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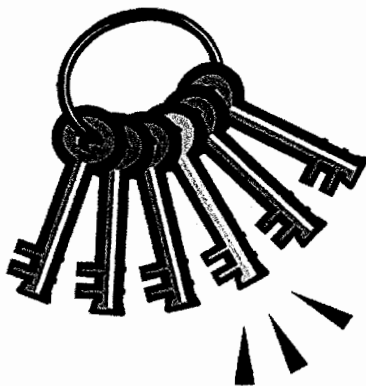
Enactment Number: _____

Enactment Date: _____

CHARTER PETITION
For the
OAKLAND UNIFIED
SCHOOL DISTRICT

INTEGRITY **E**DUATIONAL **C**ENTER

MOTTO: "A school where everybody is somebody"



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FOUNDING GROUP

A. Founders' Statement

The founders of Integrity Educational Center believe in empowering students in a school to work environment that will be creative and stimulating in its approach to learning. By offering these students career technical education, IEC will allow them to become productive citizens in our community, nation, and world.

B. Founders Biographies

James Madden

Mr. James Madden is the Superintendent/Principal of Integrity Educational Center in Oakland California. He has experience working in education as both a teacher and a school administrator. Mr. Madden holds a Bachelor of Arts in Radio & T.V, Master of Arts in (Educational Administration), and Master of Arts in (Instructional Technology),

Mr. Madden also has a Clear Vocational Education Teaching Credential and A Clear Administrative Services Credential. Currently Mr. Madden is continuing his education by entering into A Doctoral Program with an emphasis in Curriculum and Instruction.

Gregory Fobbs:

Is an Assistant Principal at Ochoa Middle school in Hayward, California. He received his Bachelor of Arts in social Work from Sacramento State University. He began a career in education after years of trying out positions in management, probation, and ministry. He found his niche when he began his teaching career and desired to further his own education by receiving a Master of Arts in Educational Leadership, along with a credential in Administrative Services.

Dr. Mario Rivas:

Dr. Rivas obtained his Doctor of Philosophy from the University of Minnesota in June of 1988. He also holds a Master of Arts, in counseling from San Francisco State University, and a Bachelor of Arts from California State University at East Bay. He is currently teaching at Merritt College in Oakland.

FOUNDING GROUP
Continued

Dr. Mario Rivas:

Claudius Johnson has established his own private practice as a licensed Case Worker (LCS25062). After he obtained his Master of Arts in Social Work from California State University of Eastbay in 1998; he has worked for the New Bridge Foundation as an operation director for four years and he worked in counseling for more than eight years.

Dr. Adella Gaston:

Dr. Gaston has worked in early childhood education as a director for more than ten years. She has obtained a Life Standard elementary Teaching Credential and a Child Development Program Director Permit coupled with a Life Single Subject Teaching Credential in Social Studies.

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A: EDUCATIONAL PROGRAM

DESCRIPTION:

Integrity Educational Center (herein referred to as "IEC") is a *dropout prevention school* for grades 10-12 (ages 16-18) with a small student to teacher ratio (15:1). It has a curriculum that emphasizes project-based technology in the core subject areas such as Math, Science, English, and Social Studies. The school bridges the gap between school and work by preparing students in high school with career technical education and employment of youth. The school will operate as an in-seat attendance school and has identified a facility within range of the targeted student population. This school is designed to meet the needs of students in the Oakland Unified School District.

TARGET POPULATION:

Our target region is Oakland, which includes neighborhoods such as Emeryville, Berkeley and, San Leandro. In this area, large amounts of the residents are from poor socio-economic communities. Among the 13,000 high school students in this target area students are enrolled in neighboring public schools. The student demographics are as follows: 34% Latino, 19% African American, 7% White, 29 % Asian, 7% Filipino, 4% other, 13.3% students qualify for special education services and 25.3% are English Language Learners (ELL). Approximately 55% receives free or reduced priced meals.

IEC aims to decrease the dropout rate of students from high school and at the same time increase the graduation rate, produce students who will be equipped with marketable skills and training to enter the workforce in the 21st century. Most often, African Americans and Latino students represent the sub-group that is in need of intervention to close the achievement gap. This group most often does not get the exposure of the link between education and career guidance.

A: EDUCATIONAL PROGRAM CONTINUED

TARGET POPULATION:

Historically a large proportion of students who have dropped out of school or has been expelled have problems such as criminal records, substance abuse problems, deficiencies in life skills as well as being teenage parents. Research suggest that a solution to this problem is to implement interventions that deal with the overarching problems of students who have not completed high school. Integrity Educational Center will be a viable force in the community because its education program aims to:

- Provide career guidance and job training
- Provide Individual Learning Plans for students & behavioral health services to students and families
- Hold student interest in education, by offering a project based- technology curriculum
- Reduce the drop out rate by offering career technical education
- Small class sizes (15:1 teacher to student ratio) to offer more support from the instructor
- A reduced bell schedule conducive to students in an alternative education setting
- Common planning time for teachers to collaborate

Estimates by the US Census Bureau stipulate that by 2050 the United States will reach approximately 420 million in population. With this growth in population, competition for job training and education will become critical. It is for this reason that I E C will constantly review and insure that its job training certification programs are marketable in the near future. IEC will review curriculum and technology mechanism to ensure maximum potential to its students. The Department of labor has indicated that there will be a huge gap between the haves and the have not's based on education such that, by the year 2015, the estimated earnings of someone without a high school diploma, or job training will decrease earning capacity substantially.

A: WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

TARGET POPULATION:

It is the belief of Integrity Educational Center that many students have a multitude of dilemmas that has affected their ability to be successful in education in the 21st Century. By incorporating individual learning plans with a project/technology based classroom, and combining practical real world job skills and training, students will embark on a productive path. IEC will create a leadership program, to work with the clinical process-taking place within a child and create incentives for positive behavior. IEC will recruit students from group homes/ foster care facilities and students who are on probation with the juvenile justice system.

GOALS:

The goals of Integrity Educational Center are to:

- Enable students to become self-motivated, competent and lifelong learners
- Re enroll students that have dropped out or at risk of dropping out
- Equip students with the education and job training skills to become independent and self sufficient
- Raise the self esteem of students
- Establish career paths for students in the disenfranchised community considered at risk
- Accelerate studies and recover credits lost from not being enrolled in school (via Individual Learning Plan).

A: WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

HOW LEARNING BEST OCCURS:

Learning best occurs when students are engaged in the learning process, and are able to make a connection with it. Integrity Educational Center will utilize project/technology based instruction. It is within this environment that students will utilize multiple intelligence skills (visual, audio, and textile) to work individually and in groups. Integrity Educational Center will be a small school reaching 575 students ages 16-18 and grades 10-12 at the end of its 6th year. The studies performed by Harvard University researchers show that smaller class sizes produce substantial improvement in learning: the effect of small class size on the achievement of minority children was about double that observed for majority children in the first four years of an experimental program in Tennessee.

At Integrity Educational Center, the number of students per class will not exceed 15, in order for the students and teachers to develop a positive report and begin to tailor instruction to the student's individual needs. Essentially, the connection between school and obtaining career goals will foster the drive for students to become lifelong-learners.

B: PHILOSOPHY AND APPROACH TO INSTRUCTION

VISION STATEMENT:

IEC believes that, by empowering a community of students to become self sufficient with vocational skills for employment in the 21st century, the community, nation and world will prosper.

MISSION STATEMENT:

The mission of Integrity Educational Center is to serve students in grades 10-12 (ages 16-18) that have not been successful in a traditional school by:

- Using individual Learning Plans
- Provide small class sizes (15:1 ratio)
- Utilize a project/technology- based approach to core academic classes
- Inclusion of behavioral health services to support the whole child
- Provide employment to students via career center and implement career technical training.
- Implement a leadership incentive program

HOW THE MISSION AND VISION STATEMENT ALIGN:

Accordingly, the mission and vision aligns with the needs of the target population by providing career training to a population of students whose primary district has a 40 % dropout rate based on data collected during the 2008-09 school year (Oakland Tribune Kate Murphy 12/7/2010).

B: PHILOSOPHY AND APPROACH TO INSTRUCTION

HOW THE MISSION AND VISION STATEMENT ALIGN:

The prospective student population will likely represent the demographics of the Oakland Unified School District:

- 70% low-income (free and reduced –priced lunch) students
- 60 % students of color
- At least 50% students from the targeted schools in the district

The student population that will be served often times reflect, academically, low-achieving students. Section 47605 of the Charter Schools Act of 1992 provides that in reviewing petitions for the establishment of charter schools within the district's governing board. It shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to students identified by the petitioners as academically low –achieving pursuant to the standards established by the State Department of Education under Education Code section 54032.

IEC will offer a comprehensive learning experience designed to serve the needs of such students through effective project and technology based instruction. It will be coupled with career training, job search support, and behavioral health services, which is relevant to inspire hope for students who have become disenchanted. Accordingly, this petition is entitled to preference in the review and approval.

C: CURRICULUM FRAME WORK

Flexibility to Meet Diverse Needs:

For many students, the need to recover only one or two course credits is all that stands between them and graduation from high school. These students may have already satisfied seat time requirements for a course in which they were unsuccessful, and they may have learned a significant amount of what was expected of them. These students are seeking an opportunity to accelerate through the required course material to earn those final credits.

Other students are ill prepared for high school coursework and have failed several classes. For these students, the challenge of making up the required credits is daunting. If the only option is to repeat the same course, in the same traditional format as the first time, the chance of success is low. Not wanting to fail again, these students are at increased risk of dropping out, or may have already dropped out. With support, these students can be successful.

Apex learning digital curriculum makes it possible to offer a credit recovery program that can address the diverse needs of all these credit-recovery students.

Individualized Instruction Fosters Student Success

With Apex Learning online courses, students can progress at their own pace, taking as much- or as little- time as necessary to master the material. Particularly significant for credit-recovery students, unit-level diagnostics allow students to move quickly over material they have previously mastered. Direct instruction incorporates multimedia in the form of images, audio, video, animations, and interactive elements—along with instructional text to provide students with multiple representations of concepts, with all of the tools that will address their different learning styles.

C: CURRICULUM FRAME WORK

IEC will use state-approved textbooks to supplement the student's individual learning plan. The teaching methodology that will be used is an online project based curriculum. This will be coupled with a Character Based literacy program for English Language Arts. The California Content Standards will be used to define the knowledge, concepts, and skills that students should acquire at each grade level. Students are required to take core classes in Mathematics, Science, History-Social Science, P.E and English- Language Arts. In addition to the core courses, the curriculum requires students to take three years of elective classes. I E C will also offer collaborations with community college classes that can be used for high school graduation, career training or transferability to a four-year college. Integrity Educational Center will seek its WASC accreditation in its third year, and will use various means to correspond with parents and other stakeholders to inform the community of its accreditation and curriculum status.

Graduation Requirements

The following is a proposed graduation requirement that will be presented to the board of trustees for students to graduate from IEC and receive a diploma.

- 220 credits to graduate
 - ✓ 40 English
 - ✓ 30 Math
 - ✓ 35 Social Science (US HISTORY 1&2, AMERICAN GOVT, ECONOMICS)
 - ✓ 20 P.E.
 - ✓ 20 Science
 - ✓ 10 World Language
 - ✓ 10 Fine & Performing Arts
 - ✓ 5 Health
 - ✓ 50 Electives
- **Pass the Math and Language Arts (California High School Exit Exam)**
 - ✓ All students must pass the California high School Exit Exam (CAHSEE) to receive a high school diploma. This graduation requirement is mandated by state law (Education Code Section 60851). The exam is divided into two parts:
 1. English Language Arts
 2. Mathematics

C: CURRICULUM FRAME WORK

ALIGNMENT:

1. Students will have the opportunity to take electives in career technical education.
2. The physical education/health curriculum promotes lifelong health. Students will have the opportunity to engage in an array of physical activities that are fun, culturally appropriate, and challenging. In the health portion of the curriculum, students will develop skills necessary for maintaining a healthy lifestyle.

Portus et al, " Design-based student learning," Journal of research in Teaching, v. 41,no. 10, pp. 1081-1110,2004

. Mertens and N. Flowers, " High school practices improve student achievement in high poverty schools," High school journal, pp.33-43 Sep 2003

Mosteller, " The Tennessee study of class size in school, " Future Child . Summer-Fall, 5 (2): 113-127, 1995

C: CURRICULUM FRAME WORK

IMPLEMENTATION:

Initially, Integrity Educational Center plans to use a 183 instructional day's calendar for the 2011-2012 school years. Teachers will receive training that uses appropriate ELL Strategies for ELL students & CLAD Certification October 17- 18, 2011, and January 27, 2012

Staff Development	Dates
W workshop- Staff arrival	August 15, 2011
1 st day of school students	August 16, 2011
0 Back to school	Min.day September 1,2011
H-Labor Day	September 5, 2011
*Six-Week Marking period	1 st report cards September 30, 2011
Staff Development/ELL Training /CLAD Cerification	October 17- 18, 2011
*Six- Week Marking period	2 nd report card November 10, 2011
H Veterans Day	November 11, 2011
H Thanksgiving Recess	November 21-25, 2011
+minimum days	December 19-21, 2011
*Six- Week Marking period	3rd report card December 21, 2011
Winter Recess Students/Teachers	Monday December 22- January 9, 2012
H-M.L.K JR. Day	January 16, 2012
PD Professional development day/Non Student	January 27, 2012
CST Testing	February 1, 2012
Second Semester	February 6, 2012
*Six- Week Marking period	4 th report card February 16, 2012
H Presidents Day	February 20, 2012
CASHEE ELA Testing	March 5, 2012
CASHEE Math	March 7, 2012
@open house;min day	March 23, 2012
H CESAR CHAVEZ DAY	March 30, 2012
*Six- Week Marking period	5 th report card April 7 th , 2012
Spring Recess	April 10-14, 2012
Memorial Day	May 28, 2012
+minimum days	May 30, 31 2012
*Six- Week Marking period/ Last day of instruction students	6 th report card June 13, 2012
Last day staff	June 15, 2012
CELDT Testing	Sept 17, 2012
H INDEPENDENCE DAY	July 4, 2012

	Inst Days	Non Inst Days	Total contract Days
Fall:	87	2	89
Spring:	93	1	94
Total Days	180	3	183

C: CURRICULUM FRAME WORK

IMPLEMENTATION:

Classes will be 50 minutes in length with a 5-minute passing break between classes. There will be five classes a day for at least 183 instructional days to fulfill the 64,800 minutes required.

Regular Schedule

PERIOD 1..... 8:20- 9:10
 PERIOD 2.....9:15-10:05
 PERIOD 3.....10:10-11:00
 LUNCH.....11:20-11:50
 PERIOD 4.....11:35-12:25
 PERIOD 5.....12:30- 1:20

Late Arrival – Wednesday

Staff Meeting.....8:00- 9:10
 PERIOD 1.....9:15- 9:54
 PERIOD 2.....9:59-10:38
 PERIOD 3.....10:43-11:22
 LUNCH..... 11:22-11:52
 PERIOD4.....11:57-12:36
 PERIOD 5.....12:41- 1:20

MINIMUM SCHEDULE

PERIOD 1..... 8:20- 9:00
 PERIOD 2.....9:05- 9:45
 PERIOD 3.....9:50-10:30
 BRUNCH.....10:30-10:45
 PERIOD 4.....10:50-11:30
 PERIOD 5..... 11:35-12:15

10 th Grade	Time	<u>Schedule 10-1</u> Rm1(1-15)	<u>Schedule 10-2</u> Rm2 (16-31)	<u>Schedule 10-3</u> Rm3 32-47
P1	8:20-9:10	P.E	Social Studies	Science
P2	9:15-10:05	Math	English	P.E
P3	10:10-11:00	Science	Math	Art
<u>Lunch</u>	11:00-11:30			
P4	11:35-12:25	English	Science	Social Studies
P5	12:30-1:20	Mouse Certification	P.E	English

C: CURRICULUM FRAME WORK

10 th Grade	Time	<u>Schedule 10-4</u> <u>Rm4 (48-63)</u>	<u>Schedule 10-5</u> <u>Rm5 (64-79)</u>	<u>Schedule 10-6</u> <u>Rm6 (80-95)</u>
P1	8:20-9:10	Science	Career Center	Video Production
P2	9:15-10:05	Career Center	Art	Science
P3	10:10- 11:00	P.E	Video Production	CAHSEE Test Prep
<u>Lunch</u>	11:00- 11:30			
P4	11:35- 12:25	Art	P.E	Career Center
P5	12:30-1:20	Social Studies	Science	P.E

11 th Grade	Time	<u>Schedule 11-1</u> <u>Rm7 (1-15)</u>	<u>Schedule 11-2</u> <u>Rm8 (16-31)</u>	<u>Schedule 11-3</u> <u>Rm9 (32-47)</u>
P1	8:20-9:10	Math	CASHEE Test prep	P.E
P2	9:15-10:05	Science	P.E	Video Production
P3	10:10- 11:00	English	Science	Social Studies
<u>Lunch</u>	11:00- 11:30			
P4	11:35- 12:25	Video Production	Math	Science
P5	12:30-1:20	Career Center	Video Production	CASHEE Test prep
11 th Grade	Time	<u>Schedule 11-4</u> <u>Rm10 (48-63)</u>		
P1	8:20-9:10	English		
P2	9:15-10:05	Social Studies		
P3	10:10-11:00	P.E		
<u>Lunch</u>	11:00-11:30			
P4	11:35-12:25	CASHEE Test prep		
P5	12:30-1:20	Math		

D: SPECIAL POPULATIONS

STUDENTS WHO ARE LOW ACHIEVING

EVALUATION:

A distinctive feature of Integrity Educational Center program is to provide early intervention as needed. The intervention is designed, specifically, to support the academic progress of under-performing students. However, in-school tutoring will be available as part of the Integrity Educational Center program to all students.

IEC will offer a customized program to students depending on their academic achievement level. Low achievers are those students performing below their grade level in core subjects. These students will attend intensive obligatory school programs concentrating on the subjects that they are weak. IEC will conduct regular assessment to chart the student's progress. Those demonstrating adequate improvement will advance to satisfactory level where IEC will provide them with moderate tutoring. The number of students in each tutoring group will not exceed seven. Volunteers from local universities and businesses will also help with tutoring programs under the guidance of teachers. Low achieving students will be identified through teacher recommendation based on in-class performance and regular assessments. An improvement plan will be prepared with the involvement of the teacher, parent/guardian and Dean of Academics. Improvement plans will include additional homework, readings and mandatory In-School tutoring. The teacher will evaluate the student progress in a timely manner. To narrow the achievement gap for low-achieving students, catch-up strategies will be implemented during school hours.

D: SPECIAL POPULATIONS

STUDENTS WHO ARE LOW ACHIEVING

EVALUATION:

Individual attention of the teacher will be the first step for low achieving students' needs. An option of parental support supervised by the teacher will help the student maintain his/her motivation on academic work. Mandatory school tutoring program tailored towards each students needs by the school staff will provide the opportunity for struggling students to master the content standards for the relevant subject. Improvement of academic success for these students will be monitored on a regular basis by in-class assessments. Parents may stay informed during this process through meetings and online grading.

D: SPECIAL POPULATIONS

STUDENTS WHO ARE HIGH ACHIEVING

Integrity Educational Center will offer a broad range of opportunities for high achieving students, such as being eligible to apply for paid employment as peer consultants in the Career Center. Students will be eligible to have concurrent enrollment in community college classes, get accelerated credits towards high school graduation. Students can also prepare to take the California High School Proficiency Examination (CHSPE). Other options that are available for high achieving students are listed below:

- Adult School
- Independent Study Program
- Returning to the Home School
- GED Program
- Community college and transfer to a university
- AA degree from a community college
- Job training schools
- Military
- Work Force

E: SPECIAL POPULATIONS

SPECIAL EDUCATION

SPECIAL EDUCATION:

Integrity Educational Center will comply with all provisions of federal law and implementing regulations related to the rights of students with disabilities and their parents (20 U.S.C. Chapter 33, The IDEA). IEC shall not deny nor discourage any student from enrollment due to a disability, and the IEC facility shall not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular program offered by IEC.

IEC shall comply with all applicable state and federal laws in serving students with exceptional needs including but not limited to section 504 of the rehabilitation Act (Section 504), the Americans with disabilities Act (ADA) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

STUDENT SUCCESS TEAMS:

Special Education Assessment and services may be an outcome of the Student Success Team, where the team suspects that a special education disability may be an issue. A student Success Team (SST) includes the parents, the teacher, and the other school personnel or interested persons, uses a systematic problem solving approach to assist students with any learning concerns that are interfering with success. The SST clarifies problems and concerns; develops strategies and organizes resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher and student. An SST is a general education function. All students can benefit from an SST, including but not limited to those students achieving below grade level, those who are achieving above grade level and require greater challenge, students who have experienced emotional trauma, behavioral issues, or language issues. Anyone who has a concern for a student can refer that student to an SST for consideration.

E: SPECIAL POPULATIONS

STUDENT SUCCESS TEAMS

STUDENT SUCCESS TEAMS:

Anyone who is connected with that student can be included in the SST to provide information to share about the student's strengths, concerns and strategies that have been used in the past. These people may include but are not limited to teachers, parents, counselors, doctors, administrators, social workers, and law enforcement. The meeting is designed to bring out the best in people involved.

The suggested protocol for SST's includes:

- Team members introduce themselves and their roles
- Purpose and process of the meeting are stated
- Timekeeper/note taker is appointed
- Strengths are identified
- Concerns are discussed clarified, and listed
- Pertinent information and modification are listed
- Concerns are synthesized; one or two are chosen for focus
- Strategies to address concerns are brainstormed
- Team chooses best strategies to carry into actions
- Individuals make commitments to actions
- Person responsible and timelines for actions are recorded
- Follow up date is set.

E: SPECIAL POPULATIONS

SPECIAL EDUCATION

STUDENT SUCCESS TEAMS:

After implementation of a SST, plan and follow up, the plan may be revised to address concerns, which have not been adequately addressed and/or effectively resolved. When students do not make satisfactory progress after implementing a plan, they may be referred for evaluation under section 504 or the IDEA.

SECTION 504:

IEC shall be solely responsible for it is compliance with section 504 and the Americans with Disabilities ACT (ADA). All facilities of the school shall be accessible for all students with disabilities in accordance with the ADA. Any cost incurred in implementing Section 504 is solely the responsibility of IEC.

A 504 team will be assembled by the IEC Superintendent/ Principal or designee and shall include qualified persons knowledgeable about students, the meaning of the evaluation data placement options and the legal requirements for least restrictive environment. The 504 team will review the student's existing records, including academic, social and behavioral records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA, those evaluations shall be carried out by the 504 team who will evaluate the nature of the students disability and the impact upon the students education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and /or activities.

E: SPECIAL POPULATIONS

SECTION 504

SECTION 504:

The 504 team will consider the following information in its evaluation:

- Tests and other evaluation materials validated for the specific purpose for which they are used and administered by trained personnel
- Test and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligent quotient
- Test elected and administered accurately reflect the student's aptitude or achievement level for the factor the test purports to measure, rather than reflecting the students impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and noticed in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them . If during the evaluations, the 504 team obtains information indicating possible eligibility of the student for special education per IDEA, the 504 team will make a referral for a special education assessment.

If the student is found by the 504 team to have a disability under section 504, the 504 team shall be responsible to determine what , if any accommodations are needed to ensure the student receives *a free and appropriate education (FAPE)*. In developing the 504 plan, the 504 team shall consider all relevant information available during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the IEC staff.

E: SPECIAL POPULATIONS

SECTION 504

SECTION 504:

The 504 team will consider the following information in its evaluation:

- Tests and other evaluation materials validated for the specific purpose for which they are used and administered by trained personnel
- Test and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligent quotient
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If the student is found by the 504 team to have a disability under section 504, the 504 team shall be responsible to determine if any accommodations are needed to ensure the student receives a free and appropriate education (FAPE). In developing the 504 plan, the 504 team shall consider all relevant information available during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the IEC staff.

E: SPECIAL POPULATIONS

SECTION 504

SECTION 504:

The parent or guardian will be invited to participate in the 504-team meetings where program modifications for the student will be determined, and they will be given an opportunity to examine in advance all relevant records. The 504 plan shall describe the section 504 disability and any program modification necessary. In considering the 504 plan, a student with a disability requiring program modification shall be placed in the regular program of IEC along with those students who are not disabled to the extent appropriate to the individual needs of the student with a disability. All 504 team participants, parents, and guardians, teachers and any others whose work with the student is relevant to contents of the 504 plan will be given a copy of the plan. A copy of the 504 plan shall be maintained in the students file. Each students 504 plan will be reviewed at least once per year to determine the appropriateness of the plan, continued eligibility or readiness to discontinue the 504 plan. The developers of IEC understand that the school has the obligation to serve students with exceptional needs and that the school, pursuant to applicable state and federal law, must ensure that all of its students have access to a free and appropriate public education. Under these laws, the school has various options on how to deliver special education and related services either as: 1) arm of the charter-granting agency, 2) an independent local agency, or 3) as a charter SELPA.

During its first year of operation, the school intends to function as a "public school of the local education agency that granted the charter" for purposes of providing special education and related services pursuant to Education Code Section 47641 (B).

E: SPECIAL POPULATIONS

SECTION 504

SECTION 504:

Each school year, during which the school operates as an arm of the Oakland Unified School District for Special Education purposes, the school understands that it is required to contribute an equitable share of its charter block grant funding in order to support district-wide special education instruction and service costs. Pursuant to Education Code Section 47646 (b), the district shall provide the school with funding and or services reasonably necessary to ensure that all students with exceptional needs, who attend the school, are provided a free and appropriate education.

PROVISION OF SERVICES:

Integrity Educational Center and the Oakland Unified School District shall annually, in good faith, negotiate and enter into a written agreement to more clearly identify the specific desired mix of Special Education services and funding to be provided. The school shall enjoy reasonable flexibility to decide whether to receive services, funding, or some combination of both pursuant to Education Code Section 47646 (b). As noted below, the school anticipates that during its first year of operation, most Special Education services will be provided by district staff. If the volume or scale of activities related to assessment, individualized education plan (IEP) development, and or delivery of Special Education and related services is sufficient, the school may seek to assume responsibility for directly providing and managing these functions with its own staff, (with appropriate adjustments to the mix of funding and services provided under the terms of Education Code Section 47646 b).

Integrity Educational Center pledges full compliance with the IDEA and Education Code provisions regarding special education as well as all OUSD and SELPA policies as they relate to Special Education.

E: SPECIAL POPULATIONS

PROVISION OF SERVICES

PROVISION OF SERVICES:

IEC shall be deemed a public education school of the district for Special Education purposes. A child with disabilities attending Integrity Educational Center shall receive Special Education instruction or designated instruction and services, or both, at a level equivalent to a child with disabilities who attends another public school of the district. The district shall work with Integrity Educational Center to ensure that all children with disabilities enrolled in Integrity Educational Center receive special education and designated instruction and services in a manner that is consistent with their individualized education program and in compliance with IDEA. IEC and the district intend that IEC will be treated as any other public school in the district. With respect to the provision of special education, services, including the allocation of duties between on-site staff and resources and the district staff and resources. All individuals providing services to Integrity Educational Center shall be appropriately credentialed under California and Federal Law.

To the extent that the district provides special education services to Integrity Educational Center, the district and IEC agree to allocate responsibility for the provision of services (including but not limited to identification, evaluation, IEP development and modification, and educational services) in a manner consistent with their allocation between the district and its local, traditional, and public school sites. Where particular services are generally provided by staff at the local school site level, IEC will be responsible for providing said staff and programming. Where particular services are provided to the school by the central district office, those services will be made available to IEC in a similar fashion.

E: SPECIAL POPULATIONS

PROVISION OF SERVICES

PROVISION OF SERVICES:

Similarly, IEC and the district intend that they will jointly ensure that all students entitled to services under IDEA and California Educating Code Section 56000, et seq., will receive those services. If needed, due to limited special education staff, the district may seek out contracts with other school districts, companies, or organizations to serve IEC students. To the extent that the district provides special education services to IEC, it shall be responsible for providing all services to all students of IEC regardless of their school district residence. IEC commits to informing the district of residence as well as USD when a student with exceptional needs has enrolled.

IDENTIFICATION AND REFERRAL:

IEC will work cooperatively with the district in identifying and referring students who have or may have exceptional needs that qualify them to receive Special Education services. IEC will develop, maintain, and implement policies and procedures to ensure identification and referral of students who have, or may have, such exceptional needs congruent with district and SELPA policies and California law.

For any student enrolling from a non-district school, Integrity Educational Center is responsible for requesting the cumulative files prior and or current Individualized Education Plan (IEP) and other special education information from the sending district.

The district shall provide IEC with any assistance it generally provides other public schools in the identification process.

E: SPECIAL POPULATIONS

PROVISION OF SERVICES

PROVISION OF SERVICES:

The district will ensure that IEC is provided with notification and relevant files of all students transferring to Integrity Educational Center from a district school, who have an existing IEP, in the same manner, it ensures the forwarding of such information between other district schools. All records and files will be released with signed permission of the parent /guardian.

ASSESSMENT:

If the district provides special education services, it will work with IEC to make the determination to what assessments are necessary for special education students, including assessments for referred students, annual assessments and tri-annual assessments, in accordance with the district's general practice and procedure and applicable law.

INDIVIDUALIZED EDUCATION PLAN:

Responsibility for arranging necessary IEP meetings shall be allocated in accordance with the district's general practice and procedure and applicable laws. IEC shall be responsible for having the designated representative in attendance at the IEP meetings which concerns IEC students, and to representatives who are knowledgeable about the regular education program at IEC. Decisions regarding eligibility, goals/objectives, programs, placement and exit from Special Education shall be the decision of the IEP team. Team membership shall comply with State and Federal law, and shall include the designated representative of IEC and the designated representative of the district (or designee). Services and placements shall be provided to all eligible IEC students in accordance with the policies, procedures and requirements of the district and of the OUSD agreement regarding the organization, implementation, administration and operation of SELPA.

E: SPECIAL POPULATIONS**INDIVIDUALIZED EDUCATION PLAN****INDIVIDUALIZED EDUCATION PLAN:**

To the extent that the agreed upon IEP requires educational or related services to be delivered by staff other than IEC staff, the district shall provide and /or arrange for such services in the manner that it would be legally obligated to provide to the students at its other Oakland Unified School District locations. District services shall include consultative services by district staff to Integrity Educational Center in the same manner that district staff consults with staff at other districts schools.

CONCERNS /COMPLAINTS:

Integrity Educational Center shall instruct parents/guardians to direct concerns regarding Special Education Services, related services, and rights to the Integrity Educational Center principal or an administrative representative. The Superintendent/Principal or an administrative representative shall consult with the designated representative of the Oakland Unified School District regarding such concerns. The Oakland Unified School District representative in consultation with Integrity Educational Center representative shall respond to and address the parent or guardian concerns. In consultation with Integrity Educational Center, the district may initiate a due process hearing on behalf of a student enrolled in Integrity Educational Center as the district determines is legality necessary to meet a school agency's responsibilities under Federal and State law. The district and IEC shall work together to defend any due process hearing brought by a student enrolled in IEC. In the event that the district determines legal counsel representation is needed, the district and IEC shall be jointly represented by legal counsel.

E: SPECIAL POPULATIONS**CONCERNS /COMPLAINTS****CONCERNS /COMPLAINTS:**

The cost of a due process hearing or other legal proceeding that results from special education issues shall be the responsibility of the district as it would with legal proceedings involving other district schools. Integrity Educational Center shall not initiate a due process hearing or other legal proceeding related to special education without the written consent of the district superintendent or their designee.

FUNDING:

The parties agree that, pursuant to the division of responsibilities set forth in this agreement, the Integrity Educational Center has elected, at least for its first year of operation, the status of any other public school in the district for purposes of Special Education services for the school, consistent with services it provides at its public schools that shall be consistent with the division of responsibility. The district shall retain all State and Federal Special Education funding allocated for IEC students through SELPA. The district shall be responsible for all costs related to the service of IEC students in the same manner, as it is responsible for the cost of serving other students of the district.

In compliance with Education Code section 47646 (C), the charter school will contribute a equitable share of its charter school, block grant funding to support district wide special education instruction and services. The exact figure will be calculated by the district and communicated to IEC no later than March of each year for the subsequent year in order to allow for adequate financial planning.

E: SPECIAL POPULATIONS:

ENGLISH LANGUAGE LEARNERS

ENGLISH LANGUAGE LEARNERS:

All students will be expected to attain proficiency in English Language Arts. Because of linguistic diversity in California, not all students will acquire English language skills and knowledge at the same rate. There are 1.4 million English Language Learners in California. More than 40 percent of students in California speak a language other than English, and about 25 percent of the students in California are not yet fluent in English these students enter school with language abilities very different from native English speaking students. Based on demographics of the OUSD, IEC expects 25-30% of its students to be classified as "English Learners".

Integrity Educational Center registration forms will request information regarding the language spoken at home. Students from homes where a language other than English is used will be asked to identify their primary language, using the California English Development Test (CELDT), unless the school has proper documentation of the student's re-designation as fluent English Proficient. The CELDT will also be used for the annual assessment of each student's ELD level, with scores on the California Standards Test (CST) in English Language Arts (ELA), teacher observation, and optional parent input as secondary factors.

For students classified as English Language Learners, the instructional program at IEC will be designed to promote fluent speech, listening, writing and reading in English. The program will be based on the English Language Development standards (found at <http://www.cde.ca.gov/re/pn/fd/documents/englangdev-stnd.pdf>). Every class will be of IEC and ELL program, as teachers address the needs of English Learners with strategies such as Specially Designed Academic Instruction in English (also known as SDAIE) methods and provision of accessible instructional materials.

F: PUPIL OUTCOMES

METHODS OF ASSESSMENT

METHODS OF ASSESSMENT:

Integrity Educational Center will utilize various elements to measure and assess the student's and the school's progress towards meeting the goals/outcomes. Assessments will be aligned to the school's mission, exit outcomes and the curriculum. This section describes these assessments methods. Results of these assessments will be used to facilitate continuous improvement of the programs offered at the school.

ACADEMIC PERFORMANCE INDEX :

Integrity Educational Center operates under the understanding that meeting the API targets is important and will strive to constantly improve API outcomes that are required by the state and NCLB. To reach this goal, Integrity Educational Center will constantly review policies and practices as well as adopt standards based curriculum, which will help improve performance on standards based test.

G: PUPIL PROGRESS

ASSESSMENT

ASSESSMENT:

The measures that will be used to assess student progress include all state-mandated standardized tests relevant to high school aged students. Individual and team projects will also be evaluated using rubrics, and students will be required to demonstrate research and critical thinking skills. Integrity Educational Center will use rubrics that list the criteria for a particular project and gradations of quality for each criterion. Typically, a rubric is displayed in a table, where the criteria are listed in the first column, and the other columns describe varying degrees of quality, from excellent to poor. For example, the criteria for a scientific inquiry may require student to explain: (1) the purpose of the inquiry, (2) the steps required in the investigation, (3) their observations, and (4) their conclusions. Criteria to achieve a rating of "excellent" might be, "clear and concise explanation of the purpose of the inquiry." Rubrics are appealing because they are powerful tools for both teaching and assessment. Rubrics make teachers expectations clear, show students how to meet these expectations and enable students to assess and improve their own work. Rubrics also allow teachers to accommodate heterogeneous classes. Criteria can include gradations of quality to reflect the work of students proficient in their cognitive learning ability as well as those with learning disabilities.

ASSESSMENT:

Integrity Educational Center will use state mandated tests to monitor school- wide performance and academic growth. State mandated tests will be administered as required by law. Other standards-aligned assessment tools (such as teacher-designed tests, publisher-designed tests, portfolios, presentations, etc) will also help teachers to monitor student growth continuously.

G: PUPIL PROGRESS

MEASURABLE SCHOOL OUTCOME

MEASURABLE SCHOOL OUTCOME:

Integrity Educational Center will continue over time to examine and refine its methods for assessing student outcomes. The outcomes will reflect the school's mission and any changes in statewide student assessments authorized in the state of California that might be relevant to charter schools. This section specifies the goals for measurable outcomes for students in each area of the curriculum and the goals for measurable outcomes for the school as a whole. Upon approval of the charter, benchmark skills and specific classroom-level skills will be developed. To better serve the students and community, Integrity Educational Center will continue to examine and update this list of measurable student outcomes over time to reflect the school's mission and any changes to state or local standards that support such a mission. IEC will submit to the district board at any time prior to expiration a description of any changes to the measurable student outcomes listed here as an amendment to the charter.

MEASURABLE SCHOOL OUTCOME GOALS:

Integrity Educational Center pursues the following school outcomes:

- IEC will meet or exceed the average performance levels of schools in similar areas on the Academic Performance Index (API).
- The school will demonstrate school-wide improvement on standardized tests.
- The school will maintain an attendance rate at least equal to OUSD.
- The school will have a lower dropout rate than the district norm.

The dropout rate includes students who quit school without having received a diploma or other certification after the age at which the district is required to provide them with free public school, private school, or state or district-approved education program. IEC's aim will be to reduce the number of students who have not graduated and no longer pursue their education.

G: PUPIL PROGRESS

REPORTING OF DATA:

The school has goals for measurable student outcomes in each of the academic areas of the curriculum as well as in the domains of physical education. Student outcomes will be aligned with state content and performance standards in all subject areas of the grade levels served. The results of standardized testing assessments, along with school-specific assessment data, will be used to evaluate progress. The schools leadership team will review the results and recommend modifications, if they are needed, to the school curriculum and other programs. Parents will be kept apprised of their student's progress with quarterly report cards. The school will utilize computers to record grades, attendance, homework, and student progress reports online, and the school will attempt to provide regular access to parents. For those parents who do not have access to a computer, IEC will have at least one computer on campus available for parents use.

In addition, progress reports will be submitted to IEC board of trustees. Student performance data also will be reported annually to Oakland Unified School District using SARC.

Teachers will use standards-aligned formative assessment to continually monitor student progress and adjust curriculum and instruction where necessary and appropriate.

The progress of ELL students will be monitored using the CELDT scores, teacher evaluations (Based on teacher-designed tests and performance on class work and homework), and parent input. Students who have been re-designated as English proficient will be monitored for at least two years following their re-designation.

G: PUPIL PROGRESS

Curricular Focus	Measurable Outcomes	Assessment Tools
Academic Student Outcome Goals	<ul style="list-style-type: none"> • Student will demonstrate improvement on standardized tests and will compare favorably with schools that have similar student population in terms of race, gender and socio-economic status 	<ul style="list-style-type: none"> • State mandated Test
Core Academic Skills (science) Integrated Sciences	<ul style="list-style-type: none"> • A grade of " C " or better (which is equivalent to a "proficient" performance level) in California Content Standards. • Work individually and on a team , using scientific inquiry and skills and the scientific method to ask and answer questions about the physical world. • Use critical thinking skills to analyze scientific problems and reach conclusion. • Effectively communicate results verbally and in writing. • Be aware of the range of careers available in science. 	
Core Academic Skills (mathematics) Algebra 1-2 Algebra 3-4 Geometry	<ul style="list-style-type: none"> • A grade of " C " or better (Which is equivalent to a "proficient" performance) 	<ul style="list-style-type: none"> • Assignments , tests and activities designed by the teacher or using published materials and sometimes scored using rubrics. • State- mandated test aligned to standards • Portfolios of student work, reports and /or presentations scored by the teacher using rubrics.
Core academic Skills (Language Arts)	<ul style="list-style-type: none"> • Grade – Level and critical reading skills . • Knowledge of a coherent body of literature from the traditional canon. • Effective and accurate writing skills. • Effective and accurate writing skills. • Effective Verbal communication Skills • Critical- thinking skills 	<ul style="list-style-type: none"> • Assignments , test and activities designed by the teacher or using published materials and sometimes scored using rubrics. • State- mandated test aligned to standards. • Portfolios of student work, reports and /or presentations scored by the teacher using rubrics.
Core Academic Skills (history- Social science) U.S History 1-2 Modern World History 1-2	<ul style="list-style-type: none"> • Ability to analyze, explain, and evaluate Modern World History, U.S. History and Economics, American Government • Ability to link events in one historical period to another. • Effective writing and verbal communication skills • Critical-thinking skills • Critical reading skills • Understanding of cause and effect • Understanding the importance of belief systems 	<ul style="list-style-type: none"> • Assignments , test and activities designed by the teacher or using published materials and sometimes scored using rubrics. • State- mandated test aligned to standards. • Portfolios of student work, reports and /or presentations scored by the teacher using rubrics
Core Academic Skills (Physical Education/Health)	<ul style="list-style-type: none"> • To be competent in many movement activities and use these to enhance his or her skills • Achieve and maintain a health enhancemening level of physical fitness • Exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, • Demonstrate responsible personal behavior while participating in movement activities • Demonstrate responsible social behavior while participating in movement activities 	<ul style="list-style-type: none"> •

H: GOVERNANCE CAPACITY

ARTICLES OF INCORPORATION:

Currently, Articles of Incorporation are being developed as a part of the application for 501 (c) 3 Non-profit Corporation statuses. A final version will be agreed upon by the board of trustees before the third board meeting.

EVIDENCE OF 501 (C) 3 NON -PROFIT CORPORATION STATUS:

Currently an application has been filed to apply for 501 (c) 3 statuses

ADEQUATE BYLAWS, POLICIES AND PROCEDURES FOR GOVERNING BODY OPERATION:

An important element of Integrity Educational Center's Board of Trustees is to establish sub committees and delegate authority as needed. Board members will work on school policies such as Student /Parent Handbook (the establishment and revision of the handbook). The governance board will develop and or revise bylaws and Articles of Incorporation for the school. The governance board will be the responsible agent for accountability requirements established by Senate Bill 1448 and the charter itself, as well as policies regarding staff and board responsibilities, budget development and approval. The school's bylaws will require an approval by a minimum of three Governance Board Members by June 16, 2011. Potential Board members will complete an application and submit a letter of interest and a resume. Board members will reflect the student population and be of a diverse professional background. The governance board will meet at 7:00 p.m. on the third Thursday of every three months. The location will be determined later. The Board of Directors shall consist of a minimum of three (3) and a maximum of eleven (11) voting members. The board meets at least four times a year. Each board member will hold office for two years and until a successor, (board member) has been qualified, designated and appointed. The term of office of a board member shall be elected to fill a vacancy in the beginning of the date of the member's election. The term will continue: (1) For the balance of the unexpired term in the case of a vacancy created because of the resignation, removal or death of a Board member; or (2) for the term specified by the board in the case of a vacancy resulting from the increase of the number of directors authorized. Any subsequent vacancies on the Integrity Educational Center Board may be filled by a majority vote of a quorum of directors. Election of Board Members is governed by IEC bylaws.

H: GOVERNANCE CAPACITY

GOVERNANCE EXPERIENCE/QUALIFICATIONS:

The superintendent/principal will handle the day-to-day operations, such as hiring all staff, decisions regarding curriculum and instruction, classroom management issues, student assessment and services. All board members must complete 16 hours of training in charter school governance and finance. All board members or candidates should have:

- Knowledge of effective educational strategies
- A strong awareness of community needs and active involvement in the community
- Experience leading multiethnic or culturally diverse projects
- An understanding of not-for-profit business and budgets
- International business or management experience

Candidates for election to the governance board must file a California statement of economic interest (form 700) within 5 days after the final date for filing nomination petitions. This form discloses reportable investment, interest in real property, business positions, and income.

H: GOVERNANCE CAPACITY

OPERATING PLAN:

The Integrity Educational Center Board is designed to be a 501 (c) (3) non-profit, benefit organization dedicated to promoting excellence in education within Northern California. The board consists of educators, business people and other stakeholders in the community.

Integrity Educational Center Board shares the belief that creating a successful school environment for students who are considered at risk of dropping out will improve our society as a whole. Most often, this population being served is considered socio-economically disadvantaged.

IEC will be governed in accordance with applicable Federal, State and Municipal laws and regulations relating to public agencies and charter schools. The Integrity Educational Board of Education agrees to voluntarily comply with the Ralph M Brown Act (government Code 54950, et seq.) and political Reform Act (government code 87100, et seq.). The school will be nonsectarian in its programs, admission policies, employment practices, and all other operations and will not discriminate based on race, religion, ethnicity, national origin, disability, or gender.

SCHOOL SITE COUNCIL:

The School Site Council (SSC) is mainly an advisory body holding the school responsible for its operations. The SSC will be formed shortly after the school commencement and will consist of:

- The school principal
- 1 teacher representative elected by the faculty
- 1 parent representative elected by the parent Club
- 1 student representative elected by the Student Council

I: MANAGEMENT CAPACITY

OPERATING PLAN / PARENT INVOLVEMENT:

Integrity Educational Center strongly encourages parents to participate in and share the responsibility for the educational process and educational results of IEC. By having representative (s) on the SSC School Site Council, parents will be active participants in developing local school policies and leading efforts to engage the support of the community, making community concerns. Other opportunities for parental involvement include:

- The SSC will encourage the formation of a parental /guardian club. The parent club will fulfill its advising function primarily through its representatives on the SSC and Integrity Educational Center Board.
- Parents will have the opportunity to get counseling along with their child regarding issues that might prevent the child from being successful in school.
- Teachers will be available for a back to school night once every semester to meet with parents and guardians as another communication element.
- Career Day will be an avenue was parents can volunteer at the school and play an integral part.
- Awards night will be a night when parents are asked to attend the school where report cards will be distributed as well as academic achievement (Deans list, Principals list).

As mandated by state law, Integrity Educational Center will establish an English Language Advisory Committee upon acceptance of categorical funds. The English Language Advisory Committee will advise administration on Services for English Language learners.

I: MANAGEMENT CAPACITY

OPERATING PROCEDURE:

The development team anticipates enrolling about 150 students in grades ten and eleven for the first year of instruction. The development team bases this estimate on the level of community interest in the school thus far. To date, the development team is in the process of communicating with parents indicating that they are meaningfully interested in sending their child to Integrity Educational Center in the fall of 2011. The intended grade level enrollment of Integrity Educational Center for the first 6 years is shown in the following table:

Grade	Year 1 2011/2012	Year 2 2012/2013	Year 3 2013/2014	Year 4 2014/2015	Year 5 2015/2016	Year 6 2016/2017
10	93	90	90	90	90	105
11	57	100	90	135	145	195
12		50	145	180	255	275
Total	150	240	325	405	490	575

I: MANAGEMENT CAPACITY

RACIAL AND ETHNIC BALANCE:

Integrity Educational Center anticipates and welcomes students from all racial and ethnic backgrounds. Integrity Educational Center believes that proper racial and ethnic balance can be achieved by reaching out to parents and students from all backgrounds. In order to be efficient and inclusive in our efforts to reach all communities in the district, the actions taken by Integrity Educational Center will include but not be limited to, the following:

- Hold presentations, information sessions at libraries, community centers, existing schools
- Host open houses and schedule campus tours
- Distribute brochures and application materials at Community Centers, shopping malls and other places of broad public access

Disseminate information about the school at other possible places where students and families of diverse backgrounds can be reached

- Advertise in the local media
- Post street signs in designated advertising locations
- Maintain an informative web page
- Integrity Educational Center will distribute recruitment materials, host open house events and provide tours of the school sites. In addition, advertise in the local media in other languages, such as Spanish, in addition to English.
- Integrity Educational Center will hire educators who have experience with underrepresented communities and neighborhoods. Integrity Educational Center teachers will be sensitive to the ethnic and racial backgrounds of the school's students. The teacher will be aware of learning techniques that may be different for each student. The teacher shall when necessary, differentiate the instruction for students in the classroom.

I: MANAGEMENT CAPACITY

ADMISSION REQUIREMENTS:

Integrity Educational Center will also provide for periodic assessments of racial and ethnic balance of students attending the school, and agrees to cooperate with district administrators to devise methodologies to achieve and maintain a racial and ethnic balance. This balance will be reflective of the district's general population.

Integrity Educational Center is non-sectarian in its programs, admission policies, employment practices, and all other operations. Integrity Educational Center will admit all students, on a space available basis, will not charge tuition and will not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age ancestry, or athletic performance. Integrity Educational Center will comply with all applicable state laws pertaining to student admission and enrollment including California Education Section Code 47605 (B) and 47605 (d)

- The school will not enroll anyone 19 years of age.
- A written application is required from each student. This application form will include contact information and available student record from the student's current school. Applicants are asked to complete an enrollment package, which includes medical records, parent-student compact, student pledge, parent involvement agreement, lunch application, and record release form.
- Students may apply for admission at any time during the year. If the school is at capacity, the applications will be held until the school's primary enrollment period (May/June). Application deadline for enrollment will be set on an annual basis by the school administration.

Parent/Guardians will be encouraged to either attend Integrity Educational Center intake /orientation or meet with a designated Integrity Educational Center staff member before admission to learn about the school mission and teaching philosophy. Our staff will explain how parents/guardians can help students comply with the school schedule and policies. Parents can participate in the activities of subcommittees that take part in the school operation, such as volunteering on our school leadership team and school site council, and increasing parental assistance with school wide events such as graduation and awards assemblies, Career Day.

MANAGEMENT CAPACITY

ADMISSION REQUIREMENTS:

- Students and their families will be asked to sign a parent- student compact to promote the mission of the school. In no way will the student be penalized for the failure of the parent in not signing the parent- student compact.
- Integrity Educational Center shall admit all students who wish to attend the school.
- If the number of students who wish to attend a grade exceeds the school's capacity for that grade, a public random drawing shall be held for admittance. Preference will be given to students currently attending the school who are siblings of students already enrolled in the school and students who reside in the district.
- A separate drawing will be held for each grade level. When the school achieves full enrollment for these grade levels, the remaining applicants will be placed on a waiting list in the order in which their name was drawn in the public random drawing. Applicants may only remain on the waiting list through one (additional) enrollment period and must reapply to the school if space limitations prevent them from being admitted in two consecutive enrollment periods.

INTAKE/ORIENTATION:

With respect to the student target population that Integrity Educational Center will be serving, there will be online registration and a mandatory student/ parent (or guardian) a 90 minute orientation bi-monthly after the first school wide orientation. This orientation will include:

- A. Signing of forms medical and emergency contact information. ELL designation form IEP, Probation officer indication
- B. Signing of the school handbook, school rules and policies, transcript request forms
- C. Intake Assessment for Individual Learning Plan math test, credit evaluation, credit recovery
- D. A tour of the school will be available on the last Thursday of every month.

I: MANAGEMENT CAPACITY

PUPIL AND STAFF HEALTH AND SAFETY:

Integrity Educational Center will implement a comprehensive set of health, safety, and risk management policies to create a safe and secure learning environment. These policies will comply with all applicable state, local health, and safety laws and regulations. It will be the task of the school administration to monitor all activities consistently to provide safety and security of students. For this purpose, a "Safety Team" will be created among school administrators, teachers and other school staff to supervise students at all times. The policies will address, but not be limited to the following topics:

- The school functions as a drug, alcohol, and tobacco-free workforce.
- Drug, alcohol, training regarding blood borne pathogens.
- Administration of prescription drug training.
- All employees (paid and volunteer) working with students are subject to fingerprinting and must provide the school with a criminal record summary.
- Employee TB testing.
- Child Abuse, acts of violence, and other improprieties will be duly reported, as mandated by federal, state, and local agencies.
- The school will be a zero-tolerance zone for sexual harassment for all employees, students, and parents in any combination.
- Emergency safety plans and (staff training and procedures for response to natural disasters and emergencies, including fires and earthquakes) will be detailed, taught to all on campus. Regular drills will take place.
- First aid/CPR trained personnel will be on the school premises at all times during the school session.

The school's insurance carriers will make amendments to these policies upon recommendations. Other changes can be made with approval of the Integrity Educational Board.

I: MANAGEMENT CAPACITY

PUPIL AND STAFF HEALTH AND SAFETY:

Integrity Educational Center will comply with the existing regulations that apply to charter schools including Cal/OSHA and EPA regulations. Records of student immunizations will be maintained, and staff will honor all applicable requirements for periodic tuberculosis (TB) tests. Each applicant is required to provide Integrity educational Center with a full disclosure statement regarding prior criminal record as required by the California Education Code Section 44830.1 and to undergo a criminal background check. Immunization of students is a condition of school attendance to the same extent as would apply if the students attended a non- charter public school. The methods for reporting alleged improprieties, such as child abuse, acts of violence, and other improprieties, will be followed and mandated by the state of California. The procedure for the mandated staff will be to file a report within 36 hours of first becoming aware of a suspected case of child abuse. The report will be filed with either the Police Department, Child Abuse unit or the Department of Children and Family Services. The staff member will meet with the appropriate authorities accordingly. Prior to the commencement of each school year, staff will receive in-Service training and sign a document verifying notification and understanding regarding this responsibility. In addition, staff will receive annual training on the detection of child abuse.

Integrity Educational Center will maintain all insurance, liability, and compensatory coverage and will comply with other regulations, such as fire and safety codes, as required by the federal, state and city laws. The site will have the capacity to provide first aid in the event of minor medical emergencies.

I: MANAGEMENT CAPACITY

SUSPENSION AND EXPULSION:

A comprehensive and well-accepted set of disciplinary policies is essential to ensure a safe and effective educational environment. IEC will develop a student handbook before classes commence in the fall of 2011. The handbook will detail the school regulations and policies as well as the school's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. This handbook will be distributed to students, parents, teachers and community members. The school discipline policy, will be reviewed with students and parents upon admission. In addition, the school discipline policy, including the list of offenses for which students are subject to suspension or expulsion, will be reviewed and amended from time to time based on staff, parent IEC Board of Directors, and student feedback. This policy will ensure that it will provide adequate safety for students, staff and visitors to the school and serve the best interests of the school's students and their parents/guardians. Written policies and procedures regarding student discipline shall be provided to students, parents and staff on an annual basis and whenever they are revised. Moreover, the IEC Board of Directors shall provide OUSD with a copy of student discipline policies and procedures.

IEC will adhere to well-defined regulations of suspensions and expulsion based on equality and the right to due process. Students who violate the school policies may be subject to the following:

- Warning
- Loss of Privileges
- Notices to parents by telephone or letter
- Referral to the administrator
- Request for parent conference
- In-school suspension
- Suspension
- Expulsion

I: MANAGEMENT CAPACITY

SUSPENSION AND EXPULSION CONTINUED:

Integrity Educational Center has adopted the grounds for suspension and expulsion of students as enumerated in education Code Sections 48900, 48900.2, 48900.3, 48900.4, and 48900.7. These include:

- Cause, attempted to cause, or threaten to cause physical injury to another person or willfully use force or violence upon the person of another, except in self-defense.
- Possesses, sell or otherwise furnish any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student has obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.
- Unlawfully offer, arrange, or negotiate to sell any controlled substance as defined in Health and safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sell, deliver or otherwise furnish to any person another liquid substance or material and represent same as controlled substance, alcoholic beverage or intoxicant.
- Commit or attempt to commit robbery or extortion
- Cause or attempt to cause damage to school property or private property
- Stole or attempted to steal school property or private property
- Possesses or use tobacco or any products containing tobacco or nicotine Products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- Commit an obscene act or engage in habitual profanity or vulgarity.
- Unlawfully poses or unlawfully offer, arrange, or negotiate to sell any drug paraphernalia, as defined in health and safety code 11014.5
- Disrupt school activities or otherwise willfully defy the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- Knowingly receive stolen school property or private property
- Possess an imitation firearm, i.e., and a replica of a firearm that is so substantially similar in physical properties to an existing firearm.

I: MANAGEMENT CAPACITY

SUSPENSION AND EXPULSION CONTINUED:

- Committ a sexual assault as defined in penal code 261,266c,286,288,288a or 289, or committ a sexual battery as defined in Penal Code 243.4
- Harass, threaten , or intimidate a student who is a complaining witness or witness in a school disciplinary proceeding for preventing that student from being a witness and /or retaliating against that student for being a witness.
- Make terrorist threats against school officials and/or school property as defined in Education Code Section 48900.7
- Committ sexual harassment as defined in Education Code Section 212.5
- Cause or attempt to cause, threaten or intimidate a student or group of students .
- Unlawfully offer, arrange to sell, negotiate to sell or sold prescription drugs

A student may be suspended or expelled for any of the above referenced acts such that it is related to school activities including but not limited to the following:

- While on school grounds
- While going to or coming from school
- During the lunch period whether on or off the campus.
- During, or while going to or coming from, a school-sponsored activity.

PROCEDURE FOR SUSPENSION /INFORMAL CONFERENCE:

Suspension shall be preceded by an informal conference conducted by the principal or there designee with the student and his/her parent or guardian. At the conference, the student will be informed of the reason for the disciplinary action and the evidence against him or her and will be given the opportunity to present his /her version and evidence in his her/her defense. The conference may be omitted if the principal or designee determines that an emergency exists. An emergency involves a clear and present danger to the lives, safety or health of students or school personnel. In the event the student is suspended without conference, the parent/guardian shall be notified of the suspension and a conference will be requested as soon as possible.

I: MANAGEMENT CAPACITY

SUSPENSION AND EXPULSION /NOTICE TO PARENTS/GUARDIANS

At the time of suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. It will be followed up with a written notification, which will state the specific offense committed by the student. In addition, the notice may also specify the date and time the student is expected to return to school. The written notice may request a meeting with the parent or guardian to discuss the causes and the duration of the suspension.

Suspension, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation by the principal of expulsion, the principal of expulsion, the student and the student's guardian or representative will be invited to a Danger Hearing Conference to determine if the suspension should be extended with the inclusion of an expulsion hearing. This determination will be made by the Principal/Superintendent upon either of the following findings: (1) whether the pupil's presence will be disruptive to the learning environment (2) if the student committed an expellable offense according to California Education Code (3) The school will have a zero tolerance for drugs or alcohol being brought to the campus. (4) Whether the pupil poses a threat or danger to others. Upon determination, the student suspension will be either extended, informed of other educational options pending the expulsion hearing process.

APPEAL OF SUSPENSION:

The parent or guardian of a suspended student or the suspended student may appeal the suspension decision within 5 working days directly to the principal. The principal will expeditiously review the case with the parent and/or student in question within five working days, if the principal determines that the student has not violated one of the rules in the student handbook

I: MANAGEMENT CAPACITY

APPEAL OF SUSPENSION:

The parent or guardian of a suspended student or the suspended student may appeal the suspension decision within 5 working days directly to the principal. The principal will expeditiously review the case with the parent and or/student in question within five working days. If the principal determines that the student has not violated one of the rules in the student handbook. Then the suspension decision may be reversed. This process will be amended as the administrative structure changes with the growth of the school and will be defined in the student handbook. Final appeals are to the local School Site Council.

PROCEDURE FOR EXPULSION:

Students will be recommended for expulsion if the school Superintendent/Principal finds that at least one of the following findings may be substantiated:

- That the student has committed an expellable offence according to California Education Code
- That other means of corrections are not feasible or have repeatedly failed to bring about proper conduct
- That due to the nature of the violations, the presence of the student causes a continuing danger to the physical safety of the student or others.

A student recommended for expulsion is entitled to a Danger Hearing before the expulsion hearing in order to inform the student (parent or guardian of their rights). The Danger Hearing will be held within thirty (30) day's after the offense happened. The school Superintendent/Principal will determine the grounds for the expulsion hearing, and that the student is entitled to at least one postponement of an expulsion hearing. For a period, not more than 30 calendar days.

I: MANAGEMENT CAPACITY

PROCEDURE FOR EXPULSION:

The expulsion hearing will be presided over by the Integrity Educational Center Board of Directors, Superintendent/Principal (or his/her designee) such that there is a panel of three or more persons. The expulsion hearing shall be closed to the public unless the student or parent/guardian request in writing, at least five calendar days before the date of the hearing, that the hearing be conducted at a public meeting.

All expulsion hearings will be videotaped and consent to this will be stipulated in the parent student handbook.

Whether the hearing is open or closed to the public, the board may meet in closed session to deliberate whether the student should be expelled.

Written notice of the hearing will be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. This notice will include:

- The date and place of the hearing
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based
- A copy of the Integrity Educational Center disciplinary rules, which relate to the alleged violation
- Notification of the student's parents/guardian's obligation to provide information about the student's status in IEC to any other district in which the student seeks enrollment.
- The opportunity for the student or the student's parent/guardian to appear in person or to employ representatives by a non-attorney or counsel at the sole cost and expense of the parent /guardian of the student recommended for the expulsion hearing.
- The right to inspect and obtain copies of all documents to be used at the hearing
- The opportunity to confront and question all witnesses who testify at the hearing
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

I: MANAGEMENT CAPACITY

PROCEDURE FOR EXPULSION:

Any decision by the IEC Board of directors to expel a student shall be made within ten (10) school days after the conclusion of the hearing.

The principal /superintendent or designee, following a decision by the IEC Board of Directors to expel, shall send written notice of the decision to expel to the student or parent /guardian.

The notice shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

- Notice of the right to appeal the expulsion to OUSD School Board
- Notice of the education alternative placement to be provided to the pupil during the time of expulsion;
- The specific offense committed by the student
- Notice of the student or parent/guardian's obligation to inform any new school or district in which the student seeks to enrollment of the student's status with IEC.

In the event of a decision to expel a student from IEC, the school administration will work cooperatively with OUSD if the student is an OUSD resident also the school administration will work with the district of residence, county, and/or private school to assist with the appropriate educational placement of the student who has been expelled.

APPEAL OF EXPULSION:

OUSD Board has the right to hear appeals of the student and, in some cases, has the right to reinstate a student. Review by the OUSD Board of Education will be limited to the following:

- Whether the IEC Board of Directors acted without or in excess of its jurisdiction
- Whether there was a fair hearing before the IEC Board of Directors

I: MANAGEMENT CAPACITY

SUSPENSION- EXPULSION OF STUDENTS WITH EXCEPTIONAL NEEDS

When suspensions involve a student who has been identified as an individual with a disability, or for whom the charter school has a basis on knowledge of a suspected disability pursuant to the individuals with disabilities Act ("IDEA") or who qualifies for services under section 504 of the Rehabilitation ACT of 1973 ("Section 504"), a manifestation determination meeting shall be held no later than the 10th suspension day (whether consecutive or cumulative for the school year) or upon the commencement expulsion proceedings. The manifestation determination meeting shall include OUSD, the parent and the relevant members of the student's IEP Team (as determined by the parent and OUSD).

Integrity Educational Center will follow the requirements of State and Federal laws regarding suspension, expulsion of Special Education students, including but not limited to the requirements that a manifestation determination be made prior to any change of placement. While Special Education students are subject to suspension on the same grounds as general education students, special education students may be suspended for up to, but not more than ten consecutive school days if he or she poses an immediate threat to the safety of himself, herself, or others. Suspension will be imposed only when other means of correction fail to bring about proper conduct. This will be done through a positive behavior intervention plan developed by the IEP team. In the event that a special education student commits one of the acts enumerated in the grounds for suspension or expulsion, she or he is subject to expulsion only if all of the following conditions are met:

- The IEP team determines that misconduct was not caused by, or was not a direct manifestation of, the student's identified disability.
- The team determines that the student had been appropriately placed at the time the misconduct occurred. In order to make this determination, a manifestation determination meeting will be held.

I: MANAGEMENT CAPACITY

SUSPENSION/ EXPULSION OF STUDENTS WITH EXCEPTIONAL NEEDS

The participants of the manifestation determination meeting shall review all relevant information in the student's file, including the student's IEP, any teacher observations and any relevant information provided by the parents to determine if: (1) the conduct is a disability; or (2) the conduct in question was the direct result of the LEA'S failure to implement the IEP. If determined at the Manifestation Determination meeting that one or two is answered in the affirmative, the conduct is deemed a manifestation of the disability. In the case of a manifestation of a disability, the student will be returned to the placement from which he/she was removed, unless OUSD and parent agree to a change of placement as part of the modification of the behavioral intervention plan. For Special Education students, a new manifestation determination meeting is required for all proposed suspensions exceeding ten cumulative days in one school year.

EXPULSION OF A STUDENT WITH DISABILITIES:

A student with a disability may be removed from Integrity Educational Center to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability. The following represent criteria for removal. If the student: (1) carries a weapon or possesses a weapon at school, on the school premises or at a school function under the jurisdiction of Integrity Educational Center (2) knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance, while at IEC premises, or at IEC function under the jurisdiction of IEC or (3) has inflicted serious bodily injury upon another person while at Integrity Educational Center premises, or at a school function.

ATTENDANCE ALTERNATIVES:

Those students who chose not to attend Integrity Educational Center will have the right to attend other public schools or pursue a transfer in keeping with existing enrollment and transfer policies of their district or residence. Alternatives to Integrity Educational Center for these students living within OUSD attendance area will be the same as those offered to all other students currently residing in the district.

I: MANAGEMENT CAPACITY

DISPUTE RESOLUTION PROCESS:

The parent or guardian of each student enrolled in the charter school shall be informed that the students have no right of admission to 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 right is extended by the local education agency. Parents, students, School Site Council members, volunteers, and staff at Integrity Educational Center will be provided with a copy of the school's policies and dispute resolution process which aims to help school community members (school administration, students, teachers, parents, partner organizations, advisors, volunteers, and community members) to resolve their disputes within the school pursuant to school's policies in a fair and timely manner in order to minimize oversight burden on the district. OUSD agrees to inform the Superintendent /Principal of IEC if they are contacted regarding a conflict at IEC. In the event, that OUSD receives a written complaint regarding a dispute at IEC, OUSD will pass the complaint to the principal and board of directors. IEC and OUSD agree to resolve controversies, claims, or disputes cooperatively and in good faith as expeditiously as possible. IEC and OUSD agree that IEC will have an opportunity to present its present its position before any action is taken regarding a dispute, and that every effort to resolve the issue amicably will be given before any conditions are given or potential charter revocations are taken. However, IEC understands the OUSD may visit the school at any time, and that if OUSD has a strong basis to believe that a particular infraction of the charter may cause imminent harm to students or staff, then OUSD may move to revoke the charter immediately. Any controversies, claim, or dispute arising out of or relating to the charter agreement, or the breach thereof, must be submitted in writing ("written Notification"). The written Notification must identify the nature of dispute.

I: MANAGEMENT CAPACITY

DISPUTE RESOLUTION PROCESS:

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 5:00pm., 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. Written responses ("Written response") shall be tendered to the other party within twenty (20) business days from the date of receipt of written notification. The parties agree to schedule a conference to discuss and resolve the controversy, claim, or dispute at issue ("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. The written response may be tendered by personal delivery, facsimile, or by certified mail. The written response shall be deemed received (1) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m, or otherwise on the business day following personal delivery; (2) if by facsimile, upon electronic confirmation of receipt; or (3) if by mail, two (2) business days after deposit in the U.S. mail.

If the controversy, claim, or dispute cannot be 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 mediation. The mediators fees and the administrative fees of the mediation shall be shared equally amount the parties. Mediation proceedings shall commence within 120 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the control or claim at dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitrator Association. Mediation proceedings must be administered in accordance with mediation rules or guidelines of the American Arbitration Association.

I: MANAGEMENT CAPACITY

DISPUTE RESOLUTION PROCESS:

If mediation is not successful, then the parties agree to settle the controversy, claim or dispute by arbitration, conducted by a single arbitrator in accordance with rules or guidelines of American Arbitration Association. The arbitrator must be an active member of the California State Bar or a retired judge of the State or Federal judiciary of California. The findings or recommendations of the arbitrator shall be non-binding, unless the governing boards of Integrity educational Center and OUSD jointly agree to bind themselves. Each party shall bear its own costs and expense associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among parties. Any party who fails or refuses to submit to arbitration shall bear all costs and expenses incurred by such other party in compelling litigation of any controversy, claim or dispute. Internal disputes at the school, including disputes among students, staff, parents, and board members shall be resolved pursuant to the policies and process developed by the school to be included in the finalized student and staff handbooks.

The district shall not intervene in any such internal disputes without the consent of the governing board of the school and shall refer any complaints or reports regarding such disputes to OUSD school site council and/or principal. 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 agreement has occurred, unless the district believes there may be an immediate threat to the health or safety of students or employees at the site, or unless the School Site Council has requested the district to intervene in the dispute.

I: MANAGEMENT CAPACITY

DISPUTES BETWEEN INTEGRITY EDUCATIONAL CENTER /OUSD:

All disputes between IEC and OUSD will be handled internally and in accordance with the bylaws, policies, and procedures of Integrity Educational Center and OUSD. OUSD will not be involved in such disputes unless it deems it necessary as relating to a cause for revocation under Education Code Section 47607.

The dispute resolution process described above does not apply to disputes that may give rise to revocation of the charter. Per the Education Code 47607, the charter may be revoked by OUSD if the district finds that OUSD did any of the following:

- Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- Failed to meet or pursue any of the pupil outcomes identified in the charter.
- Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Violated any provision of law.

Prior to revocation, OUSD shall notify OUSD of any violation described above and give the school a reasonable opportunity to cure the violation.

I: MANAGEMENT CAPACITY

IMMEDIATE REVOCATION:

However, if the district concludes that a violation of the charter constitutes a severe and imminent threat to health and safety of the pupils, a written determination of the severe and imminent threat will be personally served on the administrator in charge of the charter school and followed by certified mail. When there is, written determination that a violation constitutes a severe and immediate threat pending an investigation will result as of the revocation process.

In the event that IEC closes, the OUSD, parents and students will be provided sufficient written notice to make appropriate arrangements to attend other schools. At a minimum, sufficient notice will be sixty (60) calendar days prior to closure. IEC agrees to work cooperatively with the OUSD to place students in appropriate schools and to provide the names and addresses for further contact to the appropriate resident school district. IEC shall provide student records to the OUSD or other appropriate organization enrolling the students 45 (forty-five) calendar days prior to closure. Integrity Educational Center shall also provide the OUSD a financial update and proposed closing of the books for the school no later than thirty (30) calendar days after closure and a final audit within ninety (90) calendar days after closure. The final audit will include a report explaining IEC handling of assets and liabilities and will be prepared by an independent auditor. The Utopia CFO, and the independent auditor, will verify that the final audit of the school assets and liabilities is performed. The Utopia attorney would pay down all liabilities and transfer all remaining assets, as allowable by law, to another non-profit educational institution.

An independent copy of all relevant student records (transcript of their academic progress, suspension/ expulsion records, IEP, etc) will be provided to the parents at no cost. Student records will be given to OUSD in the event the school closes for archiving.

I: MANAGEMENT CAPACITY

ADEQUATE PLAN FOR INSURANCE:

Utopia Education is responsible for matters of civil and financial liability resulting from operations of IEC. Utopia will carry levels of general liability, property, workers compensation, Directors and officers, and unemployment insurance appropriate for the size and scope of the schools operation. Utopia Education believes that the following types of insurances will be appropriate as well as the following limits:

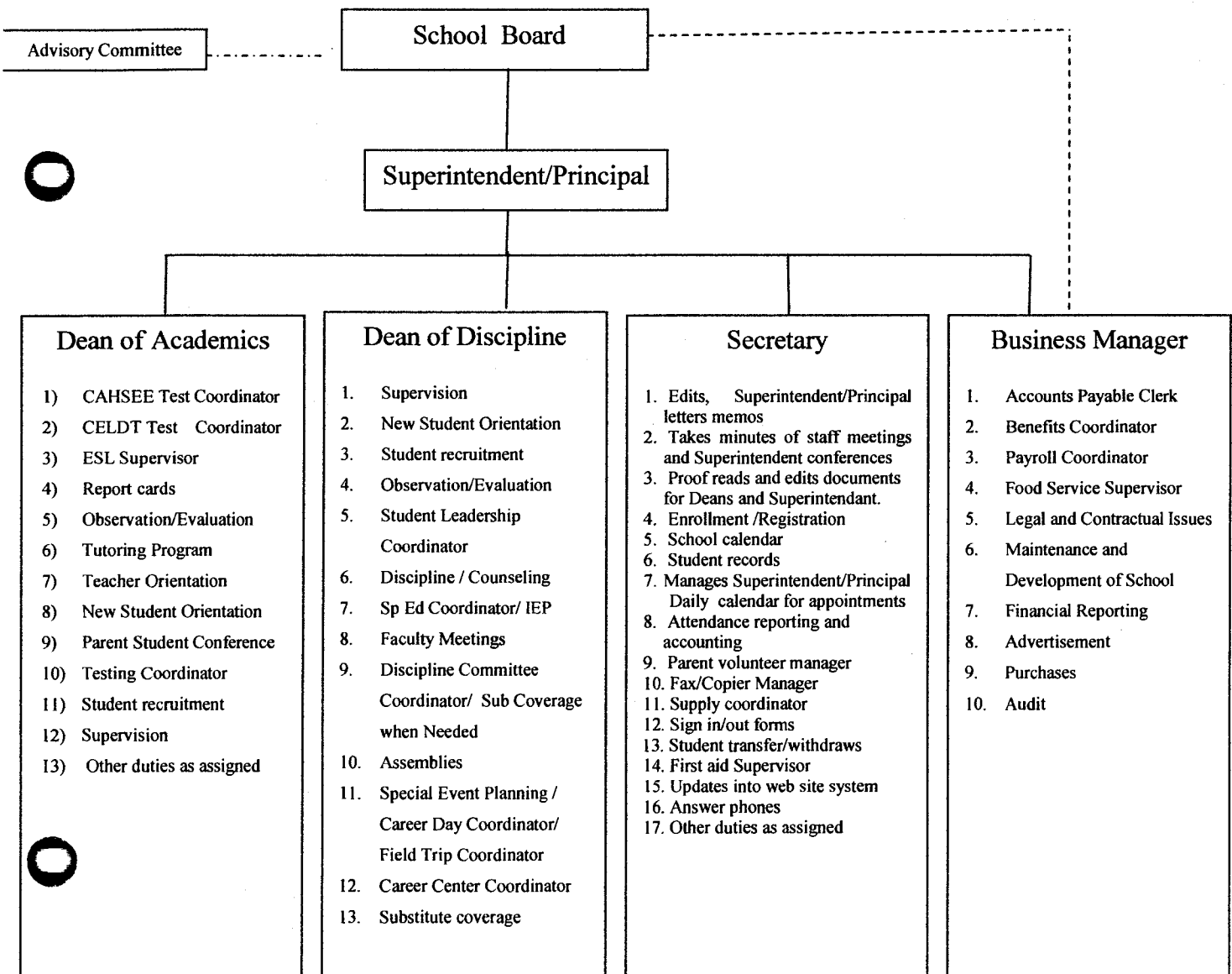
Type of insurance	Coverage Limit
Property	1,000,000 USD
General Liability & School Board Liability	1,000,000 USD
Worker's Compensation and employers Liability	1,000,000 USD

In addition, IEC shall include OUSD as an endorsed name deemed insured on its policies. IEC is willing to include liability understanding in the memorandum of understanding that hold OUSD harmless for IEC debts and obligations of IEC as well (as from all matters of civil liability resulting from the operation of the charter). IEC assumes that OUSD is willing to provide a parallel provision that holds IEC harmless from OUSD debts and obligations as well as all matters of civil liability resulting from the operation of OUSD (unrelated to the charter), and for any negligence of OUSD relating to the charter. IEC will be responsible for all supplies and equipment that it purchases and, in the event of loss by fire, disaster, or theft, OUSD shall have no responsibility for those items unless such loss was caused by the negligence of OUSD. In addition, we will agree that OUSD shall have no responsibility for losses of student property, and IEC will hold OUSD harmless from any such losses resulted from the negligence of OUSD.

I: MANAGEMENT CAPACITY

MANAGEMENT STRUCTURE:

**INTEGRITY EDUCATIONAL CENTER
ORGANIZATIONAL CHART**



I: MANAGEMENT CAPACITY

The **Superintendent/ Principal** will be the senior authority at the school with the following responsibilities and duties:

- Commit to IEC vision and mission
- Monitor instructional and managerial process to ensure that program activities are related to program outcomes and use findings to take corrective actions.
- Report to and consult with Board of trustees/Board/Admin Meetings
- Hire , supervise, and evaluate the faculty and school staff
- Comply with district policies , state and federal laws and regulations affecting the school
- Compile, maintain , and file all physical and computerized reports, records, and other documents required, including accurate and timely reports of requisition of textbook
- Manage use of school facilities. Supervise maintenance of facilities to ensure a clean, orderly and safe campus
- Direct and manage extracurricular and Leadership programs
- Work with faculty and students to develop a student discipline management system that results in positive student behavior and enhances the school climate
- Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with the student handbook
- Conduct conferences about student and school issues with parents, students, and teachers
- Demonstrate awareness of school and community needs and initiate activities to meet those needs
- Use appropriate and effective techniques to encourage community and parent involvement
- Communicate with the chartering agency and attend necessary meetings
- Report to the chartering agency and the state when required
- Career Technical Education Coordinator/Teacher
- Daily Operations/Employee Compliance/Evaluation of personnel
- Accreditation/Renewal /PR& Media/Web page
- OUSD Liaison /Technology Coordinator
- State reporting/prop 39/prop 49
- Human Resources/ Grant Management

J: EMPLOYMENT CAPACITY

QUALIFICATIONS:

Integrity Educational Center will not discriminate against any employee based on race, color, creed, age, sex national origin, disability, or marital status. We will adhere to all applicable state of California Laws, including fingerprinting and criminal background check of employees and students. New employees hired shall be required to take a drug screen test at IEC cost. Contracts will not be signed until after screening results and/or Department of Justice Clearance are received. All employees must furnish or be able to provide:

- Medical Clearance including proof of medical exam and tuberculosis (TB) testing.
- Fingerprinting for criminal record check. Applicants will be required to provide a full disclosure statement regarding prior criminal record
- Documents establishing legal status in the United States.

Integrity Educational Center will conform to the legal requirements, which states that all charter schoolteachers teaching "core" subjects shall hold a Valid California Commission on Teacher Credentialing Certificate, permit or other documentation equivalent to what a teacher in other public schools would be required to hold in accordance with provisions on the "No Child Left Behind" (NCLB) Act. Our teachers will be "Highly Qualified" in "core courses" which are English, Reading Language Arts, Mathematics, Science, Foreign Language, Civics and Government, Economics, P.E. and Geography.

STAFF SELECTION AND QUALIFICATIONS OF THE SCHOOL'S KEY PERSONNEL:

The Superintendent /Principal will have:

- Advanced Degree in education, Administrative Services Credential & Teaching Credential,
- Verifiable leadership experience and skills in K-12 Education.
- Commitment to the mission and goals of the school
- Experience in teaching the target population
- Experience in Vocational Education programs and/or using technology

J: EMPLOYMENT CAPACITY

TEACHERS:

He or she is responsible for taking all necessary steps for hiring and firing teachers, which includes a careful assessment of their credentials. The Superintendent/Principal will hire teachers who meet the requirements for employment. As a general policy, the IEC Superintendent /Principal will hire, train and employ part-time or full time non-certificated teachers to teach non-core classes if they have good subject area expertise and experience in teaching students.

Selection of teachers will be based on their teaching experience, the degree of subject matter expertise, and their ability to The Superintendent/Principal will hire and terminate the administrative and teaching personnel. Demonstrate classroom instructional capabilities. Teachers need to have a commitment to teaching the target population, and possess the ability to be a team player.

TEACHERS WILL:

- Provide a quality, enriched and powerful curriculum
- Provide continuous assessment of student progress and maintain records
- Meet with other teachers for mutual assistance and improvement of classroom activities
- Obtain Cross Cultural Language and Academic Development Credential at the end of the first year of employment
- Maintain regular, punctual attendance.
- Abide by the Employee handbook developed by the School Administration and the Superintendent/ Principal

CLASSIFIED AND OTHER PERSONNEL:

The Superintendent/Principal will select other classified and other personnel based on an application and interview. Selection will depend on the ability to perform the job duties for which that position requires.

- Other certificated personnel will perform duties as described in their job description
- Teacher Assistants will assist teachers with instructional support and perform classroom duties, such as assisting students on an individual level and assistance in monitoring students during group activities as well as taking attendance grading student work, making parent phone calls and general assistance to the class (other duties as assigned). However, a Teacher's Assistant can be a tutor, too.

J: EMPLOYMENT CAPACITY

COMPENSATION PLAN /CONTRACT:

- Office personnel will perform daily job duties as appropriate for their job positions.
- Maintenance duties will include janitorial services, light maintenance, and limited gardening duties food service will include food preparation, distribution, and maintaining a clean kitchen area.

All personnel will abide by the employee handbook as well as commit to IEC mission and vision. All employees' job descriptions and work schedule will be reviewed and modified by the Superintendent/Principal as needed to meet the needs of the school and its students. The job descriptions will be based on the job duties as outlined in the charter.

Integrity Educational Center will hire, employ and treat all employees based on professional merits performance-oriented monitoring. The school will not discriminate against any employee on the basis of race, color, creed, age's national origin, disability, or marital status.

Employee contracts will be shaped and individualized, except salary, which will utilize a pay scale for teachers and administrators. The standardized pay scale is as follows:

Superintendent/Principal:

Colum 1 MA+ Admin Credential	Colum 2 Dr, MA+ Admin Credential
COLA Step 1 =\$95,000	COLA Step 1 =\$ 101,650
COLA Step 2 increase 7%=\$101,650	COLA Step 2 increase 7%=\$108,765.50
COLA Step 3 increase 7%=\$108,765.50	COLA Step 3 increase 7%=\$116,379.08
COLA Step 4 increase 7%=\$116,379.08	COLA Step 4 increase 7%=\$124,525.61
COLA Step 5 increase 7%=\$124,525.61	COLA Step 5 increase 7%=\$133,242.40

J: EMPLOYMENT CAPACITY

COMPENSATION PLAN/ CONTRACT:
Business Manager:

Colum 1 BA / No CPA	Colum 2 BA+ CPA
COLA Step 1 =\$60,196.50	COLA Step 1 =\$ 77,000.00
COLA Step 2 increase 5%=\$63,206.33	COLA Step 2 increase 5%=80,669.061
COLA Step 3 increase 5%= \$66,366.64	COLA Step 3 increase 5%=84,702.514
COLA Step 4 increase 5%=\$69,684.97	COLA Step 4 increase 5%=88,937.639
COLA Step 5 increase 5%= \$73,827.678	COLA Step 5 increase 5%=\$93,384.52

Dean of Academics/Discipline:

Colum 1 BA + Prelim Admin Credential/No Admin /No experience	Colum 2 MA/MS+ Clear Admin Credential
COLA Step 1 =\$52,000	COLA Step 1 =\$63,206.33
COLA Step 2 increase 5%=\$54,600	COLA Step 2 increase 5%=\$66,366.64
COLA Step 3 increase 5%= \$57,330	COLA Step 3 increase 5%=\$69,366.64
COLA Step 4 increase 5%=\$60,196.50	COLA Step 4 increase 5%=\$72,834.97
COLA Step 5 increase 5%= \$63,206.33	COLA Step 5 increase 5%=\$76,476.71

J: EMPLOYMENT CAPACITY

COMPENSATION PLAN CONTRACT:

Note: IEC's starting salary of \$37,483.39 is competitive with OUSD teachers starting salary such that there is a 5% differential. IEC's clear credential matches OUSD salary and IEC's COLA is higher per steps (see addendum). \$44,192.43 is used for average staffing and operating cost projections. Five years work experience credit will be given. Colum 2 step 1 \$44,192.43 is the highest initial rate for instructors.

Teachers:

Col 1 BA + Intern, Prelim Credential	Col 2 BA+ Clear Credential
COLA Step 1 = \$37,483.39	COLA Step 1 = \$44,192.43
COLA Step 2 increase 3% = \$38,607.89	COLA Step 2 increase 5% = \$46,402.05
COLA Step 3 increase 3% = \$39,766.12	COLA Step 3 increase 5% = \$48,722.16
COLA Step 4 increase 3% = \$40,959.10	COLA Step 4 increase 5% = \$51,158.26
COLA Step 5 increase 3% = \$42,187.88	COLA Step 5 increase 5% = \$53,716.173

Classified Staff

Colum 1
COLA Step 1 increase 3% = \$21,426.00
COLA Step 2 increase 3% = \$22,068.78
COLA Step 3 increase 3% = \$22,730.04
COLA Step 4 increase 3% = \$23,411.94
COLA Step 5 increase 3% = \$24,114.29

J: EMPLOYMENT CAPACITY

COMPENSATION PLAN / CONTRACT:

The contract will address, among other issues, salary, health, welfare benefits, work schedules performance evaluation standards and responsibilities. Promotions and salary increases will be tied to performance evaluations and accountability measurements. Contracts will be signed contingent upon clearance of a background check and will be on an "at will" basis, which means employment is terminable at will by either Integrity Educational Center or employee himself/herself regardless of the length of employment or granting of benefits of any kind. New employees hired shall be required to take a drug screen test at IEC cost. Contracts will not be signed until after screening results and/or Department of Justice Clearance are received.

RETIREMENT BENEFITS:

IEC Board will make participating in STRS available to teachers and other eligible persons working at the school's sites. All employees who are not members of STRS, or an alternative qualified retirement plan, must contribute to the federal social security system to the extent required by federal law. For contributing staff, Integrity Educational Center will make the appropriate employee STRS withholding from the employee's paycheck and will contribute the employer's portion, and in the event that the school elects to allow its eligible employees to participate in PERS, Integrity Educational Center will do the same for classified employees. All withholdings from employees and the employer contribution from Integrity Educational Center will be forwarded in a timely fashion to the STRS and PERS funds as required.

MANDATORY BENEFITS:

Mandatory benefits, such as workers compensation, unemployment insurance, Medicare (and social security for non-STRS member) will be provided by Integrity Educational Center as well as contributions to PERS for those employees who are hired as classified.

RIGHTS OF RETURN:

IEC employees who were previously employees of OUSD shall have only those benefits and rights afforded to any other employee in their collective bargaining unit or employment status that leave the district for employment with any private employer. At the time of this charter submission, there are no such return rights for any employees.

J: EMPLOYMENT CAPACITY**RIGHTS OF RETURN:**

All school personnel will abide and commit to Integrity Educational Center Mission and Vision. All job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the school and its students.

All school personnel will be evaluated annually.

EDUCATIONAL EMPLOYMENT RELATIONS ACT:

Integrity Educational Center shall be deemed an exclusive public charter school employer of the employees of I E C for the purposes of the Education Employment Relations Act.

K: FINANCIAL CAPACITY

YEAR 1 2011-2012

FINANCIAL AND PROGRAMMATIC AUDIT:

A start-up year plan with reasonable assessment costs.

Table 1. Year 1 IEC Estimated Funding Model and Categorical Funding Sources

Assumptions	10th	11th	Total
Enrollment	93	57	150
Percent Students Who Attend on Average Day	95%	95%	
Estimate Average Daily Attendance (ADA)	88.35	54.15	142.5
General Purpose Funding per ADA	\$6,380	\$6,380	\$909,150
Categorical Block Grant per ADA	\$127	\$127	\$ 18,098
Lottery Revenue per ADA	\$128	\$128	\$ 18,240
Economic Impact Aid per Eligible Student (50% of enrollment)	\$402.96	\$402.96	\$ 30,222
High Quality Grant			\$230,000
Public Charter School Grant (PCSGP)			\$175,000
Total Revenue			\$1,380,710

K: FINANCIAL CAPACITY

YEAR 1 2011-2012

Table 2. Year 1 IEC Estimate Staffing Operating Cost

Assumptions:		
Classroom Teachers	7 ½	\$44,192
Superintendent/Principal	1	\$95,000
Secretary (Classified)	1	\$21,426
Campus Monitor (Classified)	1	\$21,426
Consultant	1	\$22,678
Average Teacher Salary	\$44,192	
Health Insurance (per employee)	\$ 3,000	
Dental Insurance	0	
Vision Insurance	0	
Social Security	6.20%	
Other Retirement (STRS/PERS)	8.25%	
Medicare	1.45%	
Workers Comp	5.053%	
Unemployment Insurance	1.33%	
Substitute Days	15	
Substitute Cost/Day	\$125.00	

K: FINANCIAL CAPACITY

YEAR 1 2011-2012

Table 3. Year 1 IEC Staffing & Operating Cost (In Detail)

Salary and Benefits Costs	Superintendent/ Principal	Teachers	Classifieds	Substitutes	Peer Consultant	Total
Base Salary	\$95,000	\$331,440	\$42,852	\$1,875	\$22,678	\$ 493,845
Health	\$3,000	\$22,500	\$6,000	0	0	\$ 31,500
Dental	0	0	0	0	0	\$ 0
Vision	0	0	0	0	0	\$ 0
Social Security					\$1,406	\$ 1,406
Other Retirement	STRS \$7,838	STRS \$27,344	PERS \$3,535	STRS \$155	0	\$ 38,871
Medicare	\$1,378	\$ 4,806	\$621	\$27	\$329	\$ 7,161
Workers Comp	\$4,798	\$16,738	\$2,164	\$95	\$1,145	\$ 24,939
Unemployment Insurance	\$1,264	\$ 4,408	\$570	\$25	\$302	\$ 6,568
Total	\$113,276	\$ 407,236	\$55,743	\$2,177	\$25,860	\$ 604,290

K: FINANCIAL CAPACITY

YEAR 2 2012-20

Table 4. Year 2 IEC Estimated Funding Model and Categorical Funding Sources

Assumptions	10th	11th	12th	Total
Enrollment	90	100	50	240
Percent Students Who Attend on Average Day	95%	95%	95%	
Estimate Average Daily Attendance (ADA)	85.5	95	47.5	228
General Purpose Funding per ADA	\$6,380	\$6,380	\$6,380	\$ 1,454,640
Categorical Block Grant per ADA	\$127	\$127	\$127	\$ 28,956
Lottery Revenue per ADA	\$128	\$128	\$128	\$ 29,184
Economic Impact Aid per Eligible Student (50% of enrollment)	\$402.96	\$402.96	\$402.96	\$ 48,355
Public Charter School Grant (PCSGP)				\$ 175,000
Total Revenue				\$ 1,736,135

K: FINANCIAL CAPACITY

YEAR 2 2012-2013

Table 5. Year 2 IEC Estimate Staffing Operating Cost

Assumptions:		
Classroom Teachers	15	\$679,452
Superintendent/Principal	1	\$101,650
Dean of Discipline	1	\$ 52,000
Secretary (Classified)	1	\$ 22,069
Campus Monitor (Classified)	1	\$ 22,069
Consultant	1	\$ 22,678
Substitute Cost per Day	\$125	\$ 1,875
Substitute Days	15	
Average Teacher Salary	\$45,518	
Health Insurance (per employee)	\$ 3,150	
Dental Insurance	0	
Vision Insurance	0	
Social Security	6.20%	
Other Retirement (STRS/PERS)	8.25%	
Medicare	1.45%	
Workers Comp	5.053%	
Unemployment Insurance	1.33%	

K: FINANCIAL CAPACITY**YEAR 2 2012 -2013****Table 6. Year 2 IEC Staffing & Operating Cost (In Detail)**

Salary and Benefits Costs	Superintendent/ Principal	Dean of Discipline	Teachers	Classifieds	Substitutes	Peer Consultant	Total
Base Salary	\$101,650	\$52,000	\$679,452	\$42,852	\$1,875	\$22,678	\$ 903,507
Health	\$3,150	\$3,150	\$47,250	\$6,300	0	0	\$ 59,850
Dental	0	0	0	0	0	0	\$ 0
Vision	0	0	0	0	0	0	\$ 0
Social Security	0	0	0	0	0	\$1,406	\$ 1,406
Other Retirement	STRS \$8,386	STRS \$4,290	STRS \$56,055	PERS \$3,783	STRS \$155	0	\$ 72,668
Medicare	\$1,474	\$754	\$ 9,852	\$665	\$27	\$329	\$ 13,101
Workers Comp	\$5,133	\$2,626	\$34,312	\$2,316	\$95	\$1,145	\$ 45,627
Unemployment Insurance	\$1,352	\$692	\$ 9,037	\$610	\$25	\$302	\$ 12,017
Total	\$121,145	\$63,512	\$ 835,958	\$59,525	\$2,177	\$25,860	\$ 1,108,176

K: FINANCIAL CAPACITY

YEAR 3 2013-2014

Table 7. Year 3 IEC Estimated Funding Model and Categorical Funding Sources

Assumptions	10th	11th	12th	Total
Enrollment	90	90	145	325
Percent Students Who Attend on Average Day	95%	95%	95%	
Estimate Average Daily Attendance (ADA)	85.5	85.5	137.75	308.75
General Purpose Funding per ADA	\$6,380	\$6,380	\$6,380	\$ 1,969,825
Categorical Block Grant per ADA	\$127	\$127	\$127	\$ 39,211
Lottery Revenue per ADA	\$128	\$128	\$128	\$ 39,520
Economic Impact Aid per Eligible Student (50% of enrollment)	\$402.96	\$402.96	\$402.96	\$ 65,481
Public Charter School Grant (PCSGP)				\$ 175,000
Total Revenue				\$ 2,289,037

K: FINANCIAL CAPACITY

YEAR 3 2013-2014

Table 8. Year 3 IEC Estimate Staffing Operating Cost

Assumptions:		
Classroom Teachers	22.5	\$1,307,904
Superintendent/Principal	1	\$ 108,766
Dean of Discipline	1	\$ 54,600
Dean of Academics	1	\$ 52,000
Secretary (Classified)	1	\$ 22,069
Campus Monitor (Classified)	1	\$ 22,069
Consultant	1	\$ 22,678
Substitute Cost per Day	\$125	\$ 1,875
Substitute Days	15	
Average Teacher Salary	\$45,518	
Health Insurance (per employee)	\$ 3,300	
Dental Insurance	0	
Vision Insurance	0	
Social Security	6.20%	
Other Retirement (STRS/PERS)	8.25%	
Medicare	1.45%	
Workers Comp	5.053%	
Unemployment Insurance	1.33%	

K: FINANCIAL CAPACITY

YEAR 3 2013-2014

Table 9. Year 3 IEC Staffing & Operating Cost (In Detail)

Salary and Benefits Costs	Superintendent/ Principal	Dean of Discipline	Dean of Academics	Teachers	Classifieds	Substitutes	Peer Consultant	Total
Base Salary	\$ 108,766	\$54,600	\$2,000	\$1,037,904	\$ 47,227	\$1,875	\$22,678	\$ 1,325,050
Health	\$3,300	\$3,300	\$3,300	\$ 74,250	\$6,600	0	0	\$ 90,750
Dental	0	0		0	0	0	0	\$ 0
Vision	0	0		0	0	0	0	\$ 0
Social Security	0	0		0	0	0	\$1,406	\$ 1,406
Other Retirement	STRS \$ 8,973	STRS \$4,505	STRS \$4,290	STRS \$85,627	PERS \$3,896	STRS \$155	0	\$ 107,446
Medicare	\$1,577	\$792	\$754	\$ 15,050	\$685	\$27	\$329	\$ 19,213
Workers Comp	\$ 5,493	\$2,757	\$2,626	\$ 52,414	\$ 2,385	\$95	\$1,145	\$ 66,915
Unemployment Insurance	\$ 1,477	\$726	\$692	\$ 13,804	\$ 628	\$25	\$302	\$ 17,623
Total	\$129,555	\$66,680	\$63,662	\$ 1,279,049	\$61,421	\$2,177	\$25,860	\$ 1,628,403

K: FINANCIAL CAPACITY

YEAR 4 2014-2015

Table 10. Year 4 IEC Estimated Funding Model and Categorical Funding Sources

Assumptions	10th	11th	12th	Total
Enrollment	90	135	180	405
Percent Students Who Attend on Average Day	95%	95%	95%	
Estimate Average Daily Attendance (ADA)	85.5	128.25	171	384.75
General Purpose Funding per ADA	\$6,380	\$6,380	\$6,380	\$ 2,454,705
Categorical Block Grant per ADA	\$127	\$127	\$127	\$ 48,863
Lottery Revenue per ADA	\$128	\$128	\$128	\$ 49,248
Economic Impact Aid per Eligible Student (50% of enrollment)	\$402.96	\$402.96	\$402.96	\$ 81,599
Public Charter School Grant (PCSGP)				\$ 175,000
Total Revenue				\$ 2,809,416

K: FINANCIAL CAPACITY

YEAR 4 2014-2015

Table 11. Year 4 IEC Estimate Staffing Operating Cost

Assumptions:		
Classroom Teachers	30	\$1,407,110
Superintendent/Principal	1	\$ 116,379
Dean of Discipline	1	\$ 57,330
Dean of Academics	1	\$ 54,600
Business Manager	1	\$ 60,197
Secretary (Classified)	1	\$ 22,069
Campus Monitor (Classified)	1	\$ 22,069
Consultant	1	\$ 22,678
Substitute Cost per Day	\$125	\$ 1,875
Substitute Days	15	
Average Teacher Salary	\$45,518	
Health Insurance (per employee)	\$ 3,450	
Dental Insurance	0	
Vision Insurance	0	
Social Security	6.20%	
Other Retirement (STRS/PERS)	8.25%	
Medicare	1.45%	
Workers Comp	5.053%	
Unemployment Insurance	1.33%	

K: FINANCIAL CAPACITY

YEAR 4 2014-2015

Table 12. Year 4 IEC Staffing & Operating Cost (In Detail)

Salary and Benefits Costs	Superintendent/ Principal	Dean of Discipline	Dean of Academics	Business Manager	Teachers	Classifieds	Substitutes	Peer Consultant	Total
Base Salary	\$ 116,379	\$57,330	\$54,600	\$60,197	\$ 1,407,110	\$ 48,644	\$1,875	\$22,678	\$ 1,768,813
Health	\$3,450	\$3,450	\$3,450	\$3,450	\$ 103,500	\$6,900	0	0	\$ 124,200
Dental	0	0	0	0	0	0	0	0	\$ 0
Vision	0	0	0	0	0	0	0	0	\$ 0
Social Security	0	0	0	0	0	0	0	\$1,406	\$ 1,406
Other Retirement	STRS \$ 9,601	STRS \$ 4,730	STRS \$4,505	STRS \$4,966	STRS \$ 116,087	PERS \$ 4,013	STRS \$155	0	\$ 144,056
Medicare	\$1,687	\$831	\$792	\$873	\$ 20,403	\$ 705	\$27	\$329	\$ 25,648
Workers Comp	\$ 5,877	\$2,895	\$2,757	\$3,040	\$ 71,059	\$ 2,457	\$95	\$1,145	\$ 89,325
Unemployment Insurance	\$ 1,548	\$762	\$726	\$801	\$ 18,715	\$ 647	\$25	\$302	\$ 23,525
Total	\$138,543	\$69,999	\$66,830	\$73,327	\$ 1,736,874	\$63,366	\$2,177	\$25,860	\$ 2,176,974

K: FINANCIAL CAPACITY

YEAR 5 2015-2016

Table 13. Year 5 IEC Estimated Funding Model and Categorical Funding Sources

Assumptions	10th	11th	12th	Total
Enrollment	90	145	255	490
Percent Students Who Attend on Average Day	95%	95%	95%	
Estimate Average Daily Attendance (ADA)	85.5	137.75	242.25	465.5
General Purpose Funding per ADA	\$6,380	\$6,380	\$6,380	\$ 2,969,890
Categorical Block Grant per ADA	\$127	\$127	\$127	\$ 59,119
Lottery Revenue per ADA	\$128	\$128	\$128	\$ 59,584
Economic Impact Aid per Eligible Student (50% of enrollment)	\$402.96	\$402.96	\$402.96	\$ 98,725
Public Charter School Grant (PCSGP)				\$ 175,000
Total Revenue				\$ 3,362,318

K: FINANCIAL CAPACITY

YEAR 5 2015-2016

Table 14. Year 5 IEC Estimate Staffing Operating Cost

Assumptions:		
Classroom Teachers	37.5	\$1,787,392
Superintendent/Principal	1	\$ 124,526
Dean of Discipline	1	\$ 60,197
Dean of Academics	1	\$ 57,330
Business Manager	1	\$ 63,207
Secretary (Classified)	1	\$ 22,069
Campus Monitor (Classified)	1	\$ 22,069
Consultant	1	\$ 22,678
Substitute Cost per Day	\$125	\$ 1,875
Substitute Days	15	
Average Teacher Salary	\$45,518	
Health Insurance (per employee)	\$ 3,600	
Dental Insurance	0	
Vision Insurance	0	
Social Security	6.20%	
Other Retirement (STRS/PERS)	8.25%	
Medicare	1.45%	
Workers Comp	5.053%	
Unemployment Insurance	1.33%	

K: FINANCIAL CAPACITY

YEAR 5 2015-2016

Table 15. Year 5 IEC Staffing & Operating Cost (In Detail)

Salary and Benefits Costs	Superintendent/ Principal	Dean of Discipline	Dean of Academics	Business Manager	Teachers	Classifieds	Substitutes	Peer Consultant	Total
Base Salary	\$ 124,526	\$60,197	\$57,330	\$63,207	\$1,787,392	\$ 50,103	\$1,875	\$22,678	\$ 2,167,308
Health	\$3,600	\$3,600	\$3,600	\$3,600	\$ 135,000	\$7,200	0	0	\$ 156,600
Dental	0	0	0	0	0	0	0	0	\$ 0
Vision	0	0	0	0	0	0	0	0	\$ 0
Social Security	0	0	0	0	0	0	0	\$1,406	\$ 1,406
Other Retirement	STRS \$ 10,273	STRS \$ 4,966	STRS \$4,730	STRS \$5,215	STRS \$ 147,460	PERS \$ 4,134	STRS \$155	0	\$ 176,932
Medicare	\$1,806	\$873	\$831	\$916	\$ 25,917	\$726	\$27	\$329	\$ 31,426
Workers Comp	\$ 6,289	\$3,040	\$2,895	\$3,192	\$ 90,263	\$ 2,530	\$95	\$1,145	\$ 109,449
Unemployment Insurance	\$ 1,656	\$801	\$762	\$841	\$ 23,772	\$ 666	\$25	\$302	\$ 288,825
Total	\$148,149	\$73,476	\$70,149	\$76,971	\$ 2,209,805	\$65,360	\$2,177	\$25,860	\$ 2,671,946

K: FINANCIAL CAPACITY

YEAR 6 2016-2017

Table 16. Year 6 IEC Estimated Funding Model and Categorical Funding Sources

Assumptions	10th	11th	12th	Total
Enrollment	105	195	275	575
Percent Students Who Attend on Average Day	95%	95%	95%	
Estimate Average Daily Attendance (ADA)	99.75	185.25	261.25	546.25
General Purpose Funding per ADA	\$6,380	\$6,380	\$6,380	\$ 3,485,075
Categorical Block Grant per ADA	\$127	\$127	\$127	\$ 69,374
Lottery Revenue per ADA	\$128	\$128	\$128	\$ 69,920
Economic Impact Aid per Eligible Student (50% of enrollment)	\$402.96	\$402.96	\$402.96	\$ 115,851
Public Charter School Grant (PCSGP)				\$ 175,000
Total Revenue				\$ 3,915,220

K: FINANCIAL CAPACITY

YEAR 6 2016-2017

Table 17. Year 6 IEC Estimate Staffing Operating Cost

Assumptions:		
Classroom Teachers	45	\$1,847,643
Superintendent/Principal	1	\$ 133,242
Dean of Discipline	1	\$ 63,206
Dean of Academics	1	\$ 60,197
Business Manager	1	\$ 66,367
Secretary (Classified)	1	\$ 22,069
Campus Monitor (Classified)	1	\$ 22,069
Consultant	1	\$ 22,678
Substitute Cost per Day	\$125	\$ 1,875
Substitute Days	15	
Average Teacher Salary	\$45,518	
Health Insurance (per employee)	\$ 3,600	
Dental Insurance	0	
Vision Insurance	0	
Social Security	6.20%	
Other Retirement (STRS/PERS)	8.25%	
Medicare	1.45%	
Workers Comp	5.053%	
Unemployment Insurance	1.33%	

K: FINANCIAL CAPACITY**YEAR 6 2016-2017****Table 18. Year 6 IEC Staffing & Operating Cost (In Detail)**

Salary and Benefits Costs	Superintendent/ Principal	Dean of Discipline	Dean of Academics	Business Manager	Teachers	Classified	Substitutes	Peer Consultant	Total
Base Salary	\$ 133,242	\$63,206	\$60,197	\$66,367	\$ 1,847,643	\$ 51,606	\$1,875	\$22,678	\$ 2,246,815
Health	\$3,600	\$3,600	\$3,600	\$3,600	\$ 162,000	\$7,200	0	0	\$ 183,600
Dental	0	0	0	0	0	0	0	0	\$ 0
Vision	0	0	0	0	0	0	0	0	\$ 0
Social Security	0	0	0	0	0	0	0	\$1,406	\$ 1,406
Other Retirement	STRS \$ 10,992	STRS \$ 5,215	STRS \$4,966	STRS \$5,475	STRS \$ 152,431	PERS \$4,258	STRS \$155	0	\$ 183,491
Medicare	\$1,932	\$916	\$873	\$962	\$ 26,791	\$ 748	\$27	\$329	\$ 32,579
Workers Comp	\$ 6,729	\$3,192	\$3,040	\$3,352	\$ 93,306	\$ 2,606	\$95	\$1,145	\$ 113,464
Unemployment Insurance	\$ 1,772	\$841	\$801	\$883	\$ 24,574	\$686	\$25	\$302	\$ 29,883
Total	\$158,268	\$76,970	\$73,476	\$80,639	\$ 2,306,744	\$67,105	\$2,177	\$25,860	\$ 2,791,238

See addendum for more specific projections on spreadsheet.

K: FINANCIAL CAPACITY

UDIT ASSURANCE

Integrity educational Center guarantees to provide reports required by the OUSD as outlined below:

- CBEDS (California Basic Educational Data System.)
- ADA (Average Daily Attendance) reports
- SARC (School Accountability Report Card.)

Copies of annual, independent financial audits , generally accepted accounting principals should be presented to the district no later than December 15 following the close of the school year. The charter school audited financial statements should include reconciliation to the district financial report for the charter school's fund.

- Before July 1, a preliminary budget : for a charter school in it's first year of operation, the information submitted pursuant to subdivision (g) of section 47605 satisfies this requirement.
- Before December 15, an interim financial report: This report shall reflect changes through October 31.
- Before March 15, a second interim financial report: This report shall reflect changes through January 31.
- Before September 15, a final un-audited report for the full prior year.

FINANCIAL AUDIT

The Integrity Educational Center will oversee the completion of an annual audit of the school's financial affairs. Integrity Educational Center will retain independent auditors with educational audit experience. The audit will be conducted in accordance with generally accepted accounting principals applicable to the school. 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.

K: FINANCIAL CAPACITY

Integrity Educational Center will review any audit exceptions or deficiencies and report to the Integrity Educational Center Board with recommendations and a timeline no longer than 90 days to resolve them. These financial audits will be conducted by a qualified Certified Public Accountant familiar with school finances and operations. The audit will verify the accuracy of the school's internal controls. The audit will also include a review of ADA reported by Integrity Educational Center Oakland. Moreover, the audit will assure that the school's money is being handled responsibly. Within 14 days, audit exceptions and deficiencies shall be resolved in a meeting with the auditor to the satisfaction of the auditing agency and the results will be reported to OUSD. The audit will be completed and submitted to OUSD, Alameda County Office of Education, the state controller's office the California Department of Education, the State Board of Education, and by December 15 following each school year. Integrity Educational Center will provide interim financial data required by the district to fulfill its obligation to the county and state.

Integrity Educational Center will receive funding pursuant to California Education Code Section 47630-47635 and all applicable education codes and chooses to receive the funds directly from the state to be deposited into its own account. Any funds due to the school will flow to the school according to the schedules outlined in the appropriate Education Code sections.

PROGMATIC AUDIT:

Every year, Integrity Educational Center will prepare an annual report to be submitted to OUSD based on the data they require from the school, which includes results of all district and state student achievement measures for the school.

K: FINANCIAL CAPACITY

REVENUE FLOW:

Integrity Educational Center will work cooperatively and collaboratively with the California Department of Education, OUSD to achieve a direct revenue flow from CDE to Integrity Educational Center in at least its first year of operation. Funds transferred directly from CDE to Integrity Educational Center will be transferred to the charter school account in the Oakland County treasury in the most expeditious manner possible. Integrity Educational Center will apply directly for all categorical funding. Budget development will begin each year immediately following the January announcement of the governor's k-12 state budget proposals and will be continuously refined through the month of May. Budgeted resources will always be consistent with school goals. Integrity Educational Center will submit financial statements to OUSD, CDE, the state and any other state or federal agency as required by applicable law. Every year, Integrity Educational Center will have an audit by an independent agency and reports will be submitted to OUSD

L: FACILITIES

A property has been identified that fits the needs of Integrity Educational Center. The building is located where students will have easy access to public transportation as well as immediate access to I-80, which is a Bay Area Freeway, and San Pablo Avenue which is a major street with public transportation such as the 72 bus line. The building features spectacular views of downtown San Francisco and Oakland. It is located at 6701 San Pablo Avenue in Oakland. The building has 457,00 square feet. See addendum for more specific information.

M: IMPACT ON THE CHARTER AUTHORIZER

Governing Law: The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the school, including, but not limited to the facilities to be utilized by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects, if any, upon the school and upon the school district.

California Education Code Section 47605 (g).

The students who attend IEC will have no impact on the OUSD enrollment because our target population will be the students who have already stopped attending OUSD.

The use of the proposed facility will have no impact on the District, which is located at 6701 San Pablo Ave, Oakland, CA 94608. The specific terms of the school's use of these facilities will be governed by the terms of the schools charter and related agreements and leases. It is the charter school's plan to utilize the founders experience in operating the charter school.

The founding group does not foresee any civil liability in regards to IEC or OUSD, IEC will not access or rely on the District for favors, services, or support in the day-to-day operation of the charter school. The term of this charter will begin on June 1, 2011, and expire five years later on May 31, 2016.

COMMUNICATIONS CLAUSE:

All correspondence from the charter –granting agency should be e-mailed to

mediareeel@aol.com

James E. Madden, Jr.

ADDENDUM

1

Facilities Collaboration for building

New, exceptionally designed, 457,000-square-foot office, life sciences, R&D, and retail development



Property overview

- 457,000 square feet available for lease
- Superior location in the heart of the East Bay community with great visibility
- Close proximity to the UC Berkeley campus, Greenbelt Trail, residential areas, and corporate neighbors Pixar, Novartis, and Bayer
- Immediate access to I-80, Bay Area Freeway, San Pablo Avenue, Ashby Avenue, and public transportation
- Well-designed, beautiful façades with striking landscape elements
- Spectacular views of downtown San Francisco and the new Greenbelt Trail

Demographics

	3-mile radius	7-mile radius
Population	200,376	577,935
Households	89,079	234,994
Average household income	\$71,518	\$82,536

Contact

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Real value in a changing world

From: Elder, Jon (US) (US) <Jon.Elder@am.jll.com>

To: mediareeel <mediareeel@aol.com>

Subject: RE: Facilities MOU

Date: Mon, Feb 14, 2011 3:16 pm

Hi James,

I am the broker that represents the Landlord through Jones Lang LaSalle Brokerage at 6701 San Pablo. Please note we are quoting a rental range of \$1.75 to \$2.00 on a NNN basis with Tenant paying pro rata shares of utilities, janitorial, maintenance, taxes and insurance. Based on these rents we would provide the Tenant with a range of \$15-25 for Tenant Improvements based on credit and the length of Term the Tenant would commit to at 6701 San Pablo.

Thank you,

Jon

Jonathan D. Elder
Jones Lang LaSalle Americas, Inc.
1300 Clay Street, Suite 600
Oakland, CA 94612
Tel +1 510-465-9400 Fax + 1 312-601-1606
Direct + 1 510-465-9402 mobile + 1 510-388-1155
License #: 01753023

jon.elder@am.jll.com
www.us.joneslanglasalle.com

ADDENDUM

2

Mailing to the secretary of state is the required protocol to establish 501
(3) C status and to obtain Articles of Incorporation.

EMERYVILLE STATION
EMERYVILLE, California
946089991

03/15/2011 0555110013 -0097 02:56:11 PM
(800)275-8777

Product Description	Sales Qty	Receipt Unit Price	Final Price
SACRAMENTO CA 95814 Zone-2 Priority Mail Window Flat Rate Env 1.20 oz. Expected Delivery: Wed 03/16/11			\$4.95
Delivery Confirmation Label #:		03102010000042846210	\$0.70
Issue PVI:			\$5.65
Total:			\$5.65

Paid by: Debit Card \$5.65
Account #: XXXXXXXXXXXX0961
Approval #: 014560
Transaction #: 86
23 903350379
Receipt#: 001204

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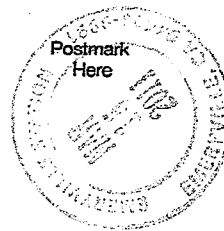
U.S. Postal Service™ Delivery Confirmation™ Receipt

Postage and Delivery Confirmation fees must be paid before mailing.

Article Sent To: (to be completed by mailer)

Secretary of State Name Availability Unit
1500 11th St., 3rd Floor
Sacramento, CA 95814

DELIVERY CONFIRMATION NUMBER: 0129 4284 6210 0000 0000 0000 0000 0000 0000 0000



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or call 1-800-222-1811

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- Package Services parcel

PS Form 152, May 2002

(See Reverse)



Secretary of State
Business Programs Division

1500 11th Street, 3rd Floor
Sacramento, CA 95814

Business Entities
(916) 657-5448

March 18, 2011

JAMES E MADDEN JR
OAKLAND CA 94608

This is in response to your request for a name availability search or reservation.

RE: INTEGRITY EDUCATIONAL CENTER, INC. (First Choice)

The name appears to be available for use as of the date of this letter. To reserve the name for a period of 60 days, submit your request to the above address along with a \$10.00 reservation fee for each name to be reserved. If submitting your request in person, a \$10.00 special handling fee is applicable for each name to be reserved. The special handling fee must be remitted in a separate check and it will be retained whether the proposed name is accepted or denied for reservation.

RE: UTOPIA, INC. (Second Choice)

The name appears to be available for reservation. Although the name is available for reservation, use of the name in a filing with the Secretary of State will require written consent from UTOPIA SILICON VALLEY, INC.

RE: KEY GENERATION MANAGEMENT, INC. (Third Choice)

The name appears to be available for use as of the date of this letter. To reserve the name for a period of 60 days, submit your request to the above address along with a \$10.00 reservation fee for each name to be reserved. If submitting your request in person, a \$10.00 special handling fee is applicable for each name to be reserved. The special handling fee must be remitted in a separate check and it will be retained whether the proposed name is accepted or denied for reservation.

General Information

Limited Liability Companies - The name of a limited liability company must end with the words "limited liability company" or the abbreviation "LLC" or "L.L.C." The words "limited" and "company" may be abbreviated to "Ltd." and "Co.," respectively. In addition, the name of a limited liability company cannot contain the words "bank," "trust," "trustee," "incorporated," "inc.," "corporation," or "corp.," and shall not contain the words "insurer" or "insurance company" or any other words suggesting that it is in the business of issuing policies of insurance and assuming insurance risks.

Limited Partnerships - The name of a limited partnership must end with "Limited Partnership" or the abbreviation "LP" or "L.P." A foreign limited liability limited partnership (LLLP) name must contain "limited liability limited partnership" or the abbreviation "LLLP" or "L.L.L.P." and may not contain the abbreviation "LP" or "L.P." In addition, the name of a limited partnership cannot contain the words "bank," "insurance," "trust," "trustee," "incorporated," "inc.," "corporation" or "corp."

ADDENDUM

3

Oakland unified school district pay scale

**OAKLAND UNIFIED SCHOOL DISTRICT
HUMAN RESOURCES SERVICES & SUPPORT
SALARY SCHEDULE CERTIFICATED K-12 TEACHERS [K12T]**
Periods: 10, Days/Year: 186, Days/Week: 5, Hours/Day: 6

	COL. 1	COL. 2	COL. 3	COL. 4	COL. 5	COL. 6
	BA	BA + 30	BA + 45	BA + 60	BA + 75	BA + 90
STEPS						
1						
ANNUAL	\$39,456.20	\$39,775.34	\$40,083.84	\$40,732.76	\$42,253.99	\$46,785.76
MONTHLY	\$3,945.62	\$3,977.53	\$4,008.38	\$4,073.28	\$4,225.40	\$4,678.58
DAILY	\$212.13	\$213.85	\$215.50	\$218.99	\$227.17	\$251.54
HOURLY	\$35.36	\$35.64	\$35.92	\$36.50	\$37.86	\$41.92
2						
ANNUAL	\$40,083.84	\$40,413.62	\$40,732.76	\$42,253.99	\$43,764.58	\$48,296.35
MONTHLY	\$4,008.38	\$4,041.36	\$4,073.28	\$4,225.40	\$4,376.46	\$4,829.63
DAILY	\$215.50	\$217.28	\$218.99	\$227.17	\$235.29	\$259.66
HOURLY	\$35.92	\$36.21	\$36.50	\$37.86	\$39.22	\$43.28
3						
ANNUAL	\$40,732.76	\$41,498.69	\$42,253.99	\$43,764.58	\$45,275.17	\$49,796.30
MONTHLY	\$4,073.28	\$4,149.87	\$4,225.40	\$4,376.46	\$4,527.52	\$4,979.63
DAILY	\$218.99	\$223.11	\$227.17	\$235.29	\$243.41	\$267.72
HOURLY	\$36.50	\$37.19	\$37.86	\$39.22	\$40.57	\$44.62
4						
ANNUAL	\$42,253.99	\$43,019.92	\$43,764.58	\$45,275.17	\$46,785.76	\$51,317.53
MONTHLY	\$4,225.40	\$4,301.99	\$4,376.46	\$4,527.52	\$4,678.58	\$5,131.75
DAILY	\$227.17	\$231.29	\$235.29	\$243.41	\$251.54	\$275.90
HOURLY	\$37.86	\$38.55	\$39.22	\$40.57	\$41.92	\$45.98
5						
ANNUAL	\$43,764.58	\$44,519.87	\$45,275.17	\$46,785.76	\$48,296.35	\$52,817.48
MONTHLY	\$4,376.46	\$4,451.99	\$4,527.52	\$4,678.58	\$4,829.63	\$5,281.75
DAILY	\$235.29	\$239.35	\$243.41	\$251.54	\$259.66	\$283.96
HOURLY	\$39.22	\$39.89	\$40.57	\$41.92	\$43.28	\$47.33
6						
ANNUAL	\$45,275.17	\$46,030.46	\$46,785.76	\$48,296.35	\$49,796.30	\$54,328.07
MONTHLY	\$4,527.52	\$4,603.05	\$4,678.58	\$4,829.63	\$4,979.63	\$5,432.81
DAILY	\$243.41	\$247.48	\$251.54	\$259.66	\$267.72	\$292.09
HOURLY	\$40.57	\$41.25	\$41.92	\$43.28	\$44.62	\$48.68
7						
ANNUAL	\$46,785.76	\$47,541.05	\$48,296.35	\$49,796.30	\$51,317.53	\$55,828.03
MONTHLY	\$4,678.58	\$4,754.11	\$4,829.63	\$4,979.63	\$5,131.75	\$5,582.80
DAILY	\$251.54	\$255.60	\$259.66	\$267.72	\$275.90	\$300.15
HOURLY	\$41.92	\$42.60	\$43.28	\$44.62	\$45.98	\$50.03
8						
ANNUAL	\$48,338.90	\$49,051.65	\$49,796.30	\$51,317.53	\$52,817.48	\$57,349.26
MONTHLY	\$4,833.89	\$4,905.16	\$4,979.63	\$5,131.75	\$5,281.75	\$5,734.93
DAILY	\$259.89	\$263.72	\$267.72	\$275.90	\$283.96	\$308.33
HOURLY	\$43.31	\$43.95	\$44.62	\$45.98	\$47.33	\$51.39
9						
ANNUAL	\$49,796.30	\$50,551.60	\$51,317.53	\$52,817.48	\$54,328.07	\$58,849.21
MONTHLY	\$4,979.63	\$5,055.16	\$5,131.75	\$5,281.75	\$5,432.81	\$5,884.92
DAILY	\$267.72	\$271.78	\$275.90	\$283.96	\$292.09	\$316.39
HOURLY	\$44.62	\$45.30	\$45.98	\$47.33	\$48.68	\$52.73

ADDENDUM

4

COURSE DESCRIPTION

IEC ENGLISH COURSES

Course Title: English 10

Grade Level : 10

Credit: 10

Fulfills Graduation Requirement: Yes

Prerequisite: None

A year course that uses a multi media approach "Character Based literacy" organized around the study of classic literature that will survey literary form. The meaning and use of writing, reading, listening and speaking skills will be used to produce a Technology Based Project.

Course Title: CAHSEE English

Grade Level: 10-12

Credit: 5

Fulfills Graduation Requirement: Yes

Prerequisite: Not Passing CAHSEE English Test

This is a one-semester course for students that provides review and remediation for those students who have not passed the CAHSEE English Test. Intensive instruction and experience is given in mastering the standards emphasized on the CAHSEE Reading Comprehension, vocabulary, and writing strategies will be emphasized as well as responding to literature.

IEC ENGLISH COURSES

Course Title: English Language Development

Grade Level: 10-12

Credit: 10

Fulfills Graduation Requirement: Yes

Prerequisite: Limited Proficiency in English

This is a one-year course and is designed for limited English Proficient students who have not mastered the English skills necessary to perform successfully in a mainstream English Class without support. The course develops listening, speaking, reading and writing competencies

Course Title: English Fundamentals

Grade Level: 10-12

Credit: 5

Fulfills Graduation Requirement: Yes

Prerequisite: None

This one-semester course reviews the basic skills in word analysis, language mechanics, sentence and paragraph structure, grammar, spelling and punctuation.

IEC ENGLISH COURSES

Course Title: Reading Comprehension

Grade Level: 10-12

Credit: 5

Fulfills Graduation Requirement: Yes

Prerequisite: Students scoring below the 40th percentile on their star test in reading or two years below, grade level in reading.

This one-semester course designed to improve the mechanics of reading and vocabulary comprehension. Daily emphasis is placed on vocabulary building, spelling, and comprehension and reading fluency. Reading is selected from multicultural authors, characters and themes. Students Below the 40th percentile on their star test in reading or two years below grade level in reading are required to take this class.

Course Title: English 2

Grade Level: 11

Credit: 10

Fulfills Graduation Requirement: Yes

Prerequisite: None

A year course that uses a multi media approach "Character Based literacy" organized around the study of classic literature that will survey literary form. The meaning and use of writing, reading, listening and speaking skills will be used to produce a Technology Based Project.

IEC ENGLISH COURSES

Grade 10: A SURVEY OF WOLD LITERATURE

All students will read at least four of the following works but not be limited to this list:

1. Black Boy, Richard Wright
2. An Island Like you, Judith Ortiz Cofer
3. I know why the caged bird sings, Maya Angelo
4. Parrot in the oven, Victor Martinez
5. Farewell to Manzanar, Jean Wakatsuki Houston & James D Houston
6. To Kill a Mocking Bird, Harper Lee

Grade 11: American Literature:

All students will read at least four of the following works but not be limited to this list:

1. The Great Gatsby, F Scott Fitzgerald
2. The Watkins go to Burmingham, Christopher Paul Curtis
3. Invisible Man, Ralph Ellison
4. Red Scarf Girl, Ji-Li Jiang
5. The Autobiography of Malcolm X, Alex Haley
6. The Autobiography of Miss Jane Pittman, Earnest Gaines

Grade 12: Literature in English:

All students will read at least four of the following works but not be limited to this list:

1. Cry the Beloved Country, Alan Paton
2. The tragedy of Macbeth, William Shakespeare
3. The long Valley , John Steinbeck
4. The Autobiography of Frederick Douglass, Frederick Douglass
5. Roots, Alex Haley
6. Native Son, Richard Wright

IEC MATH COURSES

Course Title: Algebra II	Grade Level: 10-12
Credit: 10	Fulfills Graduation Requirement: Yes
Prerequisite: Grade of "C" or better in Algebra	

This is a year course that extends the students algebraic skills by expanding the material to include more advanced quadratics, higher degree polynomial functions, matrix algebra, sequences and series, binomial theorem, probability. Students will produce a Technology Project.

Course Title: Pre Algebra	Grade Level: 10-12
Credit: 10	Fulfills Graduation Requirement: Yes
Prerequisite: Grade of "C" or better in General Math	

This is a year course in which students are adept at manipulating numbers and equations and understanding the general principles at work. Student understands and uses rational numbers, factoring of numerators, denominators, and properties of exponents. They know and use different representations of fractional numbers and are proficient at changing from one to another. They increase their facility with ration and proportion, compute percents of increase and decrease, and compute simple interest and compound interest. They solve two- step equations, graph linear functions and understand the idea of slope and its relation to ration.

Course Title: General Math	Grade Level: 10-12
Credit: 5	Fulfills Graduation Requirement: Yes
Prerequisite: None	

This is a one semester course that teaches students basic elements of arithmetic including order of operations, computations, ratios, fractions, measurements and problem solving, second semester introduces students to Pre algebra.

IEC MATH COURSES

Course Title: Algebra II

Grade Level: 10-12

Credit: 10

Fulfills Graduation Requirement: Yes

Prerequisite: Grade of "C" or better in Algebra

This is a year course that extends the students algebraic skills by expanding the material to include more advanced quadratics, higher degree polynomial functions, matrix algebra, sequences and series, binomial theorem, probability. Students will produce a Technology Project.

Course Title: General Math

Grade Level: 10-12

Credit: 5

Fulfills Graduation Requirement: Yes

Prerequisite: None

This is a one semester course that teaches students basic elements of arithmetic including order of operations, computations, ratios, fractions, measurements and problem solving, second semester introduces students to Pre algebra.

IEC MATH COURSES

Course Title: CASEE Math

Grade Level: 10-12

Credit: 5

Fulfills Graduation Requirement: Yes

Prerequisite: Not Passed the CASEE Math test.

This course is designed to provide review, remediate expand, and complete instruction on mathematics concepts on the CAHSEE Units of instruction, including the five major strands of mathematics tested on the CASHEE including the following: Number Sense; Measurement & Geometry Statistics, Data Analysis & Probability; Math reasoning Algebra & Functions and Algebra 1

IEC SCIENCE COURSES

Course Title: Biology 1

Grade Level: 10

Credit: 10

Fulfills Graduation Requirement: Yes

Prerequisite: None

Biology 1 is a year course , which combines lectures, demonstrations, textbooks and labs. Other visual aids will be incorporated to develop a background in biology. Students will utilize the scientific method and research techniques. Students will produce a Technology Project.

Course Title

2nd Year Integrated/Biological Science

Grade Level: 10-12:

Credit: 10

Fulfills Graduation Requirement: Yes

Prerequisite: None

This is a year course that examines a variety of scientific fields of study. Some study will be done in areas that fall under the following titles: physics, chemistry, earth science, astronomy and cosmology, biology, and technology. Many topics will be covered, attempting to give students a broad overview of what science has to say about where we come from, what we are made of, and what the universe and our planet are all about. The purpose of the course is to give students new tools to look at the world around us and better understand how it works. The topics covered will be divided into the following units over the course of the year:

Students will be expected to: make observations about the world around them, take notes on what is said in class both by the instructor and other students, develop hypotheses, develop experiments to test hypotheses, perform experiments and activities to examine topics, occasionally perform some calculations to show mathematical relationships in the world around us, and report your findings in written, spoken and visual formats. Students will produce a Technology Project.

IEC SCIENCE COURSES

Course Title: Earth Science

Grade Level: 12

Credit: 10

Fulfills Graduation Requirement: Yes

Prerequisite: None

Earth Science is a year course that will give students the opportunity to understand and appreciate the relevance of the Earth's complex system to daily life. Students will be expected to think like a scientist, to make observations about the world around them, take notes on what is said in class both by the instructor and other students, develop hypotheses, develop experiments to test hypotheses, perform experiments and activities to examine topics, occasionally perform some calculations to show mathematical relationships in the world around us, and report findings in written, spoken and visual formats. Students will produce a Technology Project.

IEC SOCIAL STUDIES COURSES

Course Title: Modern World History

Grade Level: 10

Credit: 10

Fulfills Graduation Requirement: Yes

Prerequisite: None

This is a year course that examines the modern world. Students will begin by exploring major turning points in European history from the eighteenth century to the present. Students will investigate several themes with a historical perspective:

1. The influence of culture on people in all nations
2. The influence of geography as a force shaping events and behavior
3. The political dimension in countries, ranging from autocracy to democracy;
4. The various ways countries meet economic needs
5. The social loyalties of people, ranging from the individuals to the global perspective.

Students will produce a Technology Project.

IEC SOCIAL STUDIES COURSES

Course Title: Contemporary World Studies

Grade Level: 10

Credit: 5

Fulfills Graduation Requirement: Yes

Prerequisite: None

This one –semester course examines non-European regions of the world, focusing on physical and human geography, history and current issues. Three or four regions will be covered-Latin America, Middle East, Sub- Saharan Africa and East Asia. Topic will include globalization, post-colonial development/nation –building and social justice/human rights. A fourth unit Current Global Issue (instead) event, will allow teacher the flexibility to address breaking issues of the day. Students will produce a Technology Project.

Course Title: United States History

Grade Level: 11

Credit: 10

Fulfills Graduation Requirement: Yes

Prerequisite: None

This is a year long course that emphasizes 20th century U.S. History. Students will investigate several themes, among them; the formation and development of our shared national character traits. The experiences and contributions of the various groups in our multi-cultural society. Included here are ,religious, socio-economic, and gender groups. The growing influences of our federal government, and the ongoing tension between individual rights and governmental power. The growth of American culture, especially literature, art, music and architecture. Students will produce a Technology Project.

IEC SOCIAL STUDIES COURSES

Course Title: Anthropology

Grade Level: 10-12

Credit: 5

Fulfills Graduation Requirement: Yes

Prerequisite: None

This course is one semester and is designed to study human society . It will concentrate on the behavior of human beings in groups. The study of anthropology consists of trying to understand the basic units and institutions of social life and the social relationships that humans develop in their interactions with one another. Students will produce a Technology Project.

Course Title: Economics

Grade Level: 12

Credit: 5

Fulfills Graduation Requirement: Yes

Prerequisite: None

In this one semester course, students deepen their understanding of the economic problems and institutions of the nation and world in which they live. Topics include:

1. Fundamental economic concepts
2. Comparative economic systems
3. Micro economics
4. Macro economics
5. International economic relationships

IEC WORLD LANGUAGE COURSES

Course Title: Spanish 1

Grade Level: 10-12

Credit: 10

Fulfills Graduation Requirement: Yes

Prerequisite: None

This is a one-year course that concentrates on pronunciation, listening, vocabulary development, learning the fundamentals of verb conjugation, and the formation of grammatically correct Spanish sentences.

Course Title: Spanish 2

Grade Level: 10-12

Credit: 10

Fulfills Graduation Requirement: Yes

Prerequisite: "C" or better in Spanish 1

This is a one year course in which students will review concepts from Spanish 1 and learn new skills in grammar, vocabulary, reading, writing, comprehension and culture (Hispanic culture).

IEC VISUAL ARTS COURSES

Course Title: Art 1

Grade Level: 10-12

Credit: 5

Fulfills Graduation Requirement: Yes

Prerequisite: None

This is a 1-semester class in which students create a studio portfolio. This includes all demonstrations and assigned projects including individual and group studio assignments.

Course Title: Art History

Grade Level: 10-12

Credit: 5

Fulfills Graduation Requirement: Yes

Prerequisite: None

This is a 1-semester class in which students will study the history of art such that they will understand artistic vision, as well as the history that art has developed over the years. Artistic work will go from classic artists to modern works of our time.

IEC PHYSICAL EDUCATION COURSES

Course Title: General PE

Grade Level: 10-12

Credit: 10

Fulfills Graduation Requirement: Yes

Prerequisite: None

This is a yearlong class that is developed to meet the physical education standards of physical activity, physical fitness; movement skills and knowledge; social development and interaction; self-image and self-realization; and individual excellence.

Course Title: Team Sports

Grade Level: 10-12

Credit: 5

Fulfills Graduation Requirement: Yes

Prerequisite: None

This is a one semester course that develops skills in the following sports with an emphasis being placed on individual optimum performance; basketball, volleyball, football, baseball, soccer.

IEC ELECTIVE COURSES

Course Title: Video Production

Grade Level: 10-12

Credit: 10

Fulfills Graduation Requirement: Yes

Prerequisite: None

This yearlong course teaches students, videography, audio sound mixing & television video production. It requires students to work in a variety of group situations developing communication and professional skills. Students will create a professional video portfolio. Student will obtain the following marketable career skills in video production:

1. Video/TV Producer
2. Director
3. Writer/Script Writer
4. Technical Director
5. Production Manager
6. Storyboard Illustrator
7. Camera Operator
8. Video Editor
9. Music Producer
10. Title Designer
11. Lighting Director
12. Visual Effects Producer
13. Gaffer/Stage Manager

IEC ELECTIVE COURSES

Course Title: Career Center

Grade Level: 10-12

Credit: 10

Fulfills Graduation Requirement: Yes

Prerequisite: None

This is a year long class where students explore career interest and pre employment work maturity. The course includes career assessments, occupational information, and career decision-making strategies. Pre-employment work maturity job readiness resumes, job application and interviewing practice. A student portfolio will be developed.

Course Title: Mouse Certification

Grade Level: 10-12

Credit: 10

Fulfills Graduation Requirement: Yes

Prerequisite: None

This is a yearlong class that teaches students how to use the Microsoft Office package, which includes, Microsoft Word, Excel Power-Point, and Outlook Access. Students learn marketable skills for Career advancement and have the option to become Mouse Certified.

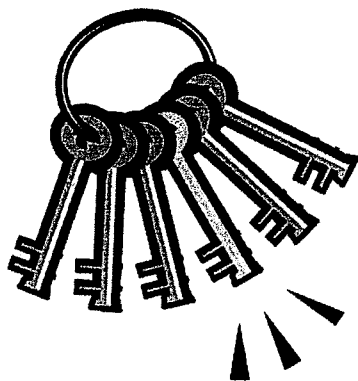
ADDENDUM

5

SCHOOL HANDBOOK

INTTEGRITY **E**DUCATIONAL **C**ENTER

MOTTO: "A school where everybody is somebody"



A PUBLIC CHARTER SCHOOL

6701 San Pablo Avenue
Oakland, CA 94608

2011 - 2012

Student & Parent/Guardian Handbook

James Madden

Superintendent /Principal



Vision/Mission Statement

Vision Statement

I E C believes that, by empowering a community of students to become self sufficient with vocational skills for employment in the 21st century the community, nation and world will prosper.

Mission Statement

The mission of Integrity Educational Center is to serve students in grades 10-12 (ages 16-18) that have not been successful in a traditional school by:

- Using individual Learning Plans
- Providing small class sizes (15:1 ratio)
- Utilizing a project/technology- based approach to core academic classes
- Inclusion of behavioral health services to support the whole child
- Providing employment to students via career center and implement career technical training.
- Implementing a leadership incentive program

In order to help students achieve their academic goals, we will:

1. Recognize the behavioral, emotional and educational needs of each student using the Pyramid of Interventions.
2. Provide all students a variety of resources for learning, in, and beyond the classroom.
3. Offer challenging learning experiences while evaluating student outcomes, and our teaching methods.
4. Support student achievement by continuing to pursue both parental and community involvement.



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Message from the Principal


Welcome to Integrity Educational Center!

Our objective is to serve students who are off-track for graduation with career technical education. Our school is setup to accommodate students' academic and social needs. We look forward to proving we are the very best in providing Career technical education in an alternative education setting, via Project Based Technology, Individual Learning plans.

Thank you for choosing Integrity educational Center. I strongly encourage you to read this student handbook and become familiar with our programs and help and assistance offered to students to be successful. We ask that every student follow the rules, policies, and guidelines outlined in this handbook.

On behalf of our faculty and staff, I would like to extend warm welcome IEC students. We look forward to an exciting year and achieving our goal of success for each of you.

Sincerely,


James Madden
Superintendent/Principal

School Profile

Program Description

Integrity Educational Center is a dropout recovery High School high school serving students of Oakland Unified School district and neighboring cities (Berkeley, Emeryville, San Leandro etc). All teachers will be required to the Cross Cultural language and Academic Development (CLAD) or its equivalent requirement by the end of their first year of employment with IEC...

Graduation Requirements

Students graduating from IEC must complete the following : in order to receive a diploma.

- **220 credits to graduate**
 - ✓ 40 English
 - ✓ 30 Math
 - ✓ 35 Social Science (MWH 1&2, CWS, US HISTORY 1&2, AMERICAN GOVT, ECONOMICS)
 - ✓ 20 P.E.
 - ✓ 20 Science
 - ✓ 10 World Language
 - ✓ 10 Fine & Performing Arts
 - ✓ 5 Health
 - ✓ 50 Electives

- **Pass the Math and Language Arts (California High School Exit Exam)**
 - ✓ All students must pass the California high School Exit Exam (CAHSEE) to receive a high school diploma. This graduation requirement is mandated by state law (Education Code Section 60851). The exam is divided into two parts:
 1. **English Language Arts**
 2. **Mathematics**

 - ✓ Students must pass both parts of the California High School Exit Exam to receive their high school diploma.

SCHOOL PROFILE

Enrollment Process

Enrollment at IEC is voluntary. In rare cases, students may be referred on an involuntary basis. Any student interested in enrolling in IEC must complete an online application. Once an online application has been completed the student and parent/guardian will participate in an in-take interview with the principal, or his designee.

New students may also participate in a group orientation held by the administrative staff and representatives of the leadership group. Students are advised of the school's expectations for attendance, behavior, and productivity. Support services are also discussed. Students and parent/guardians are encouraged to ask questions and become full participants in the educational opportunities at Peninsula High School.

Bell Schedule

Students attend school for five periods a day. Attendance is mandatory. If a student is not in school, work is not completed and full credit cannot be earned.

Regular Schedule

PERIOD 1.....	8:20- 9:10
PERIOD 2.....	9:15-10:05
PERIOD 3.....	10:10-11:00
LUNCH.....	11:20-11:50
PERIOD4.....	11:35-12:25
PERIOD 5.....	12:30- 1:20

Late Arrival – Wednesday

Staff Meeting.....	8:00- 9:10
PERIOD 1.....	9:15- 9:54
PERIOD 2.....	9:59-10:38
PERIOD 3.....	10:43-11:22
LUNCH.....	11:22-11:52
PERIOD4.....	11:57-12:36
PERIOD 5.....	12:41- 1:20

MINIMUM SCHEDULE

PERIOD 1.....	8:20- 9:00
PERIOD 2.....	9:05- 9:45
PERIOD 3.....	9:50-10:30
BRUNCH.....	10:30-10:45
PERIOD 4.....	10:50-11:30
PERIOD 5.....	11:35-12:15

Instruction / Grades / Credits

Guidance

The student support services represent the entire school's philosophy of integrating all support services into the regular school day. We believe students will learn more and achieve their maximum potential if given the most supportive environment as possible. For this reason, we have developed an extensive counseling and support service program for all of our students.

Integrity Educational Center provides students with many options to meet their graduation requirements through a combination of direct instruction and on-line course work. Courses are offered based on current enrollment and change each semester based on student needs.

Course Offerings	
ALGEBRA 1 – 2	ENG 1 – 2
GEOMETRY 1 – 2	ENG 3 – 4
INT. MATH 1 – 2	ENG 5 – 6
INT. SCIENCE 3 – 4	ENG 7 – 8
EARTH SCIENCE 1 – 2	ELD
HEALTH	CONT. WORLD STUDIES
PE	WORLD HISTORY 1 – 2
ELECTIVES ○ CAHSEE PREP ○ CAREER CENTER ○ ROP (MOUSE CERTIFICATION) ○ ART ○ VIDEO PRODUCTION ○ INDIVIDUAL TEAM SPORT	US HISTORY 1 – 2
APEX	GOVERNMENT
GEN MATH/PRE ALGEBRA	ECONOMICS

CON-CURRENT ENROLLMENT POSSIBILITIES WITHIN:

1. Community College classes
2. ROP
3. Online courses/Independent Study
4. Night classes at Adult School

Students are encouraged to begin earning elective credits as early as possible to help reach the 50 elective credit requirement. There are several ways a student can earn electives "off campus" through Peninsula High School

ACTIVITY	RATE OF EARNING CREDITS	EXAMPLES	HOW TO EARN CREDITS
Volunteering in the community (Community Service)	12 hrs = 1 credit	<ul style="list-style-type: none"> ▪ NON-PROFIT ORGANIZATIONS 501(C)3 BOYS & GIRLS CLUB, ETC/ ▪ HOSPITALS ▪ RETIREMENT HOMES ▪ ELEMENTARY SCHOOLS 	Student must choose an approved site, get a contract signed by the site, and keep a time sheet of the hours they volunteer. Hours should be turned in every six weeks grading period.
Off Campus Activities and Groups	12 hrs – 1 credit	<ul style="list-style-type: none"> ▪ CLUB SPORTS (AYSO, etc.) ORGANIZED FITNESS CLASSES (I.E., DANCING) ▪ COUNSELING / THERAPY ▪ AA OR NA MEETINGS ▪ CHURCH ACTIVITIES (i.e., bowling – not prayer or worship time) 	Students must keep a time sheet for the hours involved in the activity. Hours should be turned in every six weeks grading period.
Paid Work Experience	36 hrs – 1 credit	<ul style="list-style-type: none"> ▪ JOBS WHERE THE STUDENT GETS AN ACTUAL PAYCHECK STUB WITH TAXES DEDUCTED I.E., TARGET, SEARS, ETC. 	<p>Students must enroll through our 'Work Experience Coordinator' at Peninsula H.S. in order to begin earning credits. Students must turn in their paycheck stubs on a regular basis and complete the curriculum related to the job skills every week to qualify for earned credit.</p> <p><i>Credits are initially applied to the students vocational education requirements, if needed, and then applied toward the elective credit bin</i></p>
ROP	1 semester = 10 credits	<ul style="list-style-type: none"> ▪ CLASSES TAKEN THROUGH THE SAN MATEO COUNTY REGIONAL OCCUPATIONAL PROGRAM 	Get application and paperwork from the Career Center to apply. Students must have a 2.0 (or greater) G.P.A. and approval from the Guidance Counselor in order to enroll.
Outdoor Education Counselor	1 week – 5 credits	<ul style="list-style-type: none"> ▪ VOLUNTEER AS A COUNSELOR FOR MIDDLE SCHOOL STUDENTS IN AN OUTDOOR EDUCATION SETTING. 	Get paperwork from the Career Center to apply. Selection is subject to approval by the administration, counselors, faculty, and staff.

APEX Credit Recovery

Flexibility to Meet Diverse Needs:

For many students, the need to recover only one or two course credits is all that stands between them and graduation from high school. These students may have already satisfied seat time requirements for a course in which they were unsuccessful – and may have learned a significant amount of what was expected of them. These students are seeking an opportunity to accelerate through the required course material to earn those final credits.

Other students are ill prepared for high school coursework and have failed several classes. For these students, the challenge of making up the required credits is daunting. If the only option is to repeat the same course, in the same traditional format as the first time, the chance of success is low. Not wanting to fail again, these students are at increased risk of dropping out – or may have already dropped out. With support, these students can be successful.

Apex Learning digital curriculum makes it possible to offer a credit recovery program that can address the diverse needs of all these credit-recovery students.

Individualized Instruction Fosters Student Success

With Apex Learning online courses, students can progress at their own pace, taking as much – or as little – time as necessary to master the material. Particularly significant for credit-recovery students, unit-level diagnostics allow students to move quickly over material they have previously mastered. Direct instruction incorporates multimedia – in the form of images, audio, video, animations, and interactive elements – along with instructional text to provide students with multiple representations of concepts as well as address their different learning styles. This could be just what is required for a previously unsuccessful student to succeed in rigorous high school courses.

CAREER CENTER INFORMATION

Our Career Center at Integrity educational Center involves many opportunities for our students throughout the year. Information is available to them regarding future careers and educational pathways. These include:

- **TWO CAREER DAYS:** Representatives from many career fields speak to our students about career pathways and opportunities.

- **FINANCIAL AID WORKSHOPS:** To train students and parents in completing the federal financial aid forms for college and vocational schools.

- **COLLEGE FIELD TRIPS:** To visit specialized programs in our local community college (at least eight offered each year.)

- **JOB FAIRS:** Employers visit campus to discuss job possibilities with students.

- **INDIVIDUALIZED COLLEGE APPLICATION PROCESS:** Student application process with the assistance of a school representative..

HOTLINES / HELP LINES

COMMUNITY RESOURCES / REFERRALS

AGENCY	PHONE NUMBER
California Youth Crisis Line	1-800-632-4615 or 650-595-7922
Crisis Line	1-800-SUI-CIDE or 650-579-0350
Mills-Peninsula Health Services – 24 hours	650-696-5915
Alcohol & Drug Helpline	650-573-3950
Psychiatric Emergency Services	650-573-2662
Community Overcoming Relationship Abuse	1-800-300-1080 or 650-312-8515
Rape Trauma Services (RTS)	650-692-7273
Teenage Health Resource Line	1-888-711-8336

**Integrity Educational Center
6701 San Pablo Avenue
Oakland ,CA 94608**

ATTENDANCE/TRUANCY/TARDIES

Attendance in school is mandatory for all students under the age of 18. Illness, quarantine, medical, optometric, dental services, the funeral of members of student's immediate family, (as defined in Education Code 45194), jury duty, and observance of religious holiday or ceremony are the only legal reasons for a student to be absent from school.

Parent/Guardian Responsibility: "Students are expected to clear an absence within two school days after they return to school. Absences must be cleared by a parent/guardian phone call to the attendance office or bring a note explaining the absences. Absences not cleared after two school days will be considered unexcused.

Parent/guardian and students should make every effort to schedule non-school appointments outside school hours. If this is unavoidable, the student must bring a parent/guardian note or have the parent/guardian call the Attendance Office to obtain a "Permit to Leave" prior to departure. Students leaving without a "Permit to Leave" form will be considered truant. Parent/guardian of 18 year old students is expected to follow the same attendance procedures regarding notes and telephone calls as any other San Mateo Union High School District student.

Excused Absences:

- Illness: "Illness, doctor, dentist or court appointments can be excused absences. Students are permitted to make up all work missed.
- Religious released time: "Pupils with the written consent of their parents or guardian may be excused from school in order to participate in religious or moral exercises and instruction as provided by the Education Code. Students are permitted to make up all work missed.
- Unexcused Absences: "A student is truant when the absence is not excused. No student may participate in any school activity or athletic contest if he/she has been truant from school during any portion of that day.
Ed. Code 48260, 48261, 48262

Students are expected to be at school and in class on time. Students arriving late to class, without a pass, will receive a detention and will be marked as an unexcused tardy by their teacher.

RIGHTS AND RESPONSIBILITIES OF ADMINISTRATORS

Administrators shall have the right to hold students accountable for their conduct at school and in transit to and from school; to take appropriate action in dealing with students' misconduct; and to assign detention, suspension, transfer, or recommendations for expulsion of students as warranted.

Administrators shall have the responsibility to provide leadership that will establish, encourage, and promote effective teaching and learning; to establish, publicize, and enforce school rules that facilitate effective learning as well as promote attitudes and habits of good citizenship among the students; to assist in resolving instructional, behavioral, emotional, health, or attendance problems among students; to investigate all written allegations of harassment or discrimination; and to report to law enforcement possible violations of criminal law.

GRADING POLICIES

All Students will be enrolled in a minimum of seven classes (or thirty-five units of credit) each semester. Exceptions will be made through administrative approval including the IEP process.

Teachers will attempt to confer with students having academic difficulties (i.e., earning grades below "C") as early as those difficulties become apparent.

Teachers will contact parent/guardian by progress report, telephone, school-loop or e-mail as soon as it becomes evident that a conference with the student has not resulted in improvement.

Students who fail to maintain a 2.0 grade point average or fail to pass a minimum of twenty-five (25) credits will be placed on academic probation.

Student Behavior Code & Policies

Integrity Educational Center emphasizes students taking responsibility for their own behavior and consequences. Discipline is based on teaching appropriate behaviors while providing a safe learning environment for students and staff members. There are strict and immediate consequences for Education Code violations.

Consequences include but not limited to: parent contact detention, in-house suspension, suspension, expulsion, police intervention.

Search and Seizure – Students are subject to searches by administration based upon reasonable suspicion. All property that students bring on campus are subject to search.

Mandatory recommendation for expulsion – includes: sale, possession or furnishing a firearm, brandishing a knife at another person, selling a controlled substance, sexual assault or sexual battery or possession of an explosive.

Ed. Code 48915

Disruption/Defiance – Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials or other school personnel engaged in the performance of their duties.

Ed. Code 48900

DRESS CODE

The district recognizes that the type of clothing and style of hair are a matter of personal choice. Three primary factors influence the District's expectations for what is acceptable. Students are expected to dress in a manner which is not disruptive to the learning process, is safe, and does not construe gang affiliation. Listed below are examples of what the school district considers inappropriate. This list is representative but not all inclusive.

- Suggestive, revealing, or transparent attire that could divert attention from the learning process or may contribute to inappropriate conduct;
- Clothing that promotes obscenity, drugs, alcohol, tobacco, sex, or violence;
- Clothing that demeans others with regard to gender, race, sexual orientation, religion, etc.;
- Clothing that indicates gang involvement. No blue or red clothing, no representation of area codes, or city names on t-shirts, sweatshirts, or any tops;
- Clothing, jewelry, or accessories that are potentially dangerous;
- Hairnets, du-rags, bandanas of any color.

Dress Code Violation Guidelines

- The student will change clothes, call parent to have them bring up change of clothing or will be in-house suspended if parent cannot be reached.
- If student violates this rule again, student will be suspended for defiance

Profanity – Committed an obscene act or engaged in habitual profanity or vulgarity

Ed. Code 48900

Substance Abuse – Integrity Educational Center prohibits the use of alcohol or drugs by anyone, anywhere on school property and at any school sponsored event. A student may not bring or use drugs at school or at a school activity, have intoxicating beverages or drugs in his/her possession at school or at a school activity, or attends school or a school activity under the influence of alcoholic beverages or drugs. Possession of drugs or possession of alcohol by anyone under the age of twenty-one is a violation of the law (Penal Code Section 647.5). Students may not offer, sell or possess drug paraphernalia at school or a school function. The school administration reserves the right to involve law enforcement and/or social service agencies, as it deems necessary or appropriate.
Ed. Code 48900(c) (d) (j)

Fighting/and or assault – “Students shall not fight or attempt to cause bodily harm to another student through physical contact. Students who instigate fights will be subject to the same consequences as those who are actually involved in fighting. Willfully used force or violence upon the person of another, except in self-defense.
Ed. Code 48900(a) (1), (a) (2)

Tobacco – Possessed or used tobacco or products containing tobacco or nicotine products.
Ed. Code 48900 (h)

Harassment/Hazing/Hate Violence - Any act directed against a pupil or groups of pupils that is sufficient severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, invading the rights of that pupil or groups of pupils by degrading, disgracing, or by otherwise creating an intimidating or hostile education environment No person shall, by force or threat of force, willfully injure, intimidate, or interfere with, oppress, or threaten any other person in the free exercise of enjoyment of any right or privilege secured by law because of the other person’s race, color, religion, ancestry, national origin, immigrant status, homelessness, economic status, gender, sexual orientation, marital status, age, medical condition, physical appearance, or physical or mental disability. No person shall knowingly deface, damage, or destroy the real or personal property of the school or any other person for the purpose of intimidating or interfering with the free exercise or enjoyment of any right or privilege secured to the other person by law because of the other person’s race, color, religion, ancestry, national origin, immigrant status, homelessness, economic status, gender, sexual orientation marital status, age, medical condition, physical appearance or physical or mental disability. Intentionally engaged in harassment, threats or intimidation, directed against school district personnel or pupils. Terrorist threats against school officials, school property, or both. Aids or abets the infliction or attempted infliction of physical injury to another person
Ed. Code 48900(o), 48900(q), 48900(s), 48900.2 Section 212.5, 48900.3 subdivision (e) Section 233, 48900.4, 48900.7

Robbery/stolen property – Committed or attempted to commit robbery or extortion, caused or attempted to cause damage to school property or private property, stolen or attempted to steal school property or private property.
Ed. Code 48900(e) (f) (g)

CLOSED CAMPUS

Integrity educational center is a closed campus. Once a student arrives at school they must remain on campus until the end of the school day.

Integrity Educational Center

Cell Phone / iPod / Electronics Device Policy

Students may have in their possession cell phones, pagers, iPods and other communication devices during the school day and during school sponsored activities and events. However, except with the written permission of administration, all electronic devices must be turned off and put away during instructional time and passing periods except in an emergency such as a natural disaster. Earphones may not be worn around the neck or in ears during the school day. Students who do not comply with this policy are subject to the following discipline:

1ST Offense: The electronic device is confiscated and logged in with the principal or his designee. The device is returned to the parent.

2nd Offense: The electronic device is confiscated and logged in with the Assistant Principal. The device is held for the remainder of the semester.

ADDENDUM

6

AFFIRMATIONS

&

ASSURANCES

AFFIRMATION /ASSURANCES

As the authorized representative, I certify that the information submitted in this application for a charter for Integrity Educational Center, to be located in Oakland, California, is true to the best of my knowledge and belief. I also certify that this application does not constitute the conversion of a private school to the status of a public charter school and further I understand that if awarded a charter, the school will:

Meet all state wide standards and conduct the student assessments required, pursuant to education Code§ 60605, and any other state wide standards authorized in statue, or student assessments applicable to students in non-charter public schools ref. California Education Code §47605(c) (1)

Be deemed the exclusive public school employer of the employees of the charter school for the purposes of the educational employment Act (Chapter 10.7)

(Commencing with§3540) of Division 4 title 4 of title 1 of the government Code. Ref California Education Code§ 47605 (b) (5) (O)

Be non-sectarian in its programs, admissions policies , employment practices, and all other operations [Ref. California Education Code§ 47605 (d) (1)]

Not Charge tuition. [Ref. California Education Code §47605 (d) (1)]

Not discriminate against any student on the basis of ethnic background, National origin , gender , or disability [Ref. California Education Code§ 47605 (d) (1)]

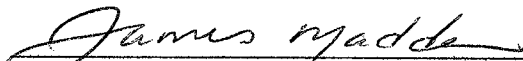
Admit all students who wish to attend the school, and submit a timely application , unless the school receives a greater number of applications than there are spaces for students , in which case each applicant will be given equal chance of admission through a random lottery process [Ref. California education Code §47605 (d) (2) (B)]

Adhere to all provisions of federal law relating to students with disabilities, including the IDEA, section 504 of the Rehabilitation ACT of 1974, and Title II of the Americans with disabilities Act of 1990, that are applicable to it.

Meet all requirements for employment set forth in applicable provisions of law , including , but not limited to credentials , as necessary. [Ref. Criteria for review §11967.5.1 (f) (5)]

AFFIRMATION /ASSURANCES

- Ensure that teachers in the school hold a Commission on teacher Credentialing Certificate , permit, or other equivalent document, which a teacher in other public schools is required to hold . As allowed by statute, flexibility will be given to non-core teachers, non-college preparatory teachers. [Ref. California education Code§ 47605 (1)]
- At all times maintain all necessary and appropriate insurance coverage.
- Follow any and all other federal ,state and local laws and regulations that pertain to the applicant or the operation of the charter school.
- Admit all California students who wish to enroll in the School without regard to the residence of the pupil subject only to the capacity of the school.



Authorized Representative Signature

ADDENDUM

7

FINANCIAL PROJECTIONS

Integrity Educational Center

6-Year Estimated Funding, Budget and Expenditures

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
REVENUES						
Beginning Balance from Prior Year Reserve		\$ 310,843	\$ 443,637	\$ 601,555	\$ 724,224	\$ 897,169
Purpose Funding	\$ 909,150	\$ 1,454,640	\$ 1,969,825	\$ 2,454,705	\$ 2,969,890	\$ 3,485,075
State Categorical	18,098	28,956	39,211	48,863	59,119	69,374
Economic Impact Aid	30,222	48,355	65,481	81,599	98,725	115,851
Lottery	18,240	29,184	39,520	49,248	59,584	69,920
Subtotal	975,710	1,871,978	2,557,674	3,235,970	3,911,542	4,637,388
Subtotal less 1% oversight impact	\$ 965,952	\$ 1,853,258	\$ 2,532,097	\$ 3,203,610	\$ 3,872,427	\$ 4,591,014
Title I-IV						
Grants	405,000	175,000	175,000	175,000	175,000	175,000
Total Revenues	\$ 1,370,952	\$ 2,028,258	\$ 2,707,097	\$ 3,378,610	\$ 4,047,427	\$ 4,766,014
EXPENDITURES						
Salaries & Benefits						
Administrator(s)	\$ 95,000	\$ 153,650	\$ 215,366	\$ 288,506	\$ 305,259	\$ 323,012
Teachers	331,440	679,452	1,037,904	1,407,110	1,787,392	1,847,643
Clerical/Support	70,530	93,530	94,905	96,322	97,781	99,284
Substitute Teachers	1,875	1,875	2,125	2,250	2,375	2,500
Social Security	1,406	1,456	1,481	1,506	1,556	1,606
Medicare	7,161	13,101	19,213	25,648	31,426	32,579
Health Insurance	31,500	59,850	90,750	124,200	156,600	183,600
Other Retirement	38,871	72,668	107,446	144,056	176,932	183,491
Workers Comp	24,939	45,627	66,915	89,325	109,449	113,464
Unemployment Insurance	6,568	12,017	17,623	23,525	28,825	29,883
Subtotal	\$ 602,722	\$ 1,121,209	\$ 1,636,105	\$ 2,178,923	\$ 2,668,771	\$ 2,787,180
Office & Other Operating Expenses						
Insurance (Property & Liability)	\$ 6,305	\$ 6,330	\$ 6,355	\$ 6,380	\$ 6,405	\$ 6,430
Legal						
Accounting/Bookeeping	26,000	26,250	26,500	26,750	27,000	27,250
Janitorial	20,469	20,719	20,969	21,219	21,469	21,719
Student Testing Assessment	2,000	2,250	2,500	2,750	3,000	3,250
Travel/Conference/Workshops	1,500	1,750	2,000	2,250	2,500	2,750
Copying & Printing	4,100	4,350	4,600	4,850	5,100	5,350
Staff Development	3,000	3,250	3,500	3,750	4,000	4,250
Gas & Electric	11,500	11,750	12,000	12,250	12,500	12,750
Telephone	3,500	3,750	4,000	4,250	4,500	4,750
Water Bill	1,500	1,750	2,000	2,250	2,500	2,750
Garbage/Recycling	4,200	4,450	4,700	4,950	5,200	5,450
Special Education	43,000	43,250	43,500	43,750	44,000	44,250
District Oversight Charge	13,710	13,960	14,210	14,460	14,710	14,960
Subtotal	\$ 140,784	\$ 143,809	\$ 146,834	\$ 149,859	\$ 152,884	\$ 155,909
Facilities/Capital Outlay						
Lease	\$ 240,000	\$ 240,000	\$ 240,000	\$ 240,000	\$ 240,000	\$ 240,000
Maintenance	12,500	12,750	13,000	13,250	13,500	13,750
Equipment Replacement	12,500	12,750	13,000	13,250	13,500	13,750
Subtotal	\$ 265,000	\$ 265,500	\$ 266,000	\$ 266,500	\$ 267,000	\$ 267,500
Books & Supplies						
Instructional Materials	\$ 4,200	4,450	4,700	4,950	5,200	5,450
Textbooks	32,000	33,250	34,500	35,750	37,000	38,250
Other Books	2,082	2,332	2,582	2,832	3,082	3,332
Office Supplies	8,500	8,750	9,000	9,250	9,500	9,750
Cleaning Supplies	2,200	2,450	2,700	2,950	3,200	3,450
Other Supplies	2,622	2,872	3,122	3,372	3,622	3,872
Subtotal	\$ 51,604	\$ 54,104	\$ 56,604	\$ 59,104	\$ 61,604	\$ 64,104
Total Expenditures	\$ 1,060,110	\$ 1,584,621	\$ 2,105,543	\$ 2,654,386	\$ 3,150,258	\$ 3,274,693

Integrity Educational Center
6-Year Estimated Funding, Budget and Expenditures

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
Revenue Category	\$ 310,843	\$ 443,637	\$ 601,555	\$ 724,224	\$ 897,169	\$ 1,491,322
Total Revenues	\$ 1,370,952	\$ 2,028,258	\$ 2,707,097	\$ 3,378,610	\$ 4,047,427	\$ 4,766,014

Integrity Educational Center
6-Year Estimated Salary and Benefits Expenses (in detail)

			Year 1	Year 2	Year 3	Year 4	Year 5	Total	
Teachers:			7.5	15	22.5	30	37.5		
YEAR 1:	2011/2012	7.5	44,192	331,440				331,440	
YEAR 2:	2012/2013	7.5	46,402	348,012	331,440			679,452	
YEAR 3:	2013/2014	7.5	48,722	358,452	348,012	331,440		1,037,904	
YEAR 4:	2014/2015	7.5	51,158	369,206	358,452	348,012	331,440	1,407,110	
YEAR 5:	2015/2016	7.5	53,716	380,282	369,206	358,452	348,012	1,787,392	
YEAR 6:	2016/2017	7.5	56,401	391,691	380,282	369,206	358,452	1,847,643	
TOTAL				2,179,083	1,787,392	1,407,110	1,037,904	679,452	7,090,942

			Sup/Principal	Teachers	Classifieds	Consultant	Substitutes	Buss Mgr	Dean Acade	Dean Discipl	Total
Base Salary:			1	7.5	2	1	15	1	1	1	
			95,000	44,192	21,426	22,678	125				
YEAR 1:	2011/2012		95,000	331,440	42,852	22,678	1,875				493,845
YEAR 2:	2012/2013		101,650	679,452	45,852	22,678	1,875	-	-	52,000	903,507
YEAR 3:	2013/2014		108,766	1,037,904	47,227	22,678	1,875	-	52,000	54,600	1,325,050
YEAR 4:	2014/2015		116,379	1,407,110	48,644	22,678	1,875	60,197	54,600	57,330	1,768,813
YEAR 5:	2015/2016		124,526	1,787,392	50,103	22,678	1,875	63,207	57,330	60,197	2,167,308
YEAR 6:	2016/2017		133,242	1,847,643	51,606	22,678	1,875	66,367	60,197	63,206	2,246,815
TOTAL			679,563	7,090,942	286,285	136,068	11,250	189,771	224,127	287,333	8,905,338

Benefits:			Health	Retirement	Social Security	Medicare	Worker's Comp	Unemployment	Total
YEAR 1:	2011/2012		31,500	38,871	1,406	7,161	24,939	6,568	110,445
YEAR 2:	2012/2013		59,850	72,668	1,406	13,101	45,627	12,017	204,669
YEAR 3:	2013/2014		90,750	107,446	1,406	19,213	66,915	17,623	303,353
YEAR 4:	2014/2015		124,200	144,056	1,406	25,648	89,325	23,525	408,160
YEAR 5:	2015/2016		156,600	176,932	\$ 1,406	\$ 31,426	109,449	28,825	504,638
YEAR 6:	2016/2017		183,600	183,491	\$ 1,406	\$ 32,579	113,464	29,883	544,423
TOTAL			646,500	723,465	8,436	129,127	449,720	118,441	2,075,689

Salary & Benefits:			
YEAR 1:	2011/2012		604,290
YEAR 2:	2012/2013		1,108,176
YEAR 3:	2013/2014	\$	1,628,403
YEAR 4:	2014/2015	\$	2,176,974
YEAR 5:	2015/2016	\$	2,671,946
YEAR 6:	2016/2017	\$	2,791,238
TOTAL			10,981,026

ADDENDUM

8

SUMMARY

Integrity Educational Center Summary

Integrity Educational Center is requesting permission to open a charter school within the Oakland Unified School District jurisdiction. Integrity Educational Center is a Drop out Prevention start up charter school that would like to serve students in grades 10-12 (ages 16-18). The student population that will be served often times reflect, academically, low-achieving students. Section 47605 of the Charter Schools Act of 1992 provides that, in reviewing petitions for the establishment of charter schools within the district's governing board scope. Preference should be given to petitions that demonstrate the capability to provide comprehensive learning experiences to students identified by the petitioners as academically low -achieving pursuant to the standards established by the State Department of Education under Education Code section 54032. The maximum capacity will be 575 students in its seventh year. The school will be developing career technical classes as a part of its school- to- work program.

James Madden is the lead petitioner for this new charter. He is a graduate of Oakland Technical High School and resident of Oakland, and has successful school administrative experience in working with this target population.

Contact Information:

James Madden

Phone: (510) 415-9135

Email mediareeel@aol.com

ADDENDUM

9

ADDENDUM

10

EVIDENCE OF LEAD PETITIONERS QUALIFICATIONS

Oakland Technical High School

Oakland, California

This Certifies That

JAMES EARL MADDEN

has completed a Course of Study prescribed for this
School and is awarded this

Diploma

Given at Oakland, California, this sixteenth day of June, nineteen hundred eighty-three.

Rolph C. Chen

Principal

Elizabeth J. Laurensen

President Board of Education

David Bruid
Superintendent of Schools

The Trustees of
The California State University

on recommendation of the faculty of

San Francisco State University

have conferred upon

James Earl Madden Jr.

the degree of

Bachelor of Arts
Radio and Television

with all rights and privileges pertaining thereto
Given on this third day of January, nineteen hundred ninety-five.



Arnold Schoenewald
Governor and President
of the Trustees

Charles B. Reed
Chancellor



Roberta P. Hentley
Chair of the
Board of Trustees

Robert H. Cozart
President of the University

The Trustees of
The California State University

in recommendation of the faculty of

San Francisco State University


have conferred upon


James Earl Madden

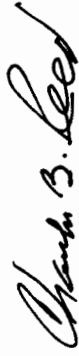
the degree of

Master of Arts
Education (Educational Administration)

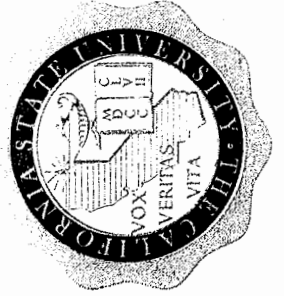
with all rights and privileges pertaining thereto
Given on this twenty-seventh day of May, two thousand six.


Governor and President
of the Trustees


Chair of the
Board of Trustees


Chancellor


President of the University





State of California Commission on Teacher Credentialing

issues this document to

JAMES EARL MADDEN

DOCUMENT NUMBER: 070363270

VALID: 11/01/2008 to 11/01/2013

DOCUMENT TITLE: Clear Designated Subjects Vocational Education Teaching Credential: Full Time

SUBJECT(S) AND AUTHORIZATION(S):

Computer Systems Operation

(R4FV) This credential authorizes the holder to teach in the subject or subjects named in grades twelve and below and in classes organized primarily for adults, in technical, trade, or vocational courses that shall be part of a program of technical, trade, or vocational education.

RENEWAL CODE(S):

(R20) To renew this credential, the holder needs to submit only an application form and fee to the Commission within six months prior to the expiration date. The renewal period is five years.

*Specific information pertaining to credential renewal requirements may be obtained under
Credential Renewal Statements and Requirements at www.ctc.ca.gov*

P. David Pearson
Chair, Commission on Teacher Credentialing

Arnold Schwarzenegger
Governor, State of California

Dale A. Janssen
Executive Director, Commission on Teacher Credentialing

*****NO FURTHER ENTRIES*****



State of California Commission on Teacher Credentialing

issues this document to

JAMES EARL MADDEN

DOCUMENT NUMBER: 050194094

VALID: 06/16/2005

DOCUMENT TITLE: Clear Crosscultural, Language and Academic Development Certificate

SUBJECT(S) AND AUTHORIZATION(S):

(S12) This certificate, when held in conjunction with a prerequisite credential or permit specified in Education Code Section 44253.3, authorizes the holder to provide the following services to limited-English-proficient pupils: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults, except when the prerequisite credential or permit is a designated subjects adult education teaching credential, a children's center instructional permit, or a children's center supervision permit, in which case instruction for English language development is limited to the programs authorized by that credential or permit; and (2) specially designed content instruction delivered in English in the subjects and at the levels authorized by the prerequisite credential or permit. Education Code Section 44253.3 includes all credentials and permits that authorize instruction except emergency credentials or permits, college or university internship credentials, District Internship Certificates, Exchange Certificated Employee Teaching Credentials, or Sojourn Certificated Employee Teaching Credentials.

RENEWAL CODE(S):

(S31B) This certificate need not be renewed. The authorization shall remain in force as long as the valid prerequisite credential or permit is held concurrently.

Specific renewal requirements can be found at www.ctc.ca.gov.

Arnold Schwarzenegger
Governor, State of California

Leslie Peterson Schwarze
Chair, Commission on Teacher Credentialing

Dr. Sam W. Swofford
Executive Director, Commission on Teacher Credentialing

*****NO FURTHER ENTRIES*****



State of California Commission on Teacher Credentialing

issues this document to

JAMES EARL MADDEN

DOCUMENT NUMBER: 070383475

VALID: 12/01/2007 to 01/01/2013

DOCUMENT TITLE: Preliminary Administrative Services Credential

SUBJECT(S) AND AUTHORIZATION(S):

(R54A) This credential authorizes the holder to provide the following services in grades twelve and below, including preschool, and in classes organized primarily for adults: develop, coordinate, and assess instructional programs; evaluate certificated and classified personnel; provide students discipline, including but not limited to suspension and expulsion; provide certificated and classified employees discipline, including but not limited to suspension, dismissal, and reinstatement; supervise certificated and classified personnel; manage school site, district, or county level fiscal services; recruit, employ, and assign certificated and classified personnel; and develop, coordinate, and supervise student support services including but not limited to extracurricular activities, pupil personnel services, health services, library services, and technology support services.

RENEWAL CODE(S):

(R68C) This preliminary credential may not be renewed. To qualify for the clear credential, the holder must complete two years of successful experience in a full-time administrative position in a public school or a private school of equivalent status while holding this preliminary credential. The holder must maintain his or her valid prerequisite credential. In addition, the holder must complete one of the following options: (1) obtain the recommendation of a college or university verifying completion of a Commission-approved individualized program of advanced preparation designed in cooperation with the employing agency and the college or university; or (2) verify completion of Modules 1, 2, and 3 of a California State Board of Education-approved AB 75 Principal Training Program or AB 430 Administrator Training Program; or (3) meet a Mastery of Fieldwork Performance Standards through a Commission-approved program and obtain the recommendation from the college or university that conducted the evaluation; or (4) complete a Commission-approved alternative program based on Commission-adopted guidelines resulting in the online recommendation from the program sponsor.

*Specific information pertaining to credential renewal requirements may be obtained under
Credential Renewal Statements and Requirements at www.ctc.ca.gov*

P. David Pearson
Chair, Commission on Teacher Credentialing

Arnold Schwarzenegger
Governor, State of California

Dale A. Janssen
Executive Director, Commission on Teacher Credentialing

*****NO FURTHER ENTRIES*****

CHARTER PETITION

TEACHERS MEANINGFULLY INTERESTED IN TEACHING AT:

Integrity Educational Center

The charter school estimates that [8] teachers will be employed by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are eligible teachers as defined under Education Code § EC47605(1) and who are **meaningfully interested in teaching at the School under the charter petition.** Signatures are subject to verification.

We, the undersigned teachers, 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 Integrity ED center pursuant to Education Code Section 47605 beginning July 1, 2013 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, [INSERT LEAD PETITIONER NAME], to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Teacher Name	Signature	Today's Date	Phone Contact	Credential Type	Expiration Date
Alice Philips	Alice Philips	4/13/11	(510) 318-0433	PDS, MFT	2014
James Madden	James Madden	2/25/11	mediasFEEL@aol.com 510 415-9135	Clear VOC ED	11/1/2013
Carolyn Schaupp	Carolyn Schaupp	2/25/11	(408) 849-5885	Multiple Subject ^{Clear}	7/1/2015
Stacey McCabe	Stacey McCabe	2/25/11	(408) 506-0458	multiple subject in process. 30 day	12/1/2011
Berylle Tecson	Berylle Tecson	02/26/2011	(570) 734-4572	30 day sub permit	03/01/2012
Rafael Wigginton	Rafael Wigginton	2/28/2011	408-249-6058	Eng, UPS ^{Math} sci	8/10/2015
Ev. Wilson	Ev. Wilson	1/18/11	573-3372	GEN ELEM GEN SEC 7 LIFE	LIFE
Mark Shaddock	Mark Shaddock	3-10-11	408 313-7806	Soe Sci Clear	7/1/15

Education Code §47605(a)(3) The petition has been signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation. A petition shall include a prominent statement that a signature on the petition means [...] that the teacher is meaningfully interested in teaching at the charter school. **The proposed charter shall be attached to the petition.** (emphasis added)

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

TEACHERS MEANINGFULLY INTERESTED IN TEACHING AT:

Integrity Educational
Center

The charter school estimates that [8] teachers will be employed by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are eligible teachers as defined under Education Code § EC47605(1) and who are **meaningfully interested in teaching at the School under the charter petition.** Signatures are subject to verification.

We, the undersigned teachers, 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 [Integrity ED Center] pursuant to Education Code Section 47605 beginning July 1, 2013 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, [INSERT LEAD PETITIONER NAME], to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Teacher Name	Signature	Today's Date	Phone Contact	Credential Type	Expiration Date
Pamela Petersen	<i>Pam Petersen</i>	3/19/2011	(408) 573-334	Retired	Life
Harold Clemetson	<i>Harold Clemetson</i>	03/14/2011	(510) 912-1184	ADMIN & SINGLE SUBJECT SCIENCE	2016
Glover E. Smith	<i>Glover E. Smith</i>	3/16/2011	408-966-2944	Retired	—
Patricia L. Wise	<i>Patricia L. Wise</i>	3/21/2011	510-525-8268	retired	Life
Dawn Martin	<i>Dawn Martin</i>	3/25/2011	(408) 425-1618	MATH	
Mark Hess	<i>Mark Hess</i>	3/28/2011	(408) 396-7760	Social Science	10-12-12
CHRIS CLARK	<i>Chris Clark</i>	4/4/11	(831) 331-6878	Social Science/ELA	6/16

Education Code §47605(a)(3) The petition has been signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation. A petition shall include a prominent statement that a signature on the petition means [...] that the teacher is meaningfully interested in teaching at 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:

Integrity Educational Center [E]

The charter school estimates that [INSERT #] students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.

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 *Integrity Educational Center* pursuant to Education Code Section 47605 beginning July 1, [2011] with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, *James E. Madden, Jr.*, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Beverly Hughes *Jalen* *9/7/11* *11th* *2874 Redwood Ct.* *599508-213* *408-307-5119*

Parent Name	Child's Name	Signature	Date	Grade Level in First Year of School	Address	Phone Contact
<i>Sheila House</i>	<i>Brandon Adams</i>	<i>Sheila House</i>	<i>3-27-11</i>	<i>12</i>	<i>15 Clara Ct</i>	<i>570-355-5315</i>
<i>Erich Valentine</i>	<i>GABRIEL</i>	<i>John</i>	<i>3-14-11</i>	<i>10</i>	<i>3415 E Joyce Dr</i>	<i>408 204 9937</i>
<i>Mary V Cabrera Jose</i>			<i>3-15-11</i>	<i>11</i>	<i>1435 York Ave</i>	<i>408 379-8132</i>
<i>Chris Underwood</i>	<i>Aiyanna</i>	<i>Chris</i>	<i>3-17-11</i>	<i>10</i>	<i>PO Box 351 CA 94035</i>	<i>408-455-2718</i>
<i>GEORGE DURBAE</i>						
<i>Donna Garcia</i>	<i>Laurie</i>	<i>Donna</i>	<i>3/20/11</i>	<i>10th</i>	<i>1612 Paseo Flores Dr.</i>	<i>(707) 429-2469</i>
<i>Patricia Wie</i>	<i>Melody</i>	<i>Patricia</i>	<i>3/21/11</i>	<i>11th</i>	<i>831 Stannage Ave.</i>	<i>510-525-8268</i>
<i>Estella Livingston</i>	<i>Orayam</i>	<i>Estella Livingston</i>	<i>3/22/11</i>	<i>11th</i>	<i>1309 Arbor Park</i>	<i>(831) 870-1121</i>

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:

INTEGRITY EDUCATIONAL CENTER

The charter school estimates that 200 students will be enrolled by the charter school during the first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the school under the charter petition. (signatures are subject to verification).

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 Integrity Educational Center pursuant to Educational Code Section 47605 beginning July 1, 2011 with the opportunity to request subsequent terms of the charter as described in the Charter School Act.

The petitioners authorize the Lead Petitioner, James Madden, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Parent Name: MARILYN R. HOFMAN

Child's Name: ARIEL

Signature: MR Hofman

Date: 4-5-2011

Grade Level In first year Of school: 10TH

Address: 469 Kenneth Street
Campbell Ca 95008

Phone Contact: 408-866-8783

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT:

INTEGRITY EDUCATIONAL CENTER

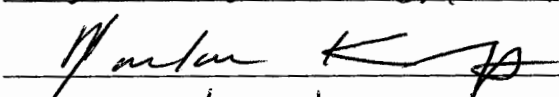
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The petitioners authorize the Lead Petitioner, James Madden, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Parent Name: Marlou Kemp

Child's Name: Theresa Ashanti

Signature: 

Date: 3/26/11

Grade Level
In first year
Of school: 10th Grade

Address: 5803 Market St
Oakland, Ca

Phone Contact: 510-891-1720

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT:

INTEGRITY EDUCATIONAL CENTER

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The petitioners authorize the Lead Petitioner, James Madden, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Parent Name: Betty Roland

Child's Name: Kaylan Smith / Maurice Powell

Signature: Betty Roland

Date: 3/25/11

Grade Level
In first year
Of school: 11th gr & 11th gr

Address: 1830 Berkeley Way
Berkeley 94703

Phone Contact: (510) 379-6473

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT:

INTEGRITY EDUCATIONAL CENTER

The charter school estimates that 150 students will be enrolled by the charter school during the first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the school under the charter petition. (signatures are subject to verification).

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 Integrity Educational Center pursuant to Educational Code Section 47605 beginning July 1, 2011 with the opportunity to request subsequent terms of the charter as described in the Charter School Act.

The petitioners authorize the Lead Petitioner, James Madden, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Parent Name: Mandy Ladin

Child's Name: Mia Hoffman

Signature: [Handwritten Signature]

Date: 3/25/11

Grade Level
In first year
Of school: HM

Address: 2907 Harper St.
Berkeley, CA 94703

Phone Contact: 510-883-1606

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT:

INTEGRITY EDUCATIONAL CENTER

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The petitioners authorize the Lead Petitioner, James Madden, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Parent Name: Colorado Kagan

Child's Name: Cheyenne Costanza

Signature: Colorado Kagan

Date: 3/25/11

Grade Level
In first year
Of school: 10th

Address: 6181 Brookside Ave
Oakland CA 94618

Phone Contact: 510-334-2255

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT:

INTEGRITY EDUCATIONAL CENTER

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The petitioners authorize the Lead Petitioner, James Madden, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Parent Name: Megan Calhoun Child's Name: Nicah Calhoun

Grade Level in first year of school: 10th Phone Contact: 510-547-1122

Address: 319 TAURUS AVE. OAKLAND, CA 94601

Signature: Megan Calhoun Date: MAR. 30, 2011

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT:

INTEGRITY EDUCATIONAL CENTER

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The petitioners authorize the Lead Petitioner, James Madden, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Parent Name: Jonathan Davis

Child's Name: TICERA HOOSTON

Signature: [Handwritten Signature]

Date: 07/21/11

Grade Level
In first year
Of school: 11th

Address: 1406 WEST ST BAYVILLE
CA 94604

Phone Contact: 415-655-7400

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT:

INTEGRITY EDUCATIONAL CENTER

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The petitioners authorize the Lead Petitioner, James Madden, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Parent Name: Willie JACKSON

Child's Name: CARL TOWN SEND

Signature: Willie Jackson

Date: 4/2/11

Grade Level
In first year
Of school: 10

Address: 4314 MLK Jr way
OAKLAND Ca

Phone Contact: 510-653-0494

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT:

INTEGRITY EDUCATIONAL CENTER

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The petitioners authorize the Lead Petitioner, James Madden, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Parent Name: Chelsey Williams

Child's Name: Jason Williams

Signature: Chelsey Williams

Date: 4/2/2011

Grade Level
In first year
Of school: 10th

Address: 380 Euclid Ave. Apt. 11

Oakland, CA 94612

Phone Contact: 323/898-6565

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT:

INTEGRITY EDUCATIONAL CENTER

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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 Integrity Educational Center pursuant to Educational Code Section 47605 beginning July 1, 2011 with the opportunity to request subsequent terms of the charter as described in the Charter School Act.

The petitioners authorize the Lead Petitioner, James Madden, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Parent Name: Mario Galiqu

Child's Name: Yoseline Galiqu

Signature: Mario Galiqu

Date: 3/25/11

Grade Level
In first year
Of school: 10

Address: 3208 Baker St. Berkeley. CA 94702

Phone Contact: (510) 812-5116

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT:

INTEGRITY EDUCATIONAL CENTER


The charter school estimates that 200 students will be enrolled by the charter school during the first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the school under the charter petition. (signatures are subject to verification).

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 Integrity Educational Center pursuant to Educational Code Section 47605 beginning July 1, 2011 with the opportunity to request subsequent terms of the charter as described in the Charter School Act.

The petitioners authorize the Lead Petitioner, James Madden, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Parent Name: Netasha Cerandef

Child's Name: Jayten Birden

Signature: 

Date: 3/25/11

Grade Level
In first year
Of school: 11

Address: 2834 Milvia st.
Berkeley CA 94703

Phone Contact: 510 830 7940

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT:

INTEGRITY EDUCATIONAL CENTER

The charter school estimates that 150 students will be enrolled by the charter school during the first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the school under the charter petition. (signatures are subject to verification).

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 Integrity Educational Center pursuant to Educational Code Section 47605 beginning July 1, 2011 with the opportunity to request subsequent terms of the charter as described in the Charter School Act.

The petitioners authorize the Lead Petitioner, James Madden, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Parent Name: Janet Ezell

Child's Name: BS Ezell

Signature: Janet Ezell

Date: 4/2/10

Grade Level
In first year
Of school: 11

Address: 4314 MLK SR wdy
Oakland CA 94609

Phone Contact: (510) 205-0342

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT:

INTEGRITY EDUCATIONAL CENTER

The charter school estimates that 150 students will be enrolled by the charter school during the first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the school under the charter petition. (signatures are subject to verification).

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 Integrity Educational Center pursuant to Educational Code Section 47605 beginning July 1, 2011 with the opportunity to request subsequent terms of the charter as described in the Charter School Act.

The petitioners authorize the Lead Petitioner, James Madden, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Parent Name: Veronica Alexa-Redmond
Child's Name: Nia Cole
Signature: Veronica Alexa-Redmond
Date: 4/2/2011
Grade Level
In first year
Of school: 10
Address: 458 42nd St
94609
Phone Contact: 510-547-5172

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT:

INTEGRITY EDUCATIONAL CENTER

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Parent Name: Scott Bradley - Grandparent
Child's Name: Monte Bradley
Signature: [Signature]
Date: April 2, 2011
Grade Level
In first year
Of school: 11
Address: 1050 59th St
Oakland 94608
Phone Contact: 510-410-9851

CHARTER PETITION

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Parent Name: Neesa S. Lazarus

Child's Name: Nia Lazarus

Signature: [Handwritten Signature]

Date: 25 March 2011

Grade Level
In first year
Of school: 11th

Address: 1744 83rd Ave
Oakland, CA 94621

Phone Contact: 510 430 3058

CHARTER PETITION

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Parent Name: Emanuel Newell

Child's Name: DalZShia Newell

Signature: DalZshia Newell

Date: 3/17/11

Grade Level
In first year
Of school: 10

Address: P.O. Box 6756
Oakland CA, 94603

Phone Contact: 510-938-0514

CHARTER PETITION

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Parent Name: Obasi Davis

Child's Name: JAY Hubbard

Signature: Obasi Davis

Date: 3-14-11

Grade Level
In first year
Of school: 11th

Address: 1154 MC Kintley Ave #14
Oakland, CA 94610

Phone Contact: (510) 444-1347

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT:

INTEGRITY EDUCATIONAL CENTER

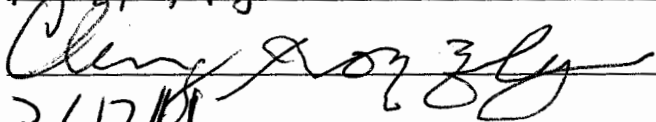
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Parent Name: Chung Ying

Child's Name: Yvonne Ng

Signature: 

Date: 3/12/11

Grade Level
In first year
Of school: 10

Address: 759 Brooklyn Ave CA,
Oakland 94606

Phone Contact: 510-435-3064

CHARTER PETITION

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Parent Name: Mina Teper

Child's Name: Derrick Teper

Signature: Mina Teper

Date: 3/1/11

Grade Level
In first year
Of school: 11

Address: 1221 E 20th St. #109

Oakland, CA 94604

Phone Contact: (510) 534-7015

CHARTER PETITION

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Parent Name: Angela Mitchel

Child's Name: Montana Mitchel

Signature: Angela Mitchel

Date: 3/27/11

Grade Level
In first year
Of school: 11

Address: 2652 Wakefield Ave
Oakland CA 94606

Phone Contact: 5105325131

510-532-5130

CHARTER PETITION

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Parent Name: TONY ZHONG KING HUANG

Child's Name: EVANIE EVAN HUANG

Signature: Tony Huang

Date: 3/8/11

Grade Level
In first year
Of school: 11

Address: 2839 Short St.
Oakland CA 94619

Phone Contact: 510-436-5598

CHARTER PETITION

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Parent Name: Amira Aviana Jackson

Child's Name: Karla Jackson

Signature: 

Date: 2/11/11

Grade Level
In first year
Of school: 11th

Address: 2928 30th street
Oakland, CA 94602

Phone Contact: 510-533-3351

CHARTER PETITION

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Parent Name: Jair Hernandez

Child's Name: Salvador Hernandez

Signature: Jair Hernandez

Date: 2/22/11

Grade Level
In first year
Of school: 11

Address: 1221 85th ave #1
Oakland, CA 94621

Phone Contact: 510-562-2243

CHARTER PETITION

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Parent Name: Annie Wilson

Child's Name: Hadiya Wilson

Signature: Annie Wilson

Date: 3/8/11

Grade Level
In first year
Of school: 10

Address: 472 Almans Dr.
Oakland, CA 94603

Phone Contact: 510-388-6450

CHARTER PETITION

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Parent Name: Erika Green

Child's Name: Adroccia F Green

Signature: Erika Green

Date: 2/11/11

Grade Level
In first year
Of school: 10

Address: 912 Argon street
Oakland, CA 94608

Phone Contact: 510 428-0158

CHARTER PETITION

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Parent Name: Jessica Cuava

Child's Name: Paco

Signature: Jessica Cuava

Date: 3/26/11

Grade Level
In first year
Of school: 11

Address: 71 Pearl Street, #9
Oakland, CA 94608

Phone Contact: 415.395.6419

CHARTER PETITION

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Parent Name: Inez Pippins

Child's Name: MARQUIS

Signature: Inez M Pippins

Date: 3-3-11

Grade Level
In first year
Of school: 11

Address: 1913 Rheem Ave
Richmond CA 94801

Phone Contact: (510) 238-6425

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT:

INTEGRITY EDUCATIONAL CENTER

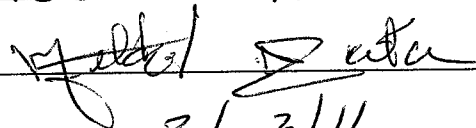
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Parent Name: MILDRED MATA

Child's Name: JOSE MATA

Signature: 

Date: 3/13/11

Grade Level
In first year
Of school: 11

Address: 1463 HILSDALE AVE
SAN JOSE CA 95118

Phone Contact: 408-723-2258

CHARTER PETITION

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Parent Name: Alice Hawley

Child's Name: Tina Hawley

Signature: Alice Hawley

Date: 3/26/11

Grade Level
In first year
Of school: 11th

Address: 828 13th street # 305
Oakland, CA 94608

Phone Contact: (510) 839-7496

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT:

INTEGRITY EDUCATIONAL CENTER

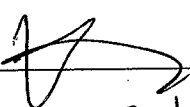
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Parent Name: Chi Kim Van Lee

Child's Name: Christine Lee

Signature: 

Date: 2/17/11

Grade Level
In first year
Of school: 11

Address: 232 Athol ave

Oakland, CA 94606

Phone Contact: 510 893-3989

CHARTER PETITION

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Parent Name: ALAN E. STEELE

Child's Name: Robert Steele

Signature: Alan E Steele

Date: 3-5-11

Grade Level
In first year
Of school: 11

Address: 7620 Hillside St Apt B
OAKLAND, CA 94603

Phone Contact: 510-860-3636

CHARTER PETITION

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Parent Name: Elvise Isom

Child's Name: David Johnson

Signature: Elvise Isom

Date: 3/13/11

Grade Level
In first year
Of school: 11th

Address: 849 Aileen Street
Oakland, CA 94609

Phone Contact: 510 839-7496

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Parent Name: Pernell Rash

Child's Name: Pernell Rash Jr.

Signature: Pernell Rash

Date: 3/6/11

Grade Level
In first year
Of school: 11th

Address: 2732 68th Ave
OAKLAND, CA 94605

Phone Contact: (510)569-0619

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Parent Name: JOSE GONZALEZ

Child's Name: JACOB GONZALEZ

Signature: Jose Gonzalez

Date: 3/13/11

Grade Level
In first year
Of school: 11

Address: 78 Fairmont ave # 204
Oakland CA 94611

Phone Contact: 510.919.9359

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Parent Name: William BORKES

Child's Name: Josephine MORRIS

Signature: William Borkes

Date: 3.20.11

Grade Level
In first year
Of school: 10

Address: 250 23rd ave
San Francisco, CA 94121

Phone Contact: (415) 575-3034

CHARTER PETITION

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Parent Name: Rosia L Butler

Child's Name: Marcell Butler

Signature: Rosia L Butler

Date: 3.10.11

Grade Level
In first year
Of school: 1st

Address: 22736 Marina Blvd # 27
OAKLAND, CA 94617

Phone Contact: 510-704-9352

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Parent Name: Rick Chan

Child's Name: Ellie Cao

Signature: Rick Chan

Date: 3/4/11

Grade Level
In first year
Of school: 10

Address: 3112 13th Ave #B

Oakland California 94610

Phone Contact: 510 434-9824

CHARTER PETITION

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Parent Name: Ping you chen

Child's Name: Ashli chen

Signature: 

Date: 3.3.11

Grade Level
In first year
Of school: 1/1st

Address: 643 Van dyke Ave
OAKLAND CA 94604

Phone Contact: (510) 836-2478

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT:

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Parent Name: Qon fong Tan

Child's Name: Maggie Chen

Signature: [Handwritten Signature]

Date: 3/5/11

Grade Level
In first year
Of school: 11

Address: 419 Interation Blvd. Apt # A
OAKLAND CA

Phone Contact: (510) 433-0328

CHARTER PETITION

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Parent Name: Kimberly Cooper

Child's Name: Jamila Cooper

Signature: Kimberly Cooper

Date: 3.8.11

Grade Level
In first year
Of school: 10

Address: 370 Staten Ave. # L Oakland
CA 94610

Phone Contact: 510-593-5511

CHARTER PETITION

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Parent Name: Hong Lien DO

Child's Name: Duan DO

Signature: Hong

Date: 2/11/11

Grade Level
In first year
Of school: 10th

Address: 530 E 21st Oakland, CA 94604

Phone Contact: 510-893-3825

CHARTER PETITION

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Parent Name: Bick fong Chan

Child's Name: Zeng Gan Guan

Signature: Bick fong Chan

Date: 3.4.11

Grade Level
In first year
Of school: 11

Address: 2730 Park Blvd Oakland, CA 94606

Phone Contact: (510) 832-6261

CHARTER PETITION

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Parent Name: Ayanet Villanueva

Child's Name: Alexandro Hernandez

Signature: ~~Ayanet Villanueva~~ Ayanet Villanueva

Date: 3/9/11

Grade Level In first year Of school: 10th

Address: 2669 77th Avenue Oakland, CA 94605

Phone Contact: (510) 632-2074

CHARTER PETITION

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Parent Name: Love WEINSTEIN

Child's Name: Jennifer Safford

Signature: Love Weinstein

Date: 3/2/11

Grade Level
In first year
Of school: 11

Address: 70 Fairmont Ave # 200
Oakland, CA 94611

Phone Contact: 510-292-7967

CHARTER PETITION

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Parent Name: Sandy Cao

Child's Name: Cathy Hoang

Signature: [Handwritten Signature]

Date: 3-10-11

Grade Level
In first year
Of school: 11

Address: 2027 East 18th street
Oakland, CA 94606

Phone Contact: (510) - 534-7607

CHARTER PETITION

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Parent Name: Jordan Lee

Child's Name: Bonnie Lee

Signature: Jordan Lee

Date: 2/2/11

Grade Level
In first year
Of school: 10

Address: 2808 Park Blvd
Oakland, CA 94610

Phone Contact: 415-845-9401

CHARTER PETITION

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Parent Name: MOLLY CORNER

Child's Name: Mildred Hawthorne Caven

Signature: Molly Corner

Date: 3-17-11

Grade Level
In first year
Of school: 10

Address: 445 Ashbury Street #6
San Francisco, CA 94117

Phone Contact: 415-722-4881

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Parent Name: DeSonia Crossley

Child's Name: Leon Hooker

Signature: DeSonia Crossley

Date: 3/3/11

Grade Level
In first year
Of school: 11th

Address: 116 Montecito ave
Oakland, CA 94610

Phone Contact: (415) 444-0794

CHARTER PETITION

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Parent Name: Denick Bravo

Child's Name: Agnetta Scoggins

Signature: Denick Bravo

Date: 3/19/11

Grade Level
In first year
Of school: 10

Address: 275 Mac Arthur Bl. Apt A
Oakland, CA 94610

Phone Contact: (415) 299-9079

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Parent Name: WILLIAM JEM

Child's Name: Abigail Jem

Signature: William Jem

Date: 3/20/11

Grade Level
In first year
Of school: 11

Address: 1927 9th ave
Oakland, CA 94606

Phone Contact: 510-444-1886

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Parent Name: María Pérez

Child's Name: Laura Barríos

Signature: María R. Barríos

Date: 2/11/11

Grade Level
In first year
Of school: 10

Address: 715 27th Street
Oakland, CA 94612

Phone Contact: 510 712 4330

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Parent Name: JACQUIE MARC KRIGUER

Child's Name: JASPER KRIGUER

Signature: Jacquie Kriguer

Date: 3/27/11

Grade Level
In first year
Of school: 11th

Address: 4321 Webster Street
Oakland, CA 94609

Phone Contact: (510) 654-1338

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Parent Name: Dziumali Chakhaldze

Child's Name: Dzhamilya D Chakhaldze

Signature: Dziumali Chakhaldze

Date: 3/17/11

Grade Level
In first year
Of school: 11th

Address: 3105 High Street Apt 17
Oakland, CA 94619

Phone Contact: 510 536-3327

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Parent Name: Gerardo Elena Cervantes

Child's Name: Mercy Peng

Signature: Gerardo Cervantes

Date: 3/23/11

Grade Level
In first year
Of school: 11

Address: 16121 Marbat ave #K
San Leandro, CA 94578

Phone Contact: 510 923-1474

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Parent Name: Kimman Maddliyeve

Child's Name: Alfiya Maddliyeve

Signature: Kimman Maddliyeve

Date: 1/17/11

Grade Level
In first year
Of school: 11th

Address: 1935 9th ave #19
Oakland, CA 94606

Phone Contact: 510-535-1213

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Parent Name: Daciyah Shabazz

Child's Name: Ebony Jones

Signature: Daciyah Shabazz

Date: 2/2/11

Grade Level
In first year
Of school: 90th

Address: 1037 62nd Street Apt 3
Oakland, CA 94608

Phone Contact: 510-350-7403

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Parent Name: Edna Marzetti

Child's Name: SUKARI Hill

Signature: Edna Marzetti

Date: 1/5/11

Grade Level
In first year
Of school: 10th

Address: 700 Willow Street
Oakland, CA 94607

Phone Contact: (510) 986-0312

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Parent Name: Amilda Gonzalez

Child's Name: Luís Perez

Signature: Amilda Gonzalez

Date: 1/21/11

Grade Level
In first year
Of school: 11th

Address: 1831 40th Ave
OAKLAND CA 94601

Phone Contact: (510) 436-4132

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Parent Name: KARMA Anderson

Child's Name: Kevarnique Mills

Signature: Karma Anderson

Date: 2/22/11

Grade Level
In first year
Of school: 11th

Address: 1870 wood street
Alameda, CA 9450

Phone Contact: 510-521-9099

CHARTER PETITION

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Parent Name: Mohamed Mohamed

Child's Name: Karima Mohamed

Signature: Mohamed Mohamed

Date: 3/3/11

Grade Level
In first year
Of school: 10

Address: 2348 11th ave
Oakland, CA 94606

Phone Contact: 510 534-3158

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Parent Name: Yeton Niweisha

Child's Name: MalaJah Riggsby

Signature: 212 San Pablo Yeton Niweisha

Date: 3/30/11

Grade Level
In first year
Of school: 10th

Address: 2121 San Pablo ave
San Pablo, CA 94806

Phone Contact: 510 776-4101

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Parent Name: Rhonda Arnold

Child's Name: Adreana Arnold

Signature: Rhonda Arnold

Date: 4/11/11

Grade Level
In first year
Of school: 11

Address: 912 Adgan street
OAKLAND CA 94608

Phone Contact: (510) 428-0159

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Parent Name: Sylvia RAY

Child's Name: William Gilbert

Signature: Sylvia Ray

Date: 3/29/11

Grade Level
In first year
Of school: 11th

Address: 690 15th Street # 403
Oakland, CA 94612

Phone Contact: 510 457-3465

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The petitioners authorize the Lead Petitioner, James Madden, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Parent Name: Terry Grey

Child's Name: Cornelius Grey

Signature: Terry Grey

Date: 11/7/10

Grade Level In first year Of school: 11

Address: 1711 E 22nd street
Oakland, CA 94606

Phone Contact: 510-531-9091

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT:

INTEGRITY EDUCATIONAL CENTER

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Parent Name: Evella Williams

Child's Name: Tienna Houston

Signature: Evella Williams

Date: 11/25/10

Grade Level
In first year
Of school: 10

Address: 5514 E 16th Street
Oakland, 94621

Phone Contact: 510-434-1418

CHARTER PETITION

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Parent Name: Angelina Lewis

Child's Name: Na Shee Lewis

Signature: Angelina Lewis

Date: 1/5/11

Grade Level
In first year
Of school: 11th

Address: 25534 Rick Way
Hayward, CA 94541

Phone Contact: 510-381-2373

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Parent Name: Francisco Pardue

Child's Name: Fabiola Pardue

Signature: Francisco Pardue

Date: 2/2/11

Grade Level
In first year
Of school: 11th

Address: 4517 Adeline Street
Emeryville, CA 94608

Phone Contact: 510-533-5132

CHARTER PETITION

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Parent Name: Sandra Guerra

Child's Name: Jorge Guerra

Signature: Sandra Guerra

Date: 2/22/11

Grade Level
In first year
Of school: 10th

Address: 3027 CAPP Street
Oakland, CA 94607

Phone Contact: 510 436-6127

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Parent Name: Ilkhor mamedov

Child's Name: Elif mamedov

Signature: Ilkhor mamedov

Date: 2/2/11

Grade Level
In first year
Of school: 10th

Address: 2817 High street #6
Oakland, CA 94615

Phone Contact: 510-261-0548

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Parent Name: Francisco Marcial

Child's Name: Nestor Marcial

Signature: Francisco Marcial

Date: 3/3/11

Grade Level
In first year
Of school: 10

Address: 1833 40th ave
Oakland, CA 94601

Phone Contact: 510 534-2573

CHARTER PETITION

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Parent Name: Alicia McGoley
Child's Name: Roland G Burke
Signature: Alicia McGoley
Date: 12/15/10
Grade Level
In first year
Of school: 11th
Address: 4242 Balton Ave
Oakland, CA 94610
Phone Contact: 510-835-4885

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Parent Name: Janice Williams

Child's Name: Adrell Coleman

Signature: Janice Williams

Date: 2/17/11

Grade Level
In first year
Of school: 10

Address: 888 Willow Street

OAKLAND, CA 94608

Phone Contact: 510 594-4414

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Parent Name: John Lewis Downs Sr

Child's Name: John L Downs 3rd

Signature: John Lewis Downs Sr

Date: 2/27/11

Grade Level
In first year
Of school: 11

Address: 6459 Heron street
OAKland CA 94608

Phone Contact: (510) 830-8088

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Parent Name: Latika Allen

Child's Name: Sabir Finley

Signature: ~~Patricia~~ Allen

Date: 1/19/11

Grade Level
In first year
Of school: 11

Address: 908 Union Street #11
Oakland, CA 94607

Phone Contact: 510-467-6933

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Parent Name: Marcelino Salgado

Child's Name: Samuel Salgado

Signature: Marcelino Salgado

Date: 2/3/11

Grade Level
In first year
Of school: 940.5 "B" street

Address: Oakland, CA 94603

Phone Contact: 510.430.9172

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Parent Name: Valencia Hermelinda

Child's Name: Veira Goany

Signature: Valencia Hermelinda

Date: 3/26/11

Grade Level
In first year
Of school: 11

Address: 5358 Leona St
Oakland, CA 94619

Phone Contact: 510 437-1476

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Parent Name: Eric Bell

Child's Name: Dereke Bell

Signature: Eric Bell

Date: 11/3/10

Grade Level
In first year
Of school: 11th

Address: 3081 N main street #28
walnut creek, CA 94597

Phone Contact: 1-925-937-3080

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Parent Name: Lashawn Bromfield

Child's Name: Mykiesha Brewer

Signature: Lashawn Bromfield

Date: 12/7/10

Grade Level
In first year
Of school: 10th

Address: 1406 83rd ave
Oakland CA 94621

Phone Contact: (510) 601-8843