

PETITION AND PROPOSED CHARTER WITHDRAWN BY LETTER TO BOARD OF EDUCATION, RECEIVED BY SECRETARY OF THE BOARD ON NOVEMBER 18, 2011.

Math, Science & Technology Bilingual Charter Academy

Charter Petition

Submitted to
Oakland Unified School District Board Members
October 26, 2011

File ID Number: 11-2952
Introduction Date: 10/26/11
Enactment Number: _____
Enactment Date: _____
By:

Contact:
Olga G. Gonzalez, Padres Unidos
(510) 798-6423

CERTIFICATION STATEMENT

Proposed Charter School Name MATH, SCIENCE & TECHNOLOGY BILINGUAL CHARTER ACADEMY

Proposed School Location (City) OAKLAND, CA

I hereby certify that the information submitted in this petition is true to the best of my knowledge and belief; that this petition has been or is being sent to the Superintendent of each of the districts from which we intend to draw students; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. This is a true statement, made under the penalties of perjury.

Signature of
Authorized Person  Date 10-26-11
(Please label the copy that has original signatures.)

Print/Type Name Olga G. Gonzalez

Address 2291 West Ave. 133rd, San Leandro, CA 94577

Daytime Phone (510) 798-6423 Fax: (510) 638-8652

This form or other similar must be signed by a duly authorized representative of the petitioner group and submitted with the petition. A petition will be considered incomplete if it is not accompanied by the Statement of Assurances or does not otherwise contain these assurances. As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this petition for a charter for MATH, SCIENCE & TECHNOLOGY BILINGUAL CHARTER ACADEMY to be located at 824 29TH AVE. OAKLAND CA, 94601 is true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.
2. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations.
3. Will be non-secular in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.
4. Will be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.
5. Will not base admission on the student's or parent's/guardian's place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.
6. Will offer at least the minimum amount of instructional time at each grade level as required by law.
7. Will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.
8. Will adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
9. Will adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, § 5; and MGL c. 89, 71 § (f) and (l).
10. Will comply with all other applicable federal and state laws and regulations.

Complete the following Roster for the Board of Directors and key administrative leaders and/or partners for the proposed school. Be sure to include titles and roles. Separate sheets may be used to ensure all relevant *contacts are provided.*

Name of School(s): MATH, SCIENCE & TECHNOLOGY BILINGUAL CHARTER ACADEMY
Name of Nonprofit Corporation: MATH, SCIENCE & TECHNOLOGY BILINGUAL CHARTER ACADEMY
Primary Contact Person: Olga G. Gonzalez
Mailing Address: 2291 West Ave 133rd, San Leandro, CA 94577
Phone: _____
(day & eve.) (510) 798 6423
Fax: (510) 638-8652 **E-mail:** victorsparrow10@yahoo.com

NONPROFIT BOARD OF DIRECTORS

Position: Social Worker (MSW)
Name: Carmen Jankowski
Mailing Address: 1215 Carlota Street, Berkley, CA
Phone: _____
(day & eve.) (510) 526-9494
Fax: _____ **Email:** _____

Position: Retired Accountant
Name: Chee Cheong
Mailing Address: 311 Oak Street #525, Oakland, CA
Phone: _____
(day & eve.) (510) 893-2005
Fax: _____

Position: Former Special Education Teacher
Name: Billie Jean Narver
Mailing Address: 1169 Santa Fe Street, Albany, CA
Phone: _____
(day & eve.) (510) 647-8840
Fax: _____ **Email:** billiethebard1@yahoo.com

NONPROFIT BOARD OF DIRECTORS continued

Position: Community Representative & Retired Preschool Teacher
Name: Teresa Ramirez
Mailing Address: 2126 34th Avenue, Oakland, CA
Phone: (day & eve.) (510) 533-4379
Fax: Email: tmramirez34@aol.com

Position: Community Representative
Name: Clementina Duron
Mailing Address: 1311 Dartmouth Street, Emeryville, CA
Phone: (day & eve.) (510) 525-7149
Fax: Email: clementina@chamulita.com

Position: Padres Unidos
Name: Olga G. Gonzalez Rocio Gonzalez
Mailing Address: 2291 West Ave. 133rd, San Leandro, CA 2726 E. 7th Street, Oakland, CA
Phone: (day & eve.)
Fax: (510) 638-8652 Email: victorsparrow10@yahoo.com Email: gonzalez.rocio91@yahoo.com

SCHOOL PERSONNEL TO BE DETERMINED

Principal Name:
Phone (day/eve):
Fax: Email:

Business (may be undetermined at time of submission)
Manager:
Phone (day/eve):
Fax: Email:

OTHER AS APPLICABLE (school management entity, partner)

Contact Person:
Title/Position:
Organization:
Phone (day/eve):

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We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to MATH, SCIENCE & TECHNOLOGY BILINGUAL CHARTER ACADEMY pursuant to Education Code Section 47605 beginning July 1, 2012 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, PADRES UNIDOS/Olga Gonzalez, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Parent Name Nombre Del Padre	Child's Name Nombre Del Nino	Signature Firma	Date Fecha	Grade Level in First Year of School Nivel de Grado en el primer ano de escuela	Address Direccion	Phone Contact Numero Telefonico
Alma Lopez	Luis F HERERA	Alma fern	10/24/11	2 Grado	5932 Hayes St OAKLAND CA	(510) 638-4094
Marelyn Valencia	Destiny M.	Marelyn Valencia	10/24/11	1 Grado	2232 Seminary	(510) 575-7586
Maria Ortiz	Evelin Chavez	Maria Ortiz	10/24/11	2 Grado	851 34 Ave Apt B	510) 566 1401
Ismad Chavez	Dolce Chavez	Ismael Chavez	10/24/11	1 Grado	851 34 Ave Apt B	510) 566 1401
Janet Rodriguez	Juan Carlos Marquez	Janet Rodriguez	10/24/11	1 Grado	57th ave ^{Oakland} CA	(166) 877-0465
Beatriz Melendez	yuletz Melendez	Beatriz	10/24/11	5 Grado	2879 E. 7th Oakland CA.	510, 472-8092
Gudelia LOPEZ	Alfredo RMTZ		10/24/11	5 Grado	10612 ACHLANS DR Oakland Ca 94603	510 636-9853

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.** (emphasis added)

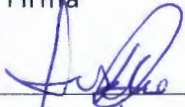
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Tsefa Cruz	Jesús D.		10/24/11	1	1088 Calroot Pl	510) 689 3672
Cristina	Anthony L.	Cristina Reyes	10/24/11	2		
Patricia	Alexis S.	Patricia S.	10/24/11	2	1088 Calroot Pl	510) 706 4510
Irma Felix	Anthony Bueno	Irma Felix	10/24/11	3	2823 E th St Oakland	510) 533 9527
Irma Felix	Isaac B	Irma Felix	10/24/11	Kinder	2823 E th St Oakland	510) 533 9527
Lazaro	Salinas	Garcia	10/24/11	3	3460 44 th St Oakland	510) 533 8357
Maria Flores	Alexander Flores	Maria Flores	10/24/11	4	1971 84 Ave Oakland	827-5200
Maria Flores	Angel Lopez	Maria Flores	10/24/11	1	1971 84 Ave Oakland	827-5200

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Evelia Ramos	Jorge Preciado	Evelia Ramos	10/27/11	4	825 Lisbon ave Oakland C.A. 94601	(510) 536-4691
Marta Hozgoz	Gabriela Vazquez	Marta Hozgoz	10-24-11	4	2829 E 10th St Oakland C.A. 94601	510-534-7271
Janet Marguez	Juan C Marguez	Janet Marguez	10-24-11	1st	1435 57th Ave Oakland CA 94621	401-877-6465
Celia Navaro	Juan Diego	Celia Navaro		2, 3, 4	2635 E. 10th St Oakland, CA	(510) 533-7939
Esperanza Contreras	Cristian Cardenas	E. Contreras	10-24-11	2nd & K	3252 Elmwood Ave. Oakland, CA 94601	(510) 484-6876
Vidal F.	Antonio	VFM	10/24/11	4 ^o	2630 E 10th St	(510) 533-0833
Emiliana Salva	Jorge S	Emiliana	10/24/11	4	3460 Lynde St Oakland	510) 533-8357
Olga Gonzalez	Daniel Huerta	Olga G.	10/24/11	3	2291 W. Ave. 133 rd	(510) 798-6423

Education Code 547605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.** (emphasis added)

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Lorena Hernandez	Jonathan Her	Lorena Hernandez	10/24/11	6	6	
Lorena Hernandez	Pamela Hernandez	Lorena Hernandez	10/24/11	6	840134 Ave OAKLAND	510 5333981
MARIA GUTIERREZ	(en la linea de arriba son 2 niños) de la misma familia.			6 1	840134 Ave OAKLAND	510 5333981
MARIA G.	DAISY G	MARIA G.	10/24/11	6 - 5	814-34 AVE OAKLAND	510/437-1795
MARIA G.	DESTINY G	MARIA G	10/24/11	1	814-34 AVE OAKLAND	437-1795
Jesus D	Angel D.	Maria Juana	10-24	2 do	7722 HILLSIDE Oakland ca, 94605	686-1652
SUSIE ACOSTA	Rosel Lopez	[Signature]	10-24-11	4	Bldg 19m Ave Oakland CA 94612	689-7748
Maria Tafoya	Kimberly	Maria Tafoya	10-24-11	5	851 34 AVE Apt A	(510) 978-3680

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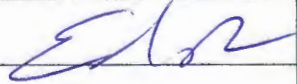
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JORGE BLARCON	SHIRLEY BLARCON		10-26-11	5 th	3430 FLEMINGWOOD AVE Oakland CA 94601	510) 434-1942
Joel Cruz Rojo	Edgar Cruz	Joel Cruz Rojo	10/24/11	3	825 Potwood AVE	(510) 866-5650
JESSICA LORENZO	Christian Lorenzo	J. Lorenzo	10/29/11	1er grado	1926 24th. ave. 94601	(510) 882-2348
ERIKA PAEZ	Hazel Patricia		10/29/11	5 th	924 29th AVE Oakland CA 94601	(510) 543-6707
Rosaura Martin	Jose Maria Pelayo	Rosaura Martin	10-27-11	5	1627 High St CA 94601 510	510 712 3602
Milagros Bolanos	Angel Bolanos	Milagros Bolanos	10/24/11	3	1730 E 20th St Oakland	510 585 1386
Milagros Bolanos	Cynthia Bolanos	Milagros Bolanos	10/24/11	5	1730 E 20th St Oakland	510-585-1386

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Julio Saca	Angel Saca	Julio E. Saca	10/24/11	4	2815 E. 7th St.	(510) 228-2556
Florentino Contreras	Vanessa Contreras	Florentino Contreras	10/24/11	4	2745 E 9th St OAKLAND CA.	(510) 502-0221
Maria Lopez	Evelyn Vazquez	Maria Lopez	10/24/11	5	2724 E 4th St OAKLAND CA.	(510) 535-1726
Alida Santos	Sergio Santos	Alida Santos	10/24/11	4	2857 E. 10 St Oakland CA	510 760 3571
Sylvia Lopez	Daniela Martinez	Sylvia Lopez	10/24/11	4	688 86th St Oakland	(510) 227-4806
Antonio Zamora	Pablo Zamora	Antonio Zamora	10/24/11	2	2705 E 10 St Oakland	(510) 535 0611
Jorge Gonzalez	Jose Manuel Pelaez	Jorge Gonzalez	10-24-11	1	1627 High St CA 94601	510 212 6209

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LUCIA CALMO	ISRAEL PABLO	Lucia Palma	10-24-11		2112 35 AVE	510 3875583
Flor M Bernal	Jimena Contreras	Flor M Bernal	10/24/11	Kindergarten	2690 74th	510 383-0087
Armando Contreras	Jimena Contreras	Armando Contreras	10/24/11	Kindergarten	2690 74th	510 395-5199
ALFREDO PABLO	ISRAEL PABLO	Alfredo Pabla	10-24-11	5th	2112 35 AVE	510 3875546
Norma V.	Esmeralda F	Norma Vardin	10/24/11	1st	2531 26 AV	510 4852891
paco Funes	Esmeralda F	paco Funes	10/24/11	1st	2531 26 AV	510 927-8372
Miguel Lopez	Evelyn Lopez	Miguel Lopez	10/24/11	Kindergarten	9710 coral rd	510 798-2709
Karen Lopez	Evelyn Lopez	Karen Lopez	10/24/11	Kindergarten	9710 coral rd	510 837-2647

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Jose' Manuel Medina	Graciela Medina	<i>Jose Manuel Medina</i>	10-24-11		2833 E. 9TH ST. Oakland Ca 94601	(510) 261-4402
Patricia de Leon	Juan pablo de Leon	<i>Patricia de Leon</i>	10-24-11	First day	2630 89th St. Oakland. ca 94601	(510) 536-0348
Veronica Peña	Atiana Peña	<i>Veronica Peña</i>	10-24-11	Kindergarten	1034 25th Oakland	842-3561
Gudelia Cruz	Amanda Sosa	<i>Amanda Sosa</i>	10/24/11	1st.	2815 E. 7th St. Oakland	(510) 866-7639
Graciela Duran	Miranda Cuevas	<i>Graciela Duran</i>	10/24/11	3rd	3300 Elmwood Ave.	(510) 638-6736
Cristina Contreras	Alejandra C.	<i>Cristina Contreras</i>	10/24/11	1st grade	2745 E 9th St Oakland OAKLAND CA	(510) 261-8221
Tarisha Brooks	C'Ilia Lee	<i>Tarisha Brooks</i>	10/24/11	1st Grade	2615 E 10th St Oakland, CA	(510) 992-9491
CHAU Ngopen	DAVID	<i>Chau</i>	10/24/11	5th	1925 6th AVE OA	(510) 835-7809

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Olga	Daniel	Olga Jimenez		6 ^{to} primer ano de escuela	2823 E10	510)5335251
Arturo	David	Arturo		3 ^H	2823 E10/nst	510)5335251
Rhannon	Mikani	Rhannon	10/24/11	1 st		(510)379-0079
Quynhan Tran	Kevin	Quynhan	10/24/11	2 nd	416 Danie Ave	(408)5935681
Dalia Arreola	Hareli	Dalia Arreola	10/25/11	2		(510)987-6028
Yanet Yanet	Ezequiel	Yanet Rodriguez		4		(510)203-5044
Zulyma	Taylor	Zulyma	10/25/11	1	2338 International	(510)730-5031
Gustavo	Taylor	Gustavo Perez	10/25/11	1	2338 INTERNATIONAL	(510)837-2949

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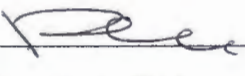
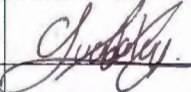
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L						
Luciana Berite	eddie Arteola	Luciana Ber.	10/24/11	4	2859 E 9 ST	5365539
Miguel Vazquez	Miguel Vazquez	Miguel A Vazquez	10/24/11	1	2724 E 7th St OAKLAND	510 525 1796
MARILU	JULIAN Y SAMB	MARILU	10/29/11	4 y 3	7825 ALDER ST	230-6705
Phuong Chau	Christy Vong		10/25/11	3	2036 25 Ave Oakland CA	(510) 928-8255
Lorena Bibiano	vanessa	Lorena Bibiano	10/24/11	3	1945 26 TH AVE Apt 106	510 472535
Maria Madrigal	Itzania Huzar		10/25/11	4	1530 40th av Oakland ca. 94601	(510) 206 4295
Maria Carmona	Angel Carmona	Maria C.	10/25/11	9	821 34 ave oakland	510) 534-0792

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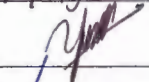
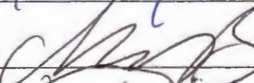
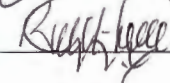
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Maria Tapoza	Leslie	Maria Tapoza		4	851 34 AVE Apat. A	(510) 978-3680
Angelica Tapoza	AXEL	Angelica Tapoza		5	851 34 AVE Apat. A	(510) 434-4347
Yolanda Navar	Rosa			4	1222 39th. A	(510) 499-4483
Laura Leon	moises H.	Laura Leon	10/24/11	1	1437 46th AVE Oakland	510-227-4690
Marisa Bravo	Jeshua Ande		10/24/11	K	7958 ^{Oakland} Mankin Blvd.	510.774 6187
Rubi Mayo	Alejandro		10-24-11	6	1945 26 Ave Apt 106	510) 472-4359
Lorena Bibiano	GOEVANY	Lorena Bibiano	10-21/11	7	1945 26 AVE APT 106	510 272-15-35

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Maria Madrigal	Axel Horzar		10/24/11	1	1530 40th av. Oakland Ca. 94601	(510) 206 4295
Maria Salto	Cesar	Maria Salto			2517 Ellth st Oakland Cal 94601	510) 436-4035
Rosario	Ashley	Rosario Cardenas		1	2932 Ellth APT 101 OAKLAND CA 94601	(510) 387-6440
Isaac Gonzalez	Kali Gonzalez		10/24/11	2	2291 W. Ave. 133 rd	(510) 798-6423
Isaac Gonzalez	Liliana Gonzalez		10/24/11	K	2291 W. Ave. 133 rd	" "
Laura Leon	Juan Sebastian		10-24/11	4	1437 46th Ave Oakland	510-227-4690

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Martina B	Marta L R.					
Ana Zamora	Alejandra Za	Ana Alejandra	10-24-11	4	2705 E10 St Oakland	(510) 535 0621
Hernan Beuas	Maynor			2		
Maribel Chavez	Maribel Hernandez			1		
Roxana Lara	Irene J. Pineda			1		
Anabel Gonzalez	Alexandre Perez	Anabel Gonzalez	10/24/11	2	1544 38th AVE. #E, 94601	(510) 712-7391
Martha Farias	Beatriz Farias	Martha Farias	10/24/11	3	2636 E10 th st oakland CA 94601	510 533 0832
Olga Gonzalez	Manuel Herta	Olga Gf.	10/24/11	6	2291 W. Ave 133rd	(510) 798-6423

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Veronica Mora	Stephany Estrada	Veronica Mora	10-24-11	6 ^o	821 Portwood av. Oakland	(510) 421-1825
Josquin De Ande	Szuk De Ande	Josquin De Ande	10-24-11	5 th	2749-E 9 th ST OAKLAND	(510) 536-5723
Erica Ahumada	Alexis Cervantes	E. Ahumada	10-24	3 rd	1224 Via Nube San Lorenzo	510 331-8110
Erica Ahumada	Andres Cervantes	E. Ahumada	10-24	3 rd	1224 Via Nube San Lorenzo	510-331-8110
Rocio A. Simptin	Michelle D. Tosubira	Rocio A. Simptin	10-24	1	2559 E 9 th St Oakland	510-575-2755
Gerardo Rubio	JORDAN RUBIO	Gerardo Rubio	10-24-11	Kindergarten	1620 Fruitvale Ave. #1	(510) 501-7329
Guadalupe Clave	Valeriu Clave	Guadalupe Clave	10-24	1 st	2932 Chaparral St	510-907-0222

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Miguel Ramos	Miguel R	Miguel Ramos	10/24/11	5	2832 Chambrus St	(510) 436-5167
Yesenia Jimenez	Jair	Yesenia Jimenez	10/25/11	4	1516 - 35th AV.	510-566-1060
Maria Ramos	Jessica Ramos	Maria Ramos	10-25-11	4	4025 E16th St.	(510) 847-6752
Ashley Ramos	Ashley Ramos	Karen Ramos	10-25-11	5	4025 E16th St.	(510) 719-7309
Alejandro Guzman	Alejandro Guzman		10-25-11			
Patricia Guzman	Alejandro Guzman	Patricia Ramos	10-25-11	5 th	4025 E16th St.	(510) 915-2752
Benjamin Santana	Maria Santana	Maria Santana	10-25-11	1 st	4025 E16th St.	(510) 967-9694

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Maria Arrizon	Angel Duenas	Maria Arrizon	10-24-11	2	Oak. 94605 7722 Hillside st	(510) 686-1652
Maria E. Novales	Alis Novales Valle	Maria E. Novales	10-24-11	5	7635 Spence St Oakland CA 94618	(510) 8-47-56-68
Karina Najera	Vida Mendozu	Karina Najera	10-24-11	1	1951 69th ave Oakland, CA 94621	510-779-7805
Karina Najera	Gema Cavdenas	Karina Najera	10-24-11	6	1951 69th ave Oakland, CA 94621	510-779-7805
Sandra Elvira	Diego Elvira	Sandra Elvira	10-24-11	3	1717 35th ave Oakland CA 94601	510 434 6443
Sandra Elvira	Abigail Martinez	Sandra Elvira	10-24-11	1st	1717 35th ave Oakland CA 94601	510.434.6443
Alma D. Chavez	Ramon Chavez	Alma D. Chavez	10-24-11	5th	2029 Mifche II St. OAKLAND CA 94601	(510) 436-0285

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Noemi Murtiz	David Anguiano	Noemi Murtiz	10-24/11	4 th	2872 E 9 th St. Oakland	(510)436-7586
MARIA DEL TORO	Deniz ARROYO	MARIA DEL TORO	10-24/11	2	3423 Salisbury St	(510)24-34-0758
Jose ARROYO	Giovanni ARROYO	JOSE ARROYO	10-24-11	3	3423 Salisbury St	(510)712-34-89
Silvia ARROYO	Yaquele Castellano	Silvia ARROYO	10-24/11	6	3423 Salisbury St	(510)712-48-62
Beatriz Martinez	Edgar Cruz	Beatriz Martinez	10-24/11	3	825 Potwoo AVE.	(510)536-5074
Dolores NUNO	Brian Nung	Dolores NUNO	10/24/11	2	934 39th ave	510)532-7639
Rocio Gonzalez	Daniel Gonzalez	Rocio Gonzalez	10/24/11	5	2226 E 7 th St	(510)773-1674

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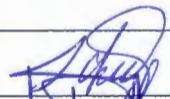
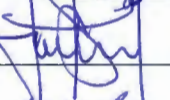
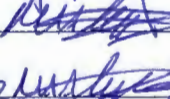
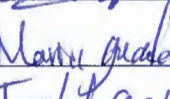
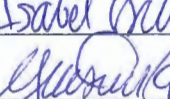
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Maria Arana	Keana Solano		10/24/11	1 ^{er} grado	1014 92 ave	(510) 692-1836
Javier Lazo	Christian Lazo		10/24/11	2 ^o grade	1426 24th Ave. Oakland	(510) 485-8839
Maria A Gonzalez	Emily Gonzalez		10/24/11	2 grado	1091 Calcal Pl apt 105	(510) 734-6031
Maria A Gonzalez	Andrea Gonzalez		10/24/11	Kindergarten	1091 Calcal Pl apt 105	(510) 734-6031
Maria G Ortega	Alejandra Garcia	Maria Guadalupe Ortega	10/24/11	4 grade	838 36TH AVE	(510) 816-0602
Isabel Orillana	Karina O	Isabel Orillana	10/24/11	4 ^o grado	2524 E10 TH ST	510) 536-3087
Yesenia Garcia	GABRIELA V DANIELA V		10/24/11	5 ^o grade	2524 E10 TH ST	510) 6893895

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Julio Viguierias	Julio Viguierias		10-25-11	2	2531 E 11th St	(510) 927-7865
Julio Viguierias	Jesus Viguierias		10-25-11	1	2531 E 11th St	927-7865
SOCORRO BARRAGUIN	Miguel Peña		10-21-11	2	1590-35th Ave	532-0610
GRASELDA	ASHLEY CARRENO		10-21-11	2	826 LISBON AVE	4366342
JOSE CARRENO	VALERIE CARRENO	Jose Carreño	10-21-11	4	826 LISBON AVE	4366342
Olga A. López	Alberto López	Olga A. López	10-21-11	2	149 Kerwin Ave.	639-7834
Ramon Chávez	Ramon Chávez	Ramon Chávez	10/21/11	5 th	2029 Mitchell St. OAK 94601	(510) 436-0285

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Guadalupe clavel	Xitlali Tejeda	Guadalupe clavel	10/29/11	6 ^o	2932 Chapman.	510 4364931
Alma clavel	Kevin Garcia	Alma clavel	10/24/11	4 ^o	2932 Chapman. oakland, ca., 94601	510 4364931
Alejandra Macias	Fabian Rodriguez	Alejandra Macias	10/24/11	2 ^o	3218 Elmwood AVE Apt B Oakland, ca., 94601	(510) 485-4909 229-6800
Oscar Rodriguez	Elissa Rodriguez	Oscar Rodriguez	10/24/11	5 ^o	3218 Elmwood AVE Apt B	(510) 229-6800
Leon Ward	Variah Ward	Thomas Ward	10/24/11	3	1516 27th St. AVE.	510 636 9261
Rocio N Gonzalez	Isabel Gonzalez	Rocio N Gonzalez	10/24/11	K	2226 E 7th St	(510) 773 1674
Patricia de Leon	Cassandra de Leon	Patricia de Leon		4 ^o	2650 E 9th St. Oakland. ca 94601	(510) 536-0343

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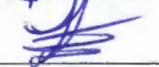
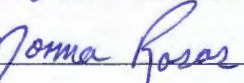

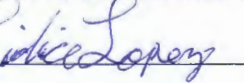
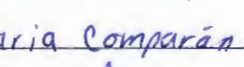

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Yolanda Alvarado	Joshua Gonzalez		10-24-11	2 nd	2956 E 7 th Oakland CA 94601	510-485-8534
Juan Gonzalez	Joshua Gonzalez		10-24-11	2 nd	2956 E 7 th St Oakland CA 94601	510-485-8534
Norma Rosas	Antonio Rosas		10-24-11	5 nd	2832 Chapman St Oakland cal. 94601	(510) 536-1250
Araceli Rosas	Miguel Rosas		10-24-11	4 th	2832 Chapman St Oakland cal 94601	(510) 436 51 67
Lidice Lopez	Carlos Rodriguez		10/24/11	K	1010 San Leandro St Oakland Ca 94601	(510) 532-9471
Maria Comparan	Berardo moreno		10/24/11	2 nd	4112 E 17th Oakland CA 94601	(510) 355-7898
Humberto Gonzalez	Daniel Gonzalez		10/24/11	5 th	724 E 7th St	(510) 773- 1111 0944

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Octavio Ramirez	Exzjael Ramirez	Octavio Ramirez	10/24/11	4 Grade	2811 E 9th ST OAKLAND, CA	(510) 830-3819
DELIA LOPEZ	Carlos Navarro	Delia Lopez	10/24/11	1 Year	2748 E 10th ST OAKLAND, CA	(510) 532-3919
John Pineda	Irene Pineda	John Pineda	10/24/11	2 Grade	2217 E 21st ST OAKLAND C.A	(510) 575-5149
Griselda Sepulveda	Jennifer Cruz	Griselda S	10/24/11	2 Grade	825 PORTWOOD AVE	(510) 866-9444
ROGELIO CRUZ	Miriam Cruz	ROGELIO CRUZ	10/24/11	4 Grado	825 PORTWOOD AVE	(510) 967-2559
Esther Aguilar	Cindy Aguilar	Esther Aguilar	10/24/11	1 grado	823 Lisbon Ave	510-534-2139
Victoria Rodriguez	Romeo Garcia	Victoria Rodriguez	10/24/11	1 grado	6301 Hilltop St	510 706-2692

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Elidia Arroyo	DAISI Rodriguez	Elidia Arroyo	10-24-11	2	1428 24 AVE	510 534-6385
Ignacio Rodriguez	Alejandra R.	Ignacio R.	10-24-11	6	1428 24 AVE	510 379-0455
Blanca Torres	Angel Torres	Blanca Torres	10-24-11	3	2823 E 10 ST	510-927-1036
Juan Torres	Omar Torres	Juan Torres	10-24-11	K	2823 E 10 ST	510-927-10-36
Alicia Valdivia	Rachelle Becerra		10-24-11	3	1153 SE Seminary AV	510-472-16-29
Paula Franco	victor	Paula Franco	10-24-11	2	836-34th ave	510 927-7532
Heustaquio	Cassandra	Heustaquio ^{nder} Heustaquio	10-24-11	3	836-34th ave	(510) 750 6781

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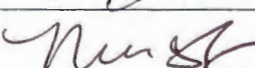
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CONSTANTINO MARTINEZ	DANIEL A. MARTINEZ		10/28/11	1	510 767 16th ST. OAKLAND CA 94612	(510) 451-1715
Garcia Angie	Emely J. Santos Garcia		10/24/11	2	900 34th 8 Oakland C.A. 94601	(23) 424-9799
Maria Elena Gomez	Sophia Gomez		10/24/11	2nd	1021 Santa Ines Ct.	(510) 303-0076
Neha Salinas	Marco Ovalle Jr.		10/25/11	4th	2539 Humboldt Ave Oakland 94601	485 3884
Favola Mariscal	Yozelin Mariscal Alan Mariscal	Jarola Y.	10/24/11	4th grado 1ro grado	851 34 ave. Apt A Oakland CA 94601	(510) 931-1278
Jose Arroyo	Giouan Arroyo	Jose Arroyo	10/24/11	3	3423 Salisbury St Oakland CA 94601	510 712 3429
Jose Arroyo	Denize Arroyo	Jose Arroyo	10/24/11	2	3423 Salisbury St Oakland CA 94601	710 712 3429

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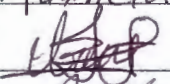
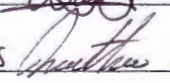
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Patricia Ransford	Michelle Loza	Patricia Ransford	10-26-11	3	1745 70 Ave Oakland	510 9277212
Irene Jimenez	Luis A Gomez		10/26/11	3 rd	1417 52nd Ave Oakland	(510) 306-6716
Martha Elias	Jonathan Elias		10/26/11	3	2716 E 9th St Oakland	(510) 5334836
Yohana Victor	Antonio R.	Yohana Victor	10/26/11	2	3240 e 9 st oakland	(510) 534-7234
Marisela Acosta	Angela Del Rio	Marisela Acosta	10-26-2011	5	6208 Fortune way Oakland	(510) 875-4144
Claron Cano	Julian Del Rio	Claron Cano	10-26-11	2	6208 Fortune way Oakland	(510) 875-4144
MARTHA ARREOLA	WALTER S	Martha Arreola	10/26/11	2 ^o	2065 AUSTIN ST.	(510) 4677980

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Yodira Moreno	Fidel Moreno	Yodira M	10/26/11	K	3222 Elmwood ave oakland CA	(510) 261-8493
Gabriela	ENRIQUE LOPEZ	Gabriela Horiea	10/25/11	3	2851 E 9 St	510) 472 1276
Iseia Cruz	Jesus D.	Juseh	10/29/11	4/	1088 Carrot Ca	510) 689-3672
Gilberto Gonzalez	Gisselle Gonzalez	Gilberto Gonzalez	10/26/11	4	2743 E. 11th St Oakland CA	(510) 219-8808
Gilberto Gonzalez	Gilberto Gonzalez Jr.	Gilberto Gonzalez	10/26/11	3	2743 E. 11th St Oakland CA	(510) 219-8808
Gilberto Gonzalez	Josselyne Gonzalez	Gilberto Gonzalez	10/26/11	K.	2743 E. 11th St Oakland CA	94601 (510) 219-6848
Berenice Cruz	Karen Cruz	Berenice Cruz	10/26/11	4	1305 1st International BL oakland	(510) 434-0829

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Yadira Moreno	Briana M	Yadira Moreno	10/25/11			
				5	3222 Elmwood Ave Oakland CA	(510) 261-8493
Maria Rodriguez	Eileen Sanchez Daisy Sanchez	Elvia Rodriguez	10/25/11	5/3	2425 Humboldt Ave Oakland CA 94601	(510) 827-8586
Elvia Rodriguez	Bryan V.	Elvia Rodriguez	10/25/11	5/3	1235 E 15th St	(510) 695-8323
Gabriela Herrera	Luis Angel	Gabriela	10/25/11	6	9851 E 9th St	(510) 472-1276
Olga Benitez	Jose Padilla			5	7343 Weld St ⁹⁴⁶²¹ OAKLAND CA	(510) 830-9652
Analy Benitez	Daniela Benitez			5	7343 Weld St OAKLAND CA	(510) 712-7207
Elva Morales	Dana Diaz	Elva Morales	10-26-11	5	902 34th Ave Apt B	(510) 534-5416

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JESUS (Grandpa)	ANDRES	[Signature]		300	2715 E. 10TH ST.	(510) 261-7020
ERIC (Mother)	ALEXIS	[Signature]		300	2715 E. 10TH S.	(510) 261-7020
Maria Santana	Rebecca Santana	Maria Santana	10-25	2	4025 E 16th St.	(510) 967-9694
RENE SANDOVAL	ANGEL I. SANDOVAL	Rene Sandoval	10/25/11	3	3300 ELMWOOD AVE. OAKLAND, CA 94601	(510) 567-8586
Maria Elena Segura	Antonio Aguilar	Maria Elena Segura	10-25-11	3	2733 E 10th St Oakland CA 94601	(510) 533-7320
Maria Baltierra	Fatima Rodriguez	Maria Baltierra	10-25	3	400 36th ave	(510) 535063
Maria Baltierra	Mario Rodriguez	Maria Baltierra	10-25	5	Oakland Cal 94601	

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Maria Ramos	Jessica Ramos	Maria Ramos				
Maria Ramos	Jessica Ramos	Maria Ramos	10-25-11	4th	4025 E 16th St.	(510) 847-6752
Jose Carmona	christian.c.	Jose C.	10-25-11	4th	921-34 ave Oakland	534-0799
María Castillo	Gisselle c.	Maria Castillo	10-25-11	2	824 34 ave oakland	(510) 978-5057
MAGNOLIA TOSCANO	NOMAR R. SANDOVAL	Magnolia Incaut	10/25/11	5TH	3300 ELMWOOD AVE. OAKLAND, CA 94601	(510) 567-8556
Teresa Dueñas	Alfredo Dueñas	Teresa Dueñas	10-25-11	3rd	3300 Elmwood Ave Oakland, Ca 94601	(510) 567-8556
Teresa Dueñas	Diana Dueñas	Teresa Dueñas	10-25-11	2nd	3300 Elmwood Ave Oakland, Ca 94601	(510) 567-8556
Alba Castillo	Yahaira Hernandez	Alba Castillo		3rd	2721 E 10th St. 94601	533-8872

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.** (emphasis added)

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: MATH, SCIENCE & TECHNOLOGY BILINGUAL CHARTER ACADEMY

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Arlete Franco	Jose A. Franco	Arlete Franco	10/25/11	4	2502 E. 10th St. Oakland CA 94601	510 224-8220
Arlete Franco	Cuauhtemoc Franco	Arlete Franco	10/25/11	2	2502 E 10th St. Oakland, CA 94601	510 224-8220
Yanina Vazquez	Yahaira Suarez	Yanina Vazquez	10/25/11	1	1309 84th Ave Oakland CA 94602	510 520-9859
Erica Rivas	Ashby Rivas	Erica Rivas	10/25/11	3	1529 37th Ave Oakland CA 94601	510-866-7782
Roman Rivas	Jesus Lopez	R Rivas	10/25/11	5	1905 E 19 St Oakland 94606	927-1203 510-866-7782
Roman Rivas	Emely Lopez	R Rivas	10/25/11	4	1905 E 19 St Oakland CA 94606	510-927-1203
Maria Neria	Maryana Cobos	Maria Neria	10/25/11	3	2739 Ea th st Oakland Ca 94601	510 434 9108

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Maria E. Rivas	Elizabeth	Maria E. Rivas	10/26/11	5	1236 30th Ave	(510) 706-8191
Maria Tavera	Nataly Tavera	Maria Tavera	10-26-11	4		
Magda Ortega	Vicente Ortega	Magda Ortega	10-26-11	6 th	1343 64th Ave Oakland, CA 94621	(510) 430-1525
Luom Tran	Lean Tran	Luom Tran	10-26-11	5 th	1941-35th 35th Ave OAK	510 532 8786
Bertha Varela	Humberto Varela	Bertha Varela	10/26/11	4 th	2829 E 9th St Oakland CA	510 455 7254
Nelmi Muriz	Amy Anguiano	Nelmi Muriz	10-26-11	K	2872 E 9th St Oakland	436-7586
Ibis Vidal	Valeria Posas	Ibis Vidal	10-26-11	K	2720 E 9th St. Oakland	(510) 773-1528

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Maria Amador	JOSHUA Arias	Maria Amador	10/26/11	3rd grade	914, 35 Ave	510) 689-8319
Jonathan	Ariel	[Signature]	10/26/11	3rd grade	2932 Shampman	510) 685-3550
Maria Tavera	Melany J. Postida	Maria Tavera L.	10-26-11	6th grade	1829 6 Ave	(510) 9437817
Maria Tavera	Nataly S. Postida	Maria Tavera L.	10-26-11	4th grade	1829 6 Ave	(510) 9437817
Regina Padilla	Oscar S. Padilla	Regina Padilla	10-26-11	1st grade	2714 E 9th St Oak 94601	(510) 388-9042
Regina Padilla	Eva J. Rivas Padilla	Regina Padilla	10-26-11	4th grade	2714 E 9th St Oak-94601	(510) 388-9042
Guadalupe Covel	Xitlali Tejeda	Guadalupe Covel	10/26/11	5th	2932 Shampman St 94601	(510) 436-4931

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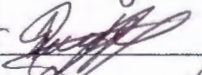
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Angelica Tafolla	Jose Victor Jr.					
Angelica Tafolla	Jose Victor Tafolla Jr. <small>Tafolla</small>	Angelica Tafolla	10/26/11	Kindergarten	851 34 ^{ave} Apt. A. <small>Oakland CA.</small>	(510) 434-4347
Rolando Andres	Reinaldo Andres		10/26/11	6		(510) 978-22-78
Adriana Davalos	Jirmena Rodriguez	Adriana Davalos	10/26/11	K	2802 E 9 th St. Oakland	(510) 715-5165
Adriana Davalos	Diego Rodriguez	Adriana Davalos	10/26/11	K	2802 E 9 th St. Oakland	(510) 715-5165

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OUR VISION: As a PreK through 8th grade school, **MATH, SCIENCE, & TECHNOLOGY BILINGUAL ACADEMY** envisions providing an enriching bilingual learning experience for all students with a special emphasis on math and science and with technology. This educational program will prepare students to be fluent bilingual and biliterate when they graduate; demonstrate intellectual curiosity that inspires a lifelong love of learning; act with compassion, respecting diverse beliefs and cultures; and contribute to society out of a sincere desire to be of service.

OUR MISSION: The mission of **MATH, SCIENCE, & TECHNOLOGY BILINGUAL ACADEMY** is to educate all our students in academic excellence in an environment that nurtures their moral character, and prepares them to become contributing members in a world of diverse languages and cultures.

OUR CORE BELIEFS:

- *Success is possible for all children
- *A commitment on the part of all stakeholders to foster academic excellence in students, whereby they become confident, creative, and compassionate learners
- *Academic excellence in science, math and technology is imperative to the future success of the students.
- *Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic society both at home and abroad.
- *Being bilingual is an invaluable asset in the world today.
- *Challenge all students to become passionate about learning and develop a life-long love of learning.
- *The classrooms offer a challenging and rigorous core curriculum that engages the learners.
- * Children will become responsible citizens in our community and contributing members of an ever-changing world.
- *A positive and academically focused school climate is essential.
- *The safe, familial learning environment is based on encouragement, cooperation, mutual respect, and responsibility.
- *The faculty is passionate about teaching, has shared goals, is committed to educational reform and the use of best practices, and is accountable for student outcomes.
- *Strong instructional and school leadership is key.
- *Parental involvement in child's education is required.
- *All successful elements of school practice are transparent so that these efforts can be duplicated in other settings.

THE FOUR CORNERSTONES of the **MATH, SCIENCE, & TECHNOLOGY BILINGUAL ACADEMY** are essential in order to provide successful student outcomes.

Expectations: The principal focus is to deliver rigorous core academics using best practices in order to meet the needs of all the students. Teachers will ensure that all students master core content, and also know how to apply their knowledge to new problems. High expectations for students will be coupled with attention to the skills needed to meet those expectations and to ongoing assessments that will inform instruction.

Academic Excellence - Our standards based curriculum and instruction for the core subjects of mathematics, science, Spanish and English language arts, social studies, the arts, physical education, and the interweaving of technology throughout, set the framework for the content of what is taught, while allowing our skilled teachers to customize the delivery of the content to meet the needs of their students. Language and literacy will be emphasized throughout the curriculum with explicit scaffolding strategies. Student teamwork is valued and will be emphasized throughout the curriculum.

Personalized Learning - The key to personalization in learning is assessing the academic, social, emotional, and behavioral needs of each student and using that information to deliver and adjust each child's learning. Early and direct intervention with ongoing support is key to addressing the needs of individual children in order to promote their personal and academic success.

21st Century Skills - The core academic content standards will be incorporated into project learning experiences that explore the students' world and can demonstrate 21st century skills such as critical thinking, problem solving, creativity, teamwork, communication, technology, and self-direction. These projects allow the students to identify a community service need, investigate issues, research and evaluate possible solutions, develop and implement a plan of action and assess their results. Students are challenged to use what they have learned to solve real-world problems.

(A) The Educational Program

The **MATH & SCIENCE BILINGUAL ACADEMY** (hereafter referred to as **MSTBA**) will offer a preschool through eighth grade setting with two classrooms per grade level except for preschool, which will offer one am and one pm program. A bilingual maintenance program will be used whereby students will graduate with the ability to speak, read and write fluently in English and Spanish. At each grade level one classroom will be for dominant Spanish speakers while the other class is for dominant English speakers. Language emphasis will follow this structure in the classroom: Preschool – 90% dominant language with 10% second language instruction; Kindergarten – 80% and 20%; 1st – 70% and 30%; 2nd – 60% and 40%; 3rd through 5th – 50- 50; and grades 6 through 8 - 60% English and 40% Spanish. Year One will include the addition of grade 6 and an official preschool, Year Two 7th grade, and 8th grade in Year Three.

Bilingual Component: The work of the National Literacy Panel for Language Minority Children and Youth document the superiority of bilingual education. That study reported: *research indicates that instructional programs work when they provide opportunities for students to develop proficiency in their first language. Studies that compare bilingual instruction with English only instruction demonstrate that language –minority students instructed in their native language as well as in English perform better, on average, on measures of English reading proficiency than language minority students instructed only in English.* Furthermore, native language literacy classes improve students' writing and higher-order language skills in their first language. Cummins, a central researcher in the field, shows that skills such as literacy developed in a first language will transfer to English. Bilingual programs serve to maintain such languages in an "additive" context, where a new language is added without the first being lost. (See Appendix 1 for bilingual research citations.)

Identification and Reclassification of English Learners

- Home Language Survey
- The School will administer the home language survey upon a student's initial enrollment in the School.
- CELDT Testing
- All children who indicate that their home language is other than English will be given the California English Language Development Test (CELDT) within 30 days of enrollment⁵ to evaluate their listening, speaking, reading and writing abilities in English. This test will be given at least annually between July 1 and October 31 until the student is re-designated as fluent English proficient. The School will notify all parents of its responsibility for CELDT testing and of CELDT results within 30 days of receiving test results from the publisher. The CEDLT shall be used to fulfill the requirements under the No Child Left Behind Act for English proficiency testing.

English Learner Reclassification

MSTBA will utilize multiple criteria in determining whether to reclassify a pupil as proficient in English, including but not limited to all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CEDLT.
- Staff determination that the student is able to access the curricular materials in English at or above the levels of native English-speaking peers
- School and teacher evaluations/assessments of whether the student has mastered grade-level standards.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure.

Academic Intervention for English Learners

- ELLs who do not make the minimum expected growth of one level per year on the CELDT will be referred to the SST process. Language development will be tracked and monitored using the ADEPT assessment tool.

MSTBA will provide a meaningful, academically challenging curriculum that incorporates higher order thinking and is grounded in sound theory and best practices associated with an enriched, not remedial, instructional model. **MSTBA** will provide a strong foundation in core academic disciplines with an emphasis in Science and Math. Other daily subjects include Reading/Language Arts and Social Studies. Physical education and the arts are a part of the extended day curriculum (3 – 5 pm for grades 1 through 5 and 3 – 6 pm for grades 6 through 8). Across the content areas instructional strategies will engage students in meaningful, in-depth learning. New learning will be embedded in meaningful context with links to prior knowledge.

PRE-SCHOOL: Based on the philosophy that success breeds success and that early childhood programs build a foundation for school success (see "*Occupy the Classroom*", **The New York Times**, October 19, 2011, p. A25), **MSTBA** enhances each child's readiness to learn and

prepares children for elementary school Our preschool program also builds confidence and self-reliance, while developing important social skills.

Our current volunteer program for preschool students is structured around a continuum of new knowledge, skills, and behavioral expectations that provide many opportunities for the children to grow personally as well as academically.

K: The full day kindergarten program will provide the students with a continuing foundation for future success with a standards-based curriculum that builds sound reading, writing, math and problem-solving skills and nurtures the children's innate love of learning and curiosity about the world. Language and social development is promoted through interactions with people, stories, dictations, songs, poetry, and drama. By end of K students can carry on a conversation speaking clearly and naturally, read at grade level or above, write well-formed letters, understand basic use of the capital letter and the period, master grade level or above math and science skills and concepts, and get along socially with their peers. During kindergarten, the children also become comfortable in a more structured classroom setting.

Grades 1 – 5: The academic curriculum for the core subjects, i.e., mathematics, science, English/Spanish language arts, social studies, physical education and the arts, will be rigorous and challenging and meet or exceed state and national standards. Each teacher will have a curriculum binder for all core subjects, including pacing guides for each marking period. The curriculum sets the framework for the content being taught, but it is the skilled teachers who customize their lessons and the subject matter to meet the needs of their students. They look for opportunities to enrich the curriculum with opportunities for complex thinking, especially when students need more challenge, or additional instruction. The principal will closely observe and monitor every classroom to support the teachers and ensure that the content is being delivered effectively.

Math: Students will use adaptive technology to help them acquire math skills that are essential for understanding math concepts as outlined by the core standards. The children will work on the Scholastic Math Programs, Fast Math and Fraction Nation. They will use Dell tablets to continuously assess themselves as they learn and practice math concepts and skills. Students will also learn the use of the abacus, which promotes a deeper understanding of place value and number sense.

Science: Students will continue to use the Foss Science Program that provides hands-on activities as they master the grade level science standards. The students will participate in science projects in partnership with organizations that can help the children become aware of their environment. All students will participate in field trips that will help students in their comprehension of the science standards. Scaffolding strategies such as bridging, modeling, text representation, contextualization, schema building, etc. will be implemented in order to provide equal access to our English language learners as they learn academic English through science. We will have science walkabouts, where the children and the parents will visit classrooms and respond to the students' work. This activity will create community and show the students and the parents what science learning is going on in the classroom.

Technology is a tool that enhances learning that goes on both in and out of the classroom. Technology is integrated in the curriculum across grade levels in a developmentally appropriate way. In K – 2 students begin by learning basic computer skills such as word processing and keyboarding, as well as various programs such as Imagine Learning. Another program, Google Earth, can enhance the study of neighborhoods in second grade. By third grade, students are learning to use digital devices for research, writing, organizing ideas, and working on collaborative, long-term projects.

Language Arts: The students will become proficient, bilingual readers, writers, and oral communicators. **MSTBA** will use guided reading for differentiating instruction and to ensure that students can read for fluency and comprehension. Enriched literature materials, such as Junior Great Books, will promote students' abilities to think independently, develop critical thinking skills and creative abilities, and ask and answer interpretative questions. Students will have access to the Accelerated Reader Program, which provides comprehension quizzes. We will provide daily DEAR time. There will be a coordinated writing program from pre-school to the eighth grade. Writer's Workshop will be used to focus on writing and grammar skills. Students will be provided with many opportunities to practice editing and revisions. Teachers will integrate process writing throughout the curriculum. Editing and revising techniques such as Writer's Workshop, journal writing, self reflection, and Author's Chair will be utilized to prepare our students as they write for different audiences and purposes. These practices will help our students become creative and expository writers as well as help them in their vocabulary development and spelling skills. Grammar and mechanics, handwriting, printing and cursive, plus an array of writing activities, including journals, essay and report writing, presentations and demonstrations, problem solving and group learning will help students to comprehend the material as they use the scaffolding technique of text representation. Anchor papers at all grade levels will serve as demonstrations of successful writing strategies. As part of oral language development, all students will learn songs, poetry, and chants that they can present at assemblies. Older students will give oral presentation as a part of their research reports.

Social Studies: In addition to addressing the social science standards, **MSTBA** will put an emphasis on the learning projects that promote 21st century skills. The project learning experiences will connect the school to the larger community. Collaborative projects help students gain broader knowledge of math and science related issues, and participate in peer teams whereby they work together to achieve a common goal. First through third graders will work on projects within their classrooms on topics such as investigating life science systems, animal welfare, and mathematical problem solving. Fourth through eighth graders will use a variety of technology tools to research their topic. Fourth graders might research healthy food choices and create a vegetable garden on campus, 5th graders disaster relief issues, 6th graders might design a perfect learning environment, and 7th graders might look at technological literacy in the community, while 8th graders examine various community environmental issues or organizing an Earth Day assembly. These projects give students insight into social and civic issues. As they progress through each grade, students are able to apply what they have learned to new projects, and develop a deeper understanding of the way in which different aspects of our communities and the world are connected.

On March 31st, **MSBA** will hold an annual Day of Service in honor of the birthday of César Chávez. On this day the entire school including students, teachers, and staff, will work with local organizations such as the neighborhood Animal Shelter, the Food Bank, and others so that students can contribute to and enrich the community in which they live.

Grades 6 – 8: The rigorous curriculum focuses on health, ecology and physical sciences, math, economics, geography, and advanced study in literature and composition with an emphasis on expository writing. Research, study skills, and time management are also emphasized.

Extended program: Specialists teach students in an extended program with grades 1 – 5 in a 3 to 5 pm schedule and an additional hour for students in grades 6 -8.

- Computers (will also serve as prep period for teachers during regular school hours)
- Arts and crafts
- Drama
- Music
- Baile folklórico (dance)
- Library
- Chess
- Student council and public speaking
- Physical education (Physical fitness goes hand-in-hand with intellectual development, The objectives of our physical education program are many: to enhance self-esteem, improve awareness of the importance of physical fitness and nutrition, teach and refine each student's motor skills, and develop sports skills, sportsmanship and teamwork.)

Beginning Year Two a summer program will be provided for grades 1 and up.

(B) Measurable pupil outcomes

*Students graduating from **MSTBA** will be academically and socially prepared to be successful at the high school of their choice and contribute to that community.

*Students will be at or above grade level with respect to the curriculum state standards as well as the Core Curriculum Standards.

*Students will be fluent bilingual and biliterate.

*Students will demonstrate their knowledge in a variety of ways.

*Students will demonstrate their ability to interact socially in a positive manner with their peers and adults.

(C) Method for measuring outcomes

*Use of systematic, ongoing assessment and monitoring of student progress to inform instruction. Assessments will ensure that all students are making appropriate and consistent progress towards mastery in all subjects.

*Pursuant to California Education Code Section 47605(c), **MSTBA** will conduct state pupil assessments, including the STAR (California Standards Test), the California English Language Development Test (CELDT), and any other assessments as mandated by law (e.g., California Fitness Exam). **MSTBA** is subject to all state (API) and federal (AYP) assessment and accountability requirements. Children with disabilities under the Individuals with Disabilities Improvement Act or Section 504 are included in State standardized testing and will be afforded the appropriate accommodations/modifications. The results of these state assessments will be an indicator of overall school wide performance, class performance, grade-level performance, and subgroup performance. CST data, along with ongoing online and other assessments, provides important information that teachers can use to document, monitor, and personalize each child's academic program, serve as a diagnostic tool as well as provide a window into the overall effectiveness of instruction.

*State standards must have measurable outcomes, daily and weekly objectives, against which the students are regularly assessed. **MSTBA** will work with other charter schools interested in creating these objectives during the summer and then sequence those objectives into a year-long plan. This sequenced plan listing all the measurable objectives in every subject area will be what drives the School's assessments.

*Teachers assess students at the start of the year to ascertain beginning, developing and proficient levels of learning. Students self-evaluate periodically. Middle school students take part in their own conferences with parents and teachers.

In order to assess how well students have mastered content, teachers use multiple forms of assessments, such as formal tests and quizzes, as well as evaluation of class work, homework, oral and written presentations, performances, and student self-reflection. In the key areas of mathematics and reading, online assessment programs continually check each child's progress and provide essential information to the teacher. Teachers use this data to monitor academic strengths and needs, and to further customize future instruction for each child. We communicate academic progress through report cards using assessment data, conferences with parents and students, and progress reports, as well as informal communication tools such as email and telephone consultations on an as-needed basis.

Specifically for English learners, students will gain one ELL level per year until reclassification as English language fluent using the English Proficiency Test and CELDT Criterion. Special education students will meet the annual goals articulated in the student's Individualized Education Plan (IEP) Tri and Annual Reviews.

*Criterion referenced assessments will be used to monitor whether children are mastering grade level standards, and to identify standards to focus on in the classroom. These assessments are

also disaggregated to identify trends, find specific areas of instructional strength and weakness, and to ensure children are making progress towards grade-level proficiency against state standards. Formative assessments will be used not just to inform instruction but also to track and monitor student growth and learning. All children in grades K-3 will be assessed in reading and math using proven assessments like the mCLASS Reading 3D and Math assessments. Children in grades 4-8 will be assessed using assessments like Scholastic's SRI and Vantage Learning's ARDTP. These assessments both monitor growth and track performance against grade-level standards. All are aligned with Common Core standards and produce reports that can provide percentile growth and progress against standards. **MSTBA** is already committed and using computer-integrated assessments so all the data collected can be summarized, disaggregated, and queried. Teachers will give these assessments to children at least 3 times per year. Because the assessments are individualized to children's performance levels, teachers can have children assessed as frequently as needed to closely monitor growth. Assessment data will be used both to support the development and monitoring of individualized plans. These assessments both inform instruction and ensure that the school is moving all children towards mastery of grade-level standards.

All assessment data will be available to all stakeholders of **MSTBA** in a comprehensive format. The Principal will meet with teachers individually every six weeks to review performance and benchmark data of all children in their classrooms in order to identify students who are not making adequate progress. The early-intervention team, which is composed of the classroom teacher, the principal, the counselor, the nurse, the special education resource teacher, and the parents, will develop different strategies or actions to improve student outcomes.

(D) Governance Structure

MSTBA shall be operated as a California Nonprofit Public Benefit Corporation in accordance with Education Code Section 47604. **MSTBA** will operate autonomously from the Authorizer, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the Authorizer and the School. Pursuant to California Education Code Section 47604(c), the Authorizer shall not be liable for the debts or obligations of **MSTBA**, or for claims arising from the performance of acts, errors, or omissions by **MSTBA**, if the Authorizer has complied with all oversight responsibilities required by law.

MSTBA shall be governed by a corporate Board of Directors who shall be selected, serve, and govern the School in accordance with their adopted corporate bylaws, which shall be maintained to align with the terms of this charter and applicable law. **MSTBA Inc.**, a California nonprofit public benefit corporation, will serve as the sole statutory member of **MSTBA** and will be responsible for, among other things, appointing the Board of Directors of **MSTBA** as outlined in the **MSTBA** bylaws.

In accordance with Education Code Section 47604(b), the Authorizer may appoint a representative to serve on **MSTBA** Board of Directors.

The Board of Directors will be responsible for the operation and fiscal affairs of the School, including but not limited to: approval of the annual budget, calendar, salary schedules, major fundraising events, and grant writing; negotiation and approval of an MOU or other contracts with the Authorizer; approval of bylaws, resolutions, and policies and procedures of school operation; approval of all changes to the charter to be submitted to the Authorizer as necessary in accordance with applicable law; long-term strategic planning for the School; participation as necessary in dispute resolution with the Authorizer; monitoring overall student performance; filling the position of Principal, as necessary and evaluating the Principal; monitoring the performance of the School and taking necessary action to ensure that the School remains true to its mission, charter, and applicable laws; monitoring the fiscal solvency of the School; participation in the School's independent fiscal audit, including the resolution of any audit findings; participation in the School's performance report to the Authorizer; participation as necessary in student expulsion matters; increasing public awareness of the School; and fundraising efforts; the Board of Directors may initiate and carry out any program or activity that is not in conflict with or inconsistent with its charter, governance documents, and any applicable law and which is not in conflict with the purposes for which charter schools are established.

Board meetings: the Board of Directors will meet regularly to review and act on its responsibilities. All meetings of the Board of Directors shall be held in accordance with the Brown Act. The Board of Directors shall adopt a conflicts code which shall comply with the Political Reform Act, Government Code Section 87100, and applicable conflict restrictions required by the Corporations Code and any conflicts statutes or regulations that may be adopted in the future as applicable to the School. The corporation will have an approved conflict of interest policy on file at the County, and all members will file Form 700 annually. The Board of Directors meetings will be headed by the Chairman of the Board, who will be elected annually by the Board of Directors.

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 or contractor of the School any of those duties with the exception of employment of the Executive Director, approval of Board policies, approval of the budget or budget revisions. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will be in writing and 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 present Board members.

The Board of Directors will hire an Administrator/Principal for the school who will be responsible for administering a school in all of the aspects of its day-to-day operations, working with the Board of Directors, the Authorizer, children, parents, and community members. The Executive Director will be the administrative and instructional leader of **MSTBA**. The Executive Director will report directly to the Board of Directors, and s/he is responsible for the orderly operation of the School and the supervision of all employees in that school. The Executive Director's duties shall include, but are not limited to, the following: understand, promote and support the mission, vision and guiding principles of **MSTBA**. Ensure that all school staff understand, promote and support the mission, vision and guiding principles of **MSTBA**; develop

and monitor the school program; communicate school-wide instructional practices and pedagogical approach to staff, parents, children and the community; coordinate the use of standardized tests and other assessments; develop the school's annual performance report and SARC; will actively participate in school and classroom-based research and evaluation activities focused on improving practice; lead annual, quarterly and ongoing reviews of student achievement data for continual school improvement; ensure continual curricular review and acquisition of relevant materials, using student achievement data analysis to drive decision-making; develop and administer the budget as approved by the Board of Directors in accordance with generally accepted accounting principles; present at a minimum quarterly financial reports to the Board of Directors; draft the school budget for Board approval. Monitor the budget and provide regular reporting to the Board of Directors. Assure that necessary equipment and supplies are available to support the school's program and enhance the school's physical plant; stay in direct contact with the Authorizer to assist the Authorizer in its oversight duties; stay up-to-date on school laws and regulations; ensure ongoing professional development, prioritization and evaluation of program effectiveness; act as a resource to all staff in the development and implementation of the school's programs; through an established supervision process and daily informal observation, acquire thorough understanding of individual styles and strengths of all the teaching and administrative staff of the school; continually work to help all teaching staff reach instructional goals and improve their performance; provide opportunities and encouragement for staff to grow professionally; facilitate the work of staff in groups. Assist all staff in providing improved learning environments for children; provide overall supervision of student teachers, interns, and other unpaid classroom and school volunteers at the school; coordinate programs and procedures; involve parents and the larger community; when there is a vacancy in the teaching staff, seek out and interview qualified applicants. Ensure compliance with all regulations regarding teachers' credentials; develop a sense of community while respecting and responding appropriately to the strengths and needs of staff. Be available to staff on a consistent daily basis to help address their individual and collective needs; actively seek parent, student and staff input and involvement in key decisions that affect the school; attempt to know every student attending the school and uphold high expectations for children and teaching staff. Provide appropriate discipline and encouragement for children when necessary. Provide a meaningful and efficient system for maintaining necessary student records; attend IEP meetings as required by law; be available to parents on a regular basis. Keep parents informed of and involved in policy changes at the school; plan and conduct interesting and informative parent meetings; establish and maintain communication with the school's internal and external community; the above duties may be delegated as approved by the Board of Directors to another employee of MSTBA or to an appropriate third party provider as allowed by applicable laws.

E) Employee qualifications

All employees will have a shared vision of goals, priorities and expectations for all students. Teacher will have the capacity to address EL needs, including experience, qualifications, and knowledge of culture. For that reason there is an emphasis on finding teachers who have an understanding of bilingual theory, methodology, and second language development. Faculty will be committed to and engaged in professional development both as an individual and as part of a team. Teachers will build a culture of teacher inquiry and will be committed to participate in various staff developments. Teachers will be responsible to have diverse assessments for

students and figure out how to move a student to higher levels of achievement and performance. Teachers develop plans to differentiate teaching and support for children based on where they are and where they need to be.

The school counselor provides support and information to students, parents and faculty concerning the unique needs of children. The school counselor will assist the students with the process of applying to secondary schools.

In accordance with Charter School health and safety policies, described below, all employees shall be fingerprinted and background-checked and receive background clearance and tuberculosis clearance prior to commencing employment with **MSTBA**.

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

(F) Health and safety procedures

A school handbook will articulate the disciplinary guidelines that will ensure the safety and well-being of the community. The Student and Family Handbook provides a framework to help ensure that the school's mission of academic excellence and character growth is the focus with the support and collaboration of all community members. Successful student-centered education requires an environment of mutual respect and cooperation, an orderly campus, and behavior that complements its academic program and personal character development. The school community hopes to promote an awareness of human dignity and an understanding of socially appropriate and acceptable behavior.

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

Medication in School: **MSTBA** will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing, Scoliosis: Children will be screened for vision, hearing and scoliosis in accordance with Education Code Section 49450, *et seq.*, as applicable to the grade levels served by **MSTBA**.

Drug Free/Alcohol Free/Smoke Free Environment: **MSTBA** shall function as a drug, alcohol and tobacco free workplace.

Facility Safety: **MSTBA** shall utilize facilities that are compliant with the Americans with Disabilities Act and will meet the building requirements described in Education Code 47610-47610.5. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Sexual Harassment Policies and Procedures: **MSTBA** is committed to providing schools that are 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. **MSTBA** will adopt the Authorizer's comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at **MSTBA** (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 **MSTBA's** sexual harassment policy, included in the Employee Handbook.

(G) Means to achieve racial and ethnic balance

As required by law, the School will conduct outreach to attract a student body reflective of Oakland's general population. This will include outreach to preschool programs, parent groups, churches, neighborhood groups, community organizations, and youth service organizations. All materials will be translated into multiple languages, and materials will be posted at various community public spaces.

(H) Admissions requirements

MSTBA is a free public school open to all residents of the State of California. The School does not discriminate on the basis of race, religion, gender, national origin or disability of the students and the parents or guardians.

Any student who expresses his/her intent to enroll by signing the **MSTBA** Commitment to Excellence Form, and has his/ her parent or guardian sign this Commitment, is invited to attend **MSTBA**. This form specifies that the student, parents, and teachers will all have the desire, discipline and dedication to do everything in their power to support student education. It also includes an agreement regarding the use of a school uniform and as well as specified monthly parent participation hours.

The formal recruitment of incoming students will begin in January of each calendar year for the following school year. Interested families are able to meet with the **MSTBA** staff and review the expectations of the school.

If the number of applicants to **MSTBA** exceeds capacity, a public random drawing selection process for admission will be used, with first preference given to siblings and students previously attending school in the Fruitvale Area, and second preference given to students who reside in the District. After filling all seats, a waiting pool will be established in the event that space becomes available. If seats remain, applications will be accepted on an on-going basis and seats will be filled on a first-come first-served basis. This procedure also will be followed to fill vacant seats in grades six, seven, and eight should seats become available.

(I) ANNUAL INDEPENDENT FINANCIAL AUDITS

MSTBA's Board of Directors shall form an Audit Committee, a majority of whose members shall be independent members of the Board. That Audit Committee shall annually oversee the selection of an independent auditor who has experience in education finance, and the completion of an annual audit of **MSTBA's** financial books and records. This audit will be conducted in accordance with the applicable Generally Accepted Accounting Principles and the Audit Guide for Charter Schools, and will verify the accuracy of **MSTBA's** financial statements (including its Balance Sheet, Income Statement and Cash Flow Statement), attendance and enrollment accounting practices, and review internal controls.

To the extent required by federal law, the scope of this audit will be expanded to include any relevant items or processes identified by the Office of Management and Budget. **MSTBA** school office will provide the internal controls policy, the full general ledger accounting system, and any reports requested to be provided by the client to the auditors. The school will also make available the receivable and disbursement files.

The annual audit will be completed and submitted to the **MSTBA** School Board of Directors in time for the Board to submit the audit to the OUSD Charter School liaison by December 8 each year, and to other entities as required by law (i.e. Alameda County Office of Education, Office of the State Controller, and the California Department of Education) by December 15 of each year. All financial reports will be submitted to the OUSD Charter School liaison one week prior to the statutory deadline to facilitate district review and timely submission to the Alameda County Office of Education and the California Department of Education.

MSTBA will complete the required reports specified in Guideline 5, Additional Requirement 4 of the District's charter school policy, including the preliminary and reconciled Budget J21 0 reports. These reports are listed in the Additional Requirements section of this application. The Audit Committee will review any audit exceptions or deficiencies and report recommendations to the school's full Board as to how these have been, or will be, resolved. The Board will act upon these recommendations, and report its actions to Oakland Unified School District. Any disagreement by the District concerning the resolution of audit exceptions or deficiencies shall be referred to the dispute resolution process described in Element 14, herein.

MSTBA and the Oakland Unified School District will jointly develop any other evaluation criteria that the District requests in connection with these annual reports. In addition, Oakland Unified School District and **MSTBA** will jointly coordinate an annual site visitation procedure to enable the District to independently confirm the school's performance and compliance with the terms of its charter.

(J) Suspension and expulsion policies

MSTBA believes that one of the major functions of education is the preparation of youth for responsible citizenship. The school shall foster a learning environment that reinforces self-discipline and the acceptance of personal responsibility. In addition, **MSTBA** shall work with students and families to provide a safe school environment that provides students with the opportunity to have a quality education. To that end, the Board of Directors has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction. Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

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

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

The Board supports a zero tolerance approach to serious offenses. This approach makes the removal of potentially dangerous students from the classroom a top priority. It ensures fair and equal treatment of all students and requires that all offenders be punished to the fullest extent allowed by law. Staff shall immediately report to the Principal or designee any incidence of offenses specified in law, Board policy and administrative regulation as cause for suspension or expulsion.

The principal shall notify staff, students and parents/guardians about the zero tolerance policy at **MSTBA** and the consequences which may result from student offenses. The Principal shall ensure strict enforcement of this policy.

Student Due Process: The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Principal or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law. (Education Code 48911, 48915, 48915.5)

On-Campus Suspension Program: The Board recognizes that students who are suspended from school often have no supervision or guidance during the school hours when they are off campus and may fall behind in the coursework. The Board believes that, in many cases, it would be better to manage the student's behavior by keeping the student at school and providing him/her with supervision that is separated from the regular classroom.

The Principal or designee will assist each school principal in establishing a supervised in-house suspension program which meets the requirements of law for suspended students who pose no imminent danger or threat at school and for whom an expulsion action has not been initiated.

The principal will examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

Required Parental Attendance: The Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise.

Whenever a student is removed from a class because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid staff authority, the teacher of the class from which the student was removed may provide that the student's parent/guardian attend a portion of a school day in that class. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code 48900.1)

The Board encourages teachers, before requiring parental attendance, to make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher also may inform the parent/guardian about available resources and parent education opportunities. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior.

The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student. (Education Code 48900.1)

Parental attendance may be requested on the day the student returns to class or within one week thereafter. The principal or designee shall contact any parents/guardians who do not respond to the request to attend school. The Board recognizes that parental compliance with this policy may be delayed, modified or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get release time from work. Regulations and school-site rules for student discipline shall include procedures for implementing parental attendance requirements.

Decision not to Enforce Expulsion Order:

OPTION 1: In cases where expulsion is mandatory pursuant to Education Code 48915(c), the enforcement of an expulsion order shall not be suspended by the Board. In all other cases of expulsion, the order for expulsion may be suspended by the Board, on case-by-case basis, pursuant to the requirements of law.

OPTION 2: On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law.

(K) Employee Benefits

Staff at **MSTBA** will participate in the federal social security systems, or other reciprocal systems, in place of (PERS) Public Employees Retirement System. Teachers will participate in (STRS) State Teachers Retirement System. **MSTBA** will make appropriate arrangements with the County Office of Education to ensure proper STRS reporting in accordance with Education

Code Section 47611.3. The County Office shall cooperate as necessary to forward any required payroll deductions and related data to the appropriate agencies in exchange for its actual costs for providing the service. The school's Governing Board retains the option of review of all retirement systems to make adjustments that will, within the limits of the law, provide teachers and staff with viable and competitive retirement options. This clause is intended to support teacher and staff recruitment and retention. The board will ensure that payroll deductions and related data are forwarded to the proper agencies.

(L) Attendance Alternatives

Pupils who opt not to attend **MSTBA** may attend other district schools or pursue an inter-district transfer in accordance with the Oakland Unified School District's existing enrollment and transfer policies. The parents or guardians of each pupil enrolled in **MSTBA** shall be informed that the pupils has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency.

(M) Description of Employee Rights

MSTBA is the exclusive public school employer of the employees at the school for the purpose of Section 3540.1 of the title 1 of the Government Code. **MSTBA** is an independent employer, and is declared the legal arm for collective bargaining purposes. **MSTBA** hires all school staff. All employees are given annual contracts and are considered employees of the school. No District employees are required to work at the school, unless the District and school enter into agreement to support special needs pupils. Any District employee interested in working at **MSTBA** can apply in the same way as non-district applicants, and if hired, enter into a contractual agreement with the school, which has the authority to hire and terminate the position, in accordance with the agreement executed between the school and employee.

Employees of **MSTBA**, that were formally employees of OUSD, are not eligible to carry over rights and privileges, acquired during OUSD employment, to **MSTBA**. There are no reciprocal employment rights or privileges between the two institutions. **MSTBA** employees who were previously employees of OUSD only have those benefits afforded to any other employee in their collective bargaining unit or employment status who leaves OUSD for employment with any private employer.

(N) Dispute Resolution Process

The intent of dispute resolution process is to:

- 1) resolve disputes within the school pursuant to the school's policies
- 2) minimize the oversight burden on the district
- 3) ensure a fair and timely resolution to disputes
- 4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

Disputes Arising from disagreement: The staff and Governing Board members of **MSTBA** agree to attempt to resolve all disputes between the District and **MSTBA** regarding this charter

pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process. Any controversy or claim arising out of or relating to the charter agreement between the District and **MSTBA**, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received

- a. if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery;
- b. if by facsimile, upon electronic confirmation of receipt; or
- c. if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School, c/o School Principal:

MSTBA

To Coordinator, Office of Charter Schools:

Office of Charter Schools

Oakland Unified School District

1025 Second Avenue, Room 206

Oakland, California 94606

2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received:

- a. If personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery;

- b. if by facsimile upon electronic confirmation of receipt; or

- c. if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties

shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association (AAA). Mediation proceedings must be administered in accordance with the mediation rules or guidelines of the AAA. If no agreement on a mediator is reached within 30 days after a request to mediate, the AAA shall select the mediator.

4) If the mediation is not successful, the parties agree to settle the controversy, claim or dispute by arbitration conducted by a single arbitrator in accordance with the guidelines of the AAA. If no agreement on an arbitrator is reached within 30 days after a request to mediate, the AAA shall select the arbitrator. The arbitrator must be an active member of the California State Bar or a retired judge of the state or federal judiciary of California. Each party shall bear its own costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. Each party shall bear its own costs and expenses.

5) Any party who fails or refuses to submit to arbitration shall bear all costs and expenses incurred by the other party in compelling arbitration of any controversy, claim, or dispute.

Disputes Arising from within the School: Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Governing Board members of the school, shall be resolved pursuant to policies and processes developed by the school. OUSD shall not intervene in any such internal disputes without the consent of the schools governing board of directors and shall refer any complaints regarding such disputes to the governing board or designee for resolution pursuant to the school's policies. The district agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the governing board of the school has requested OUSD to intervene in the dispute.

Parent/Community/Staff Complaints Concerning School Personnel: Disputes arising within **MSTBA** and pertaining to disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Governing Board members of the school, shall be resolved pursuant to the following procedures:

Complaint Forms are available in the Secretary's office.

Procedures

Step 1: Filing a Complaint

Complete the complaint form and submit it to the appropriate party:

- If the complaint is against a staff member, parent/volunteer, or partner organization the complainant will file the Parent/Community Complaint Form and submit it to the Principal.
- If the complaint is against the Principal, the complainant will file the Parent/Community Complaint Form to the **MSTBA** Board of Directors. The President of the Board will designate a board member as the Board Ombudsperson. If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, a staff member may help him/her to file the complaint.

Step 2: Mediation

Within three (3) days of receiving the complaint, the Principal or Board Ombudsperson may

informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the Principal or Board Ombudsperson shall make all arrangements for the process. Before initiating the mediation of the discrimination complaint, the Principal or Board Ombudsperson shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the problem within the parameters of the law, the Principal or Board Ombudsperson shall proceed with his/her investigation of the complaint. The use of mediation shall not extend the school's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The Principal or Board Ombudsperson shall hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant to repeat the complaint orally. The complainant and the Principal or Board Ombudsperson shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses.

Step 4: School Response

Within sixty (60) days of receiving the complaint, the Principal or Board Ombudsperson shall prepare and send to the complainant a written report of the their investigation and decision, as described in Step #5 below. The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the Principal or Board Ombudsperson's decision is final. If the Board hears the complaint, the Principal or Board Ombudsperson shall send the Board's decision to the complainant within 60 days of the school initially receiving the complaint or within the time period that has been specified in a written agreement with the complainant. The district will ensure that the complainants are protected from retaliation and that the identity of a complainant alleging unfairness or bias will remain confidential as appropriate.

Step 5: Final Written Decision

The report of the district's decision shall be written in English and in the language of the complainant whenever feasible or required by law. If it is not feasible to write this report in the complainant's primary language, the district shall arrange a meeting at which a community member will interpret it for the complainant.

This report shall include:

- the findings and disposition of the complaint, including corrective actions, if any.
- the rationale for the above disposition.
- notice of the complainant's right to appeal the decision to the California Department of Education, and procedures to be followed for initiating such an appeal.
- a detailed statement of all specific issues that were brought up during the investigation and the extent to which these issues were resolved.

If an employee is disciplined as a result of the complaint, this report shall simply state that effective action was taken and that the employee was informed of school expectations. The report shall not give any further information as to the nature of the disciplinary action.

The Principal or Board Ombudsperson shall maintain a record of each complaint as required for compliance with the California Code of Regulations, Title 5, Section 4632.

Appeal Process: Appeals to the California Department of Education. If dissatisfied with the school's decision, the complainant may appeal in writing to the California Department of Education within 15 days of receiving the school's decision. For good cause, the Principal or Board Ombudsperson may grant an extension for filing appeals.

(O) Labor Relations

MSTBA is deemed the exclusive public school employer of the employees of the charter school for the purposes of the Education Employment Relations Act (EERA).

(P) Charter School Term Renewal, Amendment, and Closure

Term of the Charter: The term of this Charter will be five years, commencing July 1, 2012 and ending June 30, 2017.

Charter Renewal

Pursuant to OUSD Governing Board Administrative Regulations AR 0420.4 **MSTBA** must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire.

Charter Maintenance: **MSTBA** agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization: **MSTBA** is subject to District oversight. The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of **MSTBA**. The District is authorized to revoke this charter for, among other reasons, the failure of **MSTBA** to meet generally accepted accounting principles or procedures. Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit the School's books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the charter;
- Internal controls, both financial and operational in nature;
- The accuracy, recording and/or reporting of school financial information;
- The school's debt structure;
- Governance policies, procedures and history;
- The recording and reporting of attendance data;
- The school's enrollment process, suspension and expulsion procedures, and parent involvement practices;
- Compliance with safety plans and procedures; and
- Compliance with applicable grant requirements.

MSTBA shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days notice to **MSTBA**. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice. In addition, if an allegation of waste, fraud or abuse related to **MSTBA** operations is received by the District, the School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools.

Closure Protocol: Closure of **MSTBA** will be documented by official action of the Governing Board. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. The Governing Board will promptly notify parents and students of **MSTBA**, the District, the Alameda County Office of Education, **MSTBA**'s SELPA, the retirement systems in which **MSTBA**'s employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of **MSTBA** of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close **MSTBA**. The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, **MSTBA** will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All records of **MSTBA** shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, **MSTBA** shall work with the County Office of Education to determine a suitable alternative location for storage. All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, **MSTBA** will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by **MSTBA** and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to **MSTBA**. The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of **MSTBA**, all school assets, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending **MSTBA**, remain the sole property of **MSTBA** and shall be distributed in

accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another California public educational entity. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, **MSTBA** shall remain solely responsible for all liabilities arising from the operation of the School. As **MSTBA** is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of **MSTBA**, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies. As specified by the Budget in Appendix B, **MSTBA** will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Revocation: The District may revoke the charter of **MSTBA** if the School commits a breach of any terms of its charter. Further, the District may revoke the charter if **MSTBA** commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992.

Furthermore, the District may revoke the charter of **MSTBA** on any of the following grounds: **MSTBA** committed a material violation of any of the conditions, standards, or procedures set forth in the charter;

MSTBA failed to meet or pursue any of the pupil outcomes identified in the charter;

MSTBA failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement;

MSTBA violated any provisions of the law;

Prior to revocation, and in accordance with California Education Code section 47607(d), the District will notify **MSTBA** in writing of the specific violation, and give **MSTBA** a reasonable opportunity to cure the violation, unless the District determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Notwithstanding the immediately preceding language, revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

ADDITIONAL REQUIREMENTS:

Budgets and cash flow projections: At full enrollment, the School will be able to sustain itself on state and federal per-pupil funds, without the need for additional grant monies.

Sources of Funds: The vast majority of funds for the School's operations come from the State of California and local in lieu of property taxes, in the form of a per-student standard allocation (Revenue Limit Per Average Daily Attendance, or "ADA"). The School will also receive additional monies ("categorical funds") for special populations and specific programs.

Uses of Funds: Annually, most of the School's funds will go toward personnel and facilities (including rent or debt service, utilities and maintenance). The School 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 as needed. See Appendices for the School's start up and three-year budget. This is based upon the best data available to the petitioners at the date of submission.

Direct Funding: The School will receive funding pursuant to Education Code Section 47630 et seq. and will opt to receive its funding directly from the state pursuant to Education Code Section 47651. Any funds due to the School that flow through OUSD shall be forwarded to the School in a timely fashion. During the term of this charter petition, the School and OUSD will negotiate in good faith to develop a Memorandum of Understanding that establishes the specific financial and service relationship between the two parties.

Financial Reporting: By July 1 of each calendar year, the School will provide a draft budget for the following school year to OUSD, including its estimate for enrollment and its Average Daily Attendance assumptions. The School shall comply with all other financial reports required by Education Code Section 47604.33, including submitting the first interim by December 15, 2nd interim by March 15, unaudited actuals by September 15, and final audit by December 15. The School will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from OUSD and other authorized reporting agencies.

Insurance: The School shall acquire, maintain and finance general liability, workers compensation, and other necessary insurance for the School of the types and in the amounts required for an enterprise of similar purpose and circumstance. The School shall provide evidence of the above insurance coverage to OUSD no later than sixty days prior to operation or an earlier agreed upon date by OUSD and the School.

Administrative Services: The School will contract with an outside vendor for any "back office" services that the school staffs are unable to perform (e.g. state reporting). The School will be responsible for all of its own personnel salary and benefit plans, provisions and costs. In the event that any administrative services are to be provided by OUSD, the specifics will be agreed to in a Memorandum of Understanding between the School and the District.

Facilities: The School is requesting under SB 39 use of Lazear Elementary School at 824 29th Avenue if it closes. It will employ the entire site. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms at the facility to ensure that they are maintained.

Independent Fiscal Audit: An annual independent fiscal audit of the books and records of the School will be conducted as required under the Schools Act, Education Code Sections 47605.6(b)(5)(I) and 47605.6(m). The books and records of the School 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 Schools as published in the State Controllers Guide. The Treasurer of the Board of the School will select an independent auditor and will be responsible for overseeing the independent audit. The auditor will have, at a minimum, a CPA and educational institution audit experience

and be 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 annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to OUSD Superintendent, the State Controller, and to the CDE by the 15th of December of each year. The Board of Directors will review any audit exceptions or deficiencies and develop a plan to resolve them. The School will submit a report to the OUSD proposing how the exceptions and deficiencies have been or will be resolved to the satisfaction of OUSD along with an anticipated timeline for the same. Any disputes between the OUSD and the School regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process as outlined in this charter. The independent fiscal audit of the School is a public record to be provided to the public upon request.

Potential Impact on Authorizer: *MSTBA* is to be operated by a California nonprofit public benefit corporation. This corporation will be organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d. Pursuant to Education Code Section 47604(c), an entity that grants a charter to a School operated by or as a nonprofit public benefit corporation shall not be liable for the debts or obligations of the School or for claims arising from the performance of acts, errors or omissions by the School if the authority has complied with all oversight responsibilities required by law. The School shall work diligently to assist the County in meeting any and all oversight obligations under the law, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of the School. Further, the School and County shall enter into a memorandum of understanding, wherein the School shall indemnify the County for the actions of the School under this charter. The corporate bylaws of the Corporation provide for indemnification of the School's Board, officers, agents, and employees, and the School will purchase general liability insurance and Board Members and Officer's insurance to secure against financial risks. As stated above, insurance amounts are determined by recommendation and the School's insurance company for schools of similar size, location, and student population. OUSD shall be named an additional insured on the general liability insurance of the School. The School shall be responsible for all supplies and equipment that it purchased and, in the event of loss by fire, disaster, or theft, the OUSD 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 School shall hold the County harmless from any such losses. The School has instituted appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for children, and dispute resolution. In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to OUSD will apply each year of the term of this charter;

1. September 15 – Final Unaudited Financial Report for Prior Year
2. December 15 – First Interim Financial Report for Current Year
3. March 15 – Second Interim Financial Report for Current Year
4. July 1 – Preliminary Budget for Subsequent Year

Description of community to be served/Founders

Padres Unidos, the Founders, and Lazear parents are all one and the same. Given that the District is closing Lazear Elementary School, Padres Unidos has been given no other option than to petition for a charter school. All families will be engaged in a meaningful way at **MSBA**. Parents and faculty are partners in a collaborative process aimed at providing an enriching educational experience. Active involvement of parents and guardians with their sons and daughters is an essential component of our educational partnership. The School will provide multiple opportunities for parents to participate and required monthly service hours will be described in the student and family handbook.

APPENDIX 1: Bilingual References

Bilingual Education Is A Human and Civil Right - Volume 17 No. 2 - Winter 2002/2003 - Rethinking Schools Online

Supreme Court of the United States (June 25, 2009). "Horne, Superintendent, Arizona Publick Instruction v. Flores et al." (PDF). Washington D.C.: Supreme Court of the United States. Retrieved June 27, 2009.

(see Krashen, 2002; August & Hakuta, 1997; Crawford, 2000; Cummins, 2000)

Collier, Virginia P. (Fall 1995). "Acquiring a Second Language for School". *Directions in Language & Education - National Clearinghouse for Bilingual Education* **1** (4). Retrieved 2008-03-13. "To assure cognitive and academic success in a second language, a student's first language system, oral and written, must be developed to a high cognitive level at least through the elementary-school years."

National Center for Research on Cultural Diversity and Second Language Learning (03 1999). "Two-Way Bilingual Education Programs in Practice: A National and Local Perspective". *Center for Applied Linguistics*. Retrieved 2008-03-14. "Two-way programs provide both sets of students with ample exposure to the two languages, allowing them to progress academically in both languages and gain an appreciation of another culture."

"Sheltered Instruction: Doing It Right" by Aída Walqui-van Lier

APPENDIX 2: Three Year Budgets and Cash Flow

<u>Description of Expenditures</u>	<u>Year One</u>
Teacher Salaries (Includes 15 classroom teachers +Tech teacher + .8 FTE, Special Ed)	\$614,400
Admin	80,000
Teachers Substitutes	15,000
STRS Certificated	60,146
Medicare Certificated	8,772
Health & Welfare Certificated	131,331
ST Unemploy Ins Certificated	5,227
Workers Comp Certificated	38,128
Other Benefits Certificated	460
Personnel Classified (office 1FTE, counselor 1FTE/nurse .2FTE/bilingual library clerk 1FTE/lunch & yard supervisors/community liason)	165,800
SocSec,Med, ALTSS Classified	7,800
Medicare Classified	2,360
Health & Welfare Classified	60,088
St Unemploy Ins Classified	1,032
Workers Comp Classified	7,600
Pers Reduction Classified	3,290
Other Benefits Classified	9,625
Books	30,000
Foss Materials	20,000
Curriculum Supplies/Materials	30,000
Office Supplies	5,000

<u>Description of Expenditures</u>	<u>Year One</u>
Field Trips/Admission Fees/Buses	15,000
Technology Lab Rental + Classroom Equipment	20,000
Equip Maintenance Agreement	5,000
Rentals (Non-Capital Leases)	15,000
Utilities:	
Disposal Services	7,000
Recycling	1,500
Gas-Heating Electricity	35,000
Water/Sewage	14,000
Work Order Services	15,000
Licensing Agreements	13,000
Curricular Areas Consultants	50,000
Staff Development	100,000
Extended Day Program Consultants (12)	150,000
Contract with Firm for Bookkeeping	20,000
Reserve Fund	118,549
TOTAL:	\$1,875,108

Description of Income

Year One: Based on 300 students

General Education

K-3 180 students x 5,077

974,784

4-6 120 students x 5,153

556,524

Categorical Block Grants

150,000

EIA 200 students x 319

63,800

Lottery 300 students x \$150

45,000

Fed Title One/Limited English P
200 students x \$425

85,000

TOTAL

\$1,875,108

<u>Description of Expenditures</u>	<u>Year Two</u>
Teacher Salaries (Includes 17 classroom teachers +Tech teacher + .8 FTE Special Ed)	\$694,400
Admin	80,000
Teachers Substitutes	15,000
STRS Certificated	66,552
Medicare Certificated	9,680
Health & Welfare Certificated	144,939
ST Unemploy Ins Certificated	5,783
Workers Comp Certificated	42,180
Other Benefits Certificated	508
Personnel Classified (office 1FTE, counselor 1FTE/nurse .2FTE/bilingual library clerk 1FTE/lunch & yard supervisors/community liason)	165,800
SocSec,Med, ALTSS Classified	7,800
Medicare Classified	2,360
Health & Welfare Classified	60,088
St Unemploy Ins Classified	1,032
Workers Comp Classified	7,600
Pers Reduction Classified	3,290
Other Benefits Classified	9,625
Books	30,000
Foss Materials	20,000
Curriculum Supplies/Materials	30,000
Office Supplies	5,000

<u>Description of Expenditures</u>	<u>Year Two</u>
Field Trips/Admission Fees/Buses	15,000
Summer Program	390,000
Technology Lab Rental + Classroom Equipment	20,000
Equip Maintenance Agreement	5,000
Rentals (Non-Capital Leases)	15,000
Utilities:	
Disposal Services	7,000
Recycling	1,500
Gas-Heating Electricity	35,000
Water/Sewage	14,000
Work Order Services	15,000
Licensing Agreements	13,000
Curricular Areas Consultants	50,000
Staff Development	100,000
Extended Day Program Consultants (12)	150,000
Contract with Firm for Bookkeeping	20,000
Reserve Fund	133,717
TOTAL:	\$2,385,854

Description of Income

Year Two: Based on 384 students

General Education

K-3 192 students x 5,077

974,784

4-6 144 students x 5,153

742,032

7 48 students x 5,306

254,688

Categorical Block Grants 384 x 500

192,000

EIA 250 students x 319

79,750

State Categorical Summer School

?

Lottery 384 students x \$150

57,600

Fed Title One/Limited English P

85,000

200 students x \$425

TOTAL

\$2,385,854

<u>Description of Expenditures</u>	<u>Year Three</u>
Teacher Salaries (Includes 18 classroom teachers +Tech teacher + .8 FTE Special Ed)	\$774,400
Admin	80,000
Teachers Substitutes	25,000
STRS Certificated	72,964
Medicare Certificated	10,588
Health & Welfare Certificated	158,547
ST Unemploy Ins Certificated	6,339
Workers Comp Certificated	46,232
Other Benefits Certificated	556
Personnel Classified (office 1FTE, counselor 1FTE/nurse .2FTE/bilingual library clerk 1FTE/lunch & yard supervisors/community liason)	185,800
SocSec,Med, ALTSS Classified	7,800
Medicare Classified	2,360
Health & Welfare Classified	60,088
St Unemploy Ins Classified	1,032
Workers Comp Classified	7,600
Pers Reduction Classified	3,290
Other Benefits Classified	9,625
Books	30,000
Foss Materials	20,000
Curriculum Supplies/Materials	30,000
Office Supplies	10,000

<u>Description of Expenditures</u>	<u>Year Three</u>
Field Trips/Admission Fees/Buses	20,000
Summer Program	425,000
Technology Lab Rental + Classroom Equipment	25,000
Equip Maintenance Agreement	10,000
Rentals (Non-Capital Leases)	15,000
Utilities:	
Disposal Services	7,000
Recycling	1,500
Gas-Heating Electricity	40,000
Water/Sewage	14,000
Work Order Services	15,000
Licensing Agreements	20,000
Curricular Areas Consultants	50,000
Staff Development	125,000
Extended Day Program Consultants	190,000
Contract with Firm for Bookkeeping	30,000
Reserve Fund	200,000
TOTAL:	\$2,678,122

Description of Income**Year Three: Based on 432 students**

General Education

K-3 192 students x 5,077 974,784

4-6 144 students x 5,153 742,032

7-8 96 students x 5,306 509,376

Categorical Block Grants 432 x 500 216,000

EIA 270 students x 319 86,130

State Categorical Summer School ?

Lottery 432 students x \$150 64,800

Fed Title One/Limited English P
200 students x \$425 85,000**TOTAL \$2,678,122**