marketing and Student Recruiting	30,900	31,827	32,782	33,765
5857	Payroll Fees	21,231	23,604	25,742	28,263

ELITE
Multi-year Projection
As of Aug FY2027

		Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30
5860	Printing and Reproduction	26,337	29,388	33,250	35,015
5863	Professional Development	84,872	87,418	90,041	92,742
5869	Special Education Contract Instructors	447,389	499,211	564,815	594,796
5872	Special Education Encroachment	25,490	28,321	31,988	33,994
5874	Sports	159,135	163,909	168,826	173,891
5875	Staff Recruiting	70,219	72,326	74,495	76,730
5877	Student Activities	47,299	45,000	80,000	90,000
5881	Student Information System	61,005	62,835	64,720	66,662
5884	Substitutes	20,600	21,218	21,855	22,510
5887	Technology Services	77,584	85,000	87,550	90,177
5893	Transportation - Student	107,475	110,700	130,000	133,900
5896	Internet/Website consulting	9,835	10,130	20,000	20,600
5915	Postage and Delivery	1,862	2,070	2,258	2,479
5920	Communications - Telephone & Fax	2,970	3,059	3,151	3,246
	SUBTOTAL - Services & Other Operating Exp.	**3,297,552**	**3,458,585**	**3,797,880**	**4,032,487**
	Depreciation Expense				
6900	Depreciation	67,812	67,812	14,792	-
	SUBTOTAL - Depreciation Expense	**67,812**	**67,812**	**14,792**	**-**
	Other Outflows & Amortization				
7999	Uncategorized Expense	100,000	103,000	106,090	109,273
	SUBTOTAL - Other Outflows & Amortization	**100,000**	**103,000**	**106,090**	**109,273**
	TOTAL EXPENSES	**10,757,992**	**11,737,187**	**13,015,489**	**13,889,299**

ELITE Public Schools - Academic Improvement Plan

Purpose

This Academic Improvement Plan ("Plan") outlines the specific actions ELITE Public Schools ("ELITE") will implement to ensure successful attainment of ELITE's 2026-27 Local Control and Accountability Plan ("LCAP") Goal 1 and Goal 3. The Plan provides details regarding implementation, monitoring, and accountability, while remaining aligned to the goals, actions, and metrics outlined in the LCAP.

LCAP Goal 1 - All Students Perform at Grade Level

ELITE Public Schools will continue to improve student achievement through high-quality instruction, consistent implementation of curriculum, targeted intervention, professional learning, assessment, and ongoing analysis of student performance data.

Objective 1: Continue to Strengthen Tier I Instruction

Action Steps

- Deliver daily standards-aligned instruction in every classroom.
- Clearly communicate daily learning targets and success criteria.
- Implement gradual release of responsibility (I Do, We Do, You Do).
- Incorporate reading, writing, speaking, and academic vocabulary across all content areas.
- Use frequent checks for understanding to adjust instruction during lessons.
- Provide differentiated instruction while maintaining grade-level rigor.
- Continue to infuse culturally responsive instruction across classrooms and grade levels.

Monitoring

- Daily classroom walkthroughs by administrators.
- Monthly lesson plan reviews.
- Quarterly instructional observations.
- Feedback is provided to teachers within 48 hours.

Objective 2: Continue to Use Data to Drive Instruction

Action Steps

- Administer beginning, middle, and end-of-year benchmark and Interim Comprehensive Assessments ("ICA").
- Administer common curricular-based formative assessments every 2–3 weeks.
- Analyze assessment results during Professional Learning Community ("PLC") meetings.
- Identify students requiring intervention or enrichment.
- Adjust instructional plans based on student performance.

ELITE Public Schools - Academic Improvement Plan

- Administer the California Spanish Assessment to measure student performance in the Dual-Immersion pathway

Monitoring

- PLC meeting agendas
- Data analysis protocols
- Student growth reports

Objective 3: Continue to Provide Targeted Intervention

Action Steps

- Identify students performing below grade level using benchmark, ICAs, and classroom data.
- Provide small-group intervention during the instructional day.
- Monitor student progress at least every six weeks.
- Adjust intervention groups based on student growth.
- Provide enrichment opportunities for students meeting or exceeding standards.

Monitoring

- Intervention rosters
- Student progress monitoring
- Benchmark growth data
- Classroom observations

Objective 4: Continue to Improve English Language Arts Achievement

Action Steps

- Increase daily opportunities for reading and writing across all grade levels with Reading/Writing challenges.
- Implement explicit vocabulary instruction.
- Use text-dependent questions and evidence-based writing.
- Analyze student writing samples weekly and provide feedback for improvement.
- Provide intervention for students below grade level.

Monitoring & Success Indicators

- Increased benchmark scores
- Improved writing performance
- Increased CAASPP proficiency
- Improved Distance from Proficiency

ELITE Public Schools - Academic Improvement Plan

Objective 5: Continue to Improve Mathematics Achievement

Action Steps

- Increase daily opportunities for Mathematics across all grade levels with Math challenges.
- Emphasize conceptual understanding and mathematical reasoning.
- Implement daily problem-solving opportunities.
- Use math discourse and student explanation of thinking.
- Spiral review of previously taught standards.
- Provide targeted intervention based on assessment data.

Monitoring & Success Indicators

- Increased benchmark growth
- Improved CAASPP performance
- Improved Distance from Proficiency

Objective 6: Continue to Support English Learners

Action Steps

- Provide designated and integrated English Language Development instruction.
- Include language objectives in daily lessons.
- Monitor English Learner ("EL") academic progress each trimester.
- Review reclassification candidates annually.
- Provide targeted language intervention for Long-Term English Learners, students at risk of becoming Long-Term English Learners, and any English Learner needing additional support.

Monitoring & Success Indicators

- Improved ELPAC performance
- Improved English Learner Progress Indicator ("ELPI")
- Increased reclassification rate for ELs scoring level 3 or 4 on the ELPAC

Objective 7: Continue to Support Students with Disabilities

Action Steps

- Implement all accommodations identified in IEPs.
- Collaboratively plan between general education and special education staff.
- Monitor progress toward IEP goals regularly.

ELITE Public Schools - Academic Improvement Plan

- Use assessment data to guide instructional decisions.
- Provide targeted intervention aligned to individual student needs.

Monitoring & Success Indicators

- Progress toward IEP goals
- Improved benchmark performance
- Increased CAASPP performance

Objective 8: Continue to Strengthen Professional Learning

Action Steps

- Conduct weekly Professional Learning Community meetings.
- Analyze student work.
- Share effective instructional strategies.
- Participate in instructional coaching cycles.
- Monitor implementation through classroom observations.

Monitoring

- PLC agendas
- Coaching logs
- Observation data
- Teacher feedback

LCAP Goal 3

College and Career Readiness

ELITE Public Schools will prepare every student to graduate ready for college, career, and life through rigorous instruction, individualized academic planning, and meaningful exposure to postsecondary opportunities.

Objective 1: Continue to Ensure Students Are on Track for Graduation

Action Steps

- Review student transcripts each grading period.
- Identify students needing credit recovery.
- Develop individual graduation plans for students at risk.
- Meet with students and families to review graduation progress.

Monitoring

ELITE Public Schools - Academic Improvement Plan

- Progress toward graduation tracking reports
- Counselor meetings
- Credit recovery participation and results

Objective 2: Continue to Increase College and Career Awareness

Action Steps

- Provide career exploration activities at every grade level.
- Host college and career guest speakers.
- Organize college visits and career fairs.
- Integrate career readiness lessons into advisory classes.
- Offer Dual Enrollment in partnership with Solano Community College.

Monitoring & Success Indicators

- Student participation
- Student surveys
- Postsecondary planning completion

Objective 3: Continue to Prepare Students for Postsecondary Success

Action Steps

- Support FAFSA completion.
- Provide college application workshops.
- Assist students with scholarships.
- Addition of high school interest academies
- Expand dual enrollment and advanced coursework opportunities when available.
- Conduct senior exit interviews to confirm each student has a postsecondary plan.

Monitoring & Success Indicators

- FAFSA completion
- College applications
- Scholarship applications
- Postsecondary acceptance and enrollment data

Overall Monitoring and Continuous Improvement

School leadership will monitor implementation of this plan throughout the school year by reviewing:

ELITE Public Schools - Academic Improvement Plan

- Classroom observations
- PLC documentation
- Student achievement data
- Intervention effectiveness
- Benchmark assessment results
- Attendance and engagement data
- Progress toward LCAP metrics

The leadership team will review progress every six to eight weeks and adjust instructional supports, interventions, and professional learning as needed to ensure ELITE remains on track to achieve the outcomes established in LCAP Goals 1 and 3.

Elite Public Schools - PUBLIC HEARING

As presented to the
Solano County Office of Education Board of Directors
On this 9th day of September, 2026
By Dr. Ramona Bishop



Presentation Overview

- Background and Students Served
- Mission, Vision, and Expectations
- Academic Growth Over Time
- Additional Performance Comparisons
- Findings Supporting Renewal
- Thank You and Next Steps





Background

- School Opens - August 2019
- All Schools Close in California - COVID 19 - March 2020
- All Schools Open in California - COVID 19 - March 2021
- First two years of school operation impacted by COVID - high school started online
- First year of full in-person school - 2021/22
- First statewide data set 2021/22 - steady improvement annually



Students Served: 2025-26 Demographics

	ELITE	VCUSD	Solano County	State
African American (AA)	51.1%	18.9%	11.4%	4.8%
American Indian or Alaskan Native	0.2%	0.2%	0.2%	0.4%
Asian	0.5%	2.6%	4.5%	10.3%
Filipino	1.9%	10.3%	7.7%	2.2%
Hispanic	32.1%	55.5%	45.3%	56%
Pacific Islander	0.9%	1.4%	0.9%	0.4%
White	2.6%	4.6%	19.1%	19.7%
2+Races	2.8%	5.5%	10.1%	4.9%
English Learner (EL)	20.2%	25.3%	13.3%	16.2%
Reclassified Fluent English-Proficient	2.8%	13.6%	11.3%	15.7%
Foster Youth	1.8%	0.5%	0.3%	0.5%
Homeless Youth	0.4%	2.7%	1.9%	3.8%
Students with Disabilities (SWD)	12.1%	15.5%	15.5%	14.8%
Socioeconomically Disadvantaged (SD)	67.2%	84.9%	62%	63.1%

Mission, Vision, and Expectations

- ELITE's Mission: 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.

- ELITE's Vision: Students will graduate trilingual (proficient in English, Spanish, and Coding), college and career ready, with the confidence, competence, and skills necessary to matriculate into four-year universities and become global entrepreneurs and leaders.

- ELITE has codified this mission, vision, and its high expectations in its profile of a graduate and graduate outcomes

Academic Growth Over Time

In ELA and math, in both proficiency rate as measured by CAASPP and in Distance From Standard (DFS) as measured by the Dashboard, ELITE showed strong growth from 2021-22 to 2024-25, and significantly stronger growth than both the state and the Vallejo City Unified School District (District). This is true when looking at the performance of all students nearly every single student group.

This growth meets the renewal criteria for verified data, which requires ELITE show that it achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

Increases in ELA proficiency rates, 2021-22 to 2024-25

Student Group	2021-22	2022-23	2023-24	2024-25	2022 to 2025 Change (by percentage points)		
					ELITE	District	State
All Students	15.81%	18.69%	20.22%	24.63%	**8.82**	-0.85	1.76
AA	13.66%	18.61%	20.6%	25.82%	**12.16**	-0.84	2.42
Hispanic	18.82%	19.63%	16.8%	17.86%	**-0.96**	1.06	2.44
2 or more Races	10.35%	13.05%	Sub 11	47.62%	**37.27**	-6.27	1.58
EL	8.88%	11.67%	10.94%	12%	**3.12**	-0.49	-2.06
SD	14.48%	15.82%	18.78%	20.89%	**6.41**	0.31	2.99
SWD	0%	8%	2.94%	8.57%	**8.57**	2.46	1.34

Increases in ELA DFS, 2022 to 2025

Student Group	2022	2023	2024	2025	2022 to 2025 Change		
					ELITE	District	State
All Students	-109.4	-88.8	-86.1	-70.1	**39.3**	14.4	4.1
AA	-117.7	-87.3	-79.5	-64.8	**52.9**	21.7	6.4
Hispanic	-96.5	-91.4	-100.3	-86.5	**10**	12.9	4.9
EL	-103.7	-108.9	-128.4	-103.3	**0.4**	2.4	1.3
SD	-111.3	97.1	-88.6	-78.8	**32.5**	19.9	6.1
SWD	-174.3	-130.1	-165.7	-121.6	**52.7**	28.8	7.9

Increases in Math proficiency rates, 2021-22 to 2024-25

Student Group	2021-22	2022-23	2023-24	2024-25	2022 to 2025 Change (by percentage points)		
					ELITE	District	State
All Students	9.31%	12.17%	14.57%	26.12%	**16.81**	1.41	3.92
AA	8.69%	12.23%	14.72%	26.38%	**17.69**	2.97	4.13
Hispanic	12.94%	12.15%	12.7%	22.32%	**9.38**	2.93	4.51
2 or more Races	0%	0%	Sub 11	47.62%	**47.62**	-0.31	3.61
EL	6.67%	13.34%	6.25%	17.33%	**10.66**	2.16	1.3
SD	8.45%	10.68%	15.51%	21.78%	**13.33**	2.73	4.96
SWD	0%	0%	2.94%	14.28%	**14.28**	0.57	1.69

Due to this steady increase, in 2024-25 students at ELITE were more likely to be on or above grade level than their peers across the District.

Increases in Math DFS, 2022 to 2025

Student Group	2022	2023	2024	2025	2022 to 2025 Change		
					ELITE	District	State
All Students	-135.7	-113.8	-111.4	-75.5	**60.2**	17.7	9.3
AA	-147	-120.8	-114.3	-68.3	**78.7**	23.8	11.1
Hispanic	-118.2	-102.2	-112.4	-90.7	**27.5**	17.9	9.8
EL	-131.9	-121	-121.1	-101.9	**30**	10.4	5.9
SD	-141.4	-123.2	-113.3	-85.3	**56.1**	20.2	11.1
SWD	-200	-192.9	-210.1	-128.5	**71.5**	20.5	10.1

Additional Performance Comparisons

With the majority of ELITE students also being residents of the District, comparisons have been provided between ELITE and the District on the following 2025 Dashboard indicators:

- English Learner Progress Indicator (ELPI)
- College/Career Indicator (CCI)
- Graduation Rate
- Chronic Absenteeism
- Suspension Rate

As shown, ELITE is outperforming the District on a majority of these indicators schoolwide and for each student group with data.

2025 Dashboard Performance: ELPI

Student Group	ELITE	District
English Learners	**Green 46.2%**	Orange 39.3%
Long-Term English Learners (“LTEL”)	**63.2%**	Orange 39.2%

2025 Dashboard Performance: CCI

Student Group	ELITE*	District
All Students	**Yellow 33.3%**	Yellow 27.4%
African American	**38.5%**	Yellow 18.2%
Hispanic	**16.7%**	Yellow 21.9%
Socioeconomically Disadvantaged	**27.3%**	Yellow 25.9%

2025 Dashboard Performance: Graduation Rate

Student Group	ELITE*	District
All Students	**Yellow 85%**	Yellow 79.5%
African American	**77.8%**	Green 83.2%
Hispanic	**100%**	Yellow 76.3%
Socioeconomically Disadvantaged	**73.9%**	Yellow 79.2%

2025 Dashboard Performance: Chronic Absenteeism

Student Group	ELITE	District
All Students	**Yellow 30.6%**	Orange 33.1%
African American	**Yellow 31.3%**	Orange 41.7%
Hispanic	**Orange 31.7%**	Yellow 32.6%
Two or more Races	**N/A 29%**	Yellow 37.1%
White	**N/A 0%**	Red 30%
English Learners	**Orange 29.1%**	Yellow 30.2%
Long-Term English Learner (“LTEL”)	**N/A 15.4%**	Orange 34.4%
Socioeconomically Disadvantaged	**Yellow 33.2%**	Orange 35.6%
Students with Disabilities	**Red 25.6%**	Yellow 39%

2025 Dashboard Performance: Suspension Rate

Student Group	ELITE	District
All Students	Yellow 5.8%	Orange 6%
African American	Yellow 8%	Red 11.8%
Hispanic	Green 2.8%	Orange 4.8%
Two or more Races	N/A 5.1%	Orange 5.3%
White	N/A 5.9%	Yellow 5.6%
English Learners	Green 1.9%	Orange 5.3%
Long-Term English Learner (“LTEL”)	N/A 7.7%	Red 10.7%
Socioeconomically Disadvantaged	Yellow 6.8%	Orange 6.5%
Students with Disabilities	Orange 10.4%	Red 8.8%

ELITE Interest Academies

ELITE Public Schools' College Preparatory High School

Academy Model

centered on four distinct student pathways:

1. **Arts & Entertainment**
2. **Entrepreneurialism**
3. **Athletics & Athletic Careers**
4. **Workforce Development -Construction Trades**

ELITE AI Agents

Gaming Computers

ELITE created AI Agent - staff and students

Motivates students to meet goals and tracks their progress

Affirming/personalized agent

AI Agent for Parents - Ask Ms. K

Highlights

TK - 12 Athletic Program - Girl's Athletics enhanced

K-12 Golf program starts this year

Award winning debate team

Full Service Community Schools - with Mental Health Interns

Freedom school with drumline (taught by Juan Escovedo), martial arts, dance, and athletics

TK - 8 - Dual Immersion Spanish - World Language Spanish TK - 12

TK - 12 - Coding - UC Davis Partnership

Street Team - interns

6-Year WASC Accreditation

Findings Supporting Renewal

- *The Charter School has presented a sound educational program*
- *The Charter School has shown it is demonstrably likely to successfully implement the proposed educational program*
- *The Charter School is serving all students who wish to attend*
- *The Charter School is in the low-performing category and has met the criteria for renewal for a two-year renewal term*
- *The Charter School's petition is reasonably comprehensive*

Thank You and Next Steps

- Thank you for having us for tonight's public hearing and presentation
- We have a few members of our community here tonight to share a bit more about their experience at ELITE via public comment
- We will also be here for any Board member questions
- All Board members and SCOE staff are invited to visit ELITE between now and the renewal decision
- We look forward to returning to your meeting on November 18 for a vote on our renewal