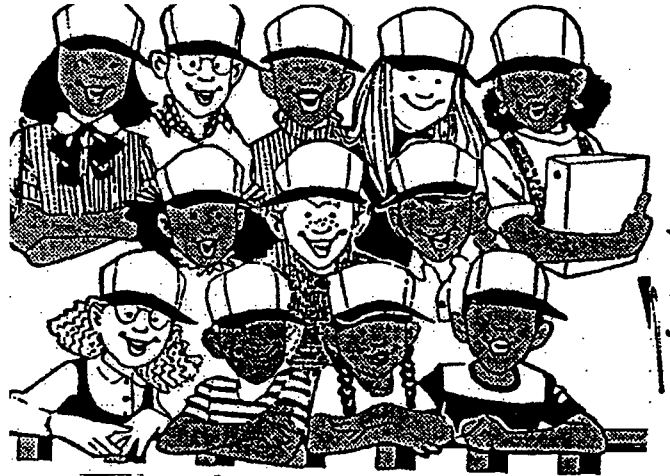


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HERBERT GUICE CHARTER ACADEMY



Charter Petition

October 29, ²⁰⁰⁸
Submitted: ~~September 24, 2008~~

For an initial term of July 1, 2009 – June 30, 2014

CHARTER SCHOOL PETITION INFORMATION

Name of School: **Herbert Guice Charter Academy**

Lead Petitioner: Neola Brown-Crosby, 7801 Outlook Avenue, Oakland 94605

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Grade Levels: Kindergarten – Sixth Grade

Anticipated number of students in first year: 152

Number of students at full capacity: 232

Overview

The Herbert Guice Charter Academy petitions the Oakland Unified School District to grant a charter beginning the 2009-2010 school year. If granted, the charter school will be located at: 6925 International Blvd., Oakland, CA 94621.

We believe it takes a multiplicity of actions to proactively counteract problems that contribute to the drop-out rates in our educational institutions. Although there are a myriad of approaches, the Herbert Guice Charter Academy will offer the following approaches to ensure academic success:

- ❖ A premier core curriculum that combines high academic standards with value-based education that focuses on character development as well as academic achievement;
- ❖ Service- Learning which extends learning beyond the classroom that links academic content and standards;
- ❖ Character Education where character is modeled, taught, expected, practiced and celebrated; and
- ❖ A School-Based Mentoring Program and a Financial Literacy Program to provide tangible solutions to parenting concerns and poverty within the home and community.

As a learning community, students, parents, teachers, and other stakeholders will share in the commitment to excellence for each child, through effective, ongoing interaction and communication between the school and home.

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I. Introduction

Intent of the Charters Schools Act

The Charter Schools Act of 1992 states that:

It is the intent of the Legislature...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.*

- California Education Code Section 47601(a)-(g)

Overview/Petition

In accordance with California Charter School Law, Herbert Guice Charter Academy petitions the Oakland Unified School District ("OUSD") Board of Education to grant a K-6 charter for Herbert Guice Charter Academy for the five-year period from July 1, 2009 until June 30, 2014, and eligible for subsequent renewals.

The Herbert Guice Charter Academy will make important contributions to the legislative intent outlined above by offering quality instruction in a caring environment. As a learning community, students, parents, teachers and other stakeholders, such as the Grandparent's Club, will share in the commitment to excellence for each child, through effective, ongoing communication between the school and home, which is vital to our mission. The Academy will be located in East Oakland and the students to be served will match the demographics in the East Oakland area. By granting this charter school petition, OUSD will help fulfill the intent of the Charter Schools Act of 1992 by providing students with a quality educational option. The Charter Schools Act of 1992 provides that a petition must contain reasonably comprehensive descriptions of the elements described in California Education Code Sections 47605(b)(5)(A)-(Q). These sections of law and the required descriptions are discussed below. This document is presented in the order and format suggested by the State Board of Education's recommended "Model Application."

Why Herbert Guice Charter Academy?

It is our belief that a strong school has a strong supportive culture, one that lets children know that their work is valued, that adults will not give up on them, and that they are responsible for their actions. The staff will work toward creating a professional tone that celebrates learning in all its forms. The Herbert Guice Charter Academy will set this tone in a small school setting, with small class sizes, by promoting values, actively involving families and celebrating community members.

To that end, we have established the following:

Herbert Guice Charter Academy Mission Statement

The Herbert Guice Charter Academy seeks to educate and train students in a safe, creative and intellectually stimulating environment that fosters the growth of self-esteem and responsibility in each child.

School Philosophy

The Herbert Guice Charter Academy is a community composed of parents, guardians, members of the Grandparents Club, faculty, staff and students bound together in mutual respect for each other.

The School is dedicated to preparing young people to live in an evolving world of change.

Students are guided through the curriculum in the development of a quality education and a moral value system. The curriculum is carefully coordinated to instill a strong foundation in the basic skills, as well as develop high levels of analytical and critical thinking through age-appropriate activities. The development of the total child is addressed through moral, social, psychological and physical development. The unique qualities and talents of each child are encouraged and nurtured.

The education environment is a community where responsibility for learning is placed upon the learners, the teachers and staff as professional resource persons, and the parents as nurturers and supporters of their child.

Core Values

- ◆ *Respect*
- ◆ *Integrity*
- ◆ *Excellence*
- ◆ *Accountability*
- ◆ *Creativity*
- ◆ *Belief in people as a solution*
- ◆ *Diversity*

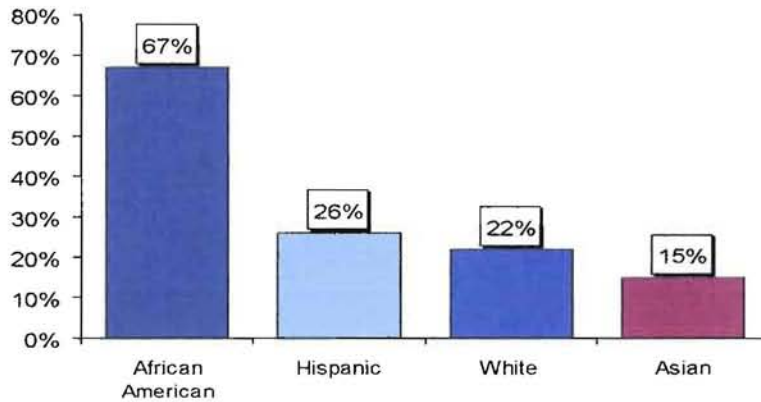
There has been a wealth of information regarding the challenges to successfully educating youth. It is a known fact that the United States now has one of the highest high school drop-out rates of any industrialized country. The California Department of Education has reported that the drop-out rate for students in Oakland, grades 9-12, for 2006-07 is 29.8%, while the State-wide percentage of drop-outs for grades 9-12 is 17.3%. Research has demonstrated that there are many reasons why students, especially African-American students, are dropping out of high school. As Jack O'Connell, California State Superintendent of Public Instruction, has indicated "increasing graduation rates is critical to closing the achievement gap and preparing students for success in the competitive global economy." In the words of the late Ms. Edna Washington, Educator and former Oakland Unified School Superintendent "students drop out of school at the elementary level. They just take the action in high school!"

Recently, in a speech given by Senator Barack Obama, he stated that, "We are sending our children out in a 21st century economy by sending them through the doors of 20th century schools . . . if we accept this, . . . we face a future that's not only morally unacceptable for our children, but economically untenable for a nation that finds itself in a globalized world, as countries who are out educating us today".

Additionally, for the past several decades, teachers, especially in urban areas like Oakland, have had to serve in a dual capacity as both teacher and surrogate parent, in order to be effective. Data from the US Census 2000, noted below, reveals that only one-third of African American youth live in a two-parent household, compared to 85% of Asians, 78% of Whites, and 74% of Hispanics. It is not single parent status by itself that presents a challenge, but the associated lower income, supervision time, and resources that create a challenge for single parents.

In Alameda County, African American children are more likely to be in a single parent household:

Percent of Youth in Alameda County Living with Only 1 Parent by Race/Ethnicity (2000)



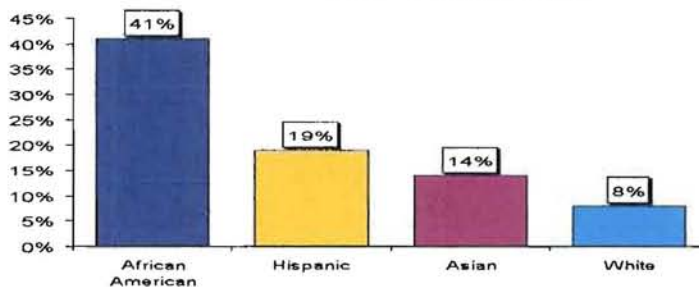
Source: U.S. Census 2000

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In addition to the challenges facing single parents/guardians, US Census 2000 data also reveals that African-American youth in Alameda County are also two times more likely (41%) than Hispanic youth (19%) and five times more like than white youth (8%) to live in poverty, as noted below:

In Alameda County approximately 40% of African American youth and 20% of Hispanic youth live in poverty.

Proportion of Youth Living Below the Poverty Level in Alameda County (1999)

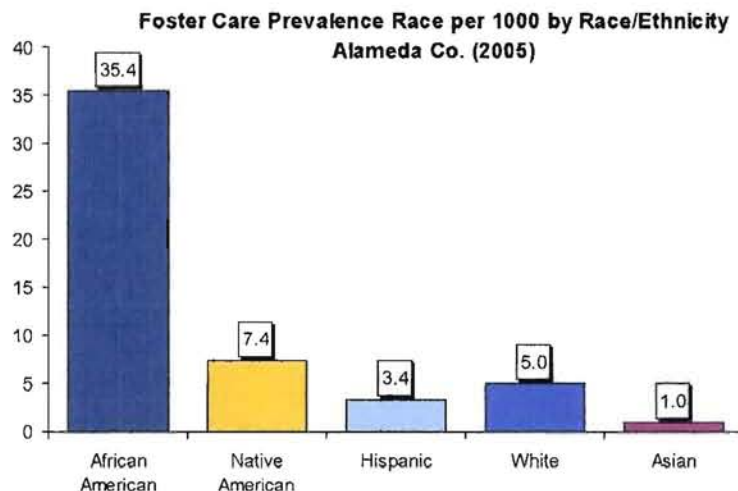


*Youth is defined as individuals below age 18
Source: U.S. Census Bureau's Census 2000 Summary File 3 (SF3)

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More startling than these statistics is the following data, which reveals the rate of children, especially African-American children, to be in the foster care system in Alameda County, compared to other ethnicities/races.

African American children are significantly more likely to be raised in a foster care setting.



Source: "Child Abuse & Neglect in Alameda County." A handout distributed during the Violence Prevention Data and Evaluation Subcommittee workgroup in March 2007.

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We believe it takes a multiplicity of actions to impact such egregious problems that contribute to the drop-out rates in our educational institutions, along with significant impacts to the community at large. Although there are a myriad of approaches that can impact these statistics, the Herbert Guice Charter Academy will offer:

- ❖ A premier core curriculum that combines high academic standards with value-based education that focuses on character development as well as academic achievement;
- ❖ Service Learning; and
- ❖ A School-Based Mentoring Program and a Financial Literacy Program (summarized below) to address the issues of parenting and poverty.

School-Based Mentoring Program

In order to implement a School-Based Mentoring Program, the Herbert Guice Charter Academy will partner with the "Grandparents Club" of Oakland. The Grandparents Club's mission is to "Stop the Violence". They are a community organization comprised of approximately 40 grandparents (both grandfathers and grandmothers) committed to making a change in the community by volunteering their time, energy and talents with elementary school youth. Research notes that students who lack proper supervision and guidance from an adult are more at-risk for a variety of problems. A mentor can reconnect at-risk students with adults, school, and the community through a supportive relationship that provides extra attention and support for the student. A mentoring program can provide role models for at-risk students, while providing assistance in tutoring, monitoring student progress and sharing recreational activities; mentors can serve as a liaison between home and school. In a study conducted by D.J. Blum and L.A. Jones, (1993) *Academic Growth Groups and Mentoring Programs for Potential Dropouts* states that "students who were mentored showed a 62% reduction in D's and F's and showed improvement in a number of behaviors, including participation in class, classroom behavior and interaction with peers". "Mentoring is a cost-effective way to help students improve academic achievement, learn pro-social skills, establish goals, and increase self-esteem. Effective mentoring programs demand time, dedication, long term commitment, and ongoing meetings with school professionals to deal with interpersonal problems and provide feedback which gives mentors the knowledge they need to make the mentoring relationship successful", as noted by the Safe & Responsive Schools Project, funded by the US Department of Education.

To that end, the Grandparents Club will work exclusively with the Herbert Guice Charter Academy to implement a school-based mentoring program. We will utilize "The ABCs of School-Based Mentoring", published by the National Mentoring Center in conjunction with the Office of Juvenile Justice and Delinquency Prevention, Public/Private Ventures and Big Brothers Big Sisters of America, as a template to build and monitor the program.

The Grandparents Club will implement a two-pronged approach: 1) One-on-one mentoring; and 2) "Adopt a Class" Model, which will entail having grandparents assisting in the classrooms, library, attending field trips, community service projects and other school activities. Youth to receive one-on-one mentoring will be referred by the student's teacher. Additionally, a Grandparent will be assigned to each classroom, on a rotating shift, so that there is coverage Monday-Friday, for each classroom by a Grandparent. There will be consistency in that each Grandparent will be assigned a specific day of the week to be present in each classroom.

By providing daily assistance in the classrooms, teachers will be able to focus on their primary responsibility of educating our youth. The Grandparents Club and Academy personnel will ensure that mentors are well-trained. The Grandparents Club will meet with staff on student minimum days to ensure effective communication and discuss

strategies. They will also meet monthly at the school to obtain on-going training and conduct planning (see schedule of meetings noted on School Calendar, Appendix E).

Additionally, the Grandparents will establish a rapport with the students and their parents and become the extended family unit at school, thereby addressing the adage, "It takes a village to raise a child". The Grandparents will also provide mentoring to parents/guardians, who may need those services, along with assisting with teaching effective parenting skills. We believe that adding additional support in each classroom will increase resources for teachers, students and parents, while simultaneously positively impacting the challenges relating to single parenting.

Herbert Guice Charter Academy Banking Program

Financial literacy has been deemed a necessary component in addressing poverty and increasing wealth. At the Herbert Guice Charter Academy, we will institute a school savings program with a local bank such as Washington Mutual. This program will give students hands-on lessons about economics and how to handle money responsibly by opening their own savings account. By participating in the Academy Banking Program, students will have the opportunity to develop healthy financial habits that can last a lifetime. Participating students will learn responsibility, discipline, consistency, money managing and how to set goals. This program will also enable teachers to integrate Math with Social Science and Literature into the curriculum by using books such as "Alexander Who Used to Be Rich Last Sunday," by Judith Viost and the poem, "Smart" from "Where the Sidewalk Ends" by Shel Silverstein.

Founding Group

The Founding Group of the Herbert Guice Charter Academy is comprised of educators, administrators, and community business leaders who are dedicated to providing a quality education option. The Founding Group is dedicated to helping to ensure that the cycle of high school drop-outs in Oakland diminishes and we believe that it will take a myriad of stakeholders to make that happen. To that end, following is a brief description of the areas of expertise of the Founding Group:

Gail Johnson-Murphy – College Educator, Administrator and Instructor for 35 years and is currently serving as Counselor and College Instructor at Chabot College, Hayward. She is a life-time resident of the City of Oakland. She has served her community in many capacities including: education and tutoring of McClymonds High School students; volunteering with the Mathilda Cleveland Project, working with senior citizens; serving as a BUILD mentor; served as member of the Southern Alameda County Committee on Aging; and serves as Alumni for Jack and Jill Incorporated, a parent group committed to providing educational, social and cultural experience to our children.

She holds a Masters in Educational Psychology and Counseling from California State University Hayward; B.S. Degrees in Early Childhood Development, Psychology, and Sociology from California State University and has completed Post Graduate work toward a Doctoral Degree in Education at the University of San Francisco. She also holds a California Multiple Subjects Teaching Credential and California Community College Credentials in the following: Administration, Counseling and Instruction.

Barbara Elmore-Lane – Retired Personnel School Administrator with Oakland Unified School District for 34 years, with 20 years experience in Human Resources and 14 years of working at various school sites within the District. Mrs. Elmore-Lane has a wealth of experience in employee recruitment, training and evaluation, and employee discipline, especially in the area of Certificated Personnel.

Ms. Elmore-Lane began her career with Oakland Unified School District as a Noon Supervisor at Franklin Elementary School where her daughters attended – a parent who wanted to participate in her children's education. She then worked in various classified positions, prior to becoming a Coordinator in Human Resources. She received a B.S. Degree in Business Administration, Industrial Relations and Personnel Administration Option from the California State University, East Bay (formerly Hayward). She has also served as an Elementary School Principal and Teacher. Ms. Elmore-Lane has supervised, trained and evaluated a staff of up to eighteen members. She has coordinated the City of Oakland's Teacher Home Purchasing Program and served on the committee to establish guidelines for special education teacher reform. She has also worked to develop and implement teacher training programs with the many local colleges. Additionally, Mrs. Elmore-Lane has had budgeting and fiscal responsibilities for various programs for which she was responsible.

Stella Daniels – Office Manager and Tax Preparer with over 20 years of experience in accounting and finance with Ferguson & Company Certified Public Accountant, Oakland, CA. Over the past 20 years, Mrs. Daniels has worked with individuals and both public and private corporations in applying the principles of accounting and analyzing financial information. Additionally she has significant experience: preparing financial reports by compiling information; preparing profit and loss statements; utilizing appropriate accounting control procedures; preparing revenue, expense, payroll, invoices and other accounting documents; and analyzing and reviewing budgets and expenditure trends and recommending appropriate budget levels to ensure expenditure control. Additionally, she recommends, develops and maintains financial data bases, computer software systems and manual filing systems. She insures that all federal, state and local taxes have been prepared and filed timely. Mrs. Daniels holds certificates in Taxation - Federal & State, Audit Representation and Notary Public, State of California.

Neola Brown-Crosby – Management Analyst with Alameda County Probation Department, Juvenile Services. Mrs. Brown-Crosby has managed State and federal grants for over 10 years and has a strong financial background with experience in

contract management, budget and finance oversight. She has served as the Executive Director of the Associated Community Action Program, where she managed the federal Community Services Block Grant (CSBG) for Alameda County. She is also a former Administrator in Hayward and Berkeley Unified School Districts with over 13 years experience in the area of Certificated Human Resources and three years of experience working at the college level, California State University, Hayward serving in the Credentials Office where she was responsible for assisting students in enrolling in the Credentials program and upon completion obtaining credentials. She holds a B.S. Degree in Business Administration from California State University, East Bay (formerly Hayward).

Helen Getridge – Experienced Educator with over 40 years of varied experience in the Oakland Unified School District, where she has been effective in providing assistance to school sites and staff of low performing students in the area of Reading/Language. Her experience encompasses both school site and district assignments. She has served as a Language Arts Prep Teacher, where she provided Language Arts instruction to students in grades K-5; served as a Teacher on Special Assignment in the State and Federal District Office, where she assisted school sites in writing their Consolidated Application School Site Plan, training school site staff in categorical programs and planning professional development for Instructional Assistants; served as a Program Facilitator at Allendale School, where she maintained all files for the State and Federal Programs, worked with groups of low performing students, facilitated Staff Development activities, coordinated School Site Council and School Advisory Council meetings; and coordinated the annual Testing Program.

Mrs. Getridge holds a B.A. Degree in Elementary Education from Dillard University, New Orleans and a M.A. Degree in Multicultural Education from the University of San Francisco.

Brenda Gamble – City of Oakland employee with 22 years of employment working in various departments of the City, which include: Finance, Public Works Administration, Community and Economic Development Agency (CEDA), Housing, and Administration, Planning and Building. Ms. Gamble is currently working in the Housing Department where she assists people who are interested in becoming first-time home buyers in Oakland. As a result, she has extensive experience working with a myriad of banks, mortgage institutions, title companies and realtors.

Additionally, she provides services to residents in the community by coordinating workshops and housing fairs that educate and inform the community at large. Ms. Gamble holds a B.A. Degree in Social and Behavioral Science.

Melvyn Gillette – Accomplished Management Professional who has over 36 years experience with expertise in research, analysis, planning and training as an Agency Resource Center Supervisor with Metropolitan Life Insurance Company. She

continues to serve her community as a volunteer computer teacher and as the president of the African-American Genealogical Society of Northern California. This organization conducts research on family genealogy and history. Ms. Gillette holds a B.S. Degree in Mathematics from the University of Arkansas-Pine Bluff.

Jimmie Hawthorne – Retired from the Alameda Naval Air Station after 30 years of service in the following positions: Apprentice Machinist, Journeyman Machinist, Tool and Die Maker N/C Programmer and Planner/Estimator. After retirement, Mr. Hawthorne worked as a Systems Operator with Thomson Financial in San Francisco. He holds an Associate Arts Degree from Laney College and a Certificate in Computer Accounting from Mission Valley ROP.

Mary Hardy – Retired Division Director for the Center for Employment Training (CET), a federally funded training program, for over 21 years. She has also held positions for CET as: Industrial Development Specialist/Field Developer, Job Development Manager, Office Skills Division Manager, Job Development Specialist and Instructor Counselor. Prior to joining the above program, she was employed at Parks Job Core as the Testing and Evaluation Supervisor. Other positions held include: teacher, recreation leader, and many others. Mrs. Hardy participates in many community activities and has been a long-time resident of the City of Oakland.

Ms. Hardy holds a B.S. Degree in Behavioral Science/Psychology from the College of Notre Dame and a MBA from the University of Phoenix.

Mildred Williams - Retired Oakland Public Schools teacher after 30+ years of service. Mrs. Williams came to the District as an Instructional Assistant in a teacher training program (New Careers, COP), completing Holy Names College with a BA in English, her teaching credential and a Masters in Education. In addition to her extensive classroom experience, Mrs. Williams worked in the District's State and Federal Program as a Reading Specialist. 13 years in a variety of non-public schools, teaching both remedial Reading and Mathematics.

In addition to the degrees/credentials mentioned above, Mrs. Williams holds a M.Ed. with a concentration in Reading (Raskob Institute), a Masters in Biblical Studies from Bay Cities Bible Institute and an Administration Credential from California State University, Hayward.

Juanita Ambers – Entrepreneur and Business Owner of Arco AM/PM Mini Mart and Gas Station, located at 98th Avenue and International Blvd. in Oakland for the past 30 years. This business serves as a vital service to the community in an area where few businesses operate, especially since her business operates 24 hours per day. She has been responsible for providing livable-wage employment opportunities for over 200 individuals during the past 30 years she has been in business. Ms. Ambers is a savvy business person, who understands and meets the need of her community that has a large concentration of impoverished residents. Additionally, Ms Ambers has

been a long-time resident in the City of Oakland for 60 years and has assisted with many numerous community projects throughout the City.

Tremaine Moore – An Elementary Teacher with Oakland Unified School District for the past 14 years. He began his career with OUSD as an Instructional Assistant, librarian, tutor, and noon supervisor. Mr. Moore has taken on additional roles, as a committed, dedicated classroom teacher and serves as an Academic Liaison for after school programs, Student Council Advisor, Safety Patrol Advisor, after school drama teacher, after school dance teacher, and School Site Council Representative.

Mr. Moore holds an Associate Arts Degree in General Education from Laney College, B.A. Degree in Liberal Studies from Cal State Eastbay, and a Professional Clear Multiple Subject Teaching Credential, with CLAD emphasis.

II. EDUCATIONAL PHILOSOPHY AND PROGRAM

Governing Law:

A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

- California Education Code Section
7605(b)(5)(A)

Target Population

The School plans to open serving approximately 152 students in grades K-6. It is our intent to add at least one additional grade level each year until we reach our maximum capacity of 232, by the fifth year of operation.

According to demographic data compiled by the California Department of Education, the District enrolled 47,012 students in 2006-07. 28% were designated English Learners, and 69% were low income (i.e., eligible for Free/Reduced-price meals). Those students represented the following ethnicities: American Indian 0.4%; Asian 14.1%; Pacific Islander 1.1%; Filipino 0.8%; Hispanic 34.8%; African American 38.2%; White 6.0%; Multiple/No Response 4.5%.

The Academy seeks to enroll a diverse population of students that reflect the District’s demographics in the East Oakland area. We expect to draw students from throughout the city, as well as from the surrounding neighborhood (Havenscourt Blvd. to 90th Ave. and Bancroft Ave. to San Leandro Blvd.). The grade levels to be served are kindergarten through sixth grades. Our goal is to reach and teach all learners, with special attention to students from single parent homes, students in foster care/group homes and students living below the poverty level. The school will not discriminate against students or others.

We feel that establishing this charter school will address the academic needs of the low performing students who are enrolled in the neighborhood public schools. Examples of overall school performance in the neighborhood schools are displayed below.

Lockwood Elementary School
Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	8%
Mathematics	14%
Science	5%

Coliseum College Prep Academy
Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	8%
Mathematics	11%
Science	%
History-Social Science	%

ROOTS International Academy
Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	14%
Mathematics	9%
Science	%
History-Social Science	

What it Means to be an Educated Person in the 21st Century

We strongly believe that an educated person in the 21st Century must be able to be self-directed and able to work independently as well as interdependently. The Academy expects its students to graduate and be able to achieve his or her utmost potential with strong academic skills and effective communication skills that are necessary to excel in the 21st Century. Additionally, students will be critical, creative thinkers, independent learners and possess problem solving skills that will enable them to be creative and innovative participants in the global economy. To that end, we will establish academic goals and high expectations for all students. An example

of such creation is the banking program that is an integral part of the school's philosophy. Herbert Guice Charter Academy's Banking Program will be established to teach many life-skill practices. One such skill will be financial literacy, which has been deemed a necessary component of addressing poverty and increasing wealth. At Herbert Guice Charter Academy, we will institute a school savings program with a local bank such as Washington Mutual. This program will give students hands-on lessons about economics and how to handle money responsibly by opening their own savings account. By participating in the School Savings Program, students will have the opportunity to develop healthy financial habits that can last a lifetime. Participating students will learn responsibility, discipline, consistency, money management and how to set goals. This program will also enable teachers to integrate Math with Social Science and Literature into the curriculum by using books such as "Alexander Who Used to Be Rich Last Sunday," by Judith Viorst and the poem, "Smart" from *Where the Sidewalk Ends* by Shel Silverstein.

How Learning Best Occurs

"...we believe that each child can learn and succeed, that diversity enriches us all, that students at risk for failure can overcome that risk through involvement in a thoughtful and caring community of learners, that each child has strengths and needs, and that effective learning results from the collaborative efforts of us all to ensure the success of each." (Creating An Inclusive School, editors Richard A. Villa and Jacqueline S. Thousand, Association of Curriculum and Development, Alexandria, Virginia, 1995.)

Guice Academy will use specific strategies and approaches to learning. The strategies that we will use will include, but are not limited: to cooperative learning, homogeneous grouping, direct instruction, peer tutoring, buddy reading, graphic organizers, think aloud, writing workshop and collaborative strategy.

The strategies previously mentioned will be implemented in reading/language arts, math, science, and social studies. As we promote academic learning and achievement, Character Education and Service Learning will be integral components in the curriculum that will best equip our students to lead purposeful, productive and fulfilling lives to build a better world.

Besides small class sizes, a structured learning environment will be created to ensure that students build a strong academic foundation. Those with special learning needs will be mainstreamed into the regular classrooms and receive individual attention as required by law.

As part of the School and Parent Compact, parents will be required to volunteer at least 15 hours with a minimum of five hours spent in the classroom, thereby establishing an increased adult/student ratio. This ratio will help facilitate the creation of small groupings with adult leadership.

Academic Program

Despite the vigorous efforts of the local public schools, most public schools in this area unfortunately score low on standardized tests used to assess the student's mastery of the California State Standards. We intend to complement the local public schools with a comprehensive strategy that will educate teachers, parents, students and the community. This strategy will be implemented so that all stakeholders are aware of the State's Standards and the role each must play in helping students to achieve mastery in all subject areas.

In order to provide a comprehensive program, Herbert Guice Charter Academy will extend the day and the year for its students. Further, the infusion of a Character Education component enhances the course offerings and provides for the nurturing of the whole child. The following is an example of a daily course schedule for many of the students who attend our school. An example of a typical day of a K-3 students is found in Appendix C.

To improve instruction in all areas, the staff will meet every fourth Wednesday as a Professional Learning Community to review the instructional program and assessment. We will use outcomes from curriculum-based assessments to identify students' strengths and weaknesses. We will also analyze data such as, test results, attendance, referrals to the Office, and report cards to help us to do further planning. Teachers will meet to share and discuss what's working well and what should be improved. Progress will be assessed regularly.

The success of the program will be measured by students' test scores, the scope of the curriculum, attendance, disciplinary referrals, staff retention and parent satisfaction.

To implement a viable curriculum, we will:

- Identify and communicate the content considered essential for all students.
- Ensure that the essential content is addressed in the amount of time available for instruction.
- Sequence and organize content so that students have ample time to learn it.
- Protect instructional time, making class time sacred.

Implicit in our instructional design is a re-teach process so that all students are afforded the opportunity to internalize and synthesize new information. This is readily apparent in our lesson planning as all teachers use a seven step lesson plan that begins with activating prior knowledge and minimizing any degree of the mismatch theory. Both strategies are implemented in order to address low achievement on a school-wide basis.

Guice Academy's curriculum will meet or exceed the educational requirements of the State of California. The school will have a well-defined curriculum in each subject area, which is tied to our goals and mission. Teachers will have copies of the Standards and know the learning expectations of each grade level. The curriculum is both challenging and nurturing as it strives to instill a strong foundation in the basic skills, as well as develop high levels of analytical and critical thinking through age appropriate activities. Courses of instruction will include Language Arts, Math, Social Studies, Science, Health/Physical Education, Foreign Language, Computer Education and Visual and Performing Arts. We will offer the building blocks needed to attain excellence by engaging strategies such as journal writing, guided imagery, KWL, Venn Diagramming, Literature Circles, Higher Level Questioning Strategies, RAFT techniques, etc.

Curriculum and Instructional Design

The California State Department of Education State Standards and the State Frameworks will drive the curriculum. It will challenge each student to achieve to his or her utmost potential with rigorous academics and positive social skills. Our curriculum sequence will include the grade level standards for each core content area.

We want all students to achieve strong academic skills, effective communication skills, become independent learners who contribute to their communities and are critical, creative thinkers and problem solvers. The curriculum (in science, ELA , math and social studies) is research-based and complies with No Child Left Behind and will assist in accomplishing the aforementioned goal. . As such, in all curricular areas the students will be afforded the opportunities to learn from researched based strategies including:

-Identifying Similarities and Differences: When students are provided with the strategy to identify similarities and differences, they enhance their understanding of and ability to use knowledge.

-Summarizing and Not Taking: Students will understand the process of inculcating the effective process of deleting some information, substitute some information and keep some information.

-Reinforcing Effort and Providing Recognition: Students will understand the importance of believing and effort, thereby embracing the concept of discretionary effort and focusing on change, alterations and intentional praxis.

-Homework and Practice: Teachers will be guided by research findings that outline grade level appropriateness of homework assignments and their appropriateness.

-Cooperative Learning: Teachers will understand the differences in homogeneous and heterogeneous groupings and when each should be used to facilitate optimum learning.

-Setting Objectives and Providing Feedback: This strategy allow for establish a direction for learn, which guarantees the narrowing of what student focus on. Also, emphasis is placed on provided feedback that is "corrective" not simply superficial.

-Generating and Testing Hypothesis: Teachers will us inductive and deductive methods concentration on discovery, predication and knowledge assimilation from pre-figuration.

-Cues, Questions and Advanced Organizers: This strategy will afford the teacher to build on what the students already know about a certain topic. This strategy will allow the teacher to concentrate on what is important as opposed to what is unusual.

Additionally, in recognition of the fact that a culturally literate society is essential in today's world, Character Education will be infused into the curriculum and the daily routine of school. Students will be part of a school culture where character is modeled, taught, expected, celebrated and practiced.

The traits that will be addressed are:

-Responsibility: Students will be accountable in word and deed. Being responsible will foster a sense of duty to complete a task, be reliable, dependable and committed.

-Perseverance: Students will pursue worthwhile objectives with determination and patience. They will exhibit a try and try again spirit when confronted with failure.

-Caring: Students will show understanding of others by treating them with kindness, compassion, generosity and a forgiving spirit.

-Self-discipline: Students will give their best as they demonstrate the ability to control their emotions, words, actions impulses and desires.

-Citizenship: Students will be exemplary citizens and become involved in service to the school and community.

-Honesty: Students will be trustworthy and act with integrity at all times. They will understand what it means to tell the truth and own up to their mistakes.

-Courage: Students will understand what it means to do the right thing when they have to make choices.

-Fairness: Students will learn to cooperate with one another as they practice justice, equity and equality. They will recognize the uniqueness and value of each person within our diverse society.

-Respect: Students will show high regard for authority, other people and self. They will follow the Golden Rule, "Do unto others as you want them to do unto you."

-Integrity: Students will adhere to a code of moral values. They will be honest and trustworthy.

-Patriotism: Students will have love and have loyalty for their country.

These "Character Traits" will be posted in each classroom and in strategic places around the school and will be the basis for the development of classroom "Affirmations" that will be recited daily.

The following core curriculum provides the foundation for Guice Academy to meet State Content Standards.

Reading/Language Arts

We will use the Open Court Reading Program. This is a research-based program that presents concepts and strategies in a systematic and logical order. It teaches comprehension and other skills students need to become successful and efficient readers. There is explicit instruction in phonemic awareness, phonics and word knowledge, inquiry skills, strategies and language arts skills and strategies. It is a complete program that teaches reading, grammar, spelling, and writing skills. The literature selections show how different forms of literature express a particular theme. The presentations in various genres help the students to understand the thematic units at each grade level. The teacher will model good penmanship. Writing will be taught and incorporated across the curriculum.

Mathematics

The school will use the Houghton Mifflin Math series which will provide students with a high quality Mathematics program. The step-by-step lessons have standards-based content that progress from simple concepts to the more complex topics. The program is based upon incremental development, continual practice and review, and

cumulative assessments at regular intervals. The focus will be the contents of the Math standards.

Supporting Evidence:

- Collaborative Learning Projects
- Use of Scientific and Graphing Calculators
- Games
- Geometry in the Real World
- Partner Work
- Model Building
- Manipulatives
- Visual Presentations
- Oral Presentations
- Outdoor Demonstrations on Graphing

Science

Science is an integral part of the school day. It is an active enterprise, made active by our human capacity to think. The teachers make use of the Full Options Science System (FOSS). The FOSS kits are designed to address the standards that all students are to master at the kindergarten level through the sixth grade level. This guided developmental system has been successful in providing active-learning science curricula. By following the sequence presented by FOSS, the students become well equipped to be successful in all subsequent grades.

The best way for students to demonstrate their understanding of scientific concepts and to develop the ability to think well is for them to construct ideas through investigation, analysis and praxis. FOSS affords that experience by engaging students in these processes as they develop scientific literacy through appropriate cognitive development. Through:

- Observation
- Conducting Investigations
- Data Collection
- Asking Questions
- Project Learning

Social Science

The Social Science stand alone curriculum, published by McGraw Hill, helps students to understand the importance of following rules such as, sharing and taking turns. Additionally, Social Science is addressed in the Open Court Curriculum by making it a adjunct to the English Language Arts Curriculum. Emphasis will be placed on:

- Honesty
- Responsibility
- Courage
- Determination

Students will become astute in understanding basic economic concepts, making connections from the past to the present and the role of rules and laws in society.

These understandings will expand as the students progress through the grades. Textbooks and supplementary materials will be selected with the teachers' input.

Health/Physical Education

The comprehensive Health/Physical Education program promotes physical, mental, emotional and social well-being. Classroom instruction will emphasize kinesthetic movement together with good nutrition, exercise, physical activity and fitness that help our students accept responsibility for life-long healthy lifestyles. Activities include games, individual and team sports, the development of fine motor skills and movement.

The Physical Education Framework is used as a valuable reference to support our goals:

- Movement Skills and Movement Development
- Self-image and Personal Growth
- Demonstration of Good Sportsmanship

This program will be structured around the state standards for each grade level.

Visual and Performing Arts

Visual and Performing Arts is an integral part of the curriculum. The students will be scheduled into a self-contained music class three times a week. Additionally, visual art is integrated throughout the curriculum on an ongoing basis. The activities that the students will participate in, such as the Thanksgiving and Holiday programs, Music and Oratorical Festivals and Spelling Bees develop students as individuals and broaden their appreciation of art, music, and literature. Music and Art will be an integral part of the curriculum. This program will be structured around the state standards for each grade level.

- Learning through active practice
- Researching, writing, and communicating about the arts
- Rehearsal and creation of works in the arts
- Reading about the arts and artists
- Reflecting on the arts
- Journal writing on one's observations, feelings, and ideas about the arts
- Participating in arts criticism on the basis of observation, knowledge and criteria

Foreign Language

All students (K-6) at the Herbert Guice Charter Academy will be taught Spanish as the foreign language. They will learn common phrases and essential vocabulary through

classroom conversations, drama, role-playing, games and singing. The upper grade students will continue to build oral language skills and begin work with written Spanish. They will be formally introduced to the grammatical structure of the language. The curriculum includes opportunities for students to learn about aspects of Spanish and Latino history and culture. In addition, the content of the Spanish culture is integrated with the Social Studies program.

Computer Education

Students will be engaged in learning the keyboard, basic word processing, spreadsheets, publishing and presentations. The focus for the younger students will be basic terminology and mouse skills. All students will use the mouse, keyboard, monitor and printer to successfully operate computers. They will communicate about technology using developmentally appropriate and accurate terminology.

All students will have the opportunity to develop technology skills that support learning, personal productivity, decision making and daily life. These skills will provide a framework for preparing our students to be lifelong learners who make informed decisions about technology in their lives.

The students will exhibit a minimum level of technology competence based on the National Educational Technology Standards for Students. These skills will be introduced, reinforced, mastered and integrated into each student's personal learning and social framework.

All students will have opportunities to demonstrate at least the following competencies:

Grades K-2

1. Use mouse, keyboard, monitor and printer to successfully operate computers.
2. Communicate about computers using developmentally appropriate and accurate Terminology.
3. Use developmentally appropriate multimedia resources related to computers to support learning
4. Work cooperatively and collaboratively with others.
5. Practice responsible use of computers and software.
6. Use technology resources for problem solving communication and to illustrate thoughts, ideas and stories.

Grade 3-6

1. Use keyboards and other common input and output devices efficiency and effectively.
2. Use the computer and other technology tools to facilitate learning throughout the curriculum.
3. Use technology tools for individual and collaborative writing communication and publishing activities to create knowledge products for audiences inside and outside the classroom.

4. Use online resources to participate in collaborative problem-solving activities for the purpose of developing solutions to products for audiences in and outside the classroom.
5. Exhibit legal and ethical behaviors when using information and technology and discuss consequences of misuse.
6. Design, develop, publish and present finished products for audiences inside and outside the classroom.

The Academy will acquire computers and appropriate software through donations.

Support for Students with Disabilities

Governing Law: Notwithstanding Section 47651, all state and federal funding for special education apportioned on behalf of pupils enrolled in a charter school shall be included in the allocation plan adopted pursuant to subdivision (i) of Section 56195.7 or Section 56836.05, or both, by the special education local plan area that includes the charter school.

- California Education Code Section 47642

The Academy will adhere to all laws affecting individuals with exceptional needs, including all provisions of the Individuals with Disabilities in Education Act (IDEA), its amendments, Section 540 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). All students will be given equal access to the Academy, regardless of disabilities. The Academy shall not require the modification of an IEP or 504 plan as a condition of acceptance at the Charter School.

All students will be assessed upon enrollment the Herbert Guice Charter Academy. The data obtained from the assessments will be used to develop individualized learning plans to guide and ensure grade level academic standards or modified standards that are comparable to the student's IEP goals. The Academy will work with the Oakland Unified School District to ensure that a free and appropriate education is provided to all students with exceptional needs.

The Academy recognizes the importance of providing education opportunities to all students regardless of physical challenges or special needs. To this end, the Academy pledges to work in cooperation with the District to ensure that the students enrolled in the Academy are served in accordance with applicable federal and state laws.

The Academy shall be deemed to be a public school of the District for purposes of special education pursuant to Education Code Section 47641(b). A child with disabilities attending the Charter School shall receive special education instruction and related services in accordance with the individualized educational program (IEP) in the same manner as children with disabilities who attend another public school

within the District. Accordingly, the District shall serve as the School's local education agency (LEA) and represent the Charter School in the SELPA.

The Academy would anticipate that a special education agreement would be developed between the District and the Charter School which spells out in detail the responsibilities for provision of special education services by the School and the manner in which special education funding will be spent by the District to assist the student of the Academy. The petitioners believe that the following arrangement is ideal as it relates to special education services and funding the Charter School students:

- The District shall receive and retain all State and Federal special education funds due to the Charter School.
- The District shall provide special education instruction and related services to the Charter School students in the same manner as provided to other students of the District.
- The District shall provide funding to the Charter School for any special education instruction or related services provided the Charter School in the same manner as is currently provided to other schools of the District.
- The Charter School shall pay a pro-rata share of District-wide special education costs that are in excess of State and Federal special education funds.

This arrangement, or a reasonable alternative to this arrangement, will be discussed and codified in a memorandum of understanding between the District and the Charter School. Nothing in this section shall be deemed to prevent the Charter School from seeking LEA status pursuant to education Code Section 47641(a) after two full years of operation under this charter.

At the Charter School's option the Charter School may be deemed an LEA pursuant to Education Code Section 47641(a) and shall apply for admission to a SELPA and as LEA.

Section 504/ADA

The Academy shall be solely responsible for its compliance with Section 504 and the ADA. All facilities of the Academy shall be accessible for all students with disabilities in accordance with the ADA.

Further, the Academy shall adopt and implement a policy which outlines the requirement for identifying and serving students with a 504 accommodation plan. The Academy recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Academy. Any student, who has an objectively identified disability, substantially limiting a major life activity such as learning, is eligible for accommodation with the Academy and shall be accommodated.

Plan for Academically Low-Achieving Students

Our philosophy at the Herbert Guice Charter Academy is that, "all children can and will learn." However, we do recognize the fact that we may have students who will not be up to grade level. Establishing a comprehensive intervention system is a critical component of a sound educational program.

Grade level benchmarks will be established using the California State Department of Education Content Standards. Students who are not meeting these benchmarks will be provided additional intervention. The interventions will focus on building and supporting the basic skills that the students are in need of to enable them to have success in the grade level appropriate curriculum. Students will be identified for intervention based on the STAR test data, assessments administered by the classroom teachers, and any other classroom based assessment data relevant to student achievement.

Mid-continent Research for Education and Learning researchers synthesized current research or classroom strategies to identify those that are most effective in raising the achievement of students who are low achieving or at risk of failure. They identified these intervention strategies that we believe to be effective:

- Cognitively oriented instruction – teacher uses "how to" strategies or meta-cognitive strategies.
- Small-group instruction – The class will be divided into small homogeneous groups for instruction. This will allow for the use of differentiation and/or cooperative learning strategies.
- Tutoring – personal, intense interaction between a tutor and tutee. We will solicit the services of volunteers, such as the Grandparents Club.
- Peer tutoring - students participate in cross-age tutoring during the school day through the arrangement and collaboration of their respective teacher. This strategy is implemented to support student learning.
- Computer – assisted instruction – students who have been identified as Title I will work on software to improve academic achievement. This will be a pull out class, which will operate solely as an academic support class.

The above strategies are some of those that will be utilized. The teachers and other instructional staff will have opportunities to review other intervention strategies that best meet the needs of the students. In addition, students scoring far below basic or below basic range, will receive services from the intervention teacher and the Grandparents Club members.

The Student Success Team (SST) will be organized at the site to provide a positive problem solving process to identify strategies and programs that may resolve or alleviate academic difficulties of other students as well. The SST will be the initial step in the process of identifying students for the Special Education Program. In addition, this team will help educate parents to work with their children for a positive outcome.

This group will be comprised of the students' classroom teacher, parent (s) other instructional staff and administrator. Other persons will be included, as appropriate, such as the student, intervention teacher and outside resources. This group will meet once a month on the third Wednesday of each month immediately upon the dismissal of students from school.

As the team discuss concerns and strategize a plan for resolution, the following steps will be utilized:

Step 1: People Identification –

Identify problems of concern.

Are the similar concerns expressed by others?

Step 2: Problem Analysis –

Why is the problem occurring?

Is there a consistent pattern that has developed vis-à-vis this problem?

Step 3: Plan Development –

What will we do?

Who will be responsible for each phase of the process?

Step 4: Plan Implementation –

How do we support the plan?

Are there available resources to support the plan?

Step 5: Plan Evaluation –

How will we know it is working?

How will we know that it is not working?

Seek outside community resources and or if the above interventions are not working, provide parents with additional resource information.

Note: Steps in the Problem Solving Process adapted from North Suburban Special Education District, Illinois

Plan for High Achieving Students

Students at Herbert Guice Charter Academy, who are identified as high achievers or who demonstrate potential as such, will be provided challenging and engaging experiences and opportunities that will enable them to develop their potential.

The teachers will receive professional development in strategies for differentiating Instruction with identified students during the regular school day. Carol Anne Tomlinson's book, The Differentiated Classroom will be part of the training. Teachers will employ a variety of instructional strategies including:

- Adjust questions based on Bloom's Taxonomy during discussions and test that go beyond the minimum requirements to offer additional challenges.
- Compact the curriculum by assessing the student's knowledge and skills and provide alternative activities to those who have already mastered the curriculum content.
- Tier the assignments by giving students related tasks of varying complexity.
- Accelerate the pace in which they move through the curriculum.
- Allow for flexible grouping to enable students to work with others who may be at a different level.
- Use of peer teaching.
- Consider students learning styles.
- Do interest surveys to determine students' interest.
- Develop a reading buddy system that will allow the high achieving student to help younger students and/or others who are having difficulty.
- Independent and/or Buddy Studies projects.
- Anchor activities by providing students with a list of things that they can do at any time when they have completed assigned work.

All students, including the academically high achieving students will participate in the many planned activities such as assemblies, community sponsored contests, Dr. Martin Luther King, Jr. Oratorical Fest at the school site and Oakland Unified, Math Olympics (site and Holy Names College) as well as other activities that will exhibit their leadership skills.

When feasible, all students, including high achieving students, will participate in after school enrichment classes based on an interest inventory.

Factors that will be used to identify high achieving students are the state STAR test administered at the site, motivation, parent/guardian recommendation, and teacher recommendation.

Plan for English Language Learners (ELL)

The Herbert Guice Charter Academy will meet all applicable legal requirements for English Language Learners as it pertains to annual notification of parents, student identification, placement, program options, ELL and core content instruction, teacher qualification and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Academy will implement policies to assure proper placement, education, and communication regarding ELL and the rights of students and parents.

As part of the enrollment process, parents will complete the Home Language Survey. All students who indicate that their home language is other than English will be given the California English Language Development Test (CELDT). This test will monitor the students' progress in English and document their English proficiency. All students whose home language is not English will take the test within 30 calendar days after they are enrolled. The test will be given once each year to the English Learners until they score proficient in English. The test results will be shared with the students' families and teachers.

In the article, "Working with English Language Learners; Strategies for Elementary and Middle School Students, written by Annette Zehler, she states that, "Valuing the diverse resources that ELL students bring to the classroom and being sensitive to their unique needs can serve to build an instructional environment that can benefit all students.." She further states that there are five key instructional elements to active learning for ELL students. They are:

- The classroom should be predictable and accepting of all students.
- Instructional activities should maximize opportunities for language use.
- Instructional tasks should involve students as active participants.
- Instructional interactions should provide support for student understanding.
- Instructional content should utilize student diversity.

With these elements in mind, the Herbert Guice Charter Academy's teachers and other instructional staff will work diligently to ensure that the English Language Learners, as well as all of our students, meet or exceed the academic skills as outlined in our curriculum and the State Standards. Teachers will use current instructional material that has been proven to be successful by research. The students will be enrolled in regular classrooms and will receive supplementary instruction to learn English. The Academy will meet all requirements of state and federal laws to provide equal access to the curriculum of English Language Learners. Specific programs and instructional materials that have proven to be successful will be researched, purchased and utilized.

Strategies to be utilized, but not limited to the following techniques:

- Hands-on activities
- Frequent modeling

- Relating information to students' prior knowledge
- Check for understanding of content
- Multi-sensory instruction
- Ask questions and allow ample wait time before calling on someone
- Scaffold instruction
- Total Physical Response
- Peer/cross-age tutoring
- Cooperative learning
- Individualized English Language Learning Plan

Teachers and other staff members who work with ELL students will be trained in the above strategies.

Reclassification

The Herbert Guice Charter Academy will follow the reclassification procedures developed by the State Department of Education (Ed. Code Section 313) utilizing multiple criteria in determining whether to classify a student as proficient in English, including but not limited to, all of the following:

1. Assessment of language proficiency using an objective assessment instrument, including but not limited to CELDT.
2. Teacher evaluating, including, but not limited to, a review of the pupil's curriculum mastery.
3. Parental opinion and consultation.
4. Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Western Association of School and Colleges (WASC) Accreditation

In the first year of operation, the Herbert Guice Charter Academy will document all curricular programs, processes and procedures, develop the school culture, establish a functioning parent organization and stabilize the school governing board and staff, in an effort to be prepared to apply for WASC accreditation. Once the Academy's enrollment has increased to at least 200 students, the Herbert Guice Charter Academy will complete the Request for Affiliation form for the Western Association of School and Colleges and complete an Initial Visit Application. We will continue to compile documentation each year to ensure our ability to apply for accreditation until we reach the desired number of students. A committee consisting of the teachers, parents, students, and administration will work to ensure that the development and implementation of the curriculum and instruction meets the academic goals.

III. MEASURABLE PUPIL OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program.

*- California Education Code Section
47605(b)(5)(B)*

Student Outcomes

At the Herbert Guice Charter Academy all students will have access to a well-balanced educational program that reflects the nature of knowledge, the needs and interests of the individual learners and the skills needed to function in society and the world.

When students leave Herbert Guice Charter Academy, students should know and demonstrate grade level appropriate skills as defined by the California State Standards. Students shall exhibit academic, social and emotional skills needed to be competent lifelong learners.

Our expected student outcomes include the following components:

1) Academic Skills

All students will demonstrate grade level academic competencies in reading, writing, and mathematics as measured by the California Standards Test. They will use writing to develop thinking and evaluation skills, convey information and ideas to others integrating oral, written and research skills, be readers of various genres and literature, think analytically, creatively and critically, be successful mathematical problem solvers and retainers of mathematical concepts and formulas, and be academically motivated to strive for excellence.

Looking at data and assessment will be an ongoing activity to evaluate the needs of the students and close the achievement gap. This will be done by continuing collaboration with the staff. We will:

- Develop an Assessment Monitoring Plan for students in Grades K-6 based on assessments in reading, math, and writing to track individual student progress throughout the year.
- Review and disaggregate our school-site and State tests to view our overall progress and identify students needing extra help.
- Hold parent meetings, workshops and conferences to inform parents academic standards, how to help their children and gather input as to how to best serve their children based on results gathered from formative and summative assessments.

- Establish a partnership with the nearby alternative high school to have these students tutor and/or read to and with the primary students at the Academy.
- Assign each classroom a volunteer “Grandparent”, who will work with the teacher.

2) Effective Communication Skills

All students will express themselves clearly in both written and oral language. Students will demonstrate good listening skills, listen objectively and empathetically to others, clearly convey information and ideas to others, share with others and respect other cultures and their language.

To promote effective communication skills among staff and students, we will:

- Utilize Tribe strategies in the classroom .
- Practice character traits learned in the Character Education program.
- Engage in staff team building strategies on an ongoing basis.
- Align our curriculum for all grade levels so that the curriculum materials, assessments and teaching strategies are consistent with the State’s Standards.
- Hold assemblies to recognize students’ accomplishments.

School academic and behavioral expectations will be constantly reinforced.

3) Independent Learners

All students will be eager to face new challenges. They will be self-motivated to continue to strive for excellence within diverse settings. Students will be motivated to achieve, demonstrate effective self-management skills, demonstrate self –discipline and perseverance in accomplishing challenging but realistic goals for themselves, and demonstrate a strong sense of self-worth.

4) Critical & Creative Thinkers/Problem Solvers

All students will demonstrate critical thinking by identifying, assessing, integrating, and using available resources. They will be able to express themselves creatively and be effective problem solvers. In addition, students will apply a wide range of problem solving skills to real life situations, integrate information into a finished piece of quality work, use the writing process to evaluate and solve problems, demonstrate their critical thinking skills using the scientific method and various other types

of reports, develop solutions and ideas in response to questions or circumstances and solve problems within a group process.

5) **Effective Use of Technology**

All students will be able to access and manipulate various technologies. Students will utilize various computer applications, i.e., word processing, database, spreadsheet, be knowledgeable of uses of technology outside the classroom, demonstrate proficiency in using and applying what they have learned when accessing the various computer applications.

Herbert Guice Charter Academy is of the belief that technology, when used interactively and with guidance, can become tools for the development of higher order thinking skills. Computers will be used to stimulate and develop writing skills do authentic research and complex kinds of problem solving.

6) **Contributors to their Communities**

(Service Learning)

All students will have an attitude that fosters tolerance and appreciation for individual differences. Students will act with personal integrity and compassion, respect, diversity, and demonstrate a core knowledge in the academic subjects that promotes their ability to understand, participate in and enhance their communities.

All students in Grades K-6 will be involved in service-learning activities. The National Commission on Service Learning states that service-learning is "a teaching and learning approach that integrates community service with academics to enrich learning, teach civic responsibility and strengthen communities".

We wholeheartedly agree with the Corporation of National and Community Service who stated in 1990 that service-learning:

- Promotes learning through active participation in service experiences;
- Provides structural time for students to reflect by thinking, discussing and/or writing about their service experience;
- Provides an opportunity for students to use skills and knowledge in real-life situations;
- Extends learning beyond the classroom and into the community; and
- Fosters a sense of caring for others and develops important personal and social skills.

National studies suggest that students in effective service learning programs improve their academic grades, increase attendance in school and develop personal and social responsibility. In addition, service learning tasks help students to improve high order thinking skills such as analysis, problem

solving, decision making, and inferential comprehension because they are exposed to relevant tasks that require them to use these types of skills. The students will be involved in brainstorming ideas about what they can do in the school and community.

The Measurable Pupil Outcomes will be measured in the following ways:

Content	Subject Matter	Internal Assessment	External Assessment
Core Academic Subject	Reading/ Language Arts	*Portfolios; *Written and oral assignments; *End of unit assessment; *Participation in Oratorical Fest	STAR CELDT
	Math	*Teacher-made benchmark tests *Ongoing content assessment *Participation in Math Olympics	STAR
	Science	*Publisher's Test *Teacher-made benchmark tests *Projects	CST (Where Applicable)
	Social Science	*Publisher's Tests *Ongoing Content Assessment *Presentations *Research Projects	CST (Where Applicable)
Non-Core Subjects	Character Education	*Surveys *Observations *Interviews *Displays of Personal discipline *Number of Discipline referrals to the office	
	Service Learning	*Project-based activities *Interviews *Post-Service Reflections *Evaluations	
	Physical Education	*Motor Skill Development *Demonstration of Grade Level Skill Mastery (Performance Task) *Structured Observation *Physical Performance	President's Physical Fitness Challenge

The first year of operation will provide the baseline data.

Other Measurable Pupil Outcomes

Pupil Outcomes	Method of Assessment
English Learners will be redesignated in the average time that meets or exceeds the District-wide average	CELDT
Will demonstrate adequate yearly progress	State standardized testing Adequate yearly progress data
For 95% of the students, at least 95% good attendance	Attendance data
Annual Parent Satisfaction Survey completed by parents will reveal a 90% satisfaction or above rating	Parent Satisfaction Survey
Academy shall meet its Academic Performance Index Growth Target as a whole and within subgroups.	*State standardized testing *Academic Performance Index Data

Use and Reporting of Data

Guice Academy is committed to looking at data that will enable us to collect accurate information about the students that we serve. The data collected will be used as a basis to make decisions that will allow us to do what is best to obtain measurable improvements in student achievement. It will also allow feedback for teachers to improve their instructional program. We agree with Wayne Dwyer who said, "When you change the way you look at things, the things you look at change." The information gathered in the students first year will serve as baseline data. Teachers participate in professional develop activities every fourth

Data will be collected through formal and informal assessment as outlined in Section IV. The staff will meet on an ongoing basis to review the instructional program. We will use outcomes from curriculum based assessments to identify students' strengths and weaknesses. We will also look at data such as attendance, referrals to the office and report cards to help do further planning. The improvement process will focus on closing learning gaps for individual students and student subgroups.

Parents/guardians and other stakeholders will be invited to "A Conversations about Data" meeting with the teachers, administrator and other staff involved in the students' daily program. At this time parents will receive the student's assessment, reflect on and discuss the data. Students who are not at proficient levels will be targeted for intervention and program reports will be sent home monthly.

The school will research the effectiveness of any current student information system such as Focus Edusoft, Power School, etc. that will compile and disaggregate assessment data (by student sub-group) and create a variety of instructive data

reports. These reports will be used to collectively analyze student performance and report to all stakeholders.

Guice Academy will conduct a multi-year study of student performance by sub-group and grade level. Each year of the study, the school staff and its governing board will examine the findings and plan to make appropriate adjustments to ensure the success of all our students.

The State mandated School Accountability Report Card will be submitted to Oakland Unified School District within the timelines agreed upon by the District and Herbert Guice Charter Academy and made available to the public.

IV. METHODS TO ASSESS PUPIL PROGRESS TOWARD MEETING OUTCOMES

Governing Law:The method by which pupil progress in meeting those pupil outcomes is to be measured.

*- California Education Code Section
47605(b)(5)(C)*

Through discussions with students of the Standards and expected schoolwide learning results, students will be helped to understand the level at which they should perform. Based on the results of the assessments in Reading and Math, teachers will determine the additional resources and assistance that's needed. The results are the basis for measurement of each student's progress toward the expected schoolwide learning results.

Open Court assessments will be done at the end of each lesson and unit. Like Reading and Language Arts, students are assessed in Math as outlined in the Houghton Mifflin Program.

All students will have portfolios in the classroom. They will be used by students to assess their progress as well as evidence of progress during parent conferences. Parents are also informed of students' progress toward achievement by way of phone calls and report cards that will be picked up by the parents. The curriculum will be modified to meet individual students' needs.

Formal and informal assessment will be done in all subject areas through:

- Teacher-made tests
- Publishers' tests
- Oral presentations
- Individual and group projects
- STAR tests
- Pre and post tests
- Visual presentations
- Homework
- Participation in the Oratorical Fest and school programs
- Participation in the Math Olympics
- Community involvement
- Technology based assessment

V. GOVERNANCE STRUCTURE

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.

*- California Education Code Section
47605(b)(5)(D)*

Non-Profit Public Benefit Corporation

The Academy will be a directly-funded independent charter school and will be operated by Herbert Guice Academy, Inc., a California Nonprofit Public Benefit Corporation and be governed by its corporate Board of Directors, pursuant to California law upon approval of this charter.

The Academy will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Academy. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of The Herbert Guice Charter Academy, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the charter school as long as the District has complied with all oversight responsibilities required by law. Attached as Appendix H are the Articles of Incorporation.

Board of Directors Membership

The Founding Board of Directors will consist of nine members, comprising members of the Founding Group and community stakeholders. The current Herbert Guice Charter Academy Board of Directors has been recruited by the founding members of the school, please refer to Appendix A for a list of board members. As provided by California's Charter School Act, the governing board of the District shall be entitled to one non-voting representative on the Herbert Guice Charter Academy Board of Directors. Board members have years of experience and expertise in curriculum, instruction, assessment, finance, facilities, and business management. Future Board members shall be nominated and selected by current board members as a result of outreach to the community. The Academy Director will be an ex-officio member of the Board of Directors. Board member terms shall be staggered between two to four year terms, to ensure continuity in governance. Officers of the Board shall be elected, including the Board Chairperson, by the Board at its first meeting of the school year. All Board members will be committed to the goal of providing a high quality academic program for all enrolled students. Members of the Board may also participate in raising funds and increasing public awareness of the Academy. Each member represents expertise necessary for governance of a successful Charter school.

Board Meetings

The Herbert Guice Charter Academy Board of Directors will meet at least monthly (except on months that the Academy is not in session). All Board meetings shall comply with the Brown Act. The Board will abide by an adopted conflicts code which shall comply with the Political Reform Act. The Board will comply with the Political Reform Act and Corporations Code Conflicts of Interest rules, and any charter school specific conflicts of interest regulations. As required, the Conflicts Code form will be completed by each Board member and submitted to the Alameda County Board of Supervisors for approval.

Board Duties

The Board of Directors is responsible for establishing broad policies that affect the Academy. The policies and procedures will be developed by the Board of Directors by January 2009. The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which is not in conflict with the purposes for which schools are established.

The Herbert Guice Charter Academy Board of Directors responsibilities will include, but not be limited to the following:

- Negotiation and approval of all contracts, contract renewals and Memorandums of Understanding (MOU)s;
- Setting policy and approving all personnel actions, including, hiring, discipline, dismissal;
- Adopting and approving the Herbert Guice Charter Academy policies and procedures;
- Approving the Academy budget, calendar, salary schedules, and the fiscal oversight of major fundraising events;
- Monitoring overall student performance;
- Approval of bylaws, resolutions, policies and procedures;
- Evaluation of the Director;
- Long-term strategic planning for the Academy;
- The selection of an Independent Auditor; and
- Approval of all changes to the Herbert Guice Charter Academy's charter to be submitted to OUSD as necessary as a material revision in accordance with applicable law, Education Code Section 47607

Board Delegation of Duties

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Academy any of those duties, with the exception of budget approval or revision, approval of the fiscal and performance audits, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so

delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members

Opportunities for Parent Involvement

At the Herbert Guice Charter Academy, we strongly believe that family involvement is a collaboration process that brings Academy staff, parents/guardians, students and the community together to maximize student achievement. Successful parent/guardian involvement benefits parents/guardians, students and teachers. To this end, an Academy Site Council will be formed consisting of the stakeholders: parents/guardians, staff, members of the Grandparents Club and other community members.

A wide range of strategies will be employed to ensure that parental and community involvement is integral to the Academy's established support system for students. A required number of volunteer hours, monitored by the Director, will be established. There will be opportunities for parent involvement at home as well as at the school. We will provide options for parents who work to let them know that they can still be involved in their child's education, such as, taking time to read notes and/or newsletters the child brings home, talking to teachers on the phone to get first-hand information, or reading aloud to the child or allowing the child to read to them.

Parents will be kept informed of activities at school through the parent packets that will be sent home on a weekly basis. A monthly calendar will be sent home. The Parent Handbook will be distributed to make clear the expectations, roles and responsibilities of everyone.

Parents will also be involved by:

- Attending Parent workshops on topics such as how to help children learn to read, how to help children with math, and how to increase students' self-esteem
- Volunteering in the classroom
- Providing support in the office with administrative tasks
- Assisting with supervision in the lunchroom and on the yard
- Participating in fundraising activities
- Accompanying classes on study tour
- Attending and being an active participant in parent /teacher conferences

Addressing Parent Concerns and Complaints

The Herbert Guice Charter Academy will address parents' concerns and complaints in a fair and timely manner. We will develop policies and procedures for resolving issues and communicate them to parents. We will also establish a formal complaint procedure that will be posted in the school and accessible to everyone. In addition, Guice Academy is committed to providing a safe, discrimination-free and harassment-free environment to its students and employees. A formal Discrimination/Harassment Policy and Complaint Procedure will be established.

Commitment to a Discrimination-free and Harassment-Free Education

The Herbert Guice Charter Academy will be committed to providing a safe, discrimination-free and harassment-free education to its students, and the Academy shall not discriminate against any pupil on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

Organizational Chart

The organizational chart for the Herbert Guice Charter Academy is referenced in Appendix D.

VI. EMPLOYEE QUALIFICATIONS

Overall Qualifications of Academy Employees

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

The Herbert Guice Charter Academy will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. All prospective employees are required to successfully complete a DOJ fingerprinting background check, TB test, and reference checks, to ensure the health and safety of the Academy's faculty, staff, and pupils. In addition, prospective employees are carefully screened to ensure they have the qualifications for employment as outlined in their job descriptions. Specifically, the Academy's key staff members (Director, Administrative Assistant, and Teachers) will perform the following tasks and meet the following the following qualifications:

Director Qualifications/Duties

The Director will serve as the chief personnel and managing director of the Academy to plan, supervise, evaluate and monitor a comprehensive instructional program. The Director will report to the Board of Directors and implement policies of the Board, along with managing the staff and all Academy operations. The Director has been selected and holds an Ed.D. in Organization and Leadership, a Masters Degree in Supervision and Instruction, two bachelors degrees - one in Liberal Studies and the other in French and Rhetoric, a California Single Subject Credential in French and Rhetoric, a California Multiple Subject Credential-Liberal Studies and a California Administrative Services Credential. Additionally, he has over 25 years of academic teaching and administrative experience and expertise. He has also served as an Academic Instructor in a credentialing program to prepare individuals going into teaching. Please refer to Appendix K for the complete Curriculum Vitae for the Director.

Teacher Qualifications/Duties

Educators at the Academy will meet all requirements for employment set forth in applicable provisions of law, including Education Code Section 47605(l) and the "highly qualified" requirements of the "No Child Left Behind" (NCLB) Act. As provided in Education Code Section 47605(l), the Academy maintains flexibility with regard to credentials for teachers in non-core, non-college preparatory courses (e.g. music, physical education, certain electives, etc.). The qualifications of teachers to be employed in the Academy will be designed to ensure students meet the educational goals outlined in this charter petition.

Administrative Assistant Qualifications/Job Duties

The Administrative Assistant shall assist the Director and third party contractor in day-to-day operations. The Administrative Assistant will be hired to manage attendance accounting, student applications, cumulative files, course completion records, transcripts, discipline files, health and immunization records, along with greeting/logging in visitors, receiving and managing incoming calls, faxes, mail and e-mail and provide administrative support for the teachers. The Administrative Assistant shall possess the necessary experience and skills to perform these functions, including, but not limited to: ability to type 50 words per minute as verified by certification, have at least three years experience using computers and be proficient in Microsoft Office, and at least three years experience working with the public

Employee Recruitment

Teacher Hiring

Postings to hire qualified teachers will be placed at a variety of locations, including the various colleges/universities that have teacher credentialing programs, placed on EdJoin, and in local libraries. As a result of our small class sizes, significant classroom support through the Grandparents Club, premier curriculum and our state-of-the-art facility, we believe we will be able to attract exceptionally qualified teachers. Teacher hiring will be through the application, interview and selection process. Teachers will make application on-line for initial screening for eligibility in meeting all employment qualifications related to education, experience and credentials. Teachers will be interviewed by a three-member panel. Each panel member will use a pre-determined interview instrument to rate each teacher candidate's demonstrated knowledge, skills and confidence in meeting our educational mission and goals for our students. The teacher with the highest collective rating will be selected and offered the position in ranking order as necessary.

Additional Classified Staff

The Academy will recruit and hire qualified support staff to assist in the daily operation of the school, including the following:

- Instructional Assistants (work with teachers/students in the classroom)
- Food Service Assistant (maintain kitchen, prepare and serve nutritious lunches)
- Custodians (Clean facility and grounds)

Professional Development for Teachers

Professional Development for the teaching staff will occur in a variety of venues. The first three teacher days have been allocated for staff development. Some of the topics to be covered during Professional Development are: 1) The goals and objective for the year; 2) The Employee and Student/Parent Handbook; 3) Content Standards

for core subject areas; 4) Strategies for implementing the Character Education into the curriculum; and 5) Needs of English Learners.

Professional Development will continue on an ongoing basis on student minimum days, at weekly staff meetings, and every fourth Wednesday, Professional Development will focus on Professional Learning Communities.

Compensation and Benefits

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.

*- California Education Code Section
47605(b)(5)(K)*

The salary paid to employees shall be in accordance with the salary adopted by the Board of Directors, for said school year upon verification of education, credentials and experience of employee (when applicable). The Medical/Dental coverage will be available to full-time employees. The employee is responsible for the plan cost above the premium cost.

All employees of the Academy who qualify for membership in State Teacher's Retirement System (STRS) (including teachers and other qualified certificated employees) or Public Employees Retirement System (PERS) (including the Administrative Assistant and other qualified non-certified staff) shall be covered under the appropriate system. Employees will contribute at the rate established by STRS or PERS. Part-time, non-certificated employees will be covered by Social Security.

Employee Representation

Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 4 of Title 1 of the Government Code.

*- California Education Code Section
47605(b)(5)(O)*

For the purposes of the Educational Employment Relations Act, the Herbert Guice Charter Academy is deemed the exclusive public school employer of the employees of the charter school.

Rights of School District Employees

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.

*- California Education Code Section
47605(b)(5)(M)*

The right to leave the District and take employment at the Herbert Guice Charter Academy, as well as the right to return to the District for Academy employees who were previously District employees, will be as specified in District policies, procedures or collective bargaining agreements addressing this issue with respect to charter schools operated by or as nonprofit public benefit corporations under Education Code section 47604. The Academy shall have no right to bind the District in any manner with respect to re-hiring of former District employees.

VII. HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.

*- California Education Code Section
47605(b)(5)(F)*

In order to provide safety for all students and staff members, the Academy will implement appropriate and comprehensive health and safety procedures and risk management policies, designed in consultation with insurance carriers.

Following is a summary of the health and safety policies of the Herbert Guice Charter Academy:

Procedures for Background Checks

Employees and contractors of the Herbert Guice Charter Academy will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. Individuals who will volunteer at the Academy outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws and the same policies and procedures used by the District.

TB Testing

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

Immunizations

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

Medication in School

The Herbert Guice Charter Academy will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing, Scoliosis

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

Blood-borne Pathogens

The Herbert Guice Charter Academy shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Academy will develop a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug-Free / Alcohol-Free / Smoke-Free Environment

The Herbert Guice Charter Academy shall be a drug-, alcohol- and tobacco-free workplace.

Facility Safety

The Herbert Guice Charter Academy shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. The Academy agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Academy shall conduct fire drills at least annually. The Fire Marshall will conduct inspections, annually

Comprehensive Anti-Harassment Policies and Procedures

The Herbert Guice Charter Academy is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Academy has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Academy (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 Herbert Guice Charter Academy Anti-harassment policy.

Comprehensive School Safety Plan

The Herbert Guice Charter Academy shall adhere to a Comprehensive School Safety Plan drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: e.g. earthquakes, floods, shootings, and electricity loss.

VIII. ADMISSION REQUIREMENTS

Student admissions, attendance, and suspension / expulsion policies

Student Admissions Policies and Procedure

Governing Law: Admission requirements, if applicable.

*- California Education Code Section
47605(b)(5)(H)*

The Herbert Guice Charter Academy will actively recruit a diverse student population who understand and value the Academy's mission and are committed to the Academy's instructional and operational philosophy.

The Academy will be open to all students. Open enrollment for students will occur January – March of each school year. Students will be considered for admission without regard to race, ethnicity, national origin, gender, actual or perceived disability, 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 and any other prohibited classification.

Admission to the Academy shall not be determined according to the student's place of residence or that of his or her parent or guardian, within the state of California, except as provided below.

Admission tests will not be required; however, assessments will be administered to determine individual instructional programs once students are admitted. These tests will serve as diagnostics of students' reading, writing and math skills.

Enrollment Priorities

Priorities for student enrollment are as follows:

1. Existing students attending the Academy (exempted from the lottery)
2. Siblings of current students within the Academy
3. Children who reside in the County of Alameda
4. Students for whom special consideration is required to comply with Title VI of the Civil Rights Act, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 or the Equal Protection Clause of the US
5. Children of employees
6. All other students in the state of California.

If the number of student applicants exceeds the Academy's capacity, public, random lotteries will be held, in order of preference, to determine which students are admitted to fill the available capacity. Based on the lottery (or lotteries), a wait list will be kept at the Academy. As openings become available, opportunities to enroll will be given to those in order of the wait list. Detailed policies and procedures will be developed and adopted.

IX. Racial and Ethnic Balance/Non-Discrimination

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

*- California Education Code Section
47605(b)(5)(G)*

The Herbert Guice Charter Academy will conduct a variety of outreach activities to attract an applicant pool that broadly reflects the racial and ethnic balance of the District and community in which the Academy is located. These strategies may include:

- Establishing enrollment timelines and processes that allow for a broad-based recruiting and application process
- Creating and distributing enrollment brochures and forms in various languages that reflect the languages spoken by the member of the community (specifically, Spanish)
- Meetings with and presenting to local neighborhood groups, community organizations, churches, and youth service organizations
- Holding open houses and hosting scheduled tours for interested parents
- Advertising openings by posting flyers in neighborhoods, distributing flyers at local grocery stores, buying ad space on buses or in the newspaper, and sending information via direct mail

To that end, we have contacted twenty Day Care Provider Directors in the surrounding area, along with Principals/Directors from other charter/private schools in the surrounding area with an over-abundance of students (i.e. long waiting lists) and have received referral commitments that will help us to meet and exceed our enrollment projections.

X. 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.

*- California Education Code Section
47605(b)(5)(L)*

Students who opt not to attend the Herbert Guice Charter Academy may attend other charter schools or district non-charter schools, or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. The parent or guardian of each student enrolled in the Academy shall be notified that the student(s) have no right to admission in a particular school of any local educational agency (or program of any local educational agency) as a consequence of enrollment in the Academy, except to the extent that such a right is extended by the local educational agency.

XI. DISPUTE RESOLUTION PROCEDURES

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.

*- California Education Code Section
47605(b)(5)(N)*

The Herbert Guice Charter Academy will be committed to working with the District in a spirit of cooperation and collaboration to serve students.

The staff and governing board members of Herbert Guice Charter Academy and OUSD agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. To the extent allowed by law, the Charter School agrees and asks the District to refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

The intent of this dispute resolution process is to: (1) minimize the oversight burden on OUSD; (2) ensure a fair and timely resolution to disputes; and (3) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

Disputes between the School and the Charter-Granting Agency

In the event that the Herbert Guice Charter Academy or OUSD have disputes regarding the terms of this charter, both parties agree to follow the process outlined below:

1. The Herbert Guice Charter Academy staff and Board members and the District staff and Board members agree to first frame the issue in written format and refer the issue to the District Superintendent or designee and Director of the Academy. In the event that the District believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement. Nothing in this dispute resolution process shall be interpreted to impede, prevent or otherwise impair the lawful ability of the District Board to pursue revocation of the charter in accordance with Education Code Section 47607. The Party receiving the dispute statement shall have ten business days to respond in writing to the dispute statement.
2. The Herbert Guice Charter Academy Director and District Superintendent or designee shall informally meet and confer in a timely fashion (not to exceed twenty business days from the receipt of the dispute statement) to attempt to resolve the dispute.
3. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two board members from their respective boards who shall jointly meet with the District Superintendent or designee and Herbert Guice Charter Academy Director to attempt to resolve the dispute within 60 days.

4. If this joint meeting fails to resolve the dispute within five business days from the joint meeting, the District Superintendent or designee and Herbert Guice Charter Academy Director shall meet to jointly identify and agree to a neutral, third party mediator. The form of the mediation session shall be developed jointly by the District Superintendent or designee and Herbert Guice Charter Academy Director. Binding mediation shall be held within thirty business days from the Joint Meeting.

5. If mediation fails, each Party may pursue any other remedy available under the law.

6. The costs of the mediation, except for each Party's own attorney's fees and preparation costs will be split equally amongst the Parties.

7. The timelines in the Section may be waived, upon mutual written agreement of both Parties.

XII. SUSPENSION AND EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled.

- California Education Code Section

47605(b)(5)(J)

The procedures for suspension and expulsion of the Herbert Guice Charter Academy's students comply with the procedures identified in the California Education Code. The policies and procedures for suspension and expulsion will be periodically reviewed and the list of offenses for which students are subject to suspension and expulsion will be modified as necessary. Refer to the Appendix G-Parent/Student Handbook "Discipline" section for complete details regarding the policy, due process guidelines for non-special education students and a list of offenses. The Academy will notify the District of any expulsions. The Academy will account for suspended or expelled students in its average daily attendance accounting as provided by law.

Due Process for Students with Disabilities

The Herbert Guice Charter Academy will comply with all federal laws regarding student discipline for children with disabilities and will stay apprised of any developments in the IDEIA legislation. If a student with disabilities or a student under a 504 plan has an Individual Education Plan (IEP) or 504 Plan that includes disciplinary guidelines, that student will be disciplined according to these guidelines. Students whose IEP or 504 Plan does not include specific disciplinary guidelines may be disciplined in accordance with the standard suspension and expulsion policies, provided that the students with disabilities receive the due process afforded to them by federal law. Students with IEPs may not be suspended for more than ten (10) cumulative days without having an IEP team meeting to determine the sufficiency of their IEP, a possible functional behavior assessment, or a Behavior Manifestation meeting to revise the student's IEP.

A special education student being considered for expulsion may be suspended for up to ten (10) cumulative days pending assessment and an IEP / Section 504 Team meeting. At any juncture during the up to 10 days of suspension, a duly constituted IEP / Section 504 Team will conduct a Manifestation Determination Review to determine if the behavior causing the suspension and/or expulsion recommendation is related to the student's disability. The parent/guardian shall be notified of their right to attend this meeting at least 48 hours prior to the meeting. If the behavior is a result of the disability, the Team will develop a new IEP and determine the least restrictive environment placement for the implementation of that plan, or, in the case of 504 disabled students, the Team will implement a new placement. If the IEP Team determines the student's disability is not a causal factor for the behavior that resulted in the suspension and/or expulsion recommendation and the student is expelled, the student will receive the services or sets of services enumerated in his/her IEP during the time of the suspension/expulsion as provided by state and federal law. The suspension may also be extended through placement in an interim, alternative placement.

If the parent/guardian disagrees with the decision of the IEP / 504 Team, he/she has a right to a due process hearing which must be initiated within 15 days of the decision of the team. The expulsion hearing shall not be conducted, and the 30-day expulsion proceedings time limit shall not commence, until after completion of the due process hearing and appeals. Special Education students who are expelled are still entitled to a Free and Appropriate Education based on their IEP, and should 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.

A child who has not been determined to be eligible for special education and related services and who has engaged in behavior that violated a code of student conduct, may assert any of the due process protections provided in federal law if the school has knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred. An LEA must be deemed to have knowledge that a child is a child with a disability if before the behavior that precipitated the disciplinary action occurred—

- (1) The parent of the child expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the child, that the child is in need of special education and related services;
- (2) The parent of the child requested a special education evaluation and assessment;
- (3) The teacher of the child, or other personnel of the LEA, expressed specific concerns about a pattern of behavior

XIII. FINANCIAL REPORTING AND ACCOUNTABILITY

Budget and Cash Flow

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

- California Education Code Section 47605(g).

Sources of Funds

The vast majority of funds for the Herbert Guice Charter Academy's operations come from the State of California and local in-lieu property taxes, in the form of a per-student standard allocation ("Revenue Limit Per Average Daily Attendance" or "ADA"). The Academy will also receive additional monies (categorical funds) for special populations and specific programs. In addition, the Academy expects to receive some one-time philanthropic funds to cover one-time start-up costs, along with fundraising and applying for the State's Planning and Implementation Grant for charter schools.

Uses of Funds

Annually, most of the Academy's funds will go towards on personnel and facilities (including rent or debt service, utilities and maintenance). The Academy also anticipates spending about 5% of its budget on other direct program costs (e.g. classroom supplies). Private and federal grant funds for one-time start-up costs will be used for items such as furniture, computer equipment, textbooks, and teacher training.

Please see Appendix I for the Herbert Guice Charter Academy's Projected five-year budget (including startup costs) and cash flow and financial projections for the first three years of operation. These documents are based upon the best data available to the petitioners at the date of submission of the Charter.

Financial Reporting

By April 15 of each calendar year, the Academy will provide a draft budget for the following school year to the District, including its estimate for enrollment and its Average Daily Attendance assumptions.

Insurance

The Herbert Guice Charter Academy shall acquire, maintain and finance general liability, workers compensation, and other necessary insurance for the Academy of the types and in the amounts required for an enterprise of similar purpose and circumstance.

The Academy shall provide evidence of the above insurance coverage to the District no later than sixty days prior to operation or an earlier agreed upon date by the District and the Herbert Guice Charter Academy.

XIV. Administrative Services

Governing Law: The manner in which administrative services of the school are to be provided.

- California Education Code Section 47605(g).

Staff Administrative Support

Director

The Director will be the administrative head of the School and will be responsible for day-to-day operations and ensuring that all required services and reports are provided and made available to Herbert Guice Charter Academy employees, parents and students). The Director shall work in coordination with a third party contractor on all human resource matters.

Financial Management/Human Resources

For internal financial control, Herbert Guice Charter Academy will utilize generally accepted accounting principles. Revenues and expenses will be recognized in the period earned/incurred. Budgets will be developed by an experienced third party contracted financial services provider with successful experience in Charter School finance, accounting, and reporting (Herbert Guice Charter Academy currently anticipates utilizing EdTech. Monthly reconciling of general ledger accounts will be prepared and presented to the Herbert Guice Charter Academy Board and administration at Board meetings. Monthly standardized financial reporting will include: a statement of financial position, a statement of changes in net assets including budget to actual comparisons, and income/expense projections. The contracted financial services provider will assist the Director in developing sound and appropriate budgets, track spending, balance accounts, prepare monthly financial status reports for the Board, and prepare concise and accurate annual audit reports for all required entities. The selection of the financial service provider will be made through a process to include an interview with the Board and a review of past performance and recommendations from former and current clients.

The third party contractor shall also provide human resource and payroll services (including benefit reporting and tracking). It shall be the duty of the financial services representatives to advise the Director and Herbert Guice Charter Academy Board related to changes in receiving or billing which impact the sound financial operation of the Academy.

Facilities

The building is a state-of-the-art, build-to-suit facility representing 21,764 square feet and is located at: 6925 International Blvd., Oakland, CA 9462. This facility has been zoned for instructional purposes. The facility has ten (10) classrooms, all with computer accessibility. The facility will be leased to the Herbert Guice Charter Academy from the Bethel Missionary Baptist Church, a separate entity, for 10 years.

Independent Fiscal Audit

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

*- California Education Code Section
47605(b)(5)(I)*

An annual independent fiscal audit of the books and records of the Herbert Guice Charter Academy will be conducted as required under the Charter Schools Act, section 47605(b)(5)(I) and 47605(m). The books and records of the Herbert Guice Charter Academy will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers Guide.

The Academy Board of Directors will select an independent auditor and the Board Treasurer will be responsible for overseeing the independent audit. The auditor will have, at a minimum, a CPA with educational institution audit experience approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The independent fiscal audit of the Academy is public record to be provided to the public upon request.

Direct Funding

The Academy will receive funding pursuant to Education Code Section Chapter 6 of the Charter Schools Act beginning with Education Code Section 47630 and its The third party contractor shall also provide human resource and payroll services (including benefit reporting and tracking). It shall be the duty of the financial services representatives to advise the Director and Herbert Guice Charter Academy Board related to changes in receiving or billing which impact the sound financial operation of the Academy.

successors and will opt to receive its funding directly from the state pursuant to Education Code Section 47651. Any funds due to the Academy that flow through the District shall be forwarded to the Academy in a timely fashion. During the term of this charter petition, the Academy and the District will negotiate in good faith to develop a Memorandum of Understanding that establishes the specific financial and service relationship between the two parties.

District Fee for Oversight

The District shall provide and/or perform the supervisory oversight tasks and duties specified in Education Code Section 47604.32 for a fee that will not exceed that allowed by Education Code Section 47613.

District Services

The District agrees to allow the Herbert Guice Charter Academy to separately purchase administrative or other goods or services from the District or other vendors. The specific terms and cost of administrative or other goods or services purchased from the District shall be contained in the Memorandum of Understanding.

Public Records

To the extent required by law, the Academy agrees to cooperate with the District in order to facilitate compliance with the Public Records Act (Government Code Section 6250) and the Brown Act (Government Code Section 54950).

The Academy shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records, from the District, the County Office of Education ("COE"), and/or from the Superintendent of Public Instruction and shall consult with the District, COE, and/or the Superintendent of Public Instruction regarding any inquiries. The Academy will provide the District with present and future line item budgets for the Academy as required by the District and will meet all other financial reporting requirements.

XIV. PROCESS FOR CHARTER SCHOOL CLOSURE

Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

*- California Education Code Section
47605(b)(5)(P)*

In the event that the Herbert Guice Charter Academy closes and does not continue operating under this charter or a different charter, the following procedures required by Title 5 California Code of Regulations Sections 11962 and 11962.1 shall be utilized.

Documentation of Closure Action

The decision to close the Herbert Guice Charter Academy for any reason will be documented by an official action of the District and the Academy. The action will identify the reason for the Academy's closure (i.e. whether the charter was revoked, not renewed or closed voluntarily) and the effective date of the closure. The action shall specifically designate a responsible entity to conduct closure-related activities.

Notifications

The Herbert Guice Charter Academy shall send notification of the closure of the charter school to parents (guardians) of pupils, the authorizing entity, the county office of education (unless the county board of education is the authorization entity), the special education local plan area in which the Academy participates, the retirement systems in which the Academy's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education, providing at least the following:

- Academy name, charter number, and CDS code;
- Date of closure action.
- The effective date of the closure (if different);
- 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 Academy shall provide a list of pupils in each grade level and the classes they have completed, together with information on the pupils' district of residence, to the responsible entity assigned to conduct closure-related activities.

Notification to Parents and Students

Parents and students of the Herbert Guice Charter Academy will be notified as soon as possible when it appears that school closure is imminent. The notification to

parents will include information on assistance in transferring the student to another appropriate school and a process for the transfer of all student records.

Parents will also be provided with a certified packet of pupil records that may include the closure notice, grade reports, discipline records, immunization records, and other appropriate information.

Notification to Receiving Districts

In the event that any students reside outside the District, the Herbert Guice Charter Academy will notify each school district that is responsible for providing education services so that the receiving district may assist in facilitating student transfers.

Student and School Records Retention and Transfer

The Herbert Guice Charter Academy will facilitate the timely transfer of student records to each responsible entity for closure who will facilitate transfer to the school or district to which the student will transfer when notified. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. Section 1232(g). The Academy will assist parents in the transfer of their students to other appropriate schools. In the event that the responsible entity is unable to transfer student records to the new schools / districts, for any reason, the responsible entity will maintain them in a safe and secure location and will provide authorized District employees with access to these records. The responsible entity will maintain all school records, including financial and attendance records, for a reasonable period after the Academy closure, as required by law.

Financial Close-Out

The Herbert Guice Charter Academy will have an independent audit of the Academy completed within 6 months after the closure of the Academy. This may coincide with the regular annual audit of the Academy. The purpose of the audit is to determine the net assets or net liabilities of the Academy. The audit will include an accounting of all Academy assets, including cash and accounts receivable and an inventory of property, equipment, supplies and other items of material value. The audit will also include an accounting of all Academy liabilities, including any accounts payable and any reduction in apportionments as a result of audit findings, other investigations, loans, and unpaid staff compensation. It may also include any reductions in apportionments as a result of audit findings or other investigations. The audit will also assess the disposition of any restricted funds received by or due to the Academy. The cost of the audit will be considered a liability of the Academy. The independent final audit will be done within six months after the closure of the school.

In addition to this final audit, the Academy will also submit any required year-end financial reports to the CDE and the District in the form and time frame required. These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

Dissolution of Assets

Upon completion of the final audit, the non-profit corporation will develop a plan for the repayment of any liabilities, or the disbursement of any remaining assets of the Academy. To the extent feasible, any assets of the Academy will be liquidated to pay off any outstanding liabilities and any remaining restricted assets, such as grant funds and restricted categorical funds, will be returned to their source. The Academy will return any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted. This plan will be forwarded to the District as soon as possible. The Academy shall utilize its reserve funds and any assets after liabilities to pay for any close out costs.

If the Academy is not operating and does not plan to continue operating, the corporation will be dissolved in accordance with the California Corporations Code procedures for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies. Net assets will be transferred according to its Articles of Incorporation.

XV. IMPACT ON CHARTER AUTHORIZER

Governing Law: Potential civil liability effects, if any, upon the school and upon the school district.

- California Education Code Section 47605(g).

Pursuant to Education Code Section 47604(c), an entity 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 Academy if the authority has complied with all oversight responsibilities required by law. The Academy shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Herbert Guice Charter Academy.

Further, the Herbert Guice Charter Academy and District shall enter into a Memorandum of Understanding, wherein the Herbert Guice Charter Academy shall indemnify District for the actions of the Herbert Guice Charter Academy under this charter.

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

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

The Academy shall be responsible for all supplies and equipment that it purchased and, in the event of loss by fire, disaster, or theft, the District shall have no responsibility for such items. Further, the District shall have no responsibility for losses of student property for any reason whatsoever and the Academy shall hold the District harmless from any such losses.

The Academy will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

XVI. MISCELLANEOUS CHARTER-RELATED ISSUES

Term of Charter Petition

Governing Law: A charter may be granted pursuant to Sections 7605... for a period not to exceed five years. A charter granted by a school district governing board... may be granted one or more subsequent renewals by that entity. Each renewal shall be for a period of five years. A material revision of the provisions of a charter petition may be made only with the approval of the authority that granted the charter. The authority that granted the charter may inspect or observe any part of the charter school at any time.

- California Education Code Section 47607(a)(1)

The Herbert Guice Charter Academy's Charter shall begin on July 1, 2009 and expire five years thereafter. Any material revisions to Academy's Charter shall be made by the mutual agreement of the governing board of the Academy and OUSD in accordance with Education Code Section 47607. The Academy may present a petition to renew or materially revise the Charter at any time, and OUSD agrees to respond to such petitions pursuant to the process, criteria and timelines specified in Education Code Section 47605 or its successors.

Interpreting the Charter

All terms of the Charter that can be interpreted as within the intent of the California Education Code shall be interpreted in such a manner.

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Academy and the District. The District and the Academy agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

Changes in the law or the administration related to charter schools occur from time to time. The Academy shall fully comply with all such legal and/or administrative changes. Modifications to this charter pursuant to such changes shall be deemed administrative amendments and shall not be considered "material revisions" requiring approval pursuant to Education Code §47607(a)(1), or as may be amended. These administrative amendments not requiring approval include, but are not limited to, changes in the law or the administration of STRS, PERS and/or the federal social security systems.

Revoking the Charter

Governing Law: A charter may be revoked by the authority that granted the charter under this chapter if the authority finds through a showing of substantial evidence that the charter school did any of the following: (1) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter. (2) Failed to meet or pursue any of the pupil outcomes identified in the charter. (3) Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement. (4) Violated any provision of law.

- California Education Code Section 47607(c)(1)-(4)

Prior to revocation, the authority that granted the charter shall notify the charter public school of any violation of this section and give the school a reasonable opportunity to remedy the violation, unless the authority determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils.

- California Education Code Section 47607(d)

The District agrees to act in good faith to notify the Herbert Guice Charter Academy in writing of any violation that may result in the revocation of the Charter and, if the District Board does not determine in writing that the violation does not constitute a severe and imminent threat to the health or safety of the pupils, the District shall provide a reasonable opportunity to remedy such a violation. In such a situation, the Academy and the District shall follow the laws and procedures in the California Education Code. The Academy reserves all appeal rights provided under Education Code Section 47607(c) - (k). All relevant timeframes include the parameters set forth by AB 2030.

Affirmations/Assurances

As the authorized lead petitioner, I, Neola Brown-Crosby, hereby certify that the information submitted in this application for a charter for the creation of a California public charter school, named Herbert Guice Charter Academy, to be located at 6925 International Blvd., within the Oakland Unified School District boundaries, is true to the best of my knowledge and belief. I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Herbert Guice Charter Academy:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools.
- Shall be deemed the exclusive public school employer of the employees of the Academy for purposes of the Educational Employment Relations Act.
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations.
- Shall not charge tuition.
- Shall admit all students who wish to attend the Academy, and who submit a timely application, unless the Herbert Guice Charter Academy receives a greater number of applications than there are spaces for students, in which case admission shall be determined through a public random drawing process. Admission to the Herbert Guice Charter Academy shall not be determined by the place of residence of the child or his or her parents.
- Shall not discriminate on the basis of race, ethnicity, national origin, gender, sexual orientation or disability.
- 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 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary.
- Shall ensure that teachers in the Herbert Guice Charter Academy hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers.

- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
- Shall notify the superintendent of the school district if a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, providing the pupil's last known address within 30 days, and upon request, a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.
- Shall comply with any and all other federal, state, and local laws and regulations that apply to the Academy including but not limited to:
 - All laws establishing the minimum and maximum age for public school enrollment.
 - All applicable portions of the No Child Left Behind Act, including proper parental notification regarding qualifications of teachers.
 - All laws stipulating the legally required minimum number of school days.

Lead Petitioner

Date

XVII. APPENDICES

Appendix A

BOARD MEMBERSHIP

Carol Lee Tolbert – Teacher, Administrator and former Trustee for the Governing Board of the Oakland Unified School District. Currently, the Founder and Executive Director of Tolbert & Associates, a school improvement and parent education consulting firm; holds a Masters in Public Administration and California Teacher Certification.

Henry L. Gardner – Executive Director since December 18, 2004 with the Association of Bay Area Governments (ABAG). He has more than 30 years of public service and private consulting experience. He is the former City Manager for the City of Oakland and the former Senior Vice President and Manager of the Western Region for Donaldson, Lufkin & Jenrette and Managing Partner for Gardner, Underwood & Bacon, a private firm specializing in public financing, capital projects and new business development. He currently serves on the Board of Directors of the Institute for Local Self Government and the California State Association of Counties Finance Corporation, to name of few. He holds an A.B. from the University Of Illinois with a major In Political Science and Speech and a M.A. from Southern Illinois University in Government and International Law and Relations.

Daniel Muhammad – Senior Policy Associate with Safe Passages, a community – based organization that sets policy for juvenile justice and early childhood intervention initiatives. He is the Founder and CEO of the Bay Area Systems Engineering (BASE) consulting firm that specializing in systems engineering and is currently serving as Project Manager for Peralta Community College District, managing the Measure A Construction Bonds. He holds a B.A. in Architecture and a M.A. in Architecture and City Planning, both from UC Berkeley.

Lurelia S. Smiley – General Manager with CP Bannon Mortuary, with over 60 years of experience in the mortuary/funeral home business. She currently serves on the Board of Directors for the “Supporting Future Growth Child Development Center” for the past 8 years and is a graduate from the College of Mortuary Science in San Francisco.

Gail Johnson-Murphy – College Educator and Administrator for 35 years and is currently serving as Counselor and College Advisor at Chabot College, Hayward. She holds a Masters in Educational Psychology and Counseling. (Refer to the Founding Group section for detailed information.)

Barbara Elmore-Lane – Retired School Administrator with Oakland Unified School District for 34 years, with 20 years experience in Human Resources and 14 years

working at various school sites. (Refer to the Founding Group section for detailed information.)

Stella Daniel – Office Manager and Tax Preparer with over 20 years of experience in accounting and finance. (Refer to the Founding Group section for detailed information.)

Neola Brown-Crosby – Management Analyst with Alameda County Probation Department, Juvenile Services. Former Administrator in Hayward and Berkeley Unified School Districts for over 13 years in the area of Certificated Human Resources and three years of experience at the college level. (Refer to the Founding Group section for detailed information.)

Helen Gettridge – Retired Educator with over 40 years of varied experience in the Oakland Unified School District. (Refer to the Founding Group section for detailed information.)

Appendix B

Herbert Guice Charter Academy

Daily School Schedule/Instructional Minutes

Daily Instructional Minutes

Currently we anticipate the school day will begin at 8:20 a.m. and conclude at 3:15 p.m. Each day will include 2 10 minute breaks for K-3 and a 10 minute break for Grades 4-6. All grades will have 45 minute lunch periods.

The total number of offered daily instructional minutes under this schedule is 350 for Grades K-3 and 360 minutes for Grades 4-6, which exceeds the State requirement of instructional minutes for all grades K-8.

Annual Instructional Minutes

Minimum number of mandated instructional minutes per year:

Mandated:

Kindergarten	36,000
Grades 1 - 3	50,400
Grades 4 - 6	54,000

Offered at Herbert Guice Charter Academy

Grades K-3	64,790
Grades K-6	64,800

School Schedule

8:20 – 8:30	Pledge/Affirmations
	<u>Kindergarten – 3 Grades</u>
8:30 – 10:00	Academic Instruction
10:00 – 10:10	Break
10:15 – 11:30	Academic Instruction
11:30 – 12:15	Lunch
12:20 – 1:20	Academic Instruction
1:20 – 1:30	Break
1:35 – 3:15	Academic Instruction
3:15	Dismissal
	<u>4th – 6th Grades</u>
8:30 – 10:15	Academic Instruction
10:15 – 10:25	Break
10:30 – 12:15	Academic Instruction
12:15 – 1:00	Lunch
1:05 – 3:15	Academic Instruction
3:15	Dismissal

Appendix C

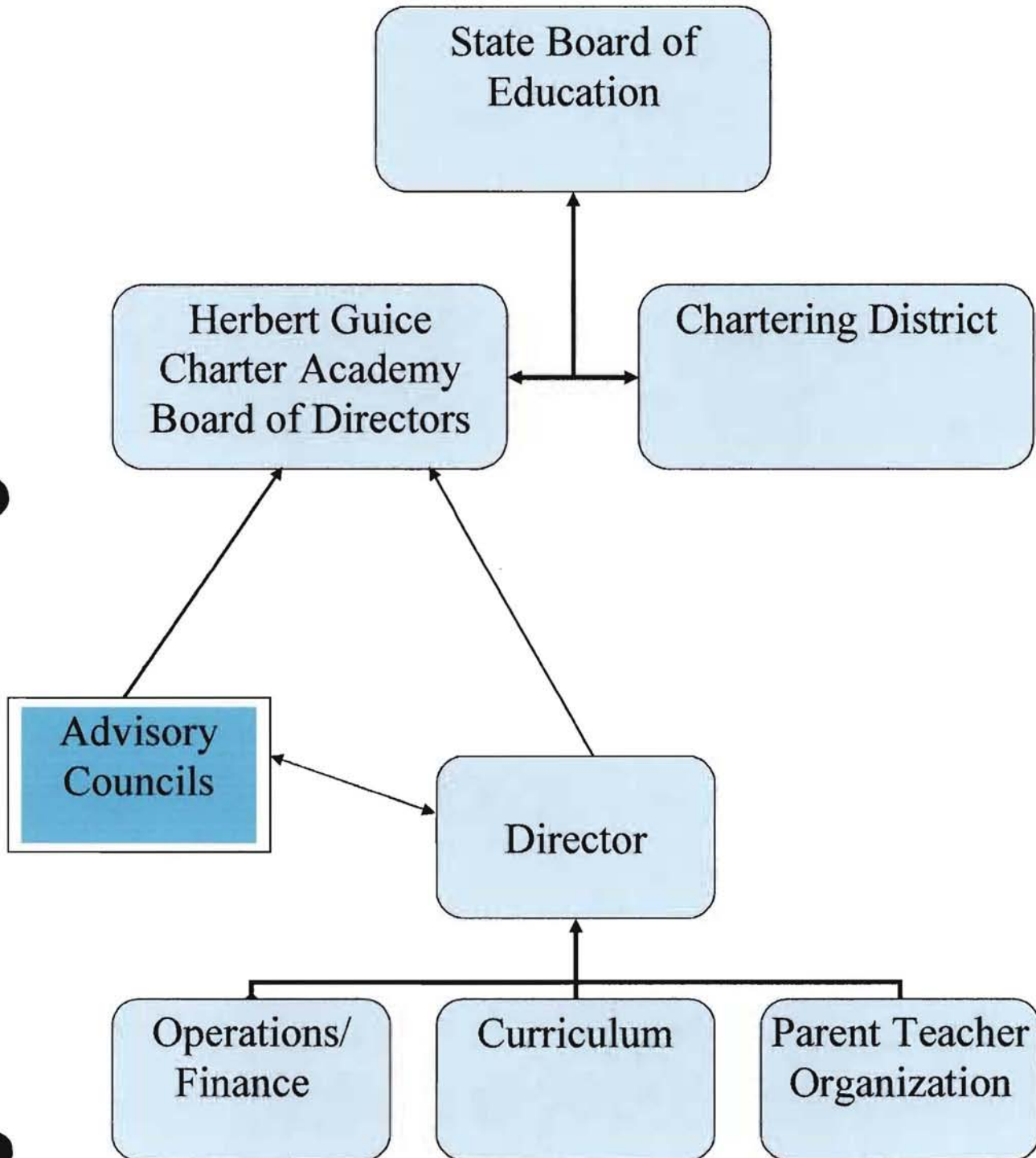
Typical Schedule in the Life of an Academy (K-3) Student

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:20-8:30	Pledge/ Affirmations	Pledge/ Affirmations	Pledge/ Affirmations	Pledge/ Affirmations	Pledge/ Affirmations
8:30-10:00	Reading/ Language Arts	Reading/ Language Arts	Reading/ Language Arts	Reading/ Language Arts	Reading/ Language Arts
10:10-10:10	Break	Break	Break	Break	Break
10:15-10:30	Open Court Workshop	Open Court Workshop	Open Court Workshop	Open Court Workshop	Open Court Workshop
10:30-11:30	Math	Math	Math	Math	Math
11:30-12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:20-12:30	DEAR (Drop Everything and Read)	DEAR (Drop Everything and Read)	DEAR (Drop Everything and Read)	DEAR (Drop Everything and Read)	DEAR (Drop Everything and Read)
12:30-1:20	Science	Science	Social Science	Social Science	Social Science
1:20-1:30	Break	Break	Break	Break	Break
1:35-2:00	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
2:00-2:30	Character Education & Banking Program	Character Education & Banking Program	Character Education & Banking Program	Character Education & Banking Program	Character Education & Banking Program
2:30-3:15	Computers	Computers	Music	Foreign Language	Foreign Language
3:15	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
3:30-4:40*	Mentoring Prog.	Mentoring Prog	Mentoring Prog	Mentoring Prog	Mentoring Prog

* This segment of the Mentoring Program will be one-on-one.

Appendix D

Herbert Guice Charter Academy Organizational Chart



**Herbert Guice Charter
Academy
2009-2010
School Year Calendar**

August 2009						
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 2009						
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			

<u>Events</u>	<u>Date</u>
Teacher Planning/Professional Development Days	8/19-8/21
Mandatory Parent Orientation 6:00PM	8/20
First Day of School	8/31

<u>Events</u>	<u>Date</u>
Labor Day (School & Office Closed)	9/7
Back To School Night 6:00PM	9/17
Picture Day (Official Uniform)	TBA
Free Dress Day	9/25
Professional Development (Teachers)	9/24

October 2009						
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 2009						
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					

<u>Events</u>	<u>Date</u>
First Progress Report	10/2
Minimum Day - Teacher Development	TBA
Grandparents Club Meeting 6:00PM	10/15
Harvest Fest and Free Dress Day	10/30
Professional Development (Teachers)	10/22

<u>Events</u>	<u>Date</u>
Second Progress Report	11/6
Veteran's Day Holiday (School & Office Closed)	11/11
Grandparents Club Meeting 6:00PM	11/19
Free Dress Friday	11/20
Thanksgiving Break (School & Office Closed)	11/25-11/27

December 2009						
S	M	T	W	T	F	S
						5
6						12
13	14	15	16			19
20	21	22	23	24	25	26
27	28	29	30	31		

<u>Events</u>	<u>Date</u>
Scholastic Book Fair	12/1 - 12/7
First Trimester Report Card/Parent Conferences (Vol.Hrs)	12/8-12/11
Christmas Concert/Kwanzaa Celebration 6:00PM	12/17
Free Dress Friday	12/18
Winter Break (School Closed)	12/21-12/31

**Herbert Guice Charter
Academy
2009-2010
School Year Calendar**

January 2010

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 2010

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 2010

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 2010

S	M	T	W	T	F	S
					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 2010

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					

June 2010

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			

<u>Events</u>	<u>Date</u>
Winter Break (School Closed)	1/1
School Reopens	1/4
Minimum Day - Teacher Development	TBA
Dr. King's Birthday Holiday (School and Office Closed)	1/18
Grandparents Club Meeting 6:00PM	1/21
Free dress day	1/29
Professional Development (Teachers)	1/28

<u>Events</u>	<u>Date</u>
Open House 2010-2011 Registration 6:00PM	2/4
Third Progress Report	2/5
President's Holiday - School & Office Closed	2/12-2/15
Black History Program 6:00PM	2/18
Annual Crab Fest 3:00-6:00PM	TBA
Free dress day	2/26
OUSD Oratorical Fest Elem./Secondary Regional Competition	TBA
Professional Development (Teachers)	2/25

<u>Events</u>	<u>Date</u>
Second trimester report card/Parent Conferences (Vol.Hr)	3/9-3/12
Grandparents Club Meeting 6:00PM	3/19
Free dress day	3/26
Terra Nova Testing	TBA
Spring Break (School Closed)	3/29-3/31
Professional Development (Teachers)	3/25

<u>Events</u>	<u>Date</u>
Spring Break (School Closed)	4/1-4/2
Terra Nova Testing	TBD
Grandparents Club Meeting 6:00PM	4/15
Minimum Day - Teacher Development	TBA
Career Day	TBA
Free Dress Day/4th Progress Report	4/30
Professional Development (Teachers)	

<u>Events</u>	<u>Date</u>
Family Literacy Night	5/13
Spring Music Concert	5/20
Scholastic Book Fair	5/17-5/21
Grandparents Club Meeting 6:00PM	5/20
Memorial Day Holiday - School and Office Closed	5/24
Free Dress Day	5/28
Professional Development (Teachers)	5/27

<u>Events</u>	<u>Date</u>
All School Picnic	6/4
Kindergarten Graduation	6/8
Sixth Grade Graduation	6/9
Last Day of School	6/9
Final Report Card	6/9
Teacher Close out Days	6/10-6/11

HERBERT GUICE CHARTER ACADEMY

6925 International Blvd.
Oakland, CA 94621

DRAFT

EMPLOYEE HANDBOOK

Welcome to the Herbert Guice Charter Academy Team. We are a public institution committed to the academic preparation of each student in a nurturing environment.

As a staff charged with the education of children, we must hold values that reflect our obligation to develop the minds and bodies of students and to shape their attitudes for positive and healthy living.

These values include:

- ❖ *Professionalism*
- ❖ *Respect*
- ❖ *Accountability*
- ❖ *Integrity*
- ❖ *Excellence*
- ❖ *Creativity*
- ❖ *Openness*
- ❖ *Responsiveness*
- ❖ *Belief in people as a solution*
- ❖ *Diversity*

Herbert Guice Charter Academy Mission Statement

The Herbert Guice Charter Academy seeks to educate and train students in a safe, creative and intellectually stimulating environment that fosters the growth of self-esteem and responsibility in each child.

School Philosophy

The Herbert Guice Charter Academy is a community composed of parents, faculty, staff and students bound together in mutual respect for each other.

The School is dedicated to preparing young people to live in an evolving world of change.

Students are guided through the curriculum in the development of a quality education and a moral value system. The curriculum is carefully coordinated to instill a strong foundation in the basic skills, as well as develop high levels of analytical and critical thinking through age appropriate activities. The development of the total child is addressed through moral, social, psychology and physical development. The unique qualities and talents of each child are encouraged and nurtured.

The education environment is a community where responsibility for learning is placed upon the learners, the teachers and staff as professional resource persons, and the parents as nurturers and supporters of their child.

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I. COMPENSATION AND BENEFITS

A. Pay Periods

Pay periods are twice per month; the 5th and 20th of the month
Pay periods end: The 15th and last day of the month.

B. Pay Days

Paydays are on the 5th and 20th of the month.

C. Salary

1. The salary paid to employees shall be in accordance with the salary adopted by the Board of Directors, herein after referred to, as the Board, for said school year upon verification of the education credential and experience of employee (when applicable).
2. Required documentation for movement on the salary schedule must be submitted by September 31st or by February 28. The salary increase will be effective in October or March respectively.
3. Teachers will receive their annual salary in 20 bi-monthly payments.

D. Time sheets are used to record time of arrival and departure. Each employee is responsible for recording information accurately on a daily basis. The Director or designee will verify the information prior to submission for processing by payroll.

E. The Herbert Guice Charter Academy offers a direct deposit payroll plan. A direct deposit form must be submitted along with a voided check. All others will be paid by check

F. Medical Benefits

Medical/Dental coverage is available to full-time employees. Newly hired employee coverage is effective after the completion of a 90 day probationary period. The employee is responsible for the plan cost above the premium cost. Payment is through employee payroll deduction only.

Employees who do not elect medical coverage will not be eligible to receive compensation in lieu of benefits.

II. WORK SCHEDULES AND HOURS OF EMPLOYMENT

A. Work Year

Teacher contract days:	189
Academy Director:	261
Administrative Assistant	261
Classified Staff	184

B. Work Week

1. The work week for full time employees:

- a. Teachers: Monday - Friday. 8:00 a.m. - 4:00 p.m. unless otherwise stated ; 8 hours per day with a 30 minute duty free lunch.
- b. Classified employees: Monday - Friday 8 hours per day unless otherwise stated, with an unpaid lunch period of 30 minutes
- c. Administrative Assistant: Monday - Friday, 7 a.m. - 4 p.m. with an unpaid lunch period of 30 minutes.
- d. All employees are required to remain on campus during working hours with the exception of lunch period. Any exception must be approved by the Director. Employees must notify the office staff when leaving campus and upon returning.

C. Rest Periods

For the non-instructional related classified staff (administrative assistant , food service & custodian), the rest period shall be in the middle of each work period at the rate of fifteen (15) minutes per 3 3/4 hours worked or major fraction thereof. Break time for part-time employees shall be at the following rates:

3 hours but less than 5 _____	15 minutes
5 hours but less than 6 _____	20 minutes
6 hours or more _____	30 minutes (time may be divided)

D. Meetings

Teachers and administrators are required to attend: Mandatory Parent Orientation Night, Back To School Night, Open House, Monthly Staff Meetings and monthly PTO Meetings on a rotating schedule as a part of the regular work schedule. Teachers and administrators are also required to attend any other meetings deemed necessary by the Director.

Classified employees are encouraged to attend evening meetings, especially Mandatory Parent Orientation Night and Back to School Night.

E. Overtime

Overtime will follow stipulations of State law. Overtime must have prior approval by the Director. Overtime work without prior approval may not be honored.

III. LEAVES

A. Sick Leave

1. Employees accrue one work day of sick leave per month based on a ten-month calendar school year, not to exceed 10 days. (Exception: Refer to Probationary period section.) Sick leave may be used for personal illness, including quarantine, disability and necessary appointments for health treatment.
2. Employees who accumulate sick leave may take three personal days per year which shall be deducted from their sick leave balance for the year. In order to use personal days, staff must receive prior approval from the Director. Request for use of personal days must be requested a minimum of 3 days in advance.
3. Employees are responsible for notifying the Director or Administrative Assistant as early as possible when taking a day off as a sick day, preferably by 7:00 a.m. Any illness lasting more than 3 days requires a written doctor's verification.
4. Any absence a day before or after a paid holiday will result in the employee not being paid for the holiday.

B. Personal Necessity, Personal Leave & Emergency Leave

1. These leaves may be utilized and deducted from sick leave accruals.

C. Family Medical Leave

In addition to other leave, the Academy shall provide leave of absence to members in accordance with the Family and Medical Leave Acts and as indicated below:

1. Eligible employees shall be defined as within the Act, with the modification that any employee who has worked 3412.5 hours in the preceding five years and 682.5 hours in the preceding twelve months shall also be determined an eligible employee for the purposes of family leave and shall be provided the benefits set forth herein.
2. Employees shall be entitled to utilize up to twelve work weeks of family leave in a twelve month period, either in consecutive or intermittent days, or partial days off. The twelve month period shall be calculated from the first day of the family care leave for this purpose. Family care leave may be used for any of the following reasons: Birth of the employee's child in order to care for the child, placement of a child with the employee for foster care or in connection with the employee's adoption, in order to care for the employee's child, parent, or spouse with a serious health condition, because of the employee's own serious health condition which makes the employee unable to perform the functions of his/her job.

Definitions:

- (1) Child means a biological, adopted or foster child, a stepchild, legal ward or a child for whom the employee is standing in loco parentis as long as the child is under 18 years of age or an adult dependent child.
- (2) Parent means a biological, foster or adoptive parent, a stepparent, a legal guardian or another person who stood in loco parentis to the employee when the employee was a child.
- (3) Serious health condition means an illness, injury, impairment or physical or mental condition that involves either (1) inpatient care in a hospital, hospice, or residential care facility, or (2) continuing treatment or continuing supervision by a health care provider.

D. Jury Duty

An employee, when officially summoned to jury duty or subpoenaed to appear as a witness before any state or federal court, administrative tribunal or legislative body, not as a litigant, may serve or comply with such subpoena without loss of pay and shall not be required to work on appearance days if a substitute is hired to replace the employee or if service to the courts or other body equals one-half or more of the employee's normal work days including travel time. However any fee received for such duty served on Academy time (exclusive of amounts specifically designated for mileage or travel, meals lodging and parking) will be reimbursed to the Academy.

A request to be excused from work for such jury duty or witness service shall be accompanied by a copy of the notification of such jury duty from the court or the summons and shall be submitted to the Director as far in advance as possible.

E. Bereavement Leave

1. An employee is entitled to three (3) days of bereavement leave or five (5) days if the employee must travel out of state due to the death of a member of the employee's immediate family (with appropriate documentation). This is not to be with loss of pay nor will it be charged to any authorized absence.
2. In the event of the death of an employee's child, the employee shall be entitled to a maximum of five (5) days of bereavement leave.
3. A member of the immediate family means: mother, father, stepfather, stepmother, foster parent, guardian, father-in-law, mother-in-law, or a grandparent or grandchild of the employee or the spouse of the employee, son, daughter, son-in-law, daughter-in-law, brother, sister.

F. Vacation

1. The following employees are entitled to vacation, which must be used in the fiscal year earned; prorated for the work year:

Administrator = 20 days
Administrative Assistant = 10 days
(Service of 7 years and more includes an additional 5 days of paid vacation)
(Teachers, Instructional Assistants, Food Service and Custodians are not entitled to vacation.)

IV. PERFORMANCE EVALUATIONS

A. Probationary Period

1. All first time **non-teaching** employees must serve a 90-day probationary period. During that time, performance and attendance will be observed and reviewed by the Director.
2. All first time **teaching (certificated)** employees must serve a one-year probationary period. During that time, performance and attendance will be observed by the Director. After 90 days of the one-year probationary period, the teacher will be eligible to receive medical coverage and be paid for absences. (The first 90 days are without these benefits).

B. Purpose

The basic goal of the employee evaluation process is to help each employee perform his/her present job more effectively to the mutual benefit of the individual, students and the Academy.

C. Frequency

1. Employees:

Evaluations should be completed in: December & May. Teachers and classified staff will be evaluated by the Director.

2. Director:

Evaluations should be completed in : December and May. The Director will be evaluated by the Board or Designee.

D. Procedure

1. Evaluatee shall develop goals and objectives and review them with the Director/Board Designee prior to the formal observation, preferably within the 1st 2 months of the school year.

2. Evaluations will be based primarily on observation of the employee in the performance of his/her duties. Areas of education include instructional strategies, learning environment, other duties, plant operation, staff management as applicable. Comments based on secondary information shall have supportive documentation identifying the source and circumstances and be given limited weight.

3. An employee will be informed in advance of a meeting with the Director to discuss the employee's evaluation.

4. Any evaluation which reflects a "needs improvement" or "unsatisfactory" rating shall be accompanied by a written explanation by the Evaluator and suggestions for a remediation plan. The employee shall have the right to review and respond, orally and/or in writing to an unsatisfactory ratings on the evaluations.

5. The employee's signing of an evaluation form does not mean that the employee agrees with the evaluation but it does mean that the employee has had an opportunity to discuss the evaluation with his/her evaluator. The forms shall have a box on them where the employee will be given the opportunity to check agreement or disagreement with the evaluation.

6. The employees will be given a copy of his/her completed evaluation form at the time of signing.

7. In cases where an employee, excluding the Director, believes that his/her evaluation contains a blatant inaccuracy or is of a vindictive nature, the employee shall have a right to seek Board review within fifteen (15) working days of receipt of the evaluation, excluding vacation and holidays during which the employee is not scheduled to work. The Board can mediate an evaluation between Director and staff, including making changes on the ratings.

E. Dismissal

1. Employees work at the will of the Board of Directors and may be dismissed at any time by the Director or designee; but if the employee has completed the probationary period, such dismissal must be for cause. Procedures contained herein must be followed.

2. Cause for suspension and/or dismissal include, but is not limited to, offenses such as the following:

- a. Incompetency or inefficiency in performances of duty.
- b. Inability or unwillingness to perform work as required or directed.
- c. Conviction of any criminal offense or of a misdemeanor involving moral turpitude.
- d. Conviction of a sex offense as defined in Education Code, Sections 44009 and 44010.
- e. Abandonment of position – (one week of absences without notification to the Academy).
- f. Absence from duty without prior and/or proper authorization or failure to report after a leave has expired or has been disapproved, revoked or canceled.
- g. Excessive absenteeism and/or tardiness (6 times within 2 pay periods).
- h. Failure to accept assignment after medical release.
- i. An act of insubordination, (i.e. failure to accept or follow directions from Director)
- j. Carelessness or negligence in the performance of duty or in the care or use of Academy property.
- k. Discourteous, offensive or abusive conduct or language toward school officers, employees, pupils or the public.

- l. Reporting for duty under the influence of, or carrying into School facilities, or possessing, consuming or using on School premises, or inducing or causing others to use any drugs, narcotics, stimulants, depressants or hallucinogens (unless prescribed by the employee's physician and taken only in accordance with the physician's prescription and instruction); or giving, selling, or delivering such items to any other person on Academy premises; or trafficking for the sale or delivery of such items while on Academy premises. This refers but is not limited to amphetamines ("speed", "Pep pills), barbiturates ("goof balls"), tranquilizers, LSD-type drugs and marijuana.
- m. Abuse of leave privileges.
- n. Falsifying any information supplied to the Academy, including but not limited, information supplied on application forms, employment records, loyalty oaths, time sheets or cards, absence forms or any other Academy records
- o. Violation or refusal to obey safety rules or regulations.
- p. Willful or persistent violation of the Policies of the Academy Board of Directors or reasonable regulations prescribed by such.
- q. Dishonesty or theft, including deliberate destruction, damage or removal of Academy or another person's property.
- r. Giving or passing confidential information and/or material to an unauthorized person or persons.
- s. Unauthorized review of sealed confidential information which is part of an employee's personnel file.

F. Disciplinary Procedures

1. Whenever practicable, a Director contemplating disciplinary action shall give the employee in question oral notice of the basis for the intended action and an opportunity to explain his or her conduct.
2. If the Director is not satisfied with the explanation offered, the Director may recommend suspension or discharge to the Board.
3. The Director or designee will give a written notice to the employee of the intended disciplinary action containing:
 - a. A concise statement of the specific acts or omissions upon which the disciplinary action is based; and
 - b. A statement of the cause for the contemplated disciplinary action and/or the rule which has been violated.
 - c. A copy of notice of signature of receipt of written correspondence regarding intended action.

V. SAFETY

The Academy is committed to provide a safe and healthful workplace for the employees as well as the students and community. All employees must make every effort to ensure they do not put themselves or others in accident prone situations. Do not stand on desk or chairs, run on stairs or in halls, smoke on campus or engage in any other actions that may put you or others in harms way. All employees are to take reasonable actions to prevent injury to self and others.

Please review the Cal/Occupational Safety and Health Protection Act (Cal/OSHA) information located in the Faculty & Staff Lounge.

A. Work Related Injuries

1. Report all work related injuries to the Director.
2. Employees must complete the "Employee Claim Form" and submit it to the Director within 24 hours of injury/accident.
3. If applicable, employee shall be released to see a physician.
4. Employees are protected in the event of injury to their person during the performance of assigned duties to the extent defined in the Workers Compensation provisions.

B. Safety-Civil Disorder

Should conditions of civil disorder due to student unrest develop, and in the Director's judgment, school cannot be kept open with reasonable assurance of safety to pupils and employees, the Academy shall declare an emergency closing of the school. The period of time of closure will be at the discretion of the Director. 1. Students emergency contacts will be notified in the most expeditious manner possible. 2. The Chairman of the Academy Board of Directors will be notified of the actions as soon as possible. Teaching days lost at the site because of such closure shall be counted as if they were days served within the teaching contract with no loss of salary. After school has been closed, a faculty meeting shall be called by the Director to plan for the orderly reopening of the school.

C. Safety-Fire and Disaster

Neither the employer nor the employees shall knowingly violate the provisions of the California Fire Code and/or the Oakland Fire Code. Fire and other emergency action plans have been developed and employees should familiarize themselves with details of such plans, including building evacuation routes, the locations to which students are to report in the event of an air raid or other civil disaster, and the administrator in charge in the event of an emergency.

D. Safety-Disruptive Actions by Students

1. Teachers may send to the Director those students whose actions are a danger to the teacher's person or property and/or are disruptive to his/her classroom instructional program. Should the student refuse to comply, the administrator shall be so notified and appropriate action shall be taken to remove the student from the immediate environment. On the part of the teacher a written incident report should be submitted on the day of the incident.
2. In the case of assault, attack or threat against an employee, it shall be the duty of the employee to:
 - a. Report the incident immediately to the administrator in charge or designee, who will immediately report the incident to the police or notify the student's parent immediately.
 - b. Prepare a written statement concerning the incident and present it to the administrator who will then add his/her remarks, if any, to the statement, and then forward it immediately to the Oakland Police Department.

3. In the case of assault, attack or threat against a student, it shall be the duty of the employee to report the incident immediately to the administrator in charge who shall then implement appropriate disciplinary action as deemed by Director,

E. Safety-Unauthorized Person

When unauthorized persons are observed on school premises, they shall be reported to the administrator or designee, who shall enforce the "no loitering" rules of the Academy by investigating the report; and, if appropriate, ask that the person leave and, if necessary, call the Police Department. The Academy will utilize all measures to provide a secure school learning environment.

F. Safety-Procedures Regarding Unsafe or Harmful Conditions

1. The Academy shall provide, publish, and post rules for safety and prevention of accidents, and spread of communicable diseases, and provide protection devices where they are required for safety of employees.

2. Employees shall work with the administrator to maintain safe and sanitary conditions in their teaching or work areas of responsibility. Employees shall have the opportunity to make suggestions and recommendations to the administrator affecting the safety at the school. Employees of the Academy are protected in the event of injury to their person during the performance of assigned duties to the extent defined in the Workers Compensation provisions.

G. Liability

The Academy does not assume any liability for injuries received in or about school premises before or after school hours. The Academy is not responsible for personal property.

H. Suspected Child Abuse

Section 11166. a of the California Penal Code mandates that all public and private school personnel must cooperate in following the reporting laws regarding suspected child abuse or neglect. This law requires that school personnel report immediately to a child protective agency all suspected acts of omission or commission that endangers or impairs a child's physical, emotional or sexual health development. Determining whether the suspected abuse or exploitation has actually occurred is the responsibility of the child protective agency. Reporting individuals are immune from civil or criminal liability for reporting in good faith, while failure to report is a crime. In this very serious and legally narrow area, the school will not contact parents before making a report to legal authorities for their investigation and review.

1. If you believe a child is being (or has been) abused by an individual (relative, friend) call police or sheriff.

2. If you believe a child has been assaulted by a stranger, call police.

3. If you believe a child is being (or has been) abused in a licensed day care setting (child care, center, school, recreational facility, family day care home, call police and state or local Division of Community Care Licensing.

VI. RESIGNATIONS

As a professional courtesy, it is requested that employees submit a written notification of resignation to the Academy at least ten (10) working days prior to the resignation date. Director will conduct an exit interview.

VII. DRESS CODE

1. All employees should dress in an appropriate, professional manner. As an employee of the Academy, appropriate attire is essential.

2. Employees will be counseled by the Director and appropriate action taken. Repeated violations will be subject to disciplinary action.

VIII. SEXUAL HARASSMENT

Philosophy of the Herbert Guice Charter Academy and Board of Directors

The Academy affirms the dignity of every man, woman and child, and is committed to a work environment in which all individuals are treated with respect and dignity. Each individual has the right to work in a professional atmosphere which promotes equal employment opportunity and is free from discriminatory practices. Therefore, the Academy strongly opposes and prohibits all forms of unlawful harassment (e.g., harassment based on an individual's race, color, age, religion, sex, marital or veteran's status, sexual orientation, national origin, ancestry, and disability), including sexual harassment, whether verbal, physical, or environmental. Any person who violates this policy will be subject to disciplinary action up to and including termination.

Policy Statement

The Herbert Guice Charter Academy and the Board of Directors affirm the dignity of every student. The Academy will not tolerate the harassment of anyone. It is the policy of the Academy to provide an educational environment in which all students are treated with respect and dignity. The Academy prohibits any form of sexual harassment of students whether verbal, physical, or environmental. It is a violation of this policy for any employee or agent of the Academy to harass a student or for a student to harass another student in a sexual manner as defined below. Sexual harassment of a student by an Academy employee is also prohibited by federal and state law. It is never a defense of a claim of sexual harassment that the alleged harasser did not intend to harass.

A charge of harassment shall not, in and of itself, create the presumption of wrong doing. However, substantiated acts of harassment will result in disciplinary action up to and including dismissal. Complainants found to have filed false or frivolous charges will also be subject to disciplinary action up to and including dismissal.

Confidentiality

Every effort shall be made to protect the privacy of parties involved in any complaint. Files pertaining to complaints are confidential and will be discussed only when necessary for the investigation and/or resolution of the matter.

EXAMPLES OF SEXUAL HARASSMENT

Sexual harassment includes, but is not limited to the following forms:

- Verbal - Sexually demeaning comments, sexual statements, questions, slurs, jokes, anecdotes, or epithets.
- Written - Suggestive or obscene letters, notes, or invitations.
- Physical - Sexual assault, touching, impeding or blocking movement.
- Visual - Leering, gestures, display of sexually suggestive objects or pictures, cartoons, or posters.
- Continuing to express sexual interest after being informed that the interest is unwelcome.
- Making reprisals or threats of reprisals following a negative response to sexual advances, or following a sexual harassment complaint.

A single incident of sufficient severity may constitute sexual harassment. In determining whether a specific act or pattern of behavior violates this policy, the circumstances surrounding the conduct shall be considered together with the above definition of sexual harassment. Such determination shall be made from the perspective of a "reasonable person" of the same sex as the recipient of the conduct.

Employee to Student Sexual Harassment

1. Employee to student harassment is prohibited at all times whether or not the conduct occurs on school property or a school sponsored event.
2. To prevent sexual harassment, amorous relationships between a student and an agent or employee of the Academy are strictly prohibited.
3. Any employee or agent of the Academy who participates in the sexual harassment of a student is subject to disciplinary action including termination of employment.

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal references or conduct of a sexual nature when any of the following occurs:

1. Submission to such conduct is made either explicitly or implicitly as a term or condition of a student's status or progress;
2. Submission to or rejection of such conduct is used as the basis of academic decisions affecting the individual;
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's academic performance or of creating an intimidating, hostile, or offensive educational environment.

Student to Student Sexual Harassment

1. This policy prohibits student to student sexual harassment in connection with school activity or attendance and occurs at any time including, but not limited to, any of the following:
 - a) While on school grounds,
 - b) While going to or coming from school,
 - c) During the lunch period whether on or off campus,
 - d) During or while going to or coming from a school sponsored activity.
2. Any student who engages in the sexual harassment of another student is subject to disciplinary action including verbal warnings and reprimands, counseling, suspension, and expulsion.

It is the student's responsibility to:

1. Conduct himself or herself in a manner which contributes to a positive school environment.
2. Not engage in acts which tend to injure, degrade, embarrass, or threaten the safety, privacy, or respect of other students, teachers, staff members and volunteers.

A charge of harassment shall not, in and of itself, create the presumption of wrong doing. However, any substantiated act of harassment will result in disciplinary action up to and including expulsion. Students found to have filed false or frivolous charges will also be subject to disciplinary action up to and including expulsion.

Third Party to Student Sexual Harassment

This would include harassment of anyone by members of other school's sports teams, outside speakers or vendors.

1. Such harassment is prohibited.
2. The school, when it is made aware of such harassment, will take immediate and appropriate corrective action.

Complaint Procedure

The Academy has adopted administrative procedures for filing sexual harassment or Unlawful discrimination complaints. The Academy will publish its complaint procedure in its student and employee handbooks.

Complaint Form - Sexual Harassment

It is the policy of the Herbert Guice Charter Academy and the Board of Directors that all of its students and employees be free from sexual harassment. Charges of sexual harassment are taken very seriously by the Academy both because of the harm caused to the person harassed, and because of the potential sanctions that may be imposed against the harasser. All reasonable efforts will be made to protect the due process confidentiality rights of the victim and the alleged harasser. Complaint investigation procedures will be uniform for all levels of staff.

Instructions

Complete the form Complaint Level I, providing as much detailed information as possible so that the complaint may be properly investigated.

- Use this form to report sexual harassment so that the Academy may investigate and take appropriate steps when the acts show that there has been sexual harassment.
- It is important that you report the facts as accurately and completely as possible, and that you cooperate fully with the person(s) designated to investigate the complaint.
- Complaints of sexual harassment are filed under the Academy Uniform Complaint Procedure contained in Administrative Office. The Level 1 Complaint Form from the policy is attached. Upon completion, the complaint form should be filed

When to File:

- Complaints should be filed within 30 days from the date of the incident of sexual harassment.

Witness:

- To conduct this investigation in a confidential manner, the Academy will closure contents of your complaint only to those persons who have a need to know of your complaint. In signing the complaint form, you authorize the Academy to disclose the information you have provided, and may in the future provide, regarding your complaint.

Herbert Guice Charter Academy

6925 International Boulevard

Oakland, CA 94621

(COMPLAINT (LEVEL 1))

Please complete the following form if there is a complaint or charge against any school site, program, office or Academy employee. Submit this complaint form to the school site director. Expect a response with fifteen (15) work days.

Please Print

From: _____

Name(s)

Address(es) Telephone Number(s) Against whom charge or complaint is directed:

A copy of the written complaint against an employee will be provided to the employee, except for sexual harassment and discrimination complaints.

Nature of the charge or complaint:

Place a check next to the kind of complaint you are presenting:

Program:

- Basic Education - Elem. K-6
- Spanish
- Extended Care
- Computer
- Music
- Title I
- Other

Discrimination on basis of:

- Age
- Ancestry and/or National Origin
- Color
- Physical/Mental Disability
- Race
- Religion
- Sex (Gender)
- Sexual Harassment
- Sexual Orientation

When did event(s) occur? Date(s)

Has charge or complaint been discussed with the Director, Administrative Assistant or employee?

To whom have you spoken? (Write name(s) in spaces provided).

Director _____ Date: _____

Teacher _____ Date: _____

Staff Member _____ Date: _____

Board Member _____ Date: _____

What was the result of the discussion?

If you desire a remedy or wish the Academy to take a particular course of action, please specify:

Dissemination of Policy

This policy will be disseminated to all employees, independent contractors and parent. All supervisory personnel are responsible for its implementation. All present Academy employees and students will be informed concerning the implementation of the policy. All future Academy students and employees will be informed of the policy during their orientation.

All present and future Academy employees and Board members shall be required to sign an acknowledgement form indicating that they have read and understand and agree to abide by this policy.

Retaliation

The Academy forbids retaliation against anyone who reports sexual harassment or who participates in the investigation of such a report.

RETALIATION AGAINST A PERSON WHO FILES A FORMAL CHARGE OR A COMPLAINT FOR HARASSMENT IS PROHIBITED, AND IS GROUNDS FOR DISCIPLINE UP TO AND INCLUDING TERMINATION AND EXPULSION.

Individuals Covered Under the Policy

This policy covers all individuals in the work place, including but not limited to employees, students, co-workers, management personnel, volunteers and independent contractors. The Academy emphasizes that **NO ONE** has the right or authority to harass individuals.

Definition of Sexual Harassment

For purposes of this policy, sexual harassment is defined as including but not limited to: unwelcome sexual advance, requests for sexual conduct or physical conduct of a sexual nature directed toward anyone under any of the following conditions:

1. Submission or toleration of sexual conduct is an explicit or implicit term or condition of any services, benefits, or programs sponsored by the Academy.
2. Submission to or rejection of such conduct is used as a basis for an academic evaluation affecting anyone.
3. The conduct has the purpose or effect of unreasonably interfering with anyone's performance, or of creating an intimidating, hostile, or offensive environment.

I understand that the Academy will maintain this information confidential, to the extent provided by law that I will be protected from retaliation for filing this complaint; that the Academy may request further information about this matter, and if such information is available, I agree to present it upon request. I believe that the foregoing is true and correct.

Signature: _____ Date: _____

Dear Employee:

The Board of Directors of the Herbert Guice Charter Academy prepared this handbook for you. Please keep this handbook for your personal use only.

You have received this Employee Handbook and we ask that you read it thoroughly.

I have received the Herbert Guice Charter Academy Employee Handbook. I have agreed to follow the guidelines set forth in the handbook.

Employee's Signature

Date

Herbert Guice Charter Academy Representative

Date

HERBERT GUICE CHARTER ACADEMY

6925 International Blvd.

Oakland, CA 94621

PARENT/STUDENT HANDBOOK



Draft

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INTRODUCTION

The purpose of the Herbert Guice Charter Academy Parent/Student Handbook is to familiarize and inform the students and parents of the policies of the Academy. Our mutual dedication to these policies will facilitate positive student/parent/staff and administration relationships.

The Herbert Guice Charter Academy offers a quality, caring, academic learning environment.

As a learning community, students, parents and teachers share in the commitment to excellence for each child.

By registering at the Herbert Guice Charter Academy, a student and his/her parents (or guardians) agree to pursue the educational objectives and practices as stated in this handbook and to observe the disciplinary code of the Academy.

The Academy can only build on what is offered in the home. Communication between the school and home is vital to the mission of forming the whole person.

We must gain an understanding and support of our respective goal, which is providing for the total development of our children, through quality education and developing a positive self-image for each child.

The Academy stresses excellence and to that end, will be applying for accreditation from the Western Association of Schools and Colleges.

HERBERT GUICE CHARTER ACADEMY MISSION STATEMENT

The Herbert Guice Charter Academy seeks to educate and train students in a safe, creative and intellectually stimulating environment that fosters the growth of self-esteem and responsibility in each child.

SCHOOL PHILOSOPHY

The Herbert Guice Charter Academy is a community composed of parents, faculty, staff and students bound together in mutual respect for each other.

The School is dedicated to preparing young people to live in an evolving world of change.

Students are guided through the curriculum in the development of a quality education and a moral value system. The curriculum is carefully coordinated to instill a strong foundation in the basic skills, as well as develop high levels of analytical and critical thinking through age appropriate activities. The development of the total child is addressed through moral, social, psychology and physical development. The unique qualities and talents of each child are encouraged and nurtured.

The education environment is a community where responsibility for learning is placed upon the learners, the teachers and staff as professional resource persons, and the parents as nurturers and supporters of their child.

CORE VALUES

- ❖ *Respect*
- ❖ *Integrity*
- ❖ *Excellence*
- ❖ *Accountability*
- ❖ *Creativity*
- ❖ *Belief in people as a solution*
- ❖ *Diversity*

ADMISSION

1. Parents enter into a Contract with the school regarding contribution of services.
2. Parents and students must indicate their support of the Herbert Guice Charter Academy's philosophy.
3. All new students must meet the academic and behavioral standards of the Academy.
4. Every person, regardless of race, condition, or age, has equal dignity and an inalienable right to an education. We will not deny admission to any qualified student based on their sex, race, color, or national origin.

Fundraising is important as it supports and enhances many of the programs the students enjoy, such as computers, art, music and Spanish, field trips, and assemblies. Parent support of these fundraising activities is critical. Your support improves your child's education.

Mandatory Requirements: Each family is required to contribute 15 hours of volunteer service annually. The hours can be done by any adult family member. A minimum of 3 hours must be completed in the classroom. Volunteer hours must be completed by June 1st of the school year.

Parents are expected to join and participate in the Parent Teacher Organization (PTO). Membership fees apply per family.

Books: Students must pay for lost or damaged books, including library books. No grades or records will be released until all accounts are clear.

CURRICULUM OVERVIEW

Reading/Language Arts: This subject is the core of all other subjects. The program begins in the early years with a strong phonetic base. Sounds are associated with letters that are then blended into words and sentences. Students meet and master a variety of literary skills as they mature through the grades. Reading takes various forms: oral, silent, individual, small group and whole group. *Teacher assistants in the primary grades work closely with teachers to give students a solid foundation in this key subject.* This program also stresses writing, speaking and listening effectively. It includes the teaching of grammar, usage, mechanics, spelling and handwriting, as well as creative writing, evaluative reading, and an appreciation of poetry and dramatic literature. The main approach to language arts is through quality literature. We strongly encourage using the library as a resource.

Foreign Language: Spanish will be taught. The goal is to train the ear and introduce the language structure and culture.

Mathematics: Our Math curriculum follows a scope and sequence of skill development. The teachers emphasize a creative approach to problem solving and realistic application to other subjects and daily living. Primary grades often use manipulative.

Social Studies: The curriculum ranges from the study of family, neighborhood, state, nation, and world history. Social Studies encompass exploration of geography, history, politics and economics. Current events are presented with historical perspectives. Students also learn research skills in the social studies' curriculum.

Science: Students receive instruction in the physical and biological aspects of nature, emphasizing health and nutrition.

Art: The art curriculum brightens a student's interest in the design and pattern of nature and stimulates creativity. Using various media, students project individual understanding of the basic principles of art and develop a personal dimension of interpretation.

Music and Drama: Music theory and music appreciation are present at each grade level. We foster enthusiasm for group singing.

Physical Education: Supervised periods of physical education are part of the regular schedule for all grades. Skill development and sportsmanship are the key elements of this program. The physical fitness course provides a curriculum for fitness development. Students must present a doctor's note for excuse from P.E.

Computer Education: All students receive computer education. This ranges from educational games and core subject review in the kindergarten/primary grades, through keyboard familiarity and basic programming in the upper grades. As they master basic computer functions and programs, students learn to incorporate technology into their entire curriculum.

GOALS AND OBJECTIVES

The following goals and objectives outline key areas of emphasis that permeate the student's life at school:

Academic Achievement: The students will come to an understanding of basic skills, both cognitive and affective, which provide a solid academic foundation. We seek to meet the challenge of educating students by:

- a) Integrating textbook presentations with societal experiences in such a way as to promote moral awareness;
- b) Developing students' critical thinking skills so that they may be adequately prepared for subsequent levels of educational challenge;
- c) Providing a variety of educational situations in whole class, small group, and individualized instructional programs so that the academic learning style differences among students are respected and fostered.
- d) Including a variety of appropriate community field trips and guest speakers designed to reinforce classroom presentations;
- e) Fostering in families a positive attitude toward learning,
- f) Integrating appropriate technology into the total curriculum to enhance and encourage student learning through computer use.

Personal Development: The students will recognize their uniqueness as loved and loving children and develop a positive self image through:

- a) Positive interaction with teachers, parents, volunteers and other students;
- b) Participation in values clarification activities;
- c) Following through on assigned responsibilities

Social Development: The students, through interaction in school and local community, shall recognize the need to interact with and be a part of a community through:

- a) Opportunities for one-to-one, small group, large group, peer and adult relationships;
- b) Cross-age interactions
- c) Thanksgiving food baskets and Christmas gift sharing

Physical Development: The students will develop physical well-being through positive attitudes and practices by:

- a) Participating in the physical education program;
- b) Participating in a variety of sports activities to foster a Charter spirit of competition and teamwork.

Cultural Development: The students have the opportunity to access the cultural arts and traditions that enrich our community, thereby fostering intellectual curiosity and respect for the customs and traditions of others. This is through:

- a) Interaction with a staff that represents as wide a variety as possible of cultural backgrounds;
- b) Multicultural programs, guest speakers and field trips that feature our rich heritage;
- c) Exposure to various forms of art, music, drama and dance that represent cultural achievements of many ethnic groups.

DRESS CODE

Students must be in official uniform each school day. If your child cannot be in uniform because of an emergency, please write a note of explanation to the office. Please label your child's uniform.

<i>Boys and Girls Official Uniform:</i>	
Boys:	Navy slacks (jeans and sweat pants are unacceptable) white Oxford shirt (short or long sleeve) red v-neck cardigan sweater navy socks
Girls:	Plaid jumper white middy blouse with red tie red v-neck cardigan sweater red tights
Casual Uniform Items	
Boys:	White or red polo shirt red v-neck sweater (sleeveless vest or long sleeve pullover) red, white or navy socks (acrylic crew or cotton crew)
Girls:	White Peter Pan collar blouse (short or long sleeve) white Oxford blouse (short sleeve or long sleeve) white or red polo shirt hair accessories (same plaid as the jumper) red, white, navy socks (knee-high or anklets) red, white or navy tights (lightweight or heavyweight)

Inside the classroom, students must wear official school sweaters only. Students may wear other jackets, sweatshirts, sweaters, etc., outside.

Small earrings for pierced ears are acceptable, but other jewelry, make-up and bright nail polish are not. Also unacceptable are bandanas, faddish hairstyles, ornamentations, etc. The Director retains the right to determine if any item is inappropriate for school wear. Thermal underwear, sweat pants, leggings and pajamas are not acceptable attire. Boys or Girls may not expose their midriff area at anytime.

School Pictures

The school photographer takes individual class pictures. We operate on a prepay plan. The photography company deals with refunds independently. Students wear official full uniforms for these pictures.

There is no obligation to purchase school pictures.

HOMEWORK, REPORT CARDS, TESTING, CONFERENCES, ACADEMIC AND SPECIAL HONORS

Homework: Teachers assign homework with great care for the purposes of reinforcing learning that has taken place at school and of fostering habits of independent study. Assignments are given with consideration for students' varying ability levels. We recommend providing a home environment conducive to studying. (See the tips offered below.) Teachers strive to coordinate assignments in departmental situations.

Suggested homework time allotments are (for all grades plus reading time):

Grade K	10—20 minutes
Grades 1 & 2	20-30 minutes
Grade 3	30-45 minutes
Grade 4-6	45-60 minutes

Long-range assignments should be carefully planned to avoid last minute rush efforts. If a student cannot finish his/her homework in the time given, a signature of a parent on the paper with appropriate explanation is acceptable, provided this happens only for exceptional reasons.

For any student, homework prudently assigned and carefully executed is preparation for the type of work demanded in successive years. We urge all parents to take an active interest in the student's homework. It is the responsibility of the student to properly write down and complete assignments on time. All students should contact the teacher if problems arise, and parents should monitor their child's efforts in this regard.

Parents can do their part to help with homework by:

- Providing a desk or table in a quiet place (no electronic devices including TV, radio, phone calls or other interruptions);
- Helping your child focus and concentrate on homework so he/she spends no more than the allotted time for his/her grade level;
- Scheduling a regular time for study;
- Impressing upon your child the importance of completing homework assignments, but avoiding undue pressure, and
- Showing an interest in his/her work, without doing it for him/her.

Homework or school work missed through absence must be completed and turned in to the teacher within the week of absence. Homework influences grades and reflects a cooperative and responsible attitude.

Report Cards: All students receive report cards at the end of the first school semester and at the end of the regular school year. Please note the interpretation for the grading system on each card and emphasize effort and conduct. Try to view grades positively with praise for the good rather than an immediate focus on the small point that may not be good.

Progress Reports are given two times per semester. All students receive four progress reports during the regular school year.

Testing: Assessment will be done throughout the year as part of the curriculum. The results provide an insight for teachers into the strengths and weaknesses of students. This enables teachers to individualize instruction to meet student's needs. All students are given a standardized test during the spring. Results of the test are given to parents.

Parent - Teacher-Student Conference: Scheduled conferences are provided. This is the time to review the student's progress to date. **Conferences are required of all parents.** Parent, teacher, student conferences may be requested at any time.

Parents must request an appointment to consult with teachers. Parents should present problems or concerns first to the classroom teacher and then, if necessary to the school Director. Because of the many demands on time, advance appointments are preferable. Do not interrupt teachers during the day; their responsibility is with the children. Please do not phone the teachers at home without their permission.

Promotion & Retention: Promotion or retention is recommended by the teachers and determined by the Director in consultation with the parents prior to the last month of school.

Promotion: A student may advance to the next grade having satisfactorily completed the requirements of a given grade.

Retention: A student remains in the same grade if she or he has not satisfactorily completed the requirements of that grade and would profit from a reinforcement year.

Honor Roll: At the end of each report card period, students' academic achievements are recognized.

Student of the Week Award: The Student of the Week certificates are awarded weekly. The teacher or class selects the student in their classrooms who displays special qualities deserving of the certificate (school wide community agreements, affirmations, pledges and other criteria as posted on the bulletin board).

ATTENDANCE, ABSENCES, TARDINESS

Absence: When your child is absent, please call the school by 8:30 am. (Voice Mail will pick up your message before school hours and at times when no one is available to answer.) If your child has been ill, when your child returns to school you must send a written note to the teacher. State law requires these excuses be written and signed by the parent or guardian. Parents should keep child home if he/she has a contagious disease. If a child is returning after a contagious disease, a note from the doctor authorizing return is required.

If a child is absent 15 or more days during a report card period, the student will be referred to the Student Study Team, comprised of the Director, student and parent. Students are responsible for making up work missed during any absence.

Medical Absence: Please avoid appointments during school time. If one is necessary, please send a written note to the teacher. Any student leaving for any reason during the day must be signed out at the office. Parents may not go directly to the classrooms to get a child.

Tardiness: Parents must ensure that their children are at school and in their room by 8:30 a.m. Teachers count tardiness from this time. Students with no tardies or absences receive a perfect attendance award after each progress report.

It is the parent's responsibility to get the child to school on time. Consistent tardiness necessitates a conference between the parent and the Director.

ACCESS TO STUDENT RECORDS

Student records are maintained by the school and are available for inspection by the student's parents or legal guardian in the presence of the Director or Designee. Please make an appointment with the Director to review student records. Records may not be removed from the school grounds. The Herbert Guice Charter Academy abides by the provisions of the "Buckley Amendment" with respect to the rights of the non-custodial parents. In the absence of a court order to the contrary, a school will provide the non-custodial parent with access to the academic records and to other school-related information regarding the child. If there is a court order specifying that there is to be no information given, it is the responsibility of the custodial parent to provide the school with an official copy of the court order.

Emergency Card: This is perhaps the most important document we have for your child, which card enables us to find you in case of illness or accident. IT MUST BE KEPT CURRENT. If your address or phone number changes, please notify the office right away. We must have a person to contact in case you are not available. Your signature for emergency treatment and student's medical insurance number (if applicable) is essential. It is understood that enrollment at the Herbert Guice Charter Academy confers upon the school the obligation to select emergency care providers if we cannot reach parents. No liability attaches the Academy to such a decision.

Immunization: Documentation of child's immunization is required by law. Either a doctor's or clinic's written statement is necessary for registration. Every student must have the following, on file in the school office no later than the first day of school:

- 1) A physical exam/medical history form completed by a doctor or clinic.
- 2) Proof of immunization from the doctor or clinic (including month and day):
 - Polio - four doses, but three doses meet requirement if at least one was given on or after the 4th birthday (Le., four doses meet requirement even if all were given before the 4th birthday.
 - OPT (Diphtheria, Pertussis, Tetanus Td Booster) - five doses, but four doses meet requirement, if at least one dose was given on or after the 4th birthday.
 - Hepatitis - three doses required for Kindergarten.
 - Measles, Mumps, Rubella (MMR) - two doses of measles, at least one dose of mumps and rubella. Usually both given as MMR. Both must be given on or after the first birthday.
 - TB (Skin Test - recommended for U.S. - born; required for foreign-born.

State law provides for parents to choose exemption because of personal belief; an affidavit signed by the parent is required. A doctor's written statement is required for medical exemptions.

Health Screening and Evaluation: To comply with requirements, all students must have proof of a health check up or a physical examination within 6 months prior to their admission into Kindergarten or 18 months prior to admission into First Grade. Examination should not be done until student is 4 1/2 years old.

Dental Examination: An examination by the dentist at the time of entering school is recommended. Please ask your dentist to provide the school with a report.

Medication: When it is necessary for a child to take medicine during the school day, the State requires that:

"Notwithstanding the provisions of Section 11753, any pupil who is required to take, during the regular school day, any medication prescribed for him by a physician, may be assisted by the designated school personnel if the school receives (1) a written statement from such physician detailing the method, amount and schedules by which such medication is to be taken and (2) a written statement from the parent or guardian of the pupil indicating the desire that the school assist the pupil in the matters set forth in the physician's statement" Medication will not be given to the child without these two items.

Students may never self-administer medication during the school day. All medications are stored in the school office or other secured location, and are administered per medical instructions by authorized school or extended care personnel.

T.B. Tests: To comply with the California Health and Safety Code, all volunteer workers (Le., in the library, hot lunches, teacher's assistants, etc.) and employees of a school must receive a tuberculosis test every two years. The school secretary maintains records of results.

Suspected Child Abuse: Section 11166.a of the California Penal Code mandates that all public and private school personnel must cooperate in following the reporting laws regarding suspected child abuse or neglect. This law requires that school personnel report immediately to a child protective agency all suspected acts of omission or commission that endangers or impairs a child's physical, emotional or sexual health or development. Determining whether the suspected abuse or exploitation has actually occurred is the responsibility of the child protective agency. Reporting individuals are immune from civil or criminal liability for reporting in good faith, while failure to report is a crime. In this very serious and legally narrow area, the school will not contact parents before making a report to legal authorities for their investigation and review.

Volunteers are required to pass the LIVE-SCAN screening.

LIABILITY AND SAFETY ISSUES

Liability: The school does not assume any liability for injuries received in or about school premises before or after school hours. The school is not responsible for the personal property of the student (i.e., cell phones, electronic devices, bicycles)

Students may not arrive on school grounds before supervision is available. Children are to leave immediately at dismissal. Only children in supervised after-school programs may use the play structure. When dismissed, all children must exit to the front of the building.

Visitors to the School: All visitors must enter the school through the front door. Parents and other visitors should not attempt to enter the school directly through the back door, the Herbert Guice Way side doors, during school hours. All visitors to the school must wear "Visitors" badges for safety reasons. All visitors must sign in at the school office before entering the classrooms, and may obtain the proper badge then.

No one may visit a classroom during school hours without the Director's permission. However, with proper permission in advance, parents are welcome to visit our classrooms.

ACCIDENT, DISASTER, AND EMERGENCY INFORMATION

Earthquake Procedure: All Students learn "duck and cover" procedures for earthquakes. In a major quake, students will evacuate from the building, when it is safe, to the schoolyard. We maintain sufficient supplies to care for children in a major emergency until an authorized person can pick up the child. It is important that every student have a form on file indicating persons to whom we may release the child in a severe situation

Fire Safety: Children learn about fire safety and have regular drills each month. If there is an emergency, dismissal procedures would be similar to those in an earthquake.

FORGOTTEN ARTICLES, LOST AND FOUND

Lost and Found: Clearly mark any personal items a student wears or brings to school with their name and grade. Items that are "found" go in an area located in the Extended Care Room. Encourage your child to check this area for missing items. We dispose of unclaimed items at the end of the school year.

Students should never bring valuable items such as radios, game boys, cell phones, C.D.'s etc., to school. Parents may collect items confiscated by school personnel from the Director's office.

COMMUNICATION BETWEEN PARENTS, STUDENTS, AND THE SCHOOL

Administrative Assistant: There is always a school secretary in the office during the school day (7:00 a.m.-4 p.m.). The secretary assists the Director and staff and should not be asked to perform other duties without the Director's permission. She/He is never able to reveal confidential information pertaining to a child or parent. The Director handles any such request for information.

Please be sure your child knows all family information before leaving for school, to avoid having the secretary deliver messages.

Telephone: Children may not use the school phone except in an emergency. Please make after school arrangements with your child before he/she leaves in the morning.

LUNCH PERIOD AND LUNCHES

Lunch Period: Grades K - 3 have lunch from 11:30 a.m. to 12:15 p.m. Grades 4 - 6 have lunch from 12:15 PM. to 12:55 PM. Parents should supply bag lunches or purchase the nutritious lunches prepared in the Cafeteria. Parents who bring lunches may leave them in Office.

Fast Food Lunches are prohibited.

Lunch Cost: Nutritional hot lunches will be provided for a nominal fee, based upon eligibility for free or reduce lunches, per federal guidelines.

DISCIPLINE

Expectations: We expect students and adults in the community to behave in an appropriate manner, reflective of the expectations outlined in the school philosophy. Discipline in the Charter school is an aspect of guidance and not a form of punishment. The purpose of discipline is:

- a. To provide a classroom situation conducive to learning;
- b. To educate students to an appreciation of the importance of developing responsibility and self-control;
- c. To instill a sense of respect for self and others;
- d. To build a sense of community.

School discipline relies on the understanding that the teacher has a right to teach and each student has a right to learn. Teachers will not tolerate behavior that interferes with this understanding. Students receive clear explanations of the school rules, and the consequences for breaking them.

We expect students and families to treat other students, community members and staff with respect. We expect them to follow regulations made for safety and order, and to cooperate with staff to accomplish the planned instructional program.

Specifically, students should:

- a. Show respect and concern for one another and for adults by:
 - 1.) Listening to the speaker;
 - 2.) Using polite language such as "please," "thank you," "pardon me," etc.; and
 - 3.) Avoiding personal verbal or written abuse of students or school personnel.
- b. Complete required assignments and participate actively in class work.
- c. Maintain appropriate classroom behavior by:
 - 1.) Not disturbing other students and being respectful of other students' needs;
 - 2.) Maintaining silence during instruction times;
 - 3.) Participating in projects and discussions when assigned; and
 - 4.) Having the necessary school supplies.
- d. Play in designated areas on the playground.
- e. Use containers for garbage to keep the schoolyard and classrooms free from litter.
- f. Use classrooms, books, materials, and other school facilities with a sense of pride and responsibility for care of property. If a child marks or mars a desk or other school property, he/she must pay for its repair. All personal property of others must be respected.
- g. Keep all books covered neatly. Each child is responsible for the set of textbooks assigned to him/her. If he/she writes in a book or defaces it in any way, he/she must replace it before the end of the school year.

- h. Be well groomed and wear the school uniform each day in a clean and neat manner.
- i. Be on time for school each day and not leave school without permission.
- j. Cooperate with the teachers and any adults in a supervisory position at school.
- k. Follow school rules before and after school and at recess periods.
- l. Play in a way that is fair and kind during recess and after lunch.
- m. Settle problems in a positive way and ask adults for help in doing this.
- n. Refrain from chewing gum and sunflower seeds during school or on school grounds.
- o. Refrain from bringing skateboards, electronic devices to school.
- p. Not leave the school grounds during the school day without the permission of the Director.
- q. Not be in the school building without adult supervision at any time.

Failure to adhere to these expectations could result in the following consequences based on the severity:

1st Offense

- Warning
- Parent contact with conference
- Parent contact with required conference
- Detention
- Behavior interventions (behavior logs. etc.) assignment
- Assignment given by teacher (writing. work duty, etc.)

3rd Offense

- Parent contact with required conference
- Probation, suspension, or possible expulsion.

Violation of these standards may result in a conference with one or all of the following: Teacher, Parent, Director, or other adult.

Suspension: After conference and loss of privileges, suspension may follow due to:

- a. Deliberate. willful disobedience or disrespect;
- b. Use of profane or obscene language;
- c. Physical fighting;
- d. Defacing property. or
- e. Leaving school grounds without permission.
- f. Lack of parental support/cooperation regarding the school discipline policy.
- g. Sexual harassment
- h. Vandalism (bathroom, classroom. school ground. etc.)

Expulsion: Students committing the following offenses while under the jurisdiction of the school may be expelled:

- a. Continued and willful disobedience (Education Code 48903)
- b. Open, persistent defiance of authority (E.C. 48903)
- c. Habitual profanity or vulgarity (E.C. 48903)
- d. Stealing
- e. Use, sale or possession of narcotics (E.C. 48903)
- f. Assault and battery, or any threat of force or violence directed toward any school personnel or student. (E.C. 48903)

- g. Uncooperative or destructive attitude of parents or guardians.
- h. Misconduct when other means of correction fail to bring back proper conduct (E.C. 48907)
- i. Membership in a gang or association with a gang which impacts on the school in any way.
- j. Gang style "tagging" anywhere on campus or on personal belongings brought on campus or to any student event.
- k. Setting fires

Expulsion will be recommended if it becomes apparent the school will not be able to meet the needs of a student, or that student's behavior is preventing classroom instruction.

When expulsion is recommended, withdrawal procedures will be put into place to assist you in finding another placement.



State of California
Secretary of State

I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

APR 29 2008

Debra Bowen

DEBRA BOWEN
Secretary of State

3097612

ENDORSED - FILED
In the office of the Secretary of State
of the State of California

APR 29 2008

**ARTICLES OF INCORPORATION OF HERBERT GUICE
CHARTER ACADEMY, a California Nonprofit Public Benefit Corporation**

I

The name of this corporation is Herbert Guice Charter Academy

II

A. This 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 purposes.

B. The specific purpose of this corporation is to manage, operate, guide, direct and promote Herbert Guice Charter Academy, and such other educational activities as the Board of Directors may define from time to time.

III

The name and address in the State of California of this corporation's initial agent for service of process is:

Neola Brown-Crosby
7801 Outlook Avenue
Oakland, CA 94605

IV

A. This corporation is organized and operated exclusively for educational purposes within the meaning of Internal Revenue Code Section 501(c)(3).

B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.

C. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Internal Revenue Code Section 501(c)(3), or (2) by a corporation, the contributions to which are deductible under Internal Revenue Code Section 170(c)(2).

V

The property of this corporation is irrevocably dedicated to public and educational purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for public and educational purposes and which has established its tax exempt status under Internal Revenue Code Section 501(c)(3) and which satisfies the requirements of California Revenue and Taxation Code Section 214.

Date: 4/29, 2008

Neola Brown-Crosby
Neola Brown-Crosby, Incorporator



115

Start-Up Budget

School Name: Herbert Gulce Charter Academy
 Operating Year: September 2008 (year prior to school opening)
 Time Period:

Enter Data in Yellow Boxes
 Automatically Generated
 Please Leave White Boxes Empty

Category	Startup Cost	Guidelines
Enrollment Projections by Grade Level		
Projected Enrollment K-3	80	
Projected Enrollment 4-6	72	
Projected Enrollment 7-8	0	
Projected Enrollment 9-12	0	
Total Projected Enrollment	152	
Certificated Salaries:		
Certificated Teachers FTE	\$ 21,583	calc based on 7 teachers at \$37,000 ea/yr = \$3,083/mo
Certificated Instructional Assistants	\$ 1,780	calc based on 1 aides at \$21,120ea/yr = \$1,760/mo
Certificated Administrations and Management	\$ 6,250	calc based on 1 admin at \$75,000 ea/yr = \$6,250/mo
Total Certificated Staffing Startup	\$ 29,593	
Classified Salaries		
Director	\$0.00	2-6 months Admin Salary. no director position for classified
Admin Support	\$ 12,664	2-6 months Admin support. calc based on annual salaries of Clerical (\$1,659/mo) +PT Kitchen (\$1,250/mo) +Custodial (\$1,750/mo) + Admin (\$3,168/mo)+PT Teachers Music, Computers, & Foreign Language (\$2,168/per teacher/per month)
Sub-total	\$ 12,664	
Benefits		
STRSPERS/OASDI/Medicare (16.5% salaries)	\$ 6,972	
Health and Welfare Benefits	\$ 11,048.00	calc based on annual estimated benefits OF \$10,198/12= \$850/mo x 13 employees
Unemployment Insurance	\$ 423	1% of total salaries
Workers' Compensation Insurance	\$ 2,535	6% of total salaries
Retiree Benefits		
Other Employee Benefits		
Sub-total	\$ 20,978	
Facilities		
Lease Deposit, prepaid rent & rent	\$ 1,248	Contingent on lease plus 2-3 months occupancy. calc based on \$416/mo x 3 months
Site preparation, Tenant Improvement	\$ -	Contingent on lease, may be incorporated into lease.
Interior Decorating	\$ -	Contingent on lease, may be incorporated into lease.
Network Wiring	\$ -	Contingent on lease, may be incorporated into lease.
Power & ventilation for Computer Server	\$ -	Contingent on lease, may be incorporated into lease.
Sub-total	\$ 1,248	
Initial Staff Development		
Staff Orientation	\$ -	Contingent on grades and classes, 5-10 teacher days per class grade @ \$150
Instructional Consultation	\$ -	
Sub-total	\$ -	
Furniture, Fixtures & Equipment		
Student Work Stations, Desks & Tables	\$ 4,050.00	Contingent on grades, classrooms & enrollment. calc based on 30 stud x \$135
Students Chairs	\$ 1,000.00	2 chairs per student @ \$20 - \$50 each. calc based on 50 stud x \$20
Staff Workstations, Desks & Chairs	\$ 900.00	Two chair(s)/one desk per staff or teacher @ \$300-500. calc based on 2 staff/teach x \$300
Book shelves	\$ -	One - Two per certificated teacher Mgmt/classified staff @ \$100. calc based on 2 shelves x 11 teach x \$100 + 2 shelves x 5 staff x \$100
File Cabinets	\$ -	One per certificated teacher & one per classified staff @ \$300-500. calc based on 18 staff x \$300
Fire Proof Storage Student Records & MIS Backup	\$ 500.00	One @ \$500-\$1000. calc based on 1 safe at \$500
Bulletin Boards, Dry Erase Boards	\$ -	One - Two per certificated teacher \$150.
Storage Cabinets	\$ -	As needed
Sub-total	\$ 6,150	
Instructional Materials & Equipment		
Textbook(s) & Curriculum	\$ 22,000	\$200-300 per student. calc based on 152 stud at \$150 ea
Teacher/Students Computer(s)	\$ 3,000	One per every 10-20 students, One per certificated teacher @ \$1500-2000. calc based on 2 teacher compute at \$1,500 ea
Classroom Printer(s)	\$ 1,000	One per every 5-7 Computers @ \$500-1000. calc based on 2 printers/per at \$500 ea
Classroom Software License(s)	\$ 2,450	One license for each workstation utilized not to exceed site license authority. \$350-500/computer. calc based on 7 license x \$350
Classroom Fax Machine(s)	\$ -	One fax machine for instructional communications @ \$100 - \$500.
Television(s)	\$ 350	One for every 5 certificated teachers @ \$350-\$500. calc based on 7 teach; 1 TV x \$350
VCR(s)/DVD(s)	\$ 150	One for every 5 certificated teachers @ \$150-\$200. calc based on 7 teach; 1 VCR/DVD x \$150/ea
Overhead Projector(s)	\$ 250	One for every 5 certificated teachers @ \$250-\$400. calc based on 7 teach; 1 project x \$250
Video Display Projection System(s)	\$ -	One for every 5 certificated teachers @ \$1000-\$1500
Projection Screen(s)	\$ 1,050	One for each classroom @ \$150. calc based on 7 classrooms; 7 projectors x \$150
Public Address System	\$ -	One for the school @ \$750-1500.
Sub-total	\$ 31,050	
Office Equipment & Supplies		
First Aid Kit(s)	\$ -	One - Two per school @ \$300.
Copier Lease or Purchase?	\$ -	Assumption - Lease
Initial Office Supplies & Equipment	\$ -	
Fire Extinguishers	\$ 350	As required by occupancy - assume one per classroom @ \$50. calc based on 7 classrooms at \$50 ea
Cleaning Equipment/Supplies	\$ -	
Telephone System	\$ -	One for the school @ \$500-1500.
Admin Computer(s)	\$ -	One per admin staff @ \$1500. calc based on 2 admin x \$1,500
Admin Printer(s)	\$ -	One public & one secure printer @ \$500-1000. calc based on 2 printers x \$500 ea
Admin Software License(s)	\$ 700	One license for each workstation utilized not to exceed site license authority. \$350-500/computer. calc based on 2 comput at \$350 ea
Admin Fax Machine(s)	\$ -	One for admin communications @ \$350-\$750. calc based on 1 at \$750
Tool Kit	\$ 150	One for the school @ \$150-\$350. calc based on 1 at \$350
Misc	\$ -	
Sub-total	\$ 1,200	
Professional Services & Consultants		
Legal	\$ 5,000	Assumes contracts @ \$2500-\$7500.
Testing, Accountability & Assessment	\$ 2,500	Assumes contracts @ \$2500-\$7500. calc based on \$2,500
Finance & Operations	\$ 2,500	Assumes contracts @ \$2500-\$7500. calc based on \$2,500
Special Education	\$ -	Assumes contracts @ \$2500-\$7500. calc based on \$2,500
Technology	\$ -	Assumes contracts @ \$2500-\$7500. calc based on \$2,500
Sub-total	\$ 10,000	
TOTAL	\$ 112,883	

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CHARTER SCHOOL PLANNING BUDGET

School Name: Herbert Guice Charter Academy

Operating Years: Startup - Year 5

Time Period:

Enter Data in Yellow Boxes
Automatically Generated
Please Leave White Boxes Empty

COLA 2.6%

Object Code	Description	Startup	Year 1	Year 2	Year 3	Year 4	Year 5	
REVENUES								
Revenue Limit Sources								
	General Purpose Enrollment Block Grant	2008-2009						
	Grades K - 3	\$5,471	\$ 415,796	\$ 532,739	\$ 655,209	\$ 783,592	\$ 917,822	
	Grades 4 - 6	\$5,554	\$ 379,894	\$ 489,391	\$ 599,126	\$ 728,101	\$ 861,331	
	Grades 7 - 8	\$5,713	\$ -	\$ -	\$ -	\$ -	\$ -	
	Grades 9 - 12	\$6,625	\$ -	\$ -	\$ -	\$ -	\$ -	
	Total, Revenue Limit Sources		\$ 796,690	\$ 1,022,130	\$ 1,254,335	\$ 1,511,693	\$ 1,779,153	
Federal Revenues								
8290	No Child Left Behind (Title I)		\$ 56,008	\$ 63,468	\$ 70,948	\$ 78,228	\$ 85,608	
8110	CDE PCS Grant		\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	
8190	EESA Math & Science		\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	
8270	Child Nutrition - Federal		\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	
8280-8299	Other Federal Revenues		\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	
	Total, Federal Revenues		\$ 56,008	\$ 63,468	\$ 70,948	\$ 78,228	\$ 85,608	
Other State Revenues								
8480	Categorical Block Grant	\$468	\$ 67,579	\$ 83,743	\$ 95,917	\$ 108,443	\$ 121,640	
8321	Special Education - State		\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	
8556	State Lottery	\$148	\$ -	\$ 21,371	\$ 24,788	\$ 28,362	\$ 32,099	
8536	Class Size Reduction	\$1,070	\$ 95,000	\$ 109,675	\$ 134,900	\$ 161,318	\$ 188,973	
8584	EIA	\$317	\$ 91,008	\$ 54,180	\$ 57,450	\$ 60,849	\$ 64,392	
8536	All Other State Revenues		\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	
	Total, Other State Revenues		\$ 204,216	\$ 268,969	\$ 312,966	\$ 368,972	\$ 427,084	
Other Local Revenues								
8600	Transfers from Sponsoring LEA		\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	
8607	Interest		\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	
8699	Fundraising + Donations		\$ 19,000	\$ 19,476	\$ 19,962	\$ 20,451	\$ 20,942	
8700	Other Grants		\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	
8710	Other Local Revenues (Lunch Sales)+(Lease/Rental Income)		\$ 11,000.00	\$ 127,860.00	\$ 128,848.76	\$ 128,848.87	\$ 130,098.09	\$ 130,851.57
8979	Loan Financing (e.g. Charter School Revolving Loan)		\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	
	Total, Local Revenues		\$ 1,000	\$ 46,960	\$ 48,124	\$ 48,327	\$ 60,660	\$ 51,824
	TOTAL REVENUES		\$ 1,000	\$ 1,102,843	\$ 1,302,890	\$ 1,487,624	\$ 1,680,466	\$ 1,881,780
EXPENDITURES								
Certificated Salaries								
1100	Teacher Salaries		\$ 280,000	\$ 328,000	\$ 378,225	\$ 430,756	\$ 485,678	
1170	Substitute Teacher Salaries (4% of Teacher Salaries)		\$ 11,200	\$ 13,120	\$ 15,129	\$ 17,230	\$ 19,427	
1200	Certificated Para Support/Teacher Aide Salaries		\$ -	\$ -	\$ -	\$ -	\$ -	
1300	Certificated Supervisor and Administrator Salaries		\$ 75,000	\$ 78,875	\$ 78,797	\$ 80,767	\$ 82,786	
1900	Other Certificated Salaries		\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	
	Total, Certificated Salaries		\$ 296,200	\$ 340,015	\$ 392,131	\$ 448,753	\$ 507,891	
Classified (non-certificated) Salaries								
2100	Instructional Aide Salaries		\$ 21,120	\$ 43,296	\$ 44,378	\$ 68,232	\$ 69,938	
2200	Non-certificated Support Salaries		\$ -	\$ -	\$ -	\$ -	\$ -	
2300	Non-certificated Supervisor and Administrator Salaries		\$ -	\$ -	\$ -	\$ -	\$ -	
2400	Clinical and Office Salaries		\$ 19,912	\$ 20,410	\$ 20,920	\$ 21,443	\$ 21,979	
2900	Other Non-certificated Salaries (IT support, etc.)		\$ 139,000	\$ 142,476	\$ 146,028	\$ 149,689	\$ 153,431	
	Total, Non-certificated Salaries		\$ 126,032	\$ 206,182	\$ 211,326	\$ 239,364	\$ 245,346	
Employee Benefits								
3101-3302	STRIPERS/RSAs/MS/Medicare (10.2% Cost/MS/16.8% Cost/MS)		\$ 66,582	\$ 79,030	\$ 82,269	\$ 92,586	\$ 99,273	
3401-3402	Health and Welfare Benefits		\$ 163,188	\$ 188,154	\$ 203,568	\$ 230,822	\$ 247,654	
3501-3502	Unemployment Insurance	1%	\$ 6,462	\$ 6,242	\$ 6,835	\$ 7,681	\$ 8,332	
3601-3602	Workers' Compensation Insurance	4%	\$ 21,849	\$ 24,967	\$ 27,339	\$ 30,725	\$ 33,330	
3701-3702	Retiree Benefits		\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	
3901-3902	Other Employee Benefits		\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	
	Total, Employee Benefits		\$ 209,861	\$ 239,413	\$ 246,391	\$ 282,694	\$ 299,667	
Books and Supplies								
4200	Approved Textbooks and Core Curricula Materials		\$ 22,800	\$ 26,645	\$ 30,238	\$ 34,245	\$ 38,413	
4300	Books and Other Reference Materials		\$ -	\$ -	\$ -	\$ -	\$ -	
4350	Materials and Supplies		\$ -	\$ -	\$ -	\$ -	\$ -	
4400	Non-capitalized Equipment (computers, printers, servers)		\$ 2,128	\$ 2,488	\$ 2,834	\$ 3,198	\$ 3,585	
4700	Food		\$ 123,860.00	\$ 123,860.00	\$ 123,860.00	\$ 124,330.04	\$ 124,636.79	
	Total, Books and Supplies		\$ 128,888	\$ 153,038	\$ 156,932	\$ 164,871	\$ 166,634	
Services and Other Operating Expenditures								
5200	Travel and Conferences		\$ 1,990	\$ 1,948	\$ 2,077	\$ 2,249	\$ 2,383	
5300	Dues and Memberships		\$ 2,260	\$ 2,389	\$ 2,538	\$ 2,697	\$ 2,816	
5400	Insurance		\$ 9,900	\$ 9,940	\$ 10,086	\$ 10,239	\$ 10,392	
5500	Utilities and Housekeeping Services		\$ 14,560	\$ 14,391	\$ 14,751	\$ 15,120	\$ 15,488	
5600	Rentals, Leases, Repairs, and Noncap Improvements		\$ 16,506	\$ 16,919	\$ 17,335	\$ 17,759	\$ 18,213	
5800	Professional/Consulting Services and Operating Expend / WASC		\$ 10,000.00	\$ 72,311	\$ 73,912	\$ 75,639	\$ 77,400	\$ 79,210
5900	Communications (Phones, ISP, Internet)		\$ 11,360	\$ 11,583	\$ 11,812	\$ 12,049	\$ 12,273	
	Total, Services/Other Operating		\$ 128,431	\$ 132,623	\$ 138,992	\$ 146,240	\$ 149,670	
Capital Outlay								
6100-6170	Land and Land Improvements		\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	
6200	Buildings and Improvements of Buildings		\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	
6300	Books and Media for New Libraries		\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	
6400	Equipment (computers, servers, etc. over \$5,000)		\$ 6,000	\$ 6,126	\$ 6,263	\$ 6,394	\$ 6,519	
6500	Furniture		\$ 6,150.00	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	
6500	Equipment Replacement		\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	
	Total, Capital Outlay		\$ 6,150	\$ 6,126	\$ 6,253	\$ 6,384	\$ 6,519	
Other Outgo								
7110-7143	Transfers to Other Schools		\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	
7211-7223SE	Transfers of Appointment to Other LEAs (except SPED)		\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	
7221	Transfers of Appointment to LEAs (Special Ed)		\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	
7221-7223AO	All Other Transfers of Appointments to Other LEAs		\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	
7281	All Other Transfers		\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	
7350	District Oversight (1%-3%) 1% set as default		\$ 9,633	\$ 10,059	\$ 11,502	\$ 13,011	\$ 14,589	
7430	Loan Repayment		\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	
7439	Debt Interest		\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	
	Total, Other Outgo		\$ 9,633	\$ 10,059	\$ 11,502	\$ 13,011	\$ 14,589	
	TOTAL EXPENDITURES		\$ 147,583	\$ 183,798	\$ 1,119,822	\$ 1,212,988	\$ 1,348,008	\$ 1,481,528
	Excess of Revenues over Expenditures and Reserve		\$ 146,663	\$ 66,984	\$ 176,168	\$ 287,443	\$ 323,901	\$ 422,363
	Beginning Cash Balance (less reserves)		\$ 148,000.00					
	Net Cash Balance		\$ 1,417	\$ 67,410	\$ 243,589	\$ 511,011	\$ 834,913	
	Cumulative Reserve Total		\$ 43,163	\$ 50,294	\$ 57,511	\$ 65,057	\$ 72,945	
	Total Cash Balance Including Reserves		\$ 1,417	\$ 110,674	\$ 293,882	\$ 568,822	\$ 899,968	\$ 1,330,210

Year 1 Expense as % of Revenue	Description
25%	Certificated Salaries
1%	Substitute Teacher Salaries (4% of Teacher Salaries)
0%	Certificated Para Support/Teacher Aide Salaries
7%	Certificated Supervisor and Administrator Salaries
0%	Other Certificated Salaries
33%	Total, Certificated Salaries
0%	Classified (non-certificated) Salaries
2%	Instructional Aide Salaries
0%	Non-certificated Support Salaries
0%	Non-certificated Supervisor and Administrator Salaries
2%	Clinical and Office Salaries
13%	Other Non-certificated Salaries (IT support, etc.)
16%	Total, Non-certificated Salaries
0%	Employee Benefits
6%	STRIPERS/RSAs/Medicare (10.2% Cost/MS/16.8% Cost/MS)
15%	Health and Welfare Benefits
0%	Unemployment Insurance
2%	Workers' Compensation Insurance
0%	Retiree Benefits
0%	Other Employee Benefits
23%	Total, Employee Benefits
2%	Books and Supplies
0%	Approved Textbooks and Core Curricula Materials
0%	Books and Other Reference Materials
0%	Materials and Supplies
0%	Non-capitalized Equipment (computers, printers, servers)
2%	Food
4%	Total, Books and Supplies
0%	Services and Other Operating Expenditures
0%	Travel and Conferences
0%	Dues and Memberships
1%	Insurance
1%	Utilities and Housekeeping Services
1%	Rentals, Leases, Repairs, and Noncap Improvements
7%	Professional/Consulting Services and Operating Expend
1%	Communications (Phones, ISP, Internet)
12%	Total, Services/Other Operating
0%	Capital Outlay
0%	Land and Land Improvements
0%	Buildings and Improvements of Buildings
0%	Books and Media for New Libraries
0%	Equipment (computers, servers, etc. over \$5,000)
0%	Furniture
0%	Equipment Replacement
0%	Total, Capital Outlay
0%	Other Outgo
0%	Transfers to Other Schools
0%	Transfers of Appointment to Other LEAs (except SPED)
0%	Transfers of Appointment to LEAs (Special Ed)
0%	All Other Transfers of Appointments to Other LEAs
0%	All Other Transfers
0%	District Oversight (1%-3%) 1% set as default
0%	Loan Repayment
0%	Debt Interest
1%	Total, Other Outgo
89%	TOTAL EXPENDITURES

CASH FLOW PROJECTION

School Name: Herbert Guice Charter Academy

Operating Years: Year 1 - Year 5

Time Period:

Enter Data In Yellow Boxes
Automatically Generated
Please Leave Gray Boxes Empty

Note: Your Fundraising, Grants, Local Revenue, and Loan Financing has not been automatically entered into this worksheet as each school will expect to receive this revenue at different times of the year. The amount you've allocated in your planning budget is noted in Column A. Please distribute this revenue throughout the year based on when you will receive the funds.

Year 1 of Operations

Herbert Guice Charter Academy

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accrued Year 1	Total
BEGINNING CASH	\$ 1,417	\$ 1,451	\$ 1,686	\$ 250,872	\$ 251,090	\$ 251,771	\$ 409,166	\$ 409,728	\$ 410,290	\$ 483,850	\$ 484,263	\$ 493,111	\$ 493,470	
REVENUE														
Revenue Limit Sources														
General Purpose Entitlement Block Grant - State Aid Portion			\$ 270,534			\$ 190,966			\$ 111,397	\$ 55,698	\$ 55,698	\$ 55,698	\$ 55,698	\$ 795,690
General Purpose Entitlement - Local Revenue (In Lieu of Property Tax)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenue														
Child Nutrition														
CDE PCS Grant	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ -
Other Federal Revenue									\$ 22,435	\$ 22,435	\$ 22,435	\$ 22,435	\$ 22,435	\$ 11,218
Other State Revenue														
Categorical Block Grant			\$ 22,977			\$ 16,219			\$ 9,461	\$ 4,731	\$ 4,731	\$ 4,731	\$ 4,731	\$ 67,579
Special Education Local Plan Area (SELPA)			\$ -			\$ -			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
California Lottery (quarterly)														
Class Size Reduction			\$ 29,104			\$ 21,400			\$ 11,699	\$ 5,849	\$ 5,849	\$ 5,849	\$ 5,849	\$ 35,600
Economic Impact Aid			\$ 17,352			\$ 12,249			\$ 7,145	\$ 3,573	\$ 3,573	\$ 3,573	\$ 3,573	\$ 51,036
All Other State Revenues			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Local Revenue														
Transfers from LEAS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interest	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fundraising (\$19,000.00 in budget)	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 19,992
Grants (\$00.00 in budget)	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ -
All Other Local Revenue (\$27,950.00 in budget)	\$ 2,329.00	\$ 2,329.00	\$ 2,329.00	\$ 2,329.00	\$ 2,329.00	\$ 2,329.00	\$ 2,329.00	\$ 2,329.00	\$ 2,329.00	\$ 2,329.00	\$ 2,329.00	\$ 2,329.00	\$ 2,329.00	\$ 27,948
Loan Financing (e.g. Charter School Revolving Loan) (\$00.00 in budget)	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 432,800
TOTAL REVENUE	\$ 5,795	\$ 53,095	\$ 343,383	\$ 94,095	\$ 97,095	\$ 244,828	\$ 87,095	\$ 87,095	\$ 166,132	\$ 87,848	\$ 86,281	\$ 87,848	\$ 81,068	\$ 1,536,733
DISBURSEMENTS														
1000 Certificated Salaries	\$ -	\$ 16,478	\$ 31,793	\$ 31,793	\$ 31,793	\$ 31,793	\$ 31,793	\$ 31,793	\$ 31,793	\$ 31,793	\$ 31,793	\$ 31,793	\$ 31,793	\$ 366,200
2000 Classified Salaries	\$ -	\$ 8,101	\$ 15,630	\$ 15,630	\$ 15,630	\$ 15,630	\$ 15,630	\$ 15,630	\$ 15,630	\$ 15,630	\$ 15,630	\$ 15,630	\$ 15,630	\$ 180,033
3000 Employee Benefits	\$ -	\$ 11,568	\$ 22,318	\$ 22,318	\$ 22,318	\$ 22,318	\$ 22,318	\$ 22,318	\$ 22,318	\$ 22,318	\$ 22,318	\$ 22,318	\$ 22,318	\$ 257,061
4000 Books and Supplies	\$ -	\$ 2,371	\$ 7,114	\$ 7,114	\$ 7,114	\$ 7,114	\$ 7,114	\$ 7,114	\$ 7,114	\$ 7,114	\$ 7,114	\$ 7,114	\$ 7,114	\$ 47,428
5000 Services and Other Operating Expenditures	\$ 3,393	\$ 11,276	\$ 11,276	\$ 11,276	\$ 11,276	\$ 11,276	\$ 11,276	\$ 11,276	\$ 11,276	\$ 11,276	\$ 11,276	\$ 11,276	\$ 11,276	\$ 129,431
6000 Capital Outlay	\$ -	\$ -	\$ 2,259	\$ 54	\$ 54	\$ 54	\$ 54	\$ 54	\$ 54	\$ 54	\$ 54	\$ 54	\$ 107	\$ 5,000
7000 Other Outlay	\$ 368	\$ 368	\$ 790	\$ 790	\$ 790	\$ 790	\$ 790	\$ 790	\$ 790	\$ 790	\$ 790	\$ 790	\$ 790	\$ 9,633
TOTAL EXPENDITURES	\$ 5,761	\$ 50,183	\$ 81,190	\$ 81,160	\$ 82,717	\$ 83,836	\$ 83,836	\$ 83,836	\$ 88,074	\$ 83,836	\$ 83,836	\$ 83,836	\$ 83,836	\$ 893,766
REVENUE LESS EXPENDITURES	\$ 34	\$ 3,832	\$ 252,783	\$ 3,815	\$ 4,278	\$ 160,992	\$ 4,159	\$ 4,159	\$ 77,157	\$ 4,008	\$ 12,445	\$ 3,956	\$ 11,328	\$ 542,947
Reserve Requirement	\$ -	\$ 3,597	\$ 3,597	\$ 3,597	\$ 3,597	\$ 3,597	\$ 3,597	\$ 3,597	\$ 3,597	\$ 3,597	\$ 3,597	\$ 3,597	\$ 3,597	\$ 43,163
NET INCREASE (DECREASE)	\$ 34	\$ 235	\$ 249,196	\$ 218	\$ 681	\$ 157,395	\$ 562	\$ 562	\$ 73,560	\$ 413	\$ 8,848	\$ 359	\$ 7,731	\$ 499,784
CASH BALANCE	\$ 1,451	\$ 1,886	\$ 250,872	\$ 251,090	\$ 251,771	\$ 409,166	\$ 409,728	\$ 410,290	\$ 483,850	\$ 484,263	\$ 493,111	\$ 493,470	\$ 501,200	\$ 501,200
CASH BALANCE WITH RESERVES	\$ 1,451	\$ 5,283	\$ 258,066	\$ 261,881	\$ 266,159	\$ 427,151	\$ 431,310	\$ 435,469	\$ 512,626	\$ 516,635	\$ 529,080	\$ 533,035	\$ 544,364	\$ 544,364

Year 2 of Operations

Herbert Guice Charter Academy

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accrued Year 2	Total
BEGINNING CASH	\$ 501,200	\$ 501,289	\$ 501,536	\$ 501,105	\$ 531,335	\$ 531,628	\$ 532,092	\$ 532,213	\$ 532,334	\$ 692,621	\$ 716,579	\$ 765,724	\$ 794,770	
REVENUE														
Revenue Limit Sources														
General Purpose Entitlement Block Grant - State Aid Portion		\$ 47,741	\$ 95,483	\$ 63,655	\$ 63,655	\$ 63,655	\$ 63,655	\$ 63,655	\$ 174,762	\$ 87,381	\$ 87,381	\$ 87,381	\$ 23,726	\$ 922,130
General Purpose Entitlement - Local Revenue (In Lieu of Property Tax)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenue														
Child Nutrition														
CDE PCS Grant	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ -
Other Federal Revenue									\$ 26,397	\$ 26,397	\$ 26,397	\$ 26,397	\$ 26,397	\$ 12,694
Other State Revenue														
Categorical Block Grant	\$ 4,055	\$ 8,110	\$ 5,406	\$ 5,406	\$ 5,406	\$ 5,406	\$ 5,406	\$ 5,406	\$ 16,651	\$ 8,325	\$ 8,325	\$ 8,325	\$ 2,819	\$ 93,743
Special Education Local Plan Area (SELPA)														
California Lottery (quarterly)			\$ 5,343			\$ 5,343			\$ 5,343				\$ 5,343	\$ 21,371
Class Size Reduction		\$ 5,136	\$ 10,272	\$ 6,848	\$ 6,848	\$ 6,848	\$ 6,848	\$ 6,848	\$ 22,292	\$ 11,146	\$ 11,146	\$ 11,146	\$ 4,298	\$ 109,675
Economic Impact Aid		\$ 3,062	\$ 6,124	\$ 4,083	\$ 4,083	\$ 4,083	\$ 4,083	\$ 4,083	\$ 8,554	\$ 4,277	\$ 4,277	\$ 4,277	\$ 694	\$ 54,180
All Other State Revenues														
Other Local Revenue														
Transfers from LEAS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interest	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fundraising (\$15,475.00 in budget)	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 19,992
Grants (\$00.00 in budget)	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ -
All Other Local Revenue (\$28,648.75 in budget)	\$ 2,387.00	\$ 2,387.00	\$ 2,387.00	\$ 2,387.00	\$ 2,387.00	\$ 2,387.00	\$ 2,387.00	\$ 2,387.00	\$ 2,387.00	\$ 2,387.00	\$ 2,387.00	\$ 2,387.00	\$ 2,387.00	\$ 28,644
Loan Financing (e.g. Charter School Revolving Loan) (\$00.00 in budget)	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 34,000
TOTAL REVENUE	\$ 6,053	\$ 82,047	\$ 129,384	\$ 100,045	\$ 103,045	\$ 92,398	\$ 82,045	\$ 92,045	\$ 258,041	\$ 115,692	\$ 141,069	\$ 121,025	\$ 44,330	\$ 1,387,203
DISBURSEMENTS														
1000 Certificated Salaries	\$ -	\$ 34,833	\$ 34,833	\$ 34,833	\$ 34,833	\$ 34,833	\$ 34,833	\$ 34,833	\$ 34,833	\$ 34,833	\$ 34,833	\$ 34,833	\$ 34,833	\$ 417,895
2000 Classified Salaries	\$ -	\$ 17,182	\$ 17,182	\$ 17,182	\$ 17,182	\$ 17,182	\$ 17,182	\$ 17,182	\$ 17,182	\$ 17,182	\$ 17,182	\$ 17,182	\$ 17,182	\$ 206,182

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accrued Year 1	Total
3000 Employee Benefits	\$ -	\$ 24,620	\$ 24,620	\$ 24,620	\$ 24,620	\$ 24,620	\$ 24,620	\$ 24,620	\$ 24,620	\$ 24,620	\$ 24,620	\$ 24,620	\$ 24,620	\$ 295,443
4000 Books and Supplies	\$ -	\$ 2,599	\$ 2,599	\$ 2,599	\$ 2,599	\$ 2,166	\$ 2,166	\$ 2,166	\$ 2,788	\$ 2,166	\$ 2,166	\$ 2,166	\$ 2,166	\$ 51,978
5000 Services and Other Operating Expenditures	\$ 5,826	\$ 11,554	\$ 11,554	\$ 11,554	\$ 11,554	\$ 11,554	\$ 11,554	\$ 11,554	\$ 11,554	\$ 11,554	\$ 11,554	\$ 11,554	\$ 11,554	\$ 132,623
6000 Capital Outlay	\$ -	\$ -	\$ 2,315	\$ 2,315	\$ 55	\$ 55	\$ 55	\$ 55	\$ 55	\$ 55	\$ 55	\$ 55	\$ 110	\$ 5,125
7000 Other Outgo	\$ 428	\$ 428	\$ 920	\$ 920	\$ 920	\$ 920	\$ 920	\$ 920	\$ 920	\$ 920	\$ 920	\$ 920	\$ 920	\$ 10,059
TOTAL EXPENDITURES	\$ 5,954	\$ 31,216	\$ 39,222	\$ 39,222	\$ 39,222	\$ 39,222	\$ 39,222	\$ 39,222	\$ 39,222	\$ 39,222	\$ 39,222	\$ 39,222	\$ 39,222	\$ 479,127
REVENUE LESS EXPENDITURES	\$ 99	\$ 631	\$ 30,163	\$ 824	\$ 807	\$ 1,058	\$ 715	\$ 715	\$ 151,081	\$ 24,352	\$ 49,739	\$ 29,640	\$ (32,305)	\$ 267,801
Reserve Requirement	\$ -	\$ 594	\$ 594	\$ 594	\$ 594	\$ 594	\$ 594	\$ 594	\$ 594	\$ 594	\$ 594	\$ 594	\$ 594	\$ 7,130
NET INCREASE (DECREASE)	\$ 99	\$ 297	\$ 29,569	\$ 230	\$ 293	\$ 464	\$ 121	\$ 121	\$ 150,486	\$ 23,758	\$ 49,145	\$ 29,046	\$ (32,899)	\$ 280,671
CASH BALANCE	\$ 501,299	\$ 501,536	\$ 531,105	\$ 531,335	\$ 531,628	\$ 532,092	\$ 532,213	\$ 532,334	\$ 692,821	\$ 716,578	\$ 765,724	\$ 794,770	\$ 761,871	\$ 761,871
CASH BALANCE WITH RESERVES	\$ 544,462	\$ 545,293	\$ 575,457	\$ 576,281	\$ 577,168	\$ 578,226	\$ 579,941	\$ 579,657	\$ 740,737	\$ 765,090	\$ 814,929	\$ 844,469	\$ 812,164	\$ 812,164

Year 3 of Operations

Herbert Gulce Charter Academy	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accrued Year 3	Total
BEGINNING CASH	\$ 761,871	\$ 762,332	\$ 769,298	\$ 811,916	\$ 821,608	\$ 830,945	\$ 840,296	\$ 849,451	\$ 858,605	\$ 1,044,138	\$ 1,074,997	\$ 1,134,195	\$ 1,171,194	
REVENUE														
Revenue Limit Sources														
General Purpose Entitlement Block Grant - State Aid Portion		\$ 65,328	\$ 110,656	\$ 73,770	\$ 73,770	\$ 73,770	\$ 73,770	\$ 73,770	\$ 197,776	\$ 99,898	\$ 99,898	\$ 99,898	\$ 25,118	\$ 1,054,294
General Purpose Entitlement - Local Revenue (In Lieu of Property Tax)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenue														
Child Nutrition														
CDE PCS Grant	\$ 60.00	\$ 60.00	\$ 60.00	\$ 60.00	\$ 60.00	\$ 60.00	\$ 60.00	\$ 60.00	\$ 60.00	\$ 60.00	\$ 60.00	\$ 60.00	\$ 60.00	\$ -
Other Federal Revenue									\$ 28,339	\$ -	\$ 28,339	\$ -	\$ -	\$ 14,179
Other State Revenue										\$ 17,992	\$ 9,991	\$ 9,991	\$ 9,991	\$ 2,292
Categorical Block Grant		\$ 5,025	\$ 10,049	\$ 6,699	\$ 6,699	\$ 6,699	\$ 6,699	\$ 6,699	\$ -	\$ -	\$ 9,991	\$ 9,991	\$ 9,991	\$ 5,817
Special Education Local Plan Area (SELPA)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
California Lottery (Quarterly)			\$ 5,197	\$ -	\$ -	\$ 5,197	\$ -	\$ -	\$ -	\$ 5,197	\$ -	\$ -	\$ -	\$ 24,788
Class Size Reduction		\$ 6,581	\$ 13,161	\$ 8,774	\$ 8,774	\$ 8,774	\$ 8,774	\$ 8,774	\$ 26,588	\$ 13,344	\$ 13,344	\$ 13,344	\$ 4,570	\$ 134,900
Economic Impact Aid		\$ 3,251	\$ 5,502	\$ 4,334	\$ 4,334	\$ 4,334	\$ 4,334	\$ 4,334	\$ 10,120	\$ 5,060	\$ 5,060	\$ 5,060	\$ 726	\$ 57,450
All Other State Revenues														
Other Local Revenue														
Transfers from LEAS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interest	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fundraising (\$19,951.88 in budget)	\$ 1,899	\$ 1,899	\$ 1,899	\$ 1,899	\$ 1,899	\$ 1,899	\$ 1,899	\$ 1,899	\$ 1,899	\$ 1,899	\$ 1,899	\$ 1,899	\$ 1,899	\$ 19,992
Grants (\$90.00 in budget)	\$ 60.00	\$ 60.00	\$ 60.00	\$ 60.00	\$ 60.00	\$ 60.00	\$ 60.00	\$ 60.00	\$ 60.00	\$ 60.00	\$ 60.00	\$ 60.00	\$ 60.00	\$ -
All Other Local Revenue (\$29,364.97 in budget)	\$ 2,447.00	\$ 2,447.00	\$ 2,447.00	\$ 2,447.00	\$ 2,447.00	\$ 2,447.00	\$ 2,447.00	\$ 2,447.00	\$ 2,447.00	\$ 2,447.00	\$ 2,447.00	\$ 2,447.00	\$ 2,447.00	\$ 29,264
Loan Financing (e.g. Charter School Revolving Loan) (\$50.00 in budget)	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00
TOTAL REVENUE	\$ 6,612	\$ 106,297	\$ 159,877	\$ 117,691	\$ 120,691	\$ 109,898	\$ 108,691	\$ 109,691	\$ 291,215	\$ 120,986	\$ 158,726	\$ 138,593	\$ 46,874	\$ 1,582,053
DISBURSEMENTS														
1000 Certificated Salaries	\$ -	\$ 39,346	\$ 39,346	\$ 39,346	\$ 39,346	\$ 39,346	\$ 39,346	\$ 39,346	\$ 39,346	\$ 39,346	\$ 39,346	\$ 39,346	\$ 39,346	\$ 472,151
2000 Classified Salaries	\$ -	\$ 17,611	\$ 17,611	\$ 17,611	\$ 17,611	\$ 17,611	\$ 17,611	\$ 17,611	\$ 17,611	\$ 17,611	\$ 17,611	\$ 17,611	\$ 17,611	\$ 211,236
3000 Employee Benefits	\$ -	\$ 26,667	\$ 26,667	\$ 26,667	\$ 26,667	\$ 26,667	\$ 26,667	\$ 26,667	\$ 26,667	\$ 26,667	\$ 26,667	\$ 26,667	\$ 26,667	\$ 320,009
4000 Books and Supplies	\$ -	\$ 2,316	\$ 2,316	\$ 2,316	\$ 2,316	\$ 2,316	\$ 2,316	\$ 2,316	\$ 2,316	\$ 2,316	\$ 2,316	\$ 2,316	\$ 2,316	\$ 56,721
5000 Services and Other Operating Expenditures	\$ 5,662	\$ 11,323	\$ 11,323	\$ 11,323	\$ 11,323	\$ 11,323	\$ 11,323	\$ 11,323	\$ 11,323	\$ 11,323	\$ 11,323	\$ 11,323	\$ 11,323	\$ 135,892
6000 Capital Outlay	\$ -	\$ -	\$ 2,373	\$ 2,373	\$ 56	\$ 56	\$ 56	\$ 56	\$ 56	\$ 56	\$ 56	\$ 56	\$ 113	\$ 5,253
7000 Other Outgo	\$ 490	\$ 490	\$ 1,052	\$ 1,052	\$ 1,052	\$ 1,052	\$ 1,052	\$ 1,052	\$ 1,052	\$ 1,052	\$ 1,052	\$ 1,052	\$ 1,052	\$ 11,502
TOTAL EXPENDITURES	\$ 6,152	\$ 66,790	\$ 127,998	\$ 127,998	\$ 110,752	\$ 69,938	\$ 69,938	\$ 69,938	\$ 125,880	\$ 69,938	\$ 69,938	\$ 69,938	\$ 69,938	\$ 1,217,885
REVENUE LESS EXPENDITURES	\$ 461	\$ 7,507	\$ 42,280	\$ 16,294	\$ 9,939	\$ 9,952	\$ 9,756	\$ 9,756	\$ 165,335	\$ 31,460	\$ 88,788	\$ 37,601	\$ (36,570)	\$ 379,189
Reserve Requirement	\$ -	\$ 601	\$ 601	\$ 601	\$ 601	\$ 601	\$ 601	\$ 601	\$ 601	\$ 601	\$ 601	\$ 601	\$ 601	\$ 7,217
NET INCREASE (DECREASE)	\$ 461	\$ 6,906	\$ 42,678	\$ 9,692	\$ 9,337	\$ 9,351	\$ 9,154	\$ 9,154	\$ 165,335	\$ 30,859	\$ 89,188	\$ 37,000	\$ (37,352)	\$ 371,972
CASH BALANCE	\$ 762,332	\$ 769,238	\$ 811,916	\$ 821,608	\$ 830,945	\$ 840,296	\$ 849,451	\$ 858,605	\$ 1,044,138	\$ 1,074,997	\$ 1,134,195	\$ 1,171,194	\$ 1,133,843	\$ 1,133,843
CASH BALANCE WITH RESERVES	\$ 812,626	\$ 820,133	\$ 863,412	\$ 873,706	\$ 883,645	\$ 893,597	\$ 903,353	\$ 913,108	\$ 1,099,243	\$ 1,130,703	\$ 1,190,503	\$ 1,228,104	\$ 1,191,353	\$ 1,191,353

Year 4 of Operations

Herbert Gulce Charter Academy	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accrued Year 4	Total
BEGINNING CASH	\$ 1,133,843	\$ 1,134,161	\$ 1,142,350	\$ 1,194,946	\$ 1,205,750	\$ 1,216,762	\$ 1,227,712	\$ 1,238,572	\$ 1,249,432	\$ 1,458,596	\$ 1,494,055	\$ 1,560,806	\$ 1,603,298	
REVENUE														
Revenue Limit Sources														
General Purpose Entitlement Block Grant - State Aid Portion		\$ 63,264	\$ 126,527	\$ 84,352	\$ 84,352	\$ 84,352	\$ 84,352	\$ 84,352	\$ 221,933	\$ 119,916	\$ 119,916	\$ 119,916	\$ 25,565	\$ 1,192,698
General Purpose Entitlement - Local Revenue (In Lieu of Property Tax)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenue														
Child Nutrition														
CDE PCS Grant	\$ 60.00	\$ 60.00	\$ 60.00	\$ 60.00	\$ 60.00	\$ 60.00	\$ 60.00	\$ 60.00	\$ 60.00	\$ 60.00	\$ 60.00	\$ 60.00	\$ 60.00	\$ -
Other Federal Revenue									\$ 31,281	\$ -	\$ 31,281	\$ -	\$ -	\$ 15,641
Other State Revenue										\$ 20,178	\$ 10,099	\$ 10,099	\$ 10,099	\$ 2,424
Categorical Block Grant		\$ 5,748	\$ 11,497	\$ 7,665	\$ 7,665	\$ 7,665	\$ 7,665	\$ 7,665	\$ -	\$ -	\$ 10,099	\$ 10,099	\$ 10,099	\$ 5,312
Special Education Local Plan Area (SELPA)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
California Lottery (Quarterly)			\$ 7,090	\$ -	\$ -	\$ 7,090	\$ -	\$ -	\$ -	\$ 7,090	\$ -	\$ -	\$ -	\$ 28,252
Class Size Reduction		\$ 8,984	\$ 17,968	\$ 11,979	\$ 11,979	\$ 11,979	\$ 11,979	\$ 11,979	\$ 35,977	\$ 17,989	\$ 17,989	\$ 17,989	\$ 5,597	\$ 181,318
Economic Impact Aid		\$ 3,447	\$ 6,894	\$ 4,596	\$ 4,596	\$ 4,596	\$ 4,596	\$ 4,596	\$ 11,490	\$ 5,745	\$ 5,745	\$ 5,745	\$ 786	\$ 60,849
All Other State Revenues														
Other Local Revenue														
Transfers from LEAS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interest	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fundraising (\$20,450.92 in budget)	\$ 1,899	\$ 1,899	\$ 1,899	\$ 1,899	\$ 1,899	\$ 1,899	\$ 1,899	\$ 1,899	\$ 1,899	\$ 1,899	\$ 1,899	\$ 1,899	\$ 1,899	\$ 19,992
Grants (\$90.00 in budget)	\$ 60.00	\$ 60.00	\$ 60.00	\$ 60.00	\$ 60.00	\$ 60.00	\$ 60.00	\$ 60.00	\$ 60.00	\$ 60.00	\$ 60.00	\$ 60.00	\$ 60.00	\$ -
All Other Local Revenue (\$30,099.09 in budget)	\$ 2,508.00	\$ 2,508.00	\$ 2,508.00	\$ 2,508.00	\$ 2,508.00	\$ 2,508.00	\$ 2,508.00	\$ 2,508.00	\$ 2,508.00	\$ 2,508.00	\$ 2,508.00	\$ 2,508.00	\$ 2,508.00	\$ 30,099
Loan Financing (e.g. Charter School Revolving Loan) (\$50.00 in budget)	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00
TOTAL REVENUE	\$ 6,674	\$ 118,728	\$ 172,872	\$ 135,579	\$ 138,579	\$ 121,898	\$ 121,579	\$ 121,579	\$ 328,564	\$ 148,178	\$ 177,469	\$ 152,389	\$ 50,245	\$ 1,781,484
DISBURSEMENTS														

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accrued Year 1	Total
3000 Employee Benefit	\$ -	\$ 30,132	\$ 30,132	\$ 30,132	\$ 30,132	\$ 30,132	\$ 30,132	\$ 30,132	\$ 30,132	\$ 30,132	\$ 30,132	\$ 30,132	\$ 30,132	\$ 361,584
4000 Books and Supplies	\$ -	\$ 3,084	\$ 3,084	\$ 3,084	\$ 3,084	\$ 3,084	\$ 3,084	\$ 3,084	\$ 3,084	\$ 3,084	\$ 3,084	\$ 3,084	\$ 3,084	\$ 36,816
5000 Services and Other Operating Expenditures	\$ 5,802	\$ 12,131	\$ 12,131	\$ 12,131	\$ 12,131	\$ 12,131	\$ 12,131	\$ 12,131	\$ 12,131	\$ 12,131	\$ 12,131	\$ 12,131	\$ 12,131	\$ 139,240
6000 Capital Outlay	\$ -	\$ -	\$ 2,433	\$ 2,433	\$ 59	\$ 59	\$ 59	\$ 59	\$ 59	\$ 59	\$ 59	\$ 59	\$ 115	\$ 5,284
7000 Other Outgo	\$ 554	\$ 554	\$ 1,190	\$ 1,190	\$ 1,190	\$ 1,190	\$ 1,190	\$ 1,190	\$ 1,190	\$ 1,190	\$ 1,190	\$ 1,190	\$ 1,190	\$ 13,011
TOTAL EXPENDITURES	\$ 6,356	\$ 158,810	\$ 118,148	\$ 118,148	\$ 122,839	\$ 119,290	\$ 119,290	\$ 119,290	\$ 118,771	\$ 119,290	\$ 119,290	\$ 119,290	\$ 96,142	\$ 1,248,008
REVENUE LESS EXPENDITURES	\$ 318	\$ 8,818	\$ 53,226	\$ 11,433	\$ 11,641	\$ 11,579	\$ 11,488	\$ 11,488	\$ 299,793	\$ 36,088	\$ 67,379	\$ 43,121	\$ (43,897)	\$ 432,476
Reserve Requirement	\$ 629	\$ 629	\$ 629	\$ 629	\$ 629	\$ 629	\$ 629	\$ 629	\$ 629	\$ 629	\$ 629	\$ 629	\$ 629	\$ 7,546
NET INCREASE (DECREASE)	\$ 318	\$ 8,189	\$ 52,597	\$ 10,804	\$ 11,012	\$ 10,950	\$ 10,860	\$ 10,860	\$ 209,164	\$ 35,459	\$ 66,750	\$ 42,492	\$ (44,528)	\$ 424,929
CASH BALANCE	\$ 1,134,161	\$ 1,142,350	\$ 1,194,946	\$ 1,205,759	\$ 1,216,762	\$ 1,227,712	\$ 1,238,572	\$ 1,249,432	\$ 1,458,596	\$ 1,494,055	\$ 1,560,805	\$ 1,603,299	\$ 1,558,772	\$ 1,558,772
CASH BALANCE WITH RESERVES	\$ 1,191,672	\$ 1,200,489	\$ 1,253,716	\$ 1,265,147	\$ 1,276,788	\$ 1,288,367	\$ 1,299,856	\$ 1,311,345	\$ 1,521,138	\$ 1,567,226	\$ 1,624,605	\$ 1,667,726	\$ 1,623,828	\$ 1,623,828

Year 5 of Operations

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accrued Year 5	Total
BEGINNING CASH	\$ 1,558,772	\$ 1,558,842	\$ 1,568,899	\$ 1,634,990	\$ 1,648,323	\$ 1,661,407	\$ 1,676,439	\$ 1,689,447	\$ 1,702,455	\$ 1,939,491	\$ 1,983,067	\$ 2,068,886	\$ 2,112,428	
REVENUE														
Revenue Limit Sources														
General Purpose Entitlement Block Grant - State Aid Portion		\$ 71,562	\$ 143,123	\$ 95,416	\$ 95,416	\$ 95,416	\$ 95,416	\$ 95,416	\$ 246,969	\$ 123,484	\$ 123,484	\$ 123,484	\$ 28,859	\$ 1,337,263
General Purpose Entitlement - Local Revenue (In Lieu of Property Tax)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenue														
Child Nutrition														
CDE PCS Grant	\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	\$ 80.00	\$ -
Other Federal Revenue									\$ 34,243		\$ 34,243			\$ 17,122
Other State Revenue														
Categorical Block Grant		\$ 6,507	\$ 13,013	\$ 8,675	\$ 8,675	\$ 8,675	\$ 8,675	\$ 8,675	\$ 22,473	\$ 11,236	\$ 11,236	\$ 11,236	\$ 2,561	\$ 121,640
Special Education Local Plan Area (SELPA)														
California Lottery (Quarterly)			\$ 8,025			\$ 8,025								\$ 32,099
Class Size Reduction		\$ 9,679	\$ 19,358	\$ 12,905	\$ 12,905	\$ 12,905	\$ 12,905	\$ 12,905	\$ 36,105	\$ 18,052	\$ 18,052	\$ 18,052	\$ 5,147	\$ 188,973
Economic Impact Aid		\$ 3,651	\$ 7,302	\$ 4,868	\$ 4,868	\$ 4,868	\$ 4,868	\$ 4,868	\$ 11,319	\$ 5,660	\$ 5,660	\$ 5,660	\$ 792	\$ 64,382
All Other State Revenues														
Other Local Revenue														
Transfers from LEAS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interest	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fundraising (\$20,972.44 in budget)	\$ 1,888	\$ 1,888	\$ 1,888	\$ 1,888	\$ 1,888	\$ 1,888	\$ 1,888	\$ 1,888	\$ 1,888	\$ 1,888	\$ 1,888	\$ 1,888	\$ 1,888	\$ 19,992
Grants (\$0.00 in budget)	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ -
All Other Local Revenue (\$30,851.57 in budget)	\$ 2,570.00	\$ 2,570.00	\$ 2,570.00	\$ 2,570.00	\$ 2,570.00	\$ 2,570.00	\$ 2,570.00	\$ 2,570.00	\$ 2,570.00	\$ 2,570.00	\$ 2,570.00	\$ 2,570.00	\$ 2,570.00	\$ 30,840
Loan Financing (e.g. Charter School Revolving Loan) (\$90.00 in budget)	\$ 2,960.00	\$ 23,009.00	\$ 0.00	\$ 116,000.00	\$ 20,000.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 83,500
TOTAL REVENUE	\$ 6,738	\$ 128,634	\$ 195,097	\$ 142,100	\$ 148,100	\$ 134,125	\$ 132,100	\$ 132,100	\$ 363,369	\$ 162,869	\$ 196,912	\$ 170,699	\$ 57,660	\$ 1,564,269
DISBURSEMENTS														
1000 Certificated Salaries	\$ -	\$ 48,991	\$ 48,991	\$ 48,991	\$ 48,991	\$ 48,991	\$ 48,991	\$ 48,991	\$ 48,991	\$ 48,991	\$ 48,991	\$ 48,991	\$ 48,991	\$ 597,891
2000 Classified Salaries	\$ -	\$ 20,446	\$ 20,446	\$ 20,446	\$ 20,446	\$ 20,446	\$ 20,446	\$ 20,446	\$ 20,446	\$ 20,446	\$ 20,446	\$ 20,446	\$ 20,446	\$ 245,348
3000 Employee Benefits	\$ -	\$ 32,391	\$ 32,391	\$ 32,391	\$ 32,391	\$ 32,391	\$ 32,391	\$ 32,391	\$ 32,391	\$ 32,391	\$ 32,391	\$ 32,391	\$ 32,391	\$ 389,889
4000 Books and Supplies	\$ -	\$ 3,342	\$ 3,342	\$ 3,342	\$ 3,342	\$ 3,342	\$ 3,342	\$ 3,342	\$ 3,342	\$ 3,342	\$ 3,342	\$ 3,342	\$ 3,342	\$ 40,104
5000 Services and Other Operating Expenditures	\$ 5,945	\$ 12,430	\$ 12,430	\$ 12,430	\$ 12,430	\$ 12,430	\$ 12,430	\$ 12,430	\$ 12,430	\$ 12,430	\$ 12,430	\$ 12,430	\$ 12,430	\$ 142,670
6000 Capital Outlay	\$ -	\$ -	\$ 2,494	\$ 2,494	\$ 59	\$ 59	\$ 59	\$ 59	\$ 59	\$ 59	\$ 59	\$ 59	\$ 118	\$ 5,519
7000 Other Outgo	\$ 621	\$ 621	\$ 1,335	\$ 1,335	\$ 1,335	\$ 1,335	\$ 1,335	\$ 1,335	\$ 1,335	\$ 1,335	\$ 1,335	\$ 1,335	\$ 1,335	\$ 14,589
TOTAL EXPENDITURES	\$ 6,566	\$ 118,220	\$ 128,110	\$ 128,110	\$ 122,256	\$ 118,435	\$ 118,435	\$ 118,435	\$ 125,878	\$ 118,435	\$ 118,435	\$ 118,435	\$ 101,827	\$ 1,451,536
REVENUE LESS EXPENDITURES	\$ 170	\$ 10,414	\$ 66,987	\$ 13,990	\$ 13,741	\$ 15,690	\$ 13,665	\$ 13,665	\$ 237,694	\$ 44,233	\$ 78,476	\$ 52,199	\$ (43,138)	\$ 512,749
Reserve Requirement	\$ 657	\$ 657	\$ 657	\$ 657	\$ 657	\$ 657	\$ 657	\$ 657	\$ 657	\$ 657	\$ 657	\$ 657	\$ 657	\$ 7,888
NET INCREASE (DECREASE)	\$ 170	\$ 9,757	\$ 66,290	\$ 13,333	\$ 13,084	\$ 15,033	\$ 13,008	\$ 13,008	\$ 237,036	\$ 43,576	\$ 77,819	\$ 51,542	\$ (48,795)	\$ 504,861
CASH BALANCE	\$ 1,558,842	\$ 1,568,599	\$ 1,634,990	\$ 1,648,323	\$ 1,661,407	\$ 1,676,439	\$ 1,689,447	\$ 1,702,455	\$ 1,939,491	\$ 1,983,067	\$ 2,068,886	\$ 2,112,428	\$ 2,063,633	\$ 2,063,633
CASH BALANCE WITH RESERVES	\$ 1,623,999	\$ 1,634,414	\$ 1,701,361	\$ 1,715,352	\$ 1,729,993	\$ 1,744,783	\$ 1,758,448	\$ 1,772,113	\$ 2,009,806	\$ 2,054,040	\$ 2,132,516	\$ 2,184,715	\$ 2,136,577	\$ 2,136,577

5000 Series Breakdown Services and Other Operating Expense

This is an **optional** worksheet created to assist you in thinking about some of the specific expenses in each sub-category of the 5000 series. Please feel free to not enter expenses in some line items and to add additional line items for expenses specific to your school.

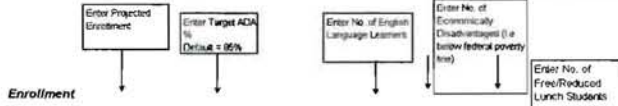
Line Item	Year 1	Year 2	Year 3	Year 4	Year 5
Travel and Conferences					
Teacher Conference Fees	2,000.00	2,050.00	2,101.25	2,153.78	2,207.63
Teacher Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Administration Conference Fees	\$1,500.00	\$1,537.50	\$1,575.94	\$1,615.34	\$1,655.72
Administration Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL 5200	\$ 3,500	\$ 3,588	\$ 3,677	\$ 3,769	\$ 3,863
Dues and Membership					
California Charter Schools Assoc Membership	\$ 760	\$ 860	\$ 960	\$ 1,060	\$ 1,160
Other Membership Dues	\$ 1,500	\$ 1,538	\$ 1,576	\$ 1,615	\$ 1,656
TOTAL 5300	\$ 2,260	\$ 2,398	\$ 2,536	\$ 2,675	\$ 2,816
Insurance					
General Liability Insurance (Including D & O)	\$ 9,600	\$ 9,840	\$ 10,086	\$ 10,338	\$ 10,597
Other Insurance	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL 5400	\$ 9,600	\$ 9,840	\$ 10,086	\$ 10,338	\$ 10,597
Utilities and Housekeeping					
Power/Electricity	\$ 4,680	\$ 4,797	\$ 4,917	\$ 5,040	\$ 5,166
Water	\$ 4,680	\$ 4,797	\$ 4,917	\$ 5,040	\$ 5,166
Sewer Hookup	\$ -	\$ -	\$ -	\$ -	\$ -
Trash/Recycling	\$ 4,680	\$ 4,797	\$ 4,917	\$ 5,040	\$ 5,166
Custodial Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL 5500	\$ 14,040	\$ 14,391	\$ 14,751	\$ 15,120	\$ 15,498
Facilities, Leases, Repairs					
Facility Lease	\$5,000.00	\$5,125.00	\$5,253.13	\$5,384.45	\$5,519.06
Facility Repairs	2,500.00	2,562.50	2,626.56	2,692.23	2,759.53
Copier Lease & Repair Contract	\$9,000.00	\$9,225.00	\$9,455.63	\$9,692.02	\$9,934.32
Phone System	\$ -	\$ -	\$ -	\$ -	\$ -
Other Leases/Contracts	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL 5600	\$ 16,500	\$ 16,913	\$ 17,335	\$ 17,769	\$ 18,213
Professional/Consulting Services					
Third Party Certification (e.g. WASC)	\$ 1,000	\$ 1,025	\$ 1,051	\$ 1,077	\$ 1,104
Advertising	\$ -	\$ -	\$ -	\$ -	\$ -
Legal Expenses	\$ 5,000	\$ 5,125	\$ 5,253	\$ 5,384	\$ 5,519
Education Consulting Services	\$ -	\$ -	\$ -	\$ -	\$ -
Fundraising/Marketing Consulting Services	\$ -	\$ -	\$ -	\$ -	\$ -
Auditing	\$ 7,200	\$ 7,380	\$ 7,565	\$ 7,754	\$ 7,947
IT Services	\$ -	\$ -	\$ -	\$ -	\$ -
Website Development	\$ -	\$ -	\$ -	\$ -	\$ -
Workshops for Teacher Development	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Workshops for Students	\$ -	\$ -	\$ -	\$ -	\$ -
Student Field Trips	\$ -	\$ -	\$ -	\$ -	\$ -
Athletics Fees/Use Contracts	\$ -	\$ -	\$ -	\$ -	\$ -
Back Office Services: Bookkeeping, Payroll, & Accounting	\$ 54,031	\$ 55,382	\$ 56,766	\$ 58,185	\$ 59,640
TOTAL 5800	\$ 72,231	\$ 73,912	\$ 75,635	\$ 77,400	\$ 79,210
Communications					
Postage & Postage Meter Rental	\$ 3,700	\$ 3,793	\$ 3,887	\$ 3,984	\$ 4,084
Landline Phone Service and Long Distance	\$ 3,700	\$ 3,793	\$ 3,887	\$ 3,984	\$ 4,084
Cell Phone Service-Director ONLY	\$ 1,200	\$ 1,230	\$ 1,261	\$ 1,292	\$ 1,325
Website Hosting	\$ 1,500	\$ 1,538	\$ 1,576	\$ 1,615	\$ 1,656
Internet Service Provider	\$ 1,200	\$ 1,230	\$ 1,261	\$ 1,292	\$ 1,325
TOTAL 5900	\$ 11,300	\$ 11,583	\$ 11,872	\$ 12,169	\$ 12,473

ASSUMPTION WORKSHEET

School Name: **Herbert Guice Charter Academy**

Enter Data in Yellow Boxes
Automatically Generated
Please Leave White Boxes Empty

Worksheet Contains the Following Calculators:
1) Enrollment
2) Certificated Staff
3) Classified Staff
4) Benefits
5) Books & Supplies
6) Entitlement Block Grant Funding



Enrollment

YEAR ONE	Enrollment	ADA %	ADA #	EL #	ED#	FRL #
Grades K-3	95	95%	76.00	23	34	38
Grades 4-6	73	95%	68.40	33	34	54
Grades 7-8	-	95%	0.00	-	-	-
Grades 9-12	-	95%	0.00	-	-	-
TOTAL	152	96%	144.40	47	114	114

Students Per Teacher
20.00 K - 3
24.00 4 - 12

YEAR TWO

Enrollment	ADA %	ADA #	EL #	ED#	FRL #	
Grades K-3	100	95%	95.00	33	50	79
Grades 4-6	73	95%	68.40	34	54	84
Grades 7-8	-	95%	0.00	-	-	-
Grades 9-12	-	95%	0.00	-	-	-
TOTAL	172	96%	163.40	67	114	122

Students Per Teacher
20.00 K - 3
24.00 4 - 12

YEAR THREE

Enrollment	ADA %	ADA #	EL #	ED#	FRL #	
Grades K-3	130	95%	114.00	30	50	80
Grades 4-6	73	95%	68.40	34	54	84
Grades 7-8	-	95%	0.00	-	-	-
Grades 9-12	-	95%	0.00	-	-	-
TOTAL	192	96%	182.40	64	114	144

Students Per Teacher
20.00 K - 3
24.00 4 - 12

YEAR FOUR

Enrollment	ADA %	ADA #	EL #	ED#	FRL #	
Grades K-3	140	95%	133.00	40	50	100
Grades 4-6	73	95%	68.40	34	54	84
Grades 7-8	-	95%	0.00	-	-	-
Grades 9-12	-	95%	0.00	-	-	-
TOTAL	212	96%	201.40	64	114	168

Students Per Teacher
20.00 K - 3
24.00 4 - 12

YEAR FIVE

Enrollment	ADA %	ADA #	EL #	ED#	FRL #	
Grades K-3	150	95%	152.00	45	50	120
Grades 4-6	73	95%	68.40	34	54	84
Grades 7-8	-	95%	0.00	-	-	-
Grades 9-12	-	95%	0.00	-	-	-
TOTAL	232	96%	220.40	70	114	174

Students Per Teacher
20.00 K - 3
24.00 4 - 12

COLA **2.9%**

Salaries

Certificated Staff Salaries

1000	# Teachers	Teachers Avg Salary	Teacher Total	# Assistants	Assistants Avg Salary	Aides Total	# Admin	Admin Avg Salary	Admin Total	Total Certificated
Year One	7	\$ 40,000	\$ 280,000	-	-	-	1.0	\$ 75,000	\$ 75,000	\$ 355,000
Year Two	8	\$ 41,000	\$ 328,000	-	-	-	1.0	\$ 76,875	\$ 76,875	\$ 404,875
Year Three	9	\$ 42,025	\$ 378,225	-	-	-	1.0	\$ 78,797	\$ 78,797	\$ 457,022
Year Four	10	\$ 43,076	\$ 430,756	-	-	-	1.0	\$ 80,797	\$ 80,797	\$ 511,553
Year Five	11	\$ 44,153	\$ 485,683	-	-	-	1.0	\$ 82,788	\$ 82,788	\$ 568,471

Class Size Reduction Funding

	# of Teachers K-3	# of Half-Day Kindergarten Students
Year One	4.0	-
Year Two	8.0	-
Year Three	8.0	-
Year Four	7.0	-
Year Five	8.0	-

Classified Staff Salaries

2000	# Aides	Aides (Classified) Avg Salary	Aides Total	# Support	Support Avg Salary	Support Total
Year One	1.0	\$ 21,120	\$ 21,120	-	-	-
Year Two	2.0	\$ 21,848	\$ 43,696	-	-	-
Year Three	3.0	\$ 22,189	\$ 66,567	-	-	-
Year Four	3.0	\$ 22,744	\$ 68,232	-	-	-
Year Five	3.0	\$ 23,313	\$ 69,938	-	-	-

\$ 3,861.14

2000	# Admin	Admin Avg Salary	Admin Total	# Office	Office Avg Salary	Office Total	# Other	Other Avg Salary	Other Total	Total Classified
Year One	-	-	-	1.0	\$ 18,912	\$ 18,912	0.0	\$ 23,187	\$ 139,001	\$ 180,033
Year Two	-	-	-	1.0	\$ 20,410	\$ 20,410	0.0	\$ 23,746	\$ 142,476	\$ 206,182
Year Three	-	-	-	1.0	\$ 20,920	\$ 20,920	0.0	\$ 24,340	\$ 146,038	\$ 211,358
Year Four	-	-	-	1.0	\$ 21,443	\$ 21,443	0.0	\$ 24,948	\$ 149,889	\$ 226,384
Year Five	-	-	-	1.0	\$ 21,979	\$ 21,979	0.0	\$ 25,572	\$ 153,431	\$ 246,349

Benefits

Staff Benefits and Health Plan

3000	Benefits	Health Plan Cost (\$/Person)	# employees	Health Plan Total	Total Benefits
Year One	\$ 86,592	\$ 10,186	16	\$ 163,168	\$ 229,760
Year Two	\$ 76,060	\$ 10,483	12	\$ 188,154	\$ 264,234
Year Three	\$ 82,299	\$ 10,714	19	\$ 203,586	\$ 285,838
Year Four	\$ 92,556	\$ 10,982	21	\$ 230,822	\$ 323,378
Year Five	\$ 99,373	\$ 11,287	22	\$ 247,854	\$ 347,227

Books & Supplies (\$ Per Student)

4000	Textbooks	Other Books	Supplies	Equipment
Year One	\$ 150.00	\$ 0.00	\$ 0.00	\$ 14.00
Year Two	\$ 153.75	\$ 0.00	\$ 0.00	\$ 14.28
Year Three	\$ 157.50	\$ 0.00	\$ 0.00	\$ 14.71
Year Four	\$ 161.25	\$ 0.00	\$ 0.00	\$ 15.01
Year Five	\$ 165.00	\$ 0.00	\$ 0.00	\$ 15.40

General Purpose Entitlement Block Grant

Schools often receive ADA funding from two sources: the state and the local district (also known as "in-lieu of property tax" funding). The total amount is the same regardless of the source, however the timing of the payments varies slightly. Contact your charter authorizer to find out what percentage of the general purpose entitlement they fund. If unknown, put 100% in the state portion below.

5000	% from Source
State Portion	100%
Local District	0%
TOTAL	100%

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**[DRAFT] BYLAWS OF HERBERT GUICE CHARTER ACADEMY,
a California Nonprofit Public Benefit Corporation**

The name of this corporation is Herbert Guice Charter Academy.

ARTICLE I - OFFICES

The principal office for the transaction of the activities and affairs of this corporation is located at __[street address and city]__, in __[name]__ County, 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.

The Board may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE II - PURPOSES

The purpose of this corporation is to manage, operate, guide, direct and promote the Herbert Guice Charter Academy. In the context of these general purposes, the corporation shall lead other educational services as the Board of Directors may define from time to time.

ARTICLE III – MEMBERS

The corporation shall have no members. Any action which would otherwise by law require approval by a majority of all members or approval by the members shall require only approval of the Board of Directors. All rights which would otherwise by law vest in the members shall vest in the Board.

Nothing in this article shall be construed to limit the corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such references by the corporation shall render anyone a member within the meaning of Section 5056 of the California Nonprofit Corporation Law. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote. The corporation may confer, by amendment of its Articles of Incorporation or of these Bylaws, some or all of a member's

rights, set forth in the California Nonprofit Corporation Law, upon any person who does not have the right to vote for the election of Directors, on a disposition of substantially all of the assets of the corporation, on a merger, on a dissolution, or on changes to the corporation's Articles of Incorporation or Bylaws, but no such person shall be a member within the meaning of said Section 5056. The Board may also, but without establishing memberships, create an advisory council or honorary board or such other auxiliary groups as it deems appropriate and support the corporation.

ARTICLE IV – DIRECTORS

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 regarding actions that require approval of the members, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board.

Without prejudice to the general powers set forth herein, but subject to the same limitations, the Board shall have the power to do the following:

1. Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation of this corporation, or by these bylaws;
2. Appoint and remove, employ and discharge, and, except as otherwise provided in these bylaws, prescribe the duties and fix the compensation, if any, of all officers, agents and employees of the corporation;
3. Supervise all officers, agents and employees of the corporation to assure that their duties are performed properly; and
4. Meet at such times and places as required by these bylaws.

Each director shall hold office between two to four year terms, and terms shall be staggered to ensure continuity in governance as specified in these bylaws, and until his or her successor is selected and qualifies.

Directors shall serve without compensation except that they shall be allowed reasonable advancement or reimbursement of expenses in the performance of their regular duties as specified in these bylaws. Directors may not be compensated for rendering services to the corporation in any capacity other than director unless such other compensation is reasonable and is allowable under these bylaws.

The Board of Directors shall consist of at least seven but no more than eleven directors unless changed by amendment to these bylaws. The exact number of directors shall be fixed, within those limits, by a resolution adopted by the Board of

Directors. In addition, a representative from the charter authorizer may appoint a non-voting director to the Board of Directors.

No more than 49 percent of the persons serving on the board may be "interested persons." An interested person is (a) any person 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. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation.

Meetings of the board shall be held at any place within or outside California that has been designated by resolution of the board or in the notice of the meeting or, if not so designated, at the principal office of the corporation.

Any board meeting may be held by conference telephone, video screen communication, or other communications equipment. Participation in a meeting under this Section shall constitute presence in person at the meeting if both the following apply: (a) each member participating in the meeting can communicate concurrently with all other members; (b) each member is provided the means of participating in all matters before the board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation.

Immediately after each annual meeting of members, the board shall hold a general meeting for purposes of organization, election of officers, and transaction of other business.

Special meetings of the board for any purpose may be called at any time by the chairman of the board, if any, the president or any vice president, the secretary, or any two directors.

Notice of the time and place of special meetings shall be given to each director by either (a) personal delivery of written notice; (b) first-class mail, postage prepaid; (c) telephone, including a voice messaging system or other system or technology designed to record and communicate messages, or by electronic transmission, either directly to the director or to a person at the director's office who would reasonably be expected to communicate that notice promptly to the director; (d) facsimile; (e) electronic mail; or (f) other electronic means. All such notices shall be given or sent to the director's address or telephone number as shown on the corporation's records.

Notices sent by first-class mail shall be deposited in the United States mails at least four days before the time set for the meeting. Notices given by personal delivery, telephone, or electronic transmission shall be delivered, telephoned, or sent, respectively, at least 48 hours before the time set for the meeting. The notice shall

state the time of the meeting and the place, if the place is other than the corporation's principal office. The notice need not specify the purpose of the meeting.

A majority of the authorized number of directors shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority of the directors present at a duly held meeting at which a quorum is present shall be an act of the board, subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law, including, without limitation, those provisions relating to (a) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common directorships, (c) creation of and appointments to committees of the board, and (d) indemnification of directors. A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of some directors from that meeting, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting.

Notice of a meeting need not be given to any director who, either before or after the meeting, signs a waiver of notice, a written consent to the holding of the meeting, or an approval of the minutes of the meeting. The waiver of notice or consent need not specify the purpose of the meeting. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meetings. Notice of a meeting need not be given to any director who attends the meeting and who, before or at the beginning of the meeting, does not protest the lack of notice to him or her.

A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Notice of the time and place of holding an adjourned meeting need not be given unless the original meeting is adjourned for more than 24 hours. If the original meeting is adjourned for more than 24 hours, notice of any adjournment to another time and place shall be given, before the time of the adjourned meeting, to the directors who were not present at the time of the adjournment.

Any action that the board is required or permitted to take may be taken without a meeting if all board members consent in writing to the action; provided, however, that the consent of any director who has a material financial interest in a transaction to which the corporation is a party and who is an "interested director" as defined in Corporations Code section 5233 shall not be required for approval of that transaction. Such action by written consent shall have the same force and effect as any other validly approved action of the board. All such consents shall be filed with the minutes of the proceedings of the board.

The board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the board. The board 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 resolution, except that no committee may do the following: (a) take any final action on any matter that, under the California Nonprofit Corporation Law, also requires approval of the members or approval of a majority of all members; (b) fill vacancies on the board or any committee of the board; (c) fix compensation of the directors for serving on the board or on any committee; (d) amend or repeal bylaws or adopt new bylaws; (e) amend or repeal any resolution of the board that by its express terms is not so amendable or repealable; (f) create any other committees of the board 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; (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, except as special approval is provided for in Corporations Code section 5233(d)(3).

The corporation shall have an audit committee consisting of at least three directors and may include nonvoting advisors. Directors who are employees or officers of the corporation or who receive, directly or indirectly, any consulting, advisory, or other compensatory fees from the corporation (other than for service as director) may not serve on the audit committee. The audit committee shall perform the duties and adhere to the guidelines set forth in the corporation's audit committee charter as amended from time to time by the board. Such duties include, but are not limited to: (a) assisting the board in choosing an independent auditor and recommending termination of the auditor, if necessary; (b) negotiating the auditor's compensation; (c) conferring with the auditor regarding the corporation's financial affairs; and (d) reviewing and accepting or rejecting the audit.

Members of the audit committee shall not receive compensation for their service on the audit committee in excess of that provided to directors for their service on the board. If the corporation has a finance committee, a majority of the members of the audit committee may not concurrently serve as members of the finance committee, and the chair of the audit committee may not serve on the finance committee.

The corporation shall have a compensation committee consisting of at least three directors and no one who is not a director. Directors who are also employees of the corporation may not serve on the compensation committee. Pursuant to Government Code section 12586(g) and the applicable provisions of federal law, the compensation committee shall review the compensation of the chief executive officer, chief financial officer, and such other officers of the corporation the compensation committee determines appropriate, annually and whenever a modification in compensation is proposed. The review shall include an evaluation of the performance of the officers and an analysis of appropriate comparability data. Based on its review, the compensation committee shall recommend just and reasonable compensation amounts for the officers to the board. At the request of the president or the board, the compensation committee shall review any issue involving staff compensation and benefits, including but not limited to housing, health, and retirement plans.

The board may appoint two or more directors of the corporation to serve as the executive committee of the board. The executive committee, unless limited by a resolution of the board, shall have and may exercise all the authority of the board in the management of the business and affairs of the corporation between meetings of the board; provided. All actions of the executive committee shall be reported to and ratified by the full board at the next duly scheduled board meeting.

Meetings and actions of committees of the board shall be governed by, held, and taken under the provisions of these bylaws concerning meetings and other board actions, 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 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 may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the board has not adopted rules, the committee may do so.

ARTICLE V – OFFICERS

The officers of this corporation shall be a president, a secretary, and a chief financial officer who shall be designated as the treasurer. The corporation, at the board's discretion, may also have a chairman of the board, one or more vice presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under these bylaws.

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.

The officers of this corporation shall be chosen by the board and shall serve at the pleasure of the board, subject to the rights of any officer under any employment contract.

The board may appoint and authorize the chairman of the board, the president, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the board.

Without prejudice to the rights of any officer under an employment contract, the board may remove any officer with or without cause. An officer who was not chosen by the board may be removed by any other officer on whom the board confers the power of removal.

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.

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 appointments to that office, provided, however, that vacancies need not be filled on an annual basis.

If a chairman of the board of directors is elected, he or she shall preside at board meetings and shall exercise and perform such other powers and duties as the board may assign from time to time. If there is no president, the chairman of the board shall also be the chief executive officer and shall have the powers and duties of the president of the corporation set forth in these bylaws.

Subject to such supervisory powers as the board may give to the chairman of the board, if any, and subject to the control of the board, the president shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers. The president shall preside at all members' meetings and, in the absence of the chairman of the board, or if none, at all board meetings. The president shall have such other powers and duties as the board or the bylaws may require.

If the president is absent or disabled, the vice presidents, if any, in order of their rank as fixed by the board, or, if not ranked, a vice president designated by the board, shall perform all duties of the president. When so acting, a vice president shall have all powers of and be subject to all restrictions on the president. The vice presidents shall have such other powers and perform such other duties as the board or the bylaws may require.

The secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the board may direct, a book of minutes of all meetings, proceedings, and actions of the board, of committees of the board, and of members' meetings. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, general, or special, and, if special, how authorized; the notice given; the names of persons present at board and committee meetings; and the number of members present or represented at members' meetings.

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 keep or cause to be kept, at the corporation's principal office or at a place determined by resolution of the board, a record of the corporation's members, showing each member's name, address, and class of membership.

The secretary shall give, or cause to be given, notice of all meetings of members, of the board, and of committees of the board 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 or the bylaws may require.

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 the members and 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 (i) 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 may designate; (ii) disburse the corporation's funds as the board may order; (iii) 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 (iv) have such other powers and perform such other duties as the board 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 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.

No director of this corporation nor any other corporation, firm, association, or other entity in which one or more of this corporation's directors are directors or have a material financial interest, shall be interested, directly or indirectly, in any contract or transaction with this corporation, unless (a) the material facts regarding that director's financial interest in such contract or transaction or regarding such common directorship, officership, or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all members of the board prior to the board's consideration of such contract or transaction; (b) such contract or transaction is authorized in good faith by a majority of the board by a vote sufficient for that purpose without counting the votes of the interested directors; (c) before authorizing or approving the transaction, the board considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and (d) the corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction is entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to

one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

This 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 by the corporation.

To the fullest extent permitted by law, this corporation may indemnify its directors, officers, and employees, 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.

This corporation shall have the right, and shall use its best efforts, to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

ARTICLE VI – BOOKS AND RECORDS

This corporation shall keep the following: (a) adequate and correct books and records of account; (b) minutes of the proceedings of its members, board, and committees of the board; and (c) a record of each member's name, address, and class of membership.

The minutes and other books and records shall be kept either in written form or in any other form capable of being converted into clearly legible tangible form or in any combination of the two.

If the corporation has any members, any member may do either or both of the following for a purpose reasonably related to the member's interest as a member: (a) inspect and copy the records containing members' names, addresses, and voting rights during usual business hours on five days' prior written demand on the corporation, which must state the purpose for which the inspection rights are requested; or (b) obtain from the secretary of the corporation, on written demand and tender of a reasonable charge, a list of names, addresses, and voting rights of members who are entitled to vote for directors as of the most recent record date for which that list has been compiled, or as of the date, after the date of demand, specified by the member. The

demand shall state the purpose for which the list is requested. The secretary shall make this list available to the member on or before the later of ten days after the demand is received or the date specified in the demand as the date as of which the list is to be compiled.

The corporation may, within ten business days after receiving a demand, make a written offer of an alternative method of reasonable and timely achievement of the proper purpose specified in the demand without providing access to or a copy of the membership list. Any rejection of this offer must be in writing and must state the reasons the proposed alternative does not meet the proper purpose of the demand.

If the corporation reasonably believes that the information will be used for a purpose other than one reasonably related to a person's interest as a member, or if it provides a reasonable alternative under this Section, it may deny the member access to the membership list.

Any inspection and copying under this Section may be made in person or by the member's agent or attorney. The right of inspection includes the right to copy and make extracts. This right of inspection extends to the records of any subsidiary of the corporation.

On written demand on the corporation, any member may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the members, the board of directors, and committees of the board at any reasonable time for a purpose reasonably related to the member's interest as a member. Any such inspection and copying may be made in person or by the member's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

This 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 members at all reasonable times during office hours. If the corporation has no business office in California, the secretary shall, on the written request of any member, furnish to that member a copy of the articles of incorporation and bylaws, as amended to the current date.

Every director shall have the absolute right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary. 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.

The board shall cause an annual report to be sent to the members and 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, of 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 disbursements for both general and restricted purposes; and (e) an independent accountants' 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.

This requirement of an annual report shall not apply if the corporation receives less than \$25,000 in gross receipts during the fiscal year, provided, however, that the information specified above for inclusion in an annual report must be furnished annually to all directors and to any member who requests it in writing. If the board approves, the corporation may send the report and any accompanying material sent pursuant to this section by electronic transmission.

As part of the annual report to all members, 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, deliver, or send by electronic transmission to each member 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 (c) 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 in the transaction and, if practicable, the amount of that 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) Any indemnifications or advances aggregating more than \$10,000 paid during the fiscal year to any officer or director of the corporation under these bylaws, unless that indemnification has already been approved.

This corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Internal Revenue Code section 4942, shall not engage in any act of self-dealing as defined in Internal Revenue Code section 4941(d), shall not retain any excess business holdings as defined in Internal Revenue Code section 4943(c), shall not make any investments in a manner as to subject it to tax under Internal Revenue Code section 4944, and shall not make any taxable expenditures as defined in Internal Revenue Code section 4945(d).

ARTICLE VII – FISCAL YEAR

The fiscal year of the corporation shall begin on July 1 and shall end on June 30 in each year.

ARTICLE VIII - AMENDMENTS

The board may adopt, amend, or repeal bylaws unless doing so would materially and adversely affect the members' rights as to voting or transfer. The board may not extend a director's term beyond that for which the director was elected.

Once members have been admitted to the corporation, if any, the board may not, without the members' approval, specify or change any bylaw that would (a) fix or change the authorized number of directors, (b) fix or change the minimum or maximum number of directors, or (c) change from a fixed number of directors to a variable number of directors or vice versa.

If any provision of these bylaws requires the vote of a larger proportion of the board than is otherwise required by law, that provision may not be altered, amended, or repealed except by that greater vote.

Without the approval of the members, if any, the board may not adopt, amend, or repeal any bylaw that would (a) increase or extend the terms of directors; (b) allow any director to hold office by designation or selection rather than by election by the members; (c) increase the quorum for members' meetings; (d) repeal, restrict, create, expand, or otherwise change proxy rights; or (e) authorize cumulative voting.

New bylaws may be adopted, or these bylaws may be amended or repealed, by approval of the members, provided, however, that if the corporation has more than one class of voting members, any amendment that would materially and adversely affect the rights of a class as to voting or transfer, in a manner different than the action affects another class, must be approved by the members of that adversely affected class. Any provision of these bylaws that requires the vote of a larger proportion of the members than otherwise is required by law may not be altered, amended, or repealed except by the vote of that greater number. No amendment may extend the term of a director beyond that for which the director was elected.

Any provision of these bylaws providing for the designation or selection, rather than election, of any director or directors may be adopted, amended, or repealed only by approval of the members, subject to the consent of the person or persons entitled to designate or select any such directors.

Any provision of these bylaws providing for the designation or selection, rather than election, of any director or directors may be adopted, amended, or repealed only by approval of the members, subject to the consent of the person or persons entitled to designate or select any such directors.

ARTICLE IX – OTHER PROVISIONS

Unless the context requires 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, the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

This corporation's assets are irrevocably dedicated to public benefit purposes. 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, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

Appendix K. - Curriculum Vitae

CLIFFORD W. THOMPSON, Ed.D.

Learning and Instruction Administrator

EXPERIENCE:

San Mateo County Office of Education, **Coordinator** 2007-2008
Redwood City, CA

Work primarily with Latino and African American student populations.

Duties Included:

- Conduct school and district assessments
- Facilitate groups in doing the Academic Program Survey (APS) and English Language Subgroup Self-Assessment (ELSSA)
- Write School Site Plans
- Manage Grant Programs
- Attend Professional Development on research based practices
- Coordinate Single Plan for Student Achievement writing
- Coordinated Homework Centers
- Manage the Homeless and Homework Center budgets
- Coordinate school walkthroughs
- Coordinate trainings and professional development
- Prepare and Deliver oral presentations related to curriculum, materials, assessments, theory, guidelines

Fame Public Charter School, **Principal** 2006-2007
Fremont, CA.

The ethnic groups include Latinos, African Americans, East Indians, Pakistanis, and Afghanis.

Duties Included:

- Coordinated all educational, administrative, counseling activities and testing programs
- Led the evaluation of all educational and curricular programs
- Work collaboratively with parents and teachers to set goals
- Developed discipline and evaluation plans
- Created the Master Schedule
- Frequently monitored classroom lesson delivery
- Made periodic board presentations
- Teacher Recruitment

Bay Area School Reform Collaborative (BASRC) Springboard, **Master Teacher/Academic Coach**
2003-2006

Worked with teacher leaders, principals, superintendents and their cabinets to establish and maintain structures to ensure that all students achieve to high levels while closing the achievement gap. Worked with several Bay Area Districts.

Duties Included:

- Designed and implemented discipline-specific Cycles of Inquiry
- Provided leadership using data-based district-wide coaching
- Aligned professional development with district and school-focused reform

- Coached around the assessment of the schools' systems and structures
- Assisted in developing accountability documents
- Assisted in writing educational action plans
- Presented at National conferences related to equity
- Conducted research throughout CA on best practices
- Teacher Recruitment

Emery High School, **Principal**

2001-2003

The student ethnic population consisted of Latinos, African American, Caucasians and East Indians.

Duties Included:

- Coordinated all education, administrative and counseling activities
- Conducted the evaluation of all educational programs
- Worked collaboratively with parents and teachers to set goals
- Developed discipline and site plans
- Monitored instructional programs
- Made board presentations
- Oversaw categorical budgets
- Managed new teacher support and developed appropriate professional development
- Coordinated community outreach
- Teacher Recruitment

Madison M.S./Oakland Technical H. S., **Assistant Principal**

1997-2001

Oakland, CA.

The ethnic groups included Latinos, Caucasians, African Americans and Asians.

Duties Included:

- Supervised the clerical and the security personnel
- Evaluated certificated and classified staffs
- Coordinated professional development
- Aligned and coordinated the implementation of standard based curriculum
- Coordinated the review of personnel policies
- Managed new teacher support services and professional development activities
- Coordinated programs for exceptional children
- Facilitated the creation of small learning communities
- Teacher Recruitment

Oakland Unified School Districts, **Teacher on Special Assignment-TSA** 1988-1997

Oakland, CA

Worked in two capacities as a TSA - at the school site and the District Office.

Duties Included:

- Planned, coordinated and conducted programs tailored for Gifted and Talented Education (GATE), English Language Learners (ELL) and regular education programs
- Used technology to teach higher order thinking skills (HOTS)
- Coordinated, conducted and participated in workshops on best practices
- Planned and conducted professional development
- Developed educational materials
- Conducted workshops highlighting educational codes

Teaching specialties in the areas of math, science, reading and foreign language acquisition. As **Duties Included:**

- Prepared objectives
- Developed courses outlines that were aligned to curriculum guidelines and district goals
- Conducted assessments to evaluate the effectiveness of my teaching
- Served as curriculum coordinator
- Chair the Gifted and Talented Education and Program Quality Review committees
- Was mentor and master teacher

Patten University and California State University, Hayward

1999-Present

(Adjunct Professor)

Teach graduate level courses.

Duties Include:

- Teach Multicultural Education to credential student
- Teach Values and Ethics, Leadership of Learning and Teaching, Effective Communication and Human Resources to Masters students
- Participate in State certification process (TPE, TPA)

EDUCATION:

- 1999 **Ed.D.** Organization and Leadership
University of San Francisco, San Francisco, CA
- 1987 **MS** Supervision and Instruction
California State University, Hayward, CA
- 1986 **BA** Liberal Studies
California State University, Hayward, CA
- 1976 **BA** French and Rhetoric
University of California, Davis, CA

CREDENTIALS:

- Single Subject-French and Rhetoric
- Multiple Subject-Liberal Studies
- Professional Clear-Tier one (Administrative Credential)
- Professional Clear-Tier two (Administrative Credential)

PROFESSIONAL AFFILIATIONS:

- Association of Supervision and curriculum Development
- Association of California Administrators
- California Association of Urban School Administrators

PROFESSIONAL TRAINER IN THE FOLLOWING AREAS:

Curriculum

- Bay Area Writing Project
- Secondary Literacy Support Network
- Cycle of Inquiry
- Higher Order Thinking Skills
- Project Read
- School Assistance and Intervention Team
- Trained at Harvard on school reform
- Trained at Stanford in multicultural pedagogy
- AB430
- Bilingual Teaching Training Program
- Homeless Education
- Program Improvement

Project Base

- Bay Area Coalition of Equitable Schools
- Peer Assistance and Review
- Bay Area School Reform Collaborative
- Beginning Teacher Support and Assessment
- Review of Progress
- Beyond Diversity
- Just for the Kids Data Analysis
- Essential Facilitation
- Grant Writing
- Essential Facilitation
- Grant Writing

ACADEMIC RESEARCH:

Conducted research in Asia. The research was connected with my dissertation. Conducted a study that investigated the educational practices in alternative educational settings ranging from kindergarten through 12th grade.

Alternative Education Through A Hermeneutic Exploration

UMI Publication Number AAT 9934644

PUBLICATIONS:

Featured columnist in the Lily Gizette.

Presently working on a manuscript about my life growing up in Oroville, CA.



THE GRANDPARENTS CLUB OF OAKLAND

September 20, 2008

To Whom It May Concern:

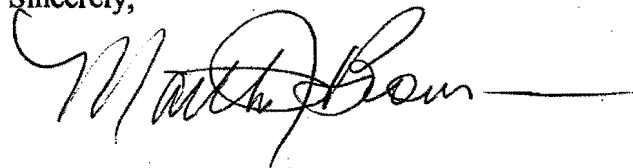
Re: Herbert Guice Charter Academy
Letter of Support

The Grandparents Club of Oakland is committed to "Stopping the Violence" in Oakland. To achieve this goal, we plan to work with the Herbert Guice Charter Academy to implement a School-Based Mentoring Program. We currently have 40 grandparents, both grandmothers and grandfathers, who will volunteer their time, expertise, energy and talents to work with the students, teachers, administrators, parents and guardians to ensure that students achieve academic success. We believe that positive mentors and role models are vital, especially at the elementary level when students are most impressionable. Additionally, when students are in school and actively engage in the learning process, they will receive the foundation for their academic careers which will allow them to become leaders in the community and productive members of society -- necessary ingredients to ceasing the violence in our community. We plan to be an integral part of the solution.

We are committed to placing grandparents in each classroom, which will reduce the student-teacher ratio and provide the teachers with additional resources that will allow them to focus on their primary task of educating our children. In addition to assisting in the classroom, we will support the Academy by attending field trips, assisting in the library, and helping with community service projects, along with any other activities that may benefit from extra resources. We will work with youth identified by the teacher to provide individual mentoring and support that many of the youth may need to succeed. We bring a unique ability to work with parents/guardians who may also need mentoring, advice and assistance in supporting their children. Therefore, we plan to work with the families, as needed, to help bridge the gap between family, child and school. We will hold monthly meetings to ensure that mentors are well trained and conduct planning of activities that support the Academy and augment the services. We will ensure that we engage in effective, on-going communication between Academy staff, children and other stakeholders, as needed.

We look forward to working with the Academy to help ensure that our city is safe for all residents and nurturing for the most vulnerable children in our community.

Sincerely,



Martha Brown
Founder, Organizer, Chairperson

**ROTARY CLUB
EAST OAKLAND**



Club No.: 6484
Chartered: Feb. 19, 1947
District: 5170

P.O. BOX 6521 OAKLAND, CALIFORNIA 94603-0521

September 17, 2008

Hebert Guice Charter Academy
Neola Brown-Crosby, Lead Petitioner

Dear Neola Brown-Crosby:

I appreciate this opportunity to write this letter of support for the Herbert Guice Charter Academy. We, as members of the East Oakland Rotary support your concern with providing the youth in our community with a quality education.

The East Oakland Rotary Club has contributed much to the well being and betterment of East Oakland. It is a vibrant club, and will continue to enhance it's proud heritage in making East Oakland a better place to live and work..

We look forward to collaborating with the Herbert Guice Charter Academy's mission to provide the children of Oakland with a school of choice that will maintain a high standard of instruction for the youth of Oakland.

Very Truly Yours,


Gordon White
President, East Oakland Rotary

Signatures

The charter school estimates that ¹⁵² children will attend the charter school during its first year of operation. We, the undersigned parents or guardians, support the charter petition presented to the Oakland Unified School District and believe it merits consideration. **The parents or guardians listed below certify by their signatures that they are meaningfully interested in having their children or wards attend the charter school.** The Lead Petitioner, Nesla Brown-Crosby, is authorized by the below signatories to make or negotiate any amendments to the charter petition as may be required to secure the approval of the charter petition by the Oakland Unified School District.

Name of Parent/Guardian	First Name(s) of Child/Children	Address	Signature	Date	
Michele Johnson	Otha Johnson III		Michele Johnson	8/24/2008	(510) 432-2448
Regina Jones	Giana Cori White-Greer	430-50th st. Oakland, Ca. 94609	Regina Jones	9/11/2008	(510) 452-7353
Kimberly Hankins	Liberty Robinson	9711 Sunny side Oak. 94603	Kimberly Hankins	9/11/08	(510) 430-9457
Regina Jones	Giana Greer	430-50th St, 94609	Regina Jones	9/11/08	(510) 452-7353
Donna Tubor	Malay Mayfield	21 Marwin Ct 3425 Wilson Oakland, CA	Donna Tubor	9-11-08	(510) 562-4144
Allison White	Zoe White	"	Allison White	9-11-08	(510) 407-6726
" 3 family }	Epiphany White	"	"	"	"
"	Kyleigh White	"	"	"	"
Gloria Miner	Nailah Wallace	940-75th St	Gloria Miner	9-11-08	(510) 652-8314
	Ventrail Stamps			9-11-08	
Jaine Colly-Chate	Mali Chester	7868 Lockwood St OAK CA 94621	Jaine Colly-Chate	9-11-08	(510) 435-4752
Faunt L Gaudel	Raven Carlisle	3250 Morcom St	Faunt L Gaudel	9/11/08	(510) 967-2200

1751

Signatures

The charter school estimates that 52 children will attend the charter school during its first year of operation. We, the undersigned parents or guardians, support the charter petition presented to the Oakland Unified School District and believe it merits consideration. **The parents or guardians listed below certify by their signatures that they are meaningfully interested in having their children or wards attend the charter school.** The Lead Petitioner, Michele Brown-Crosby, is authorized by the below signatories to make or negotiate any amendments to the charter petition as may required to secure the approval of the charter petition by the Oakland Unified School District.

Name of Parent/Guardian	First Name(s) of Child/Children	Address	Signature	Date
Michael Ferguson	ORANDE	1547-68th Ave	<i>Michael Ferguson</i>	8/24/2008
Michael Ferguson	AJENE	1547-68th Ave.	<i>Michael Ferguson</i>	8/24/2008
Michael Ferguson	Olivia	1547-68th Ave.	<i>Michael Ferguson</i>	8/24/2008
Michele Johnson	ETHA	3161 Birmingham St.	<i>Michele Johnson</i>	8/28/2008

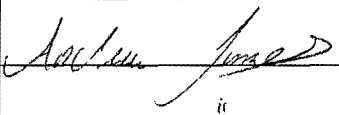
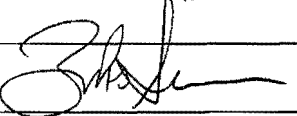
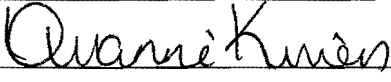
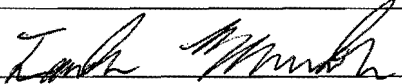
(510) 927-6573
 (510) 927-6573
 (510) 927-6573
 (510) 932-2448

141

Signatures

The charter school estimates that 152 children will attend the charter school during its first year of operation. We, the undersigned parents or guardians, support the charter petition presented to the Oakland Unified School District and believe it merits consideration. **The parents or guardians listed below certify by their signatures that they are meaningfully interested in having their children or wards attend the charter school.** The Lead Petitioner, Herbert Guice Charter Academy is authorized by the below signatories to make or negotiate any amendments to the charter petition as may required to secure the approval of the charter petition by the Oakland Unified School District.

* Neola Bean - Crosby

Name of Parent/Guardian	First Name(s) of Child/Children	Address	Signature	Date	
Andrea James	Kamont Price	6118 ^{Brann St #A} Brann St #A Oakland CA		8-29-08	(510) 261-8040
	Danyelle Cross	6118 ^{Brann St #A} Brann St #A Oakland CA	"		}
	Armon James	6118 ^{Brann St #A} Brann St #A Oakland CA	"		
	Jermian Stotts	6118 ^{Brann St #A} Brann St #A Oakland CA	"		
	Andre' Landores	10751 ^{Oakland CA} Oakland CA CAMERON RD OAK CA 94605		8-31-08	
	Morgan Ambers	" SAA "	"		"
Quanne Kirven	Mariah Senegal	1515 98 th AVE OAK, CA 94603		8-31-08	(510) 472-0450
	Maurice Senegal	1515 98 th AVE OAK, CA 94603	"		}
	ShaQuila Sams	1515 98 th AVE OAK, CA 94603	"		
Tasha McDonald	Marshawn Weily	3007-35 th AVE #4 OAKLAND, CA 94610		8-31-08	(510) 393-5287
	Leo Smith	3007-35 th AVE #4 OAKLAND, CA 94610	"		"

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Signatures

The charter school estimates that 152 children will attend the charter school during its first year of operation. We, the undersigned parents or guardians, support the charter petition presented to the Oakland Unified School District and believe it merits consideration. **The parents or guardians listed below certify by their signatures that they are meaningfully interested in having their children or wards attend the charter school.** The Lead Petitioner, Herbert Guice Charter Academy is authorized by the below signatories to make or negotiate any amendments to the charter petition as may required to secure the approval of the charter petition by the Oakland Unified School District.

* *Rhola Brown-Crosby*

Name of Parent/Guardian	First Name(s) of Child/Children	Address	Signature	Date
<i>Sean Brown</i>	<i>Elijah Brown</i>	<i>9410 MacArthur</i>	<i>Sean Brown</i>	<i>8/26/08</i>
<i>Carol Brown</i>	<i>Detavia Brown</i>	<i>1508 Haverscourt Blvd</i>	<i>Carol Brown</i>	<i>8/26/08</i>
<i>"</i>	<i>Darshawn Brown</i>	<i>1508 Haverscourt Blvd</i>	<i>Carol Brown</i>	<i>8/26/08</i>
<i>Cynthia Williams</i>	<i>Saafir Berhett</i>	<i>1814 Hawley St #8</i>	<i>Cynthia Williams</i>	<i>8/26/08</i>
<i>"</i>	<i>Shany Williams</i>	<i>"</i>	<i>"</i>	<i>"</i>
<i>"</i>	<i>Serenty Williams</i>	<i>"</i>	<i>"</i>	<i>"</i>
<i>"</i>	<i>Simon Williams</i>	<i>"</i>	<i>"</i>	<i>"</i>
<i>Tamika Thomas</i>	<i>Ke'ara Smith</i>	<i>5540 E. 174th St</i>	<i>[Signature]</i>	<i>9/13/08</i>
<i>"</i>	<i>Kedar Smith</i>	<i>"</i>	<i>[Signature]</i>	<i>9/13/08</i>

(510) 677-5211
(510) 568-0217
(510) 568-0217
(510) 430-9161
"
"
"
(510) 632-1263
"

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Signatures

The charter school estimates that 152 children will attend the charter school during its first year of operation. We, the undersigned parents or guardians, support the charter petition presented to the Oakland Unified School District and believe it merits consideration. **The parents or guardians listed below certify by their signatures that they are meaningfully interested in having their children or wards attend the charter school.** The Lead Petitioner, Nicole Brown-Crosby, is authorized by the below signatories to make or negotiate any amendments to the charter petition as may required to secure the approval of the charter petition by the Oakland Unified School District.

Name of Parent/Guardian	First Name(s) of Child/Children	Address	Signature	Date	
Pamela Hill	Nia Hill	127 Broadway St Hay 94544		9-12-08	(510) 712-8929
Yvette Nelson	Nyles Hayes	1373 - 66th Av Oak. 94621		9-12-08	(510) 247-3161
Jason Grigsby	Omara Grigsby	6601 Eastman + Oak 94621		9-12-08	(510) 430-1911
Martha Higgins	Machaiya Knowles	10757 Acalanes Oak, 94603		9-12-08	(510) 632-7607
Catherine Johnson	Maya Dixon	2029 108th Av. Oak. 94603		9-12-08	(510) 562-2080
145 Dorothy Harris	Daniel Phoenix	309 Cromer apt Oakland, CA 94603		9-12-08	(510) 316-4848
Juanita	Jylan Vega	1546 76th Av Oakland CA 94621		9-12-08	(510) 316-1613
Mary Thomas	Devoughn Lily	9618 Holly St Oakland		9/12/08	(510) 569-0171
Jeremy Williams	Jayna Williams	7275 Loma Loop Castro Valley 94552		9/13/08	(510) 813-1043
Felicia Jones	Marquise Stephens	1214 84th Ave Oak, CA 94621		9/13/08	(510) 253-7512

Signatures

The charter school estimates that 15 children will attend the charter school during its first year of operation. We, the undersigned parents or guardians, support the charter petition presented to the Oakland Unified School District and believe it merits consideration. **The parents or guardians listed below certify by their signatures that they are meaningfully interested in having their children or wards attend the charter school.** The Lead Petitioner, Yvela Brown-Crosby, is authorized by the below signatories to make or negotiate any amendments to the charter petition as may required to secure the approval of the charter petition by the Oakland Unified School District.

Name of Parent/Guardian	First Name(s) of Child/Children	Address	Signature	Date	
Felicia Green	Khyree Glover	1369 64 th Av. Oak. 94621	Felicia Green	9-11-08	(415) 240-3065
Lynette Davis	Ammarah Dommard	P.O. Box 29 Valley, CA 94590	Lynette Davis	9-11-08	
Andria Lloyd	Zoe Trotter	3523-A DAVIS ST. Oak 94601	Andria Lloyd	9-11-08	(510) 536-5665
Andria Lloyd	Taryn Trotter	3523-A DAVIS ST. Oak 94601	Andria Lloyd	9-11-08	"
Clara Snell	Keleone Snell	37 Rossmoor Ct. Oak. 94603	Clara Snell	9-11-08	(510) 798-3497
Clara Snell	Oatiska Snell	Oak. 94603	Clara Snell	9-12-08	"
Erica Pringle	Isaiah Williams	2748 OLIVER AV. Oak. 94605	Erica Pringle	9-12-08	(510) 567-9769
Lana Mathis	Melana Mathis	2701 OLIVER AV. Oak 94605	Lana Mathis	9-12-08	(510) 430-9457
Marie Pece	Shanya Mason	1815 28 th AVE #7 Oakland CA 94612	Marie Pece	9-12-08	(510) 467-5883
Cecilia Lambert	Marianna Lambert	"	Marianna Lambert	9-12-08	"
Lionel Sims	Lionel Sims, Jr.	360 Cherrywood Av. Sil., CA. 94577	Lionel Sims, Sr.	9-12-08	(510) 956-5166
Justin Sims	"	"	"	"	"

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Signatures

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Name of Parent/Guardian	First Name(s) of Child/Children	Address	Signature	Date
Lani Wilson	Imani,	2281.5 Vermont Stairway, A.	Lani Wilson	9/13/08
Lani	Allegra	"	"	"
"	Wilson	"	"	"
Sucrita Greene	Donald	6119 Majestic Ave	Sucrita Greene	9/13/2008
"	Keisha	"	"	"
"	Darnell	"	"	"
"	Belinda	"	"	"
"				

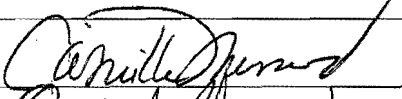

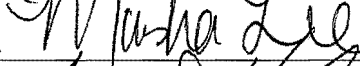

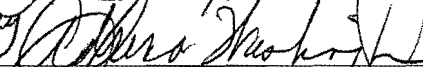

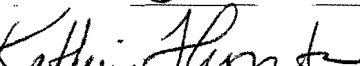
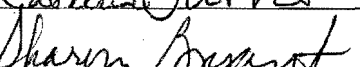

(510) 723-6735

(510) 632-1263

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Signatures

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Name of Parent/Guardian	First Name(s) of Child/Children	Address	Signature	Date	
Camilla Murray	Khalia Murray	623-Berkeley Dr Oakland CA 94603		9-11-08	(510) 562-6994
Camille Green	Kamari Bryant	2405 Liberty Ct S.F. CA 94133		9-11-08	(415) 240-3065
Mousha Lee	Dominique Crossley	1051 41st Ave Oakland CA 94612		9-11-08	(510) 689-9796
Tiegnoya Henderson	Tariq Kida	210 16th Ave #302		9-11-08	(510) 830-9343
Adriana Washington	Kate Bradley	17107 Via Del Rio San Lorenzo CA 94580		9-11-08	(510) 454-5568
Jean Smith	Solomon Smith	2477-64th Ave OAKLAND CA 94612		9-11-08	(510) 636-4606
Katherine Thornton	Collins Tiara	6601 East lawn St Oakland CA 94621		9-11-08	(510) 430-919
Sharon Bryant	Wakasha Dean	1539-53rd Ave Oakland CA 94601		9-11-08	(510) 798-1304
Tulley Cooper	James Peters	25636 Donald Ave		9-11-08	(510) 677-8686

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Signatures

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Name of Parent/Guardian	First Name(s) of Child/Children	Address	Signature	Date	
Tamasha Tillman	Zorhi Johnson	16913 Meekland Ave. Oak - 94541	<i>Tamasha Tillman</i>	9-11-08	(510) 688-1562
Caleb Sinkoh	Cloudette Oatis	2006 Iris St. #2 Oak. 94605	Cloudette Oatis	9-11-08	(510) 908-3946
Jeremie FAVOR	Josephine Dennis	2755-74th Ave #6 Oak. 94605	Jeremie FAVOR	9-11-08	(510) 875-3495
Joan Head	Shaila Head	4858-Olive St Oak Ca 94603	Joan Head	9-11-08	(510) 381-2609
Gasman Harris	Trent Harris	780-13th St #208 Oak. 94612	Gasman Harris	9-11-08	(510) 27-7352
Glenn Morgan	Joshua Morgan	1920-109th Ave 94603	Glenn R. Morgan	9-11-08	(510) 773-7266

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