

Withdrawn By Petitioners as  
of 8/26/2008



# **LEGACY OF GENIUS**

## **COLLEGE**

## **PREPARATORY**

## **ACADEMY**

### **Legislative File**

File ID No. 08-1417  
Introduction Date 6/11/08  
Enactment No. \_\_\_\_\_  
Enactment Date \_\_\_\_\_  
By \_\_\_\_\_

**CHARTER  
PETITION  
TO  
OAKLAND UNIFIED  
SCHOOL DISTRICT**

# *Legacy of Genius College Preparatory Academy*

This petition is being presented to the Oakland Unified School District

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## Section One. Required Charter Elements

### Element A. Educational Program

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

#### I. Mission and Vision

- Mission

The mission of Legacy of Genius College Preparatory Academy is to ensure that 100% of its graduates attend college. LGCPA is committed to providing family-style education, enriching the development of individuals and families through quality programs and services that provide quality academic enrichment and build a healthy spirit, mind, and body for all. LGCPA will offer the highest quality experiential learning curriculum and cutting-edge technology to each of its students in order to ensure productivity in a fast-paced, ever-changing, and competitive world market. Our innovative curriculum and teaching strategies are geared toward higher grades and test scores, as experienced previously by staff's students in the Berkeley and Oakland Unified School Districts. We want a student's love of learning to grow for a lifetime.

- Vision

1. The purpose of LGCPA is to help students grow academically, spiritually, mentally, and physically, using high technology, challenging activities and curriculum, and trained, caring staff.
2. Students will meet the following LGCPA program objectives by year's end:
  - Improve in all subject strands of LGCPA STANDARDS OF ACHIEVEMENT.
  - Grow personally.
  - Learn values.
  - Improve personal and family relationships.
  - Become better leaders and supporters.
  - Become lifelong learners.
  - Appreciate diversity.
  - Develop specific skills.
  - Have fun.
3. LGCPA promotes the four character development values of caring, honesty, respect, and responsibility.

- Philosophy

The goal of LGCPA is to prepare students and gear them toward eventually attending college, with the skills to succeed. Through intentionally planned activities, LGCPA programs will help develop students to their fullest potential academically, spiritually, mentally, and physically.

Student, parent, and staff participation are the keys to superior development. This participation will be utilized to the fullest at LGCPA.

- LGCPA Character Development

As one of the goals of LGCPA is to offer programs and services that teach people to accept and demonstrate the important character values of caring, honesty, respect, and responsibility, we believe character development is the most important aspect of what we do. LGCPA Character Development is a challenge for all of us—staff, volunteers, participants, and parents—to accept and demonstrate positive values.

While none of us are perfect, we can strive to improve. LGCPA believes good character makes a better family member, productive community member, and leader.

## II. Whom will the LGCPA School educate?

LGCPA will address the need for more college preparatory classes in the Oakland Unified School District. LGCPA will educate kindergarten through twelfth grade high school students from the diverse student body served by the District. It plans to restrict enrollment to 100 per grade, beginning with 50 to 100 students in the school. ***LGCPA is non-discriminatory in its programs, admission policies, employment practices, and all other operations. It does not charge tuition, and does not discriminate on the basis of ethnicity, national origin, gender, disability, or sexual orientation.*** It is a school that represents the incredible diversity Oakland and seeks students from diverse ethnic, socioeconomic and geographic backgrounds. To encourage enrollment of a diverse population, LGCPA actively recruits students from all communities within the district, with a special emphasis on recruiting students from disadvantaged and/or challenged areas. LGCPA students will be willing to take responsibility for their educational choices, will want a school environment with high expectations that avoids tracking, and will be motivated to work hard to achieve an excellent education. They will receive more personal attention than they might at larger, more traditional schools. LGCPA will work in collaboration with OUSD to develop programs for our LEP and Special Education population (see Appendix B).

The admissions lottery and procedures are described in Element H.

## III. What does it mean to be an “educated person” in the 21<sup>st</sup> century?

In the 21<sup>st</sup> century, knowledge will expand greatly in areas that we can’t even imagine. The world will become more interdependent as we move toward a more global society. In the United States, and in California in particular, the population will become more ethnically diverse. Businesses do and will require a workforce with significant problem-solving skills and a higher level of education than ever before. Twenty-first century adults must have a firm grasp of computer technology, be lifelong learners, work well in a multicultural society, and be prepared to change jobs/careers several to many times over their lifetimes. In addition to having a firm understanding of the core subjects: History/Social Sciences, Mathematics, Language Arts, and Sciences, an educated person in the 21<sup>st</sup> century must understand her/his own learning style, including how to capitalize on strengths and overcome weaknesses, so s/he can continue lifelong learning.

S/He will need to work cooperatively with others from diverse backgrounds, identify and solve problems, and be able to resolve conflicts in a constructive manner. Not only must s/he be ready to adapt to changes, but to help lead others as well. An educated person needs to explore and appreciate her/his creative potential, and be a strong supporter of her/his community, using the power of the individual to improve everyone's quality of life.

#### **IV. How learning best occurs**

At the foundation of our program is a partnership among students, educators, community and parents. We believe that learning best occurs when students are pursuing subjects of personal interest, with high expectations, with their parents' and educators' involvement and support. Our students will be encouraged to take responsibility for their own learning, and the school will provide guidance in helping them develop strategies for personal success. Our educators will believe their students can learn and achieve goals. Educators will be encouraged to use innovative teaching methods, and will collaborate on curriculum and school governance.

By integrating the following five learning strategies into our educational program, we believe we can allow all students to grow to their maximum potential, and foster in them a lifetime love of learning.

##### **A. High Expectations to Produce High-Achieving Students**

We will produce healthy, successful, highly motivated, productive members of society. Studies have shown that if teachers hold high expectations of their students, that alone can increase student achievement. We will provide mentoring to focus students' goals and will treat student-initiated plans for growth as completely achievable by the student with proper planning, innovative teaching strategies, skill development, and support. We will offer challenging curriculum and course requirements based on the most stringent college admission requirements.

All students will have the opportunity to achieve maximum learning in all subject areas, and will not be placed in "tracks" based upon perceived learning ability. We will develop programs necessary to support all students reaching their full promise. Parents and educators will be offered training in methods to maximize effectiveness in students.

Our vision of a good high school is a school that maintains high standards along with a commitment to making it possible for students to achieve them. LGCPA will provide tutoring and study halls after school, and counseling services for students. Our teachers will be trained in the most effective teaching methodologies currently being utilized and will confer with master teachers from competitive college preparatory environments, such as the St. Mary's College Preparatory School and the Head Royce School.

##### **B. Personalized Learning Strategies within a Supportive Environment**

Our students are our community's most valuable resources and must be nurtured to reach their highest potential. Each student has high academic capability. One of our goals is to allow student passions to drive their educational process, and encourage them to utilize those passions to develop other areas of strength. Where appropriate, curricula will be structured to allow students to learn at their own pace. Students will demonstrate knowledge of their goal to graduate from college and become successful, contributing members of society. We will provide encouragement for them to attempt new challenges and work with them to design a pathway to graduation and lifelong success.

C. Interdisciplinary and Project Approaches to Learning

Educators will be encouraged to find opportunities in their regular curriculum to incorporate interdisciplinary, project-based learning for their subjects. Research shows that interdisciplinary themes allow for greater assimilation of knowledge and greater appreciation of the way subjects integrate with career fields. Accordingly, our programs will include interdisciplinary themes.

Project-based, inductive learning will encourage creativity and provide students with hands-on experience in technology, humanities, arts and sciences; students will also be provided with opportunities to enhance problem-solving and leadership skills. They will develop opportunities to correlate their education with their future careers and interests.

D. Integration of Computer Technology into the Learning and Project Environment

Computer technology is a necessary ingredient for the 21<sup>st</sup> century. We envision students and educators using technology as standard learning aids. A well-designed technological infrastructure will help create a model 21<sup>st</sup> century learning environment bringing the curriculum alive and encouraging students to learn enthusiastically in order to prepare to be part of a technology-based workforce.

The uses of computers and computer technology will foster learning in a variety of disciplines. The creative process is reinforced through the student's use and development of interactive electronic media to complete and submit project assignments. Internet research will expand studies beyond the range of what any one school or library can provide. Multimedia will facilitate learning that is tailored to individual learning styles, taking advantage of the varying contributions and capabilities of all students.

E. Community-Based Learning

Field trips will be a regular, integral part of the educative process. Community members and their expertise will help to shape students' classes, to serve as a source of performance-based learning, and to validate skills developed in the classroom. We will partner with businesses and dignitaries to provide internships and practical workplace educational experiences. Students will be encouraged to participate in community service projects in their local communities, and will be encouraged to utilize community-based educational programs, such as classes offered by local colleges. Since research demonstrates parent

participation is a key element in the success of a child's education, we will encourage parents to participate in the school.

#### **V. Staff**

LGCPA aims to hire staff sensitive to diversity, composed of highly qualified educators and support personnel, led by a professional and highly experienced principal and director. All staff will be demonstrably committed to the concept that everyone can learn. The professional staff of the school shall serve cooperatively and seamlessly, with opportunities to be fully responsible for the implementation and results of the program at the school site. While there may be a distinction between those with teaching responsibilities and those with inter-class responsibilities (e.g., administrators, assistants, counselors), these responsibilities are not mutually exclusive, as all staff members will support each other to maximize resources and learning potential, and create a community environment. The resources available through family and community participation will provide additional help and professional expertise beyond that found in many traditional public schools.

Each educator will need to have significant expertise in at least one subject area. Each will bring an ability to integrate multiple disciplines, the capability to use advanced technologies, a willingness to work collaboratively with other educators, parents, and community volunteers, and a willingness to take responsibility and exercise leadership for the school as a whole.

The qualifications for teachers are described in Element E.

#### **VI. Flexible Schedule, Longer School Day, Year Round Classes**

LGCPA will have a flexible schedule to allow time to work offsite on individual, collaborative and/or class projects, and to offer a wider variety of electives. This flexibility will allow us to offer seminars, retreats, and field trips to take advantage of many educational opportunities. The schedule flexibility could increase with enrollment, but in no case will classroom instruction drop below minimal state requirements.

The Advanced Placement courses offered at LGCPA are demanding. LGCPA classes will require a minimal of two to three hours of homework per day. LGCPA is not a "neighborhood" school and must allow for extra transportation time. Additionally, studies have shown that adolescents are not keen early risers. Thus, while the school will open at 7:30 a.m., classes will start at 8:30 a.m. The after school homework program will not end until 6:00 p.m. LGCPA has a summer session that will serve as part of the optional year round program, whereby high school students will engage advanced curriculum and receive credit toward the upcoming year, provided they maintain a GPA of 3.0 or better.

#### **Courses Required for Graduation**

All students are required to complete the following High School Graduation requirements: Courses meeting the current "a-g" course requirements for admission to the University of California (UC). The courses offered in our educational program, and those required for graduation, are based upon the best

practices in education, feedback from parents and employers in the community, and feedback from students. One hundred twenty units equal a traditional one year of coursework; 220 units, with a passing result, are required for graduation.

Individual requests for waivers from these requirements are addressed in Section IX. The policies to modify these requirements are described in Section X.

A. Challenging Curriculum

A challenging curriculum is the most common request from parents in our community, and was part of the recommendation from the California Student Advisory Board on Education. Based on these recommendations, we have chose the University of California "A-G" admissions course requirements among other college admissions requirements for our academic courses required for graduation.

B. Fine Art Electives

We include a fine arts requirement of 16 units as part of educating the whole person and introducing the concept of inductive learning. This course will also surpass the requirements for options in the "G" category for the University of California, and meets the California State University requirement for fine arts.

C. Physical Education (PE) and Health Electives

As part of educating the whole person, we include a requirement of 16 units of physical education. The students gain experience in all sports, athletics, fitness or recreational activities possible. LGCPA forged a relationship with the YMCA private sports programs (Babe Ruth Baseball, etc.) and Oakland Parks and Recreation activities.

D. Computer/Technology Electives

To prepare students for the skills needed in a technological world, LGCPA will include a requirement of 24 units of computer skills. The requirement is nearly five times higher than the recommendation from the California Student Advisory Board on Education, and the student will be versed in a variety of course offerings.

E. Other Electives

We encourage students to pursue areas of special interest for them. Other electives may range from advanced academic college classes to practical arts and vocational classes. Students will be encouraged to select courses that reflect their personal interests and help them meet their written personal goals. Although a minimum of 45 units of other electives is required, students will have the option of taking more than the minimum number of other electives.



<b>Subject</b>	<b>Minimum Requirement</b>	<b>Units</b>
<b>Core Subjects:</b>		
History/Social Science	Ten units of U.S. history and 5 units of civics or American government, 5 units of economics, and 15 units of world history, cultures, and geography.	30
English	40 units of college preparatory English – composition and literature, with frequent writing expository prose composition.	40
Mathematics	30 units of mathematics – elementary algebra, geometry, and intermediate algebra. Unit and subject credit may be given for one class with grade of “C” or better (or equivalent rubric) taken in 7 <sup>th</sup> or 8 <sup>th</sup> grade.	30
Laboratory Science	Biology and Chemistry	20
<b>Other Subjects:</b>		
Foreign Language	20 units of one language other than English, including grammar, vocabulary, reading and composition, and that emphasize the development of aural and oral skills. Unit and subject credit may be given for one class with grade of “C” or better (or equivalent rubric) taken in 7 <sup>th</sup> or 8 <sup>th</sup> grade.	20
Fine Arts	10 units of fine art electives, such as art, music, drama, dance, creative writing, photography, or new media.	10
Core Subject, Foreign Language, or Fine Art Electives	10 units in addition to those required above to be chosen from the following areas: History/Social Science, English, advanced Mathematics, Laboratory Science, Fine Arts, 10 units of the same Foreign Language or 20 units of another Foreign Language.	10
Physical Education and Health Elective	20 units of Physical Education, including 5 units of health. PE may include participation on sports teams or qualified community-based sports or athletic activities.	20
Computer Technology Skills Elective	5 units of Computer Skills, to be chosen from Computer Technology/Science electives.	5
Other Electives	40 additional units of Electives, to be chosen from Core Subjects, Foreign Language, Fine Arts, Computer Technology/Science, or Practical Arts, including Vocational Training, Life Skills and Career Planning among others.	35

\*Extracurricular activities, such as: Varsity Basketball, Football & Baseball will be developed.

Note: The above courses required for graduation reflects the minimum admissions requirements for the UC and CSU systems. Additional advanced courses will be offered as part of our curriculum, and will be recommended for those seeking admission to these or other universities.

### ***Support Strategies***

*In recognizing the wide variety of needs and how learning best occurs, LGCPA will offer courses in ways other than the traditional one-subject, one-year model. Non-traditional methodologies are especially applicable to LEP and Special Education students attempting a college preparatory curriculum.*

*LGCPA has devised a methodology for helping these students achieve. Central to this methodology will be the belief that the students can succeed with extra support. LGCPA will make the success of our LEP and Special Education students the responsibility of every administrator, teacher, student, parent and community person affiliated with LGCPA. LGCPA will immerse these students in every study group. With the help of our top students, LGCPA will involve them in all labs, and find prominent roles for them in language arts, math, and science competitions. Top performers will receive extra credit for their assistance, and such work will of course be included on their college applications.*

*LEP/SE achievement is a school goal. LGCPA will create an environment where the achievement of LEP and Special Education students is viewed as standard. In addition, there will be an on-site Counseling component, as well as an onsite nursing staff.*

*LGCPA is a year-round school that plans for its summer session to allow students time to master core subjects and undertake advance placement work. For students who are not performing to standards, the summer session will allow for additional work needed to perform at acceptable levels, as measured by standardized exams and teacher evaluation.*

Area	Option	Meets Unit and Subject Requirement for Graduation
Advanced Courses	Completing courses which exceed the "a-g" requirements, including honors, or AP coursework.	Yes
College Courses	Completing college classes, if they meet the college course requirements, while concurrently enrolled in high school.	Yes
Validating Proficiency	Demonstrating proficiency in the skills covered by courses, thereby skipping all or part of the courses.	Yes, for the portion of the course met by the proficiency.
Self-paced courses	Completing self-paced courses in a shorter or longer time frame.	Yes, for the portion of the course completed.
Independent Study	Taking independent study for any subjects.	Yes, for the portion of the course completed.
Community Based Learning	Participating in classes, activities, work experience in the community, such as sports teams, fine arts, or internships.	Will depend upon activity and personal academic goals.
Multi-disciplinary Courses	Some courses may be taught in an interdisciplinary mode.	Yes, in either the main subject or split as appropriate over the subjects. *
Tutoring or Teaching Courses	Tutoring or helping each part or all of a course.	Yes, for the portion of the course that the student helps tutor or teach.

\* If interdisciplinary subjects are woven into the core subject, the units will be credited in the core subject. If interdisciplinary subjects are taught as combined courses, the units will be split as appropriate over the subjects, e.g., 2.5 units of Fine Arts and 2.5 units of Social Studies.

## VII. Proficiencies Required for Graduation

Students will need to have achieved a 2.0 GPA or better and pass proficiency tests in the follow areas for graduation.

- Reading
- Writing
- Mathematics

Additionally, students will be expected to take the STAR 9 exam annually, the PE exam, and the High School Exit Exam. Students will also take the Golden state Exam and appropriate Advance Placement exams in the fall of their senior year. Passing of the SAT I is required, with a score of 700 or better.

## **IX. Request for Waiver**

On an individual basis, a student may request to have her/his individual student outcome goals, including graduation requirements, modified to meet his/her specific needs. Examples include students with a clear and compelling passion for an alternative education path, students who have special needs, ESL students, or gifted students. This individual request for waiver must be accompanied by a clear alternative plan, must be approached by the student's advisor and parent and then must be approved by a review board, consisting of a panel of experts which includes at least one educator, and one community member.

## **X. Changes to Educational Program**

To best serve our students and community, LGCPA will continue to examine and refine its educational program, student outcome goals and school outcome goals. Such changes may be made to reflect the school's mission or changes to state standards that support such mission. Changes due to new state standards or new admissions requirements to the University of California or California State University are not considered material revisions to the charter, and may be made, if recommended, by the educators and approved by the Governance Council.

As a tool to improve the educational program of LGCPA, we will seek WASC accreditation by the year 2009.

At any time prior to expiration of this charter, the LGCPA may be submit an amendment of this charter to the chartering school district Board of Trustees, with a description of any material changes to the charter, including student outcome goals or school outcome goals. The chartering school district Board of Trustees agrees to her and render an amendment decision pursuant to the timelines and processes as specified in the Education Code Section 47605(b).

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### **Element B. Measurable Pupil Outcomes**

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

#### **I. Philosophy Behind our Student Outcome and School Outcome Goals**

The purpose of assessment is to support and guide the learning process, a tool to recognize accomplishment and certify that knowledge has been gained. Assessment also discerns those areas where understanding is still incomplete, and enables students to focus their efforts where they will produce the greatest benefit.

Assessment at LGCPA is a means of measuring each student's progress according to clearly recognizable standards. It is a tool for helping students learn more about their own strengths and

weaknesses without intimidation, fear, or feeling that they are winners or losers. It is a source of motivation for the students and a guide for helping them achieve personal expertise, carried out in a spirit of collaboration and provides positive reinforcement to the student.

Standards are the basis of assessment. Students are shown exemplary performances for given tasks. Assessment of their effort reflects how closely it matches this performance. The goal is to encourage students to do their personal best and to show them their own improvement throughout the year.

Students' achievement will be assessed in a way that will be acceptable to colleges, with particular attention to the California State University and University of California admissions. This may include the use of traditional "A-F" grades and thorough written assessments, portfolios or equivalent rubrics, where appropriate.

Self-assessment is another tool for LGCPA students. As active participants in assessing their own work, students are encouraged to develop understanding of their strengths and deficiencies, and an objective view of their accomplishments. In addition, a score on a piece of work may be improved if the student is willing to accept the challenge for improvement included in the assessment.

Performance may be assessed on different levels.

- Relative to previous performance through individual or group projects, portfolios, written reports, computer learning packages, or videotaped oral presentations.
- Relative to locally developed standards using exemplars.
- Traditional examination methods, such as state or district proficiency tests, and statewide standards and assessments.

These specific skill-level standards will incorporate those included in the current state standards. In order to maintain our commitment to ethnic diversity, specified in Element G, student performance data will be analyzed according to major ethnic groups and grade levels and gender. This will enable LGCPA to ensure student performance is consistent across all groups.

## **II. Student Outcome Goals**

Students of the LGCPA will meet the following student outcome goals.

### **A. Academic Skills**

- **History/Social Studies:** Students will understand and apply civic, historical, and geographical knowledge, on local through international scales, in order to serve as citizens in the world of diverse cultures. They will understand and be able to process humanity's impacts on the environment and the world.

**Goal: Students will complete three research projects dealing with one local issue, one national issue and one international issue. Each project will be delivered in a different form of expression (see language arts below). At least one project must cover a different culture, and at least one must be a historical study. At least one project must be a group project.**

- Mathematics: Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including number systems, operations, graphics and logic.

**Goal: Students will demonstrate conceptual understanding and applied use of both heuristic and formal reasoning. Students will acquire the necessary knowledge and problem-solving skills to demonstrate that knowledge through performance on standardized tests of mathematical ability and achievement as specified by the State of California, as well as SAT Mathematics scores. Additionally, students will participate in and score in the top 50% on at least one other widely recognized measure, such as annual contests sponsored by the International Congress of Mathematics Educators.**

- Language Arts: Students will demonstrate strong reading, writing, listening, and speaking skills, in multiple forms of expression (e.g., written, oral, multimedia), with communication skills appropriate to the setting and audience. They will comprehend and critically interpret multiple forms of expression, including literature from various time periods and cultures.

**Goal: Students will complete three research projects (see History/Social studies above). Each project will be delivered in a different form of expression (e.g. written, oral, multimedia). Students will complete two science projects (see science below). Each project will be delivered in at least two forms of expression, e.g., one may be a poster and debate and one may be a multimedia/oral presentation.**

- Science: Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, ecology, astronomy, and earth sciences.

**Goal: Students will complete science laboratory projects in two different areas of science. These projects will be delivered in accordance with the admission requirements of the UC and CSU systems.**

- World Language: Students will establish basic skills in speaking, reading, writing, and listening comprehension in at least one language in addition to English. We want to include the 5 C's of foreign language learning: communication, cultures, connections, comparisons and communities.

***Goal: Students will complete one foreign language project that demonstrates understanding of the 5 C's of foreign language.***

**B. Computer Technology**

- Students will demonstrate an understanding of computer technology concepts, and competencies in word-processing, graphics, spreadsheets, and use of the Internet. As technology is a rapidly changing area, the student goals for technology may be changed as technology advances. These changes to the technology student outcomes will not be considered material revisions to the charter.
- Students will be proficient at using technology as a learning tool.

***Goal: All students will demonstrate an understanding of essential computer technology concepts, including proper usage, backup procedures, rudimentary troubleshooting techniques, and competency in productivity tools such as word processing, graphics, spreadsheets, databases, and locating information on the Internet. They will demonstrate that regular use of computer technology is an integral aspect of their approach to learning. Students choosing to emphasize computer science and technology will also develop an understanding of fundamental computer science concepts such as space-time tradeoffs and computational complexity. They will also develop practical skills in computer operation, software, operating networks, network design and configuration, user interface design, and web programming.***

**C. Critical Thinking**

- Students will develop higher level thinking skills. Under Bloom's taxonomy rubrics, students will surpass the knowledge and comprehension levels, and move on to application, analysis, synthesis and evaluation.
- Students will learn how to complete projects and solve problems that demonstrate higher levels of critical thinking.

***Goal: See mathematics above.***

**D. Creative Expression**

- Students will develop ways to creatively express themselves through various forms of the arts, e.g., music, visual/studio arts, drama, and dance. Creative expression may also be demonstrated in any of the core subjects or technology.

- Through the creative arts, they will learn to think and approach projects inductively.

***Goal: Students will complete a creative arts project that is approached from an inductive point of view.***

#### **E. Life-long Learning Skills**

Students will utilize skills, which will enable them to pursue their own path of learning and habits throughout their adult lives, including:

- A joy and passion for acquiring and using knowledge for personal growth.
- Self-motivation and ability to make choices and set goals, including the pace of learning through self-paced classes.
- Understanding of how to capitalize on strengths and overcome weaknesses.
- Study-skills and habits, e.g., note taking, library and online research skills, studying strategies.

***Goal: Students will learn to set and meet goals. They will be able to describe their learning style, strengths and weaknesses, and show how they use these in their learning process, study skills and habits.***

#### **F. Social and Interpersonal Skills**

Students will demonstrate:

- Ability to be a leader.
- Ability to communicate across gender, race, and socioeconomic complexities.
- Ability to work effectively with others in cooperative, collaborative groups.
- Ability to resolve conflicts peacefully and deal with ambiguous situations.

***Goal: Students will be able to produce collaborative work as demonstrated by their history/social studies and science team projects.***

***Goal: Students will demonstrate leadership after experiencing various styles of leadership, forms of group process and practicing how and when to lead, follow and make decisions.***



#### G. "Life Skills"

Students will develop skills necessary for a healthy adult life, including:

- Physical fitness and healthy life habits.
- Daily life and parenting skills.
- Career exploration and career development skills.
- Higher education skills.

***Goal: Each student will develop an individual health/fitness plan. "Life" skills will be addressed in seminars and woven into the curriculum in social studies classes. Each student will define his or her goals in written form for career exploration, development and/or higher education.***

#### H. Community Awareness and Service

Students will develop an understanding and commitment to their community, including:

- Establishing a commitment to serving the community in which they live.
- An awareness of local issues relevant to life in the Greater Bay Area.
- An awareness of global issues.

**Goal: Each student will complete one project in social studies that relates to a local issue. Each student will participate in at least one community service project in his or her community. Students will complete community service hours as determined by the Governing Board.**

### III. Overall School Outcome Goals

The following are realistic levels of overall school performance regarding student achievement. These are the standards that the LGCPA school will demonstrate it can achieve by the third year of operation, with assessment to be conducted on a mutually agreed upon schedule. It is expected that the LGCPA charter will be renewed if we can demonstrate we have met or made measurable progress toward these school outcome goals. Interim progress reports will be issued annually for the first two years and in future years at intervals to be agreed upon by the chartering agency and LGCPA.

#### A. Academic Growth:

LGCPA will make significant progress on the aggregate results of the student outcome goals listed in prior section. All data will be disaggregated to show how sub groups; e.g., LEP, non-LEP, mobility, gender, etc., perform.

1. Students will make continuous improvement toward graduation goals each year. Since grades are the best indicator of future performance, we will use a benchmark GPA to measure continuous improvement.
2. All students, at all grades, will be expected to perform at 60% or above on the SAT 9 test by June 2009.
3. By the year 2009, LGCPA anticipates 80% of graduating LGCPA students will earn a Diploma.
4. By graduation, all students should have taken one to three ACT/SAT tests.
5. Students will show growth in strengthening areas of academic weakness. Such growth will be monitored by timelines established regularly written goal plans, as well as adopting more rigorous and realistic goals in subsequent plans or revisions. This will also be measured by the student's actions to seek out and use the support needed to achieve those goals.
6. Student academic achievement at the LGCPA will be measured against both objective as well as subjective standards. LGCPA pupils will achieve this expectation as measured by rubrics developed in the classroom to describe and measure these non-traditional achievements.

**B. Positive School Atmosphere** (as determined by surveys and analysis):

Student satisfaction ratings with the LGCPA will be positive. Indicators of student satisfaction include high attendance, involvement in school, ability to meet educational goals, and participation in extracurricular activities and seminars.

Our standards:

- Attendance rate is expected to be 95% or higher.
- Graduation rates will approach 100% of seniors enrolled in October of their senior year.
- Dropout rates should be lower than one percent.
- Parent satisfaction ratings with the LGCPA will be positive as indicated by high re-enrollment (excluding those who cannot re-enroll due to relocation or similar factors), a high average level of total volunteer hours and favorable survey results.

- Educators will find the LGCPA a positive and exciting environment as evidenced by creating or trying innovations, developing new curricular materials, involving students and parents in the development process, working collaboratively with parents and community volunteers, and/or taking responsibility for the school as a whole.
- 

### **Element C. Methods to Assess Pupil Progress towards Meeting Outcomes**

*The method by which pupil progress in meeting those pupil outcomes is to be measured:*

The following table outlines methods that the LGCPA will use to assess the progress of the students toward meeting the outcomes defined in Element B. These assessments will be done periodically throughout each school year and communicated to the students and parents. We will annually administer regular exams and our juniors will take the SAT test or other state mandated standardized tests.

Other performance indicators not tabled include:

- Graduation rates
- Dropout rates
- Attendance rates

<b>Exit Outcome</b>	<b>Curricula</b>	<b>Assessment</b>
Academic mastery in all of the core academic areas	Interdisciplinary project	Portfolio
	Skill-building classes	State standardized tests
	College classes	Teacher assessments
	Individual study	Graduation committee
Ability to use technology for the 21 <sup>st</sup> century	Skill-building classes	Teacher assessments
	Interdisciplinary project	Portfolio
	Computer classes	Proficiency exam
Demonstrate critical thinking	Interdisciplinary project	Bloom's taxonomies
	Individual study	Teacher assessments
Demonstrate creative abilities	Skill-building classes	Portfolio
	Individual study	Exhibition
	Interdisciplinary projects	Teacher assessments
	College classes	
Demonstrate lifelong learning skills	Establish learning goals	Self-assessments
	Self-paced studies	Teacher assessments
Demonstrate social and interpersonal skills	Cooperative group work	Exhibition
	Projects	Teacher assessments
	Community service	Peer assessments
Develop skills for healthy adult life	Skill-building classes	Portfolio
	Interdisciplinary project	Teacher assessments
	Sports program	Community assessments
	Internships	
Develop community awareness and service	Community service	Self-assessments
	Community collaborations	Teacher assessments

## **Element D. Governance Structure**

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

*- California Education Code Section 7605(b)(5)(D)*

### **Nonprofit Public Benefit Corporation**

The Charter School will be a directly funded independent charter school and will be operated by LGCPA, a California Nonprofit Public Benefit Corporation, pursuant to California Law upon approval of this charter.

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

LGCPA is non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition and shall not discriminate against any student or employee on the basis of race, ethnicity, national origin, gender, sexual orientation or disability.

LGCPA complies with all applicable federal, state and local laws, applicable to its operation and will comply with the District guidelines and requirements for charter schools. It will retain its own legal counsel when necessary. It will purchase and maintain as necessary general liability, property, worker' compensation and unemployment insurance policies.

#### **Board of Directors**

The school will governed by the LGCPA Board of Directors ("Board or Board of Directors"). Members of LGCPA's Board of Directors are listed in Appendix A and LGCPA's Articles of Incorporation are attached as Appendix B. As provided by Education Code Section (47604(b), the District Board of Education shall be to one representative on the LGCPA Board of Directors.

LGCPA is governed by the Board of Directors in accordance with applicable law and its adopted bylaws, as may be subsequently amendment process specified in the bylaws which shall be consistent with the terms of the charter.

The LGCPA Board of Directors consists of a maximum of 11 regular members plus one seat for every sponsoring district.

## Board Duties

The Board of Directors is responsible for establishing broad policies that affect all LGCPA schools. For example, the Board of Directors and its Executive Committee may set policies related to staff hiring, benefits and compensation, conditions for student suspension or expulsion, controversial issues that affect more than one school site and teacher and principal and staff compensation criteria. Members of the Board may also participate in raising fund and increasing public awareness of LGCPA's work.

The Board may initiate and carry on any program or activity of may otherwise act in manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with the purposes for which schools are established.

All Board meetings shall comply with the Brown Act.

The Board may execute by an adopted conflicts code which shall comply with the Political Reform Act. The Board complies with the Political Reform Act and Corporations Code Conflicts of Interest Rules, and any charter school specific conflicts of interest regulations. AS required, the Conflicts Code will be submitted to the Alameda County Board of Supervisors for approval.

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

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

## Parent and Community Involvement

LGCPA encourages all groups to participate in the share responsibility for the educational process and educational results. In order to achieve this important end, the School plan to give local input to an Advisory School Council ("LGCPA"), consisting of parent and school representatives. Each school's LGCPA will participate in developing school policies and share in efforts to engage the support of the community. The LGCPA may make recommendations about issues related to the school and participate in reviewing parental and community concerns. The LGCPA will consist of representatives of the following parties: the principal, teacher, and parents. The principal is responsible for communicating all LGCPA policy recommendations to the LGCPA Board of Directors.

### *Additional Opportunities for Parent Involvement*

- Parents, students and teachers meet at least twice a year to plan and assess the students' learning progress and determine goals
- Exhibition panels – at the secondary level parents may site on panels to judge student work
- School and staff evaluations – parents fill out a survey each year evaluating the strengths and weaknesses they identify with the program at the School
- Student-lead conferences – students will lead conferences on their work during the year to keep parents informed
- Volunteer opportunities at the School site – various opportunities will arise for parents to volunteer at the School. For example, parents will have the opportunity to help in classrooms, lead extra-curricular activities, assist in event planning, attend field trips and serve on parent committees
- Fundraising – parents and community members may work with the school to raise additional resources to support students and the school program
- Advocacy – parents and community members communicate the school design and outcomes to the public, educators and policy makes and advocate for necessary policies and resources

### *Addressing Parent Concerns and Complaints*

LGCPA is committed to working with parents to address parental concerns and complaints. Parents will be encouraged to share their ideas and concerns with the School and LGCPA throughout the school year. In addition, an Ombudsman will serve as an objective, third-party resource for parents or community members who wish to express a grievance to LGCPA about the School. The Ombudsman, a respected community leader from the School's local community, will use his/her discretion to ameliorate specific parental concerns and may choose to discuss the problem with LGCPA's Board of Directors in serious cases. Also, LGCPA has established a formal complaint process to address any parents complaints about the employees or employment practices of the organization. LGCPA's Uniform Complaint Procedures and Community Complaint Form are attached as Appendix C. Finally, LGCPA is committed to providing a safe, discrimination-free and harassment-free education to its students. To help achieve this important end, LGCPA has established a formal Discrimination/Anti-Harassment Policy and Complaint Procedure, which are attached as Appendix D.

## **Element E. Human Resources**

### **QUALIFICATIONS OF SCHOOL EMPLOYEES**

Governing Law: The qualifications to be met by individuals to be employed by the school.

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

LGCPA will recruit professional, effective, and qualified personnel to serve in administrative, instructional support, and non-instructional support capacities. LGCPA believes that all of its employees play a key role in creating a successful learning environment and will recruit qualified employees throughout the organization. The School will require finger-printing, conduct background checks and TB testing on employee candidates as a condition of employment to provide for the health and safety of the

School's faculty, staff and pupils and the academics success of the pupils. Employees will meet specific qualifications for employment as outlined in their job descriptions.

The School's key staff members (Principal, Office Manager, and Teachers) will meet their following qualifications:

#### *Principal Qualifications*

The School's Principal will be the instructional leader at the School and will be responsible for helping the School and students the outcomes outlined in this charter petition. The Principal will have the following qualifications:

##### *Required Knowledge, skills, and abilities:*

- Superb communication and community-building skills
- Deep knowledge of curriculum development and program design
- A record of success in developing teachers
- Entrepreneurial passion

##### *Required educational level:*

- Masters in education is highly desirable

##### *Required experience:*

- 5 plus years teacher and administrative experience
- Experience in performance assessment

#### *Office Manager Qualifications*

The School's Office Manager will be responsible for overall from office activities, will report to the Principal, and will work with students, parents and outside parties. The Office Manager will have the following qualifications:

##### *Required knowledge, skills, and abilities:*

- Strong organizational, time management, and multi-tasking skills
- Strong interpersonal and communication skills
- Expedience in office management capacity
- Ability to work independently as well as with a team
- Fluency in Spanish is highly desirable

##### *Required educational level:*

- A.A. degree or equivalent work experience

##### *Required experience:*

- 3 plus years in fast-paced administrative support position
- Experience in school front office preferable
- Proficiency with Microsoft Office



## *Teacher Qualifications*

Teacher at the School will meet all requirements for employment set forth in applicable provisions of law, including Education Code Section 47605(I) and the highly qualified requirement of NCLB. As provided in Education Code Section 47605(I), the school maintains flexibility with regard to credentials for teachers in non-core, non-college preparatory courses (e.g. music, physical education, various electives, etc.). The educational and skill level qualifications and job descriptions of teachers to be employed in the School shall meet the educational goals as outlined by this charter petition.

Criteria for the selection of teachers are adapted from the five standards used for certification from the National Board for Professional Teaching Standards. During the hiring process, candidates are evaluated using these standards:

- i. Committed to students and learning
- ii. Knowledgeable about their subject matter
- iii. Skilled in management of learning
- iv. Reflective in their practice
- v. Community-oriented

In addition, teachers of core, college-preparatory courses at the School will be required to hold a California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Teachers who are hired to teach a specific subject (e.g. math) will be required to hold a subject-specific credential or permit from the California Commission on Teacher Credentialing.

## *Teacher Hiring*

As a public charter school organization with a clearly-defined focus, LGCPA tends to attract educators interested in working in more accountable, innovative, collaborative environments—teachers and principals who are themselves educational entrepreneurs. A rigorous and sound process for selecting from the pool of teacher candidates is essential. LGCPA's multiple-stage approach includes: a resume screen; interview with a site hiring committee (discussed below); demonstration lesson with students; and reference checks.

The principal will be in charge of School hiring decisions and may have the opportunity to work with other staff and community members in making these decisions. The school may utilize a hiring team that includes some of all of the following individuals:

- *Principal*: Chairs the hiring committee and makes all final decisions on hiring for the School.
- *Office Manager*: Helps organize the process and paper trail, including: scheduling candidates for interviews and demonstration lessons; collecting score sheets; coordinating with current staff or participating students for demonstration lessons; and sending decline candidates' paperwork to LGCPA.
- *Teachers*: Actively participate in evaluating candidates through interview and demonstration lesson observation.
- *Parents*: Actively participate in evaluating candidates through the interview process, observe demonstration lessons and provide input.

## Professional Development

Once teachers are hired, LGCPA invests in their continued professional development. Teachers new to LGCPA participate in 2 weeks of summer training to become fluent in LGCPA education program. In addition, LGCPA conducts several school-year-workshops in specific areas. The School Principal, in his/her capacity as instructional leader, provides on-site coaching. Teachers are organized into teams, led by an experienced "lead teacher" who has the skills to mentor others. Teachers are then able to collaborate and support each other to reach the Schools' and individual students' learning goals. LGCPA also has instructional coaches who provide additional support, provide one-on-one consultation, conduct experience-based group sessions (e.g. New Teacher Support Program), and guide educators in their application for certification from the National Board for Professional Teaching Standards. Teachers are evaluated by their School Principal at least twice a year according to criteria that are based on National Board Certification. The "Legacy of Genius College Preparatory Academy" is attached Appendix E.

## RETIREMENT BENEFITS

*Governing Law: The manner by which staff members of the charter schools will be covered by the State Teacher's Retirement System, the Public Employees' Retirement System, or federal social security.*

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

All employees of LGCPA who qualify for membership in STRS (including teachers and other qualified certificated employees) or PERS (including the Office Manager and other qualified non-certified staff) shall be covered under the appropriate system. Employees will contribute at the rate established by STRS or PERS. The Payroll/Benefits Manager of LGCPA will work with the Alameda County Office of Education to ensure that appropriate arrangements for the coverage have been made. All employees who are not members of STRS must contribute to the federal social security system.

LGCPA will make all employer contributions as required by STRS, PERS and the federal social security. LGCPA will also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer.

## EMPLOYEE REPRESENTATION

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

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

For the purposes of the Educational Employment Relation Act, LGCPA is deemed the exclusive public school employer of the employee of the school.

## DISTRICT EMPLOYER RETURN RIGHTS

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

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

The right to leave the District and take employment at the School, as well as the right to return to the District for School employees who were previously District employees, will be as specified in District policies, procedures or collective bargaining agreements addressing this issue with respect to charter schools operated by or as nonprofit public manner with respect to re-hiring of former District employees.

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### **Element F. Health and Safety**

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

LGCPA will adopt and implement a comprehensive set of health, safety and risk management policies. These policies will address the following topics:

- A requirement that all enrolling students and staff provide records documenting required immunization, or a waiver.
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- Policies relating to preventing contact with blood-borne pathogens.
- Policies requiring that core staff receive basic first aid training.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- A requirement that each employee of the school submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237.

- LGCPA will comply with all local fire and building codes.

*LGCPA will use health safety, and risk management guidelines necessary in consultation with its insurance carriers. LGCPA will provide students and staff with ongoing safety training beginning with workplace safety practices. These activities form the basis for the school's broader health and safety curriculum. Each employee of the school will furnish a copy of the criminal record summary required by Ed. Code Sec. 44237, with fingerprinting conducted at the expense of LGCPA.*

*LGCPA will require that parents of all students provide documented proof of immunizations required by OUSD.*

*In case of natural disasters or emergencies, the staff shall first see to the safety of all students. Once their safety is ensured, staff will see to the needs of all other parties who are on school grounds or who are participating in school activities off site. Fire drills and earthquake drills will be held on a regular basis.*

*Instructors and administrative staff will receive training in basic first aid, emergency preparedness, and first responder training. Staff will take a refresher course once a year during employment. Training will be provided by Eastlake YMCA.*

*In emergency situations, staff will supply first aid according to Red Cross guidelines. In the case of students under 18 years old who need an ambulance, every effort will be made to first contact the parent or guardian. LGCPA will attempt to send the student to the designated health professional. If the student needs minor medical attention during the day, the staff will see that immediate care is provided. If the child needs to take medication on a continuing basis, the school should be informed of the type of medication, current dosage, and name of the supervising physician. Staff will only administer prescription medicine with a permission slip signed by the parent is on file and medicine is in the original container. Over the counter medication will not be administered.*

*LGCPA will be a drug-free, alcohol free, tobacco free workplace. Students and staff who inappropriately use any controlled substances will be subject to suspension and termination. Tobacco use will be prohibited on school property.*

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#### **Element G. Racial and Ethnic Balance**

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

We will make a committed effort through recruitment, to ensure that the racial, gender, sexual orientation and ethnic balance of LGCPA will reflect the general population of the attendance area. LGCPA shall identify underrepresented groups and will exert significant recruiting efforts, including but not limited to:

discussions and distribution of application materials to middle schools, community centers, neighborhood meeting areas, and other places where diverse student families may be reached.

It is the sincere desire and the intent of the LGCPA to achieve a racial balance in its enrollment. In order to achieve this goal LGCPA will form, with the consent of the chartering district, a Recruitment Committee. This Committee will be comprised of at least one parent, the LGCPA director and one other staff member. It will be the task of this committee to determine if its diversity goals are being met and to examine additional measures that ensure success in this endeavor.

This Committee is charged with reporting to both governing boards on the progress made toward meeting our goal of achieving racial balance, and with presenting their recommendations for further actions. This committee will issue its reports not less than once per year.

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#### **Element H. Admission Requirements**

Students will be considered for admission without regard to race, religion, ethnicity, national origin, gender, culture, disability, sexual orientation, or achievement level. However, priority for admission will be given to:

1. Students attending LGCPA.
2. Students residing within the attendance area of the Oakland Unified School District.
3. Siblings of students attending LGCPA.
4. All others.

If attendance demands exceed the capacity of the school, policy of "fire come, first serve" to provide the means of selection, in the previously mentioned priorities. The chartering agency will review these procedures at the request of the school.

There will be no admission tests required; however, assessment may be administered to support planning of the student's written academic goals.

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#### **Element I. Financial Audit**

*The manner in which annual, independent, financial audits shall be conducted of the financial and programmatic operations of the school shall employ generally accepted: accounting principles, and the*

***manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority:***

The school's director will appoint an independent accounting agency, each fiscal year to oversee the preparation and completion of an annual audit of the school's financial affairs. The audit will verify the accuracy of the school's financial statements, revenue-related data collection and reporting practices, and review of the school's internal controls. The audit will be conducted in accordance with generally accepted accounting principles 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 any applicable Office of Management and Budget Circulars. It is anticipated that the annual audit will be completed within four months of the close of the fiscal year, and that a copy of the auditor's findings will be forwarded to the chief financial officer of the OUSD. The director may appoint an audit committee to review any audit exceptions or deficiencies and report to the school's board of directors with recommendations on how to resolve them. The board will report to the charter-granting agency regarding how the exceptions and deficiencies have been or will be resolved. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in Element N.

For other financial issues, refer to the financial section and Appendix B attached.

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**Element J. Pupil Suspension**

***The procedures by which pupils can be suspended or expelled:***

LGCPA is appalled by the excessive rate of pupil suspensions and expulsions among the target population it aims to serve. While LGCPA will adopt policies as needed and in accordance with applicable law, we will minimize the number of suspensions and expulsions. By "as needed" LGCPA means we wish to create an academic environment as free from repression as possible, and will only resort to suspension or expulsion as a last option.

The purpose of the suspension and expulsion procedures will be to ensure a safe and effective learning environment. Any student who endangers the life, health or physical well being of another will be subject to expulsion.

The LGCPA will establish a review process under its Parent Advisory Board that will review issues involving student discipline. The PAB may make recommendations to the site administrator: Executive Director or the Principal. If the administrator disagrees with the PAB recommendation, the President will be the final arbitrator. It is hoped that this process will provide students with an opportunity to develop skills in negotiation, shared decision-making, and conflict resolution, as well as fostering a sense of parental involvement responsibility.

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## **Element K. Teacher Retirement System**

*The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System (STRS), the Public Employees Retirement System (PERS), or federal social security:*

All certified, classified and other staff members at the LGCPA shall retain all previously vested rights in their respective retirement systems, including but not limited to STRS, PERS, and the Social Security system. Employees of the LGCPA shall decide upon which teacher and employee retirement funds they wish to participate to the extent allowed by law and subject to a decision by the LGCPA Governing Board (staff).

For all participants, LGCPA will make all employer contributions as required by STRS, PERS, and federal social security (ED. Code 47605(b)(5)(D)). LGCPA will also make contributions for Workers' Compensation insurance, unemployment insurance, and any other payroll obligations of an employer as required by law.

*If a teacher participates in the STRS system, then all teachers will do so (ED Code 47611).*

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## **Element L. Attendance Alternatives**

*The public school attendance alternatives for pupils residing within the school district who choose not to attend charter school:*

No student will be required to enroll in LGCPA. Students may enroll in the local school district in which they reside.

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## **Element M. Employment Rights**

*A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment as a charter school.*

LGCPA may retain or employ teaching staff who hold appropriate California teaching certificates or permits issued by the commission on teacher credentialing. LGCPA will comply with Section 47605(1), which states:

*"Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. It is the intent of the Legislature that charter schools be given flexibility with regard to non core, non college preparatory courses."*

Any teacher hired from OUSD will be informed that upon accepting employment with LGCPA, all rights and benefits associated with OUSD employment, including sick leave, service credit, and tenure will terminate. There are no return rights and reapplication to OUSD will be as a new hire.

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#### **Element N. Disputes**

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

##### **Internal Disputes**

LGCPA will handle all disputes with its staff or students internally. The governing board of the Oakland Unified School District (OUSD) agrees to refer all complaints regarding the school's operations to the school's Executive Director or Principal for resolution, in accordance with the school's adopted policies. LGCPA is committed to parental involvement, and looks to its Parental Advisory Board as the next step in resolving disputes between staff and administration. The PAB may agendaize any issues of conflict monthly, discuss the issues and recommend resolutions to the Executive Director. The Executive Director will be the final arbitrator of any conflict issues.

In the event that disputes arise which cannot be settled between LGCPA and the OUSD, LGCPA agrees to submit the issues in dispute to a third party for review.

If the governing board of the district believes it has cause to revoke this charter, the board agrees to notify the director of the school. The district will grant the school reasonable time, not less than ninety (90) days, to respond to the notice and take appropriate corrective action prior to revoking the charter. If corrective action fails to resolve the dispute, the school and district agree to submit the matter to a third party (see preceding paragraph) for a non-binding recommendation on how to resolve the matter in accordance with the terms of the charter. Provided, however, the governing board of the district may immediately revoke the charter if the governing board determines, in writing, pursuant to Education Code Section 46707 (C), that there is a violation of that section which constitutes a severe and imminent threat to the health or safety of the pupils.

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#### **Element O. Labor Relations**

LGCPA shall be considered the exclusive public school employer of the school's employees for collective bargaining purposes under the Educational Employment Relations Act. The scope of representation shall include discipline and dismissal of charter school employees.



The OUSD may inspect or observe any part of the charter school at any time, but shall provide reasonable notice to the chief administrator of the charter school prior to any observation or inspection.

The charter school and the charter granting agency agree to work together to accomplish all tasks necessary to fully implement this charter, including, but not limited to, the submission of any necessary and duly-prepared waiver requests to the State Board of Education.

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## **Section Two. Miscellaneous Items**

### **I. Severability**

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

### **II. Communications**

All official communications between LGCPA and OUSD will be sent via First Class Mail or other appropriate means to the following addresses:

Attention: Superintendent  
Oakland Unified School District  
1025 Second Avenue  
Oakland, CA 94606

Attention: Dr. Terence Candell  
LGCPA  
9050 McGurrin Road  
Oakland, CA 94605

(or current address)

### **III. Term of the Charter**

The term of this charter shall begin on the first day of instructional operations, Fall 2008, and expire five years thereafter. It is the understanding of LGCPA and the OUSD that the petitioners intend to open the charter school beginning with the Fall Semester 2008. The parties agree that LGCPA shall open no later than September 30, 2008, and in the event that the school does not open by this date, this charter shall automatically terminate.

The director of the charter school may request from the district governing board a renewal or amendment of the charter at any time prior to expiration. The district governing board agrees to hear and render a renewal decision pursuant to the timelines and processes as specified in Education Code Section 47605 (b) and the appeal process contained in Education Code Section 47605 (j).

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### **Section Three. Impact of LGCPA on the Oakland Unified School District**

#### **I. Responsiveness to parents' standards for a high school.**

Due to overwhelming parent dissatisfaction with the quality of their children's education, in the year 2008 several of the churches in the Oakland community decided to open schools of their own. Many of them have asked our director to head those schools. This is an opportunity for parents to work within the system, with successful educators who understand the importance of making public education work. In a 1998 survey conducted by the Belmont and San Carlos PTA Coordinating Councils, 95% of households said "strong academic foundation was 'very important' to them"; 88% said a college preparatory program is "very important." Parents will see LGCPA as a response to their priorities. It will provide parents and students with another choice in the type of educational opportunities that are available in the Oakland Unified School District. LGCPA will provide a challenging, innovative educational option that will complement the other educational reforms that the Oakland Unified School District has initiated.

#### **II. Quality of Education**

An article on charter schools (Zernike, 1997) showed that six of the eight character charter schools evaluated showed academic gains "greater than what would be expected in a typical year at a public school." According to this study, this has been a strong trend in charter schools. With greater educator input, parental support, community involvement, increased flexibility, and higher accountability, charter schools like the LGCPA are showing strong academic performance.

Another study (Amy Wells, 1998) states that it has been difficult to accurately measure outcomes in charter schools as compared to the other public schools, due in part to a "lack of consistent statewide assessment system." We feel that, due to the nature of charter law, which encourages flexibility and diversity, and because the charter is so new, it is difficult to find comparable data.

#### **III. Satisfaction**

"The Hudson Institute study (Finn, et. Al., 1996) found high levels of student, teacher, and parent satisfaction in the charter schools they researched. Most charter schools have student waiting lists, and students in charter schools cited clear academic expectations, committed teachers, safety, individualized instruction and a family-like atmosphere as the characteristics that contributed to their contentment. LGCPA will reflect those same values and practices. Teachers expressed satisfaction with the increased levels of accountability and autonomy, the ability to influence site based decisions, and the opportunity to work with dedicated colleagues. Parent satisfaction has been apparent in the many waiting lists for the schools, increased parent involvement and

expressions of satisfaction with the schools' minimal bureaucracy, as well as their programs and curricula" (Heidi Hulse Mickelsen, NCREL).

These are the key issues identified in our community as priorities for schools and due to the flexibility of charter law, LGCPA will address those issues. In order to gauge parental satisfaction, LGCPA will gather the statistics suggesting the percentage of the parents whose children completed the year and wish to return the following year, as opposed to those who do not wish to return.

#### **IV. Create a Passion for Teaching and Learning**

LGCPA will create professional opportunities for teachers. Many educators want the challenge of designing and implementing a challenging curriculum and having a greater voice in school policy. They will be encouraged to use innovative teaching methods and work toward continuous improvement. LGCPA would relish the opportunity to work with the district to do research and development that could be used in other OUSD schools. The student population in Oakland area is very diverse ethnically, racially and socio-economically. LGCPA is committed to helping all students attain their greatest potential through a challenging curriculum and personalized support. Research studies have proven that high expectations, properly administered, can override poor past performance, regardless of race, gender, creed, culture or disability. This includes increased learning opportunities for all students, including students who are identified as academically low achieving. We believe our program will encourage students who might otherwise be disillusioned with school. With self-paced curriculum, counseling and mentoring by educators, parents, and peers as an integral part of the program, we anticipate a very high graduation rate.

#### **V. Community Building**

LGCPA staff will have daily contact with parents and encourage parental involvement. Numerous studies have shown the benefits of parental involvement at all age levels. There will be more adults involved with the students, adults who can act both as mentors and role models.

The school also will utilize community-based learning through liaisons with colleges, businesses and professionals. These interactions strengthen ties to members of the school, as well as relationships with those in the community to foster greater support and understanding for the school.

#### **VI. Reputation**

LGCPA has been assembled by a team of respected leaders, with deep links to both the Oakland community and their respective fields of expertise. LGCPA principles and advisors include:

**Steve Stevens.** Mr. Stevens, former Assistant Superintendent of Schools in OUSD and former Principal of Allendale Year-Round School, has been an educator for some 30 years.

**Phyllis Morrison.** Ms. Morrison was a teacher/administrator in BUSD for some 45 years. She is a staunch supporter of our director and of the LGCPA mission.

**George Perry.** Mr. Perry, NAACP in Oakland, educator and former administrator in BUSD for over 40 years, marveling at the scores of our director's students some 20 years ago, has been on board ever since.

**Robert Jackson.** Robert Jackson is the founder of Acts Full Gospel Church. "Pastor Bob" is a pillar of the community, a visionary, President of the Pastors of Oakland, and has been the premier advocate and advisor of LGCPA efforts since the inception.

**Dr. Marvis Peoples.** Dr. Peoples, Former Principal of Brookfield Elementary, a program that was quite successful under his expert leadership, Pastor of Liberty Baptist Church in Berkeley, CA is one of the advocates and advisors of LGCPA.

**Ben Tapscott.** Mr. Tapscott, of the Peralta Association of African-American Affairs, active in athletics and education for over 40 years, has always been willing to advise our director and staff and will continue to do so.

**Dr. Terence Candell.** Dr. Candell, formally Executive Director of Candell's College Preparatory School, has been in education for 30 years, and has teaching and administrative experience in Oakland and Berkeley Unified School Districts as well as private schools. Dr. Candell, who constructed this petition, has multiple degrees, credentials and licenses, which contribute to his effectiveness as an educator and builder of educational programs.

## **VII. Competition**

Charter law was established to foster competition within the public school system and stimulate continual improvement in all public schools. The addition of the LGCPA as a charter school of choice will have an added benefit of friendly competition. We hope that by sharing best practices, all students and schools in the district will benefit.

## **VIII. Impact on enrollment and job security**

OUSD administrators anticipate increased enrollment in the district. While it is difficult to assess the impact of LGCPA on enrollment at the other schools, we don't anticipate a significant change in total district-wide enrollment, and therefore the impact on teacher's job security should be minimal.

## **IX. Financial**

It is the intent and agreement of LGCPA and the Oakland Unified School District that the petition and establishment of LGCPA will be revenue neutral to the OUSD and will not cause any reduction in the resources or revenues of the District.

It is also expressly understood and agreed that LGCPA has no authority to bind the chartering agency. The debts, liabilities and obligations of the charter school are the debts, liabilities and obligations of that school and not the debts, liabilities and obligations of the chartering agency.

**X. Facilities**

LGCPA will have no impact on facilities in the Oakland Unified School District, except to exercise our right to use, at no charge, facilities not currently being used by the school district for instructional or administrative purposes per Section 47614. OUSD agrees to promptly notify LGCPA in the event that the district vacates existing space, including buildings, portables and land, or constructs new facilities that may be appropriate for educational purposes.

**XI. Special Education**

LGCPA recognizes its responsibility to enroll and assist students with disabilities who can benefit from its programs and who otherwise qualify for enrollment. LGCPA is committed to providing the fullest inclusion and least restrictive environment that enables students with disabilities to participate in both the academic and community aspects of LGCPA. An IEP team will consist of the student, parent, teacher and administrator. Special Ed funding will be determined by OUSD, but we have allocated a \$200 per ADA encroachment.

Please refer to Appendix A for a review of the Special Education Agreement.

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**Section Four. Financial Plan**

**I. Funding Sources**

LGCPA will receive funding pursuant to Education Code Section 47613.5 and its successors, and may opt to receive its funding directly from the state or through any available mechanism. The Oakland Unified School District agrees to take all reasonable steps to ensure that the charter school is funded pursuant to the principles and standards contained in AB 544 and its successors. Any funds due to the school that flow through the Oakland Unified School District shall be forwarded to the school as soon as practical. The school and district will negotiate in good faith to develop a memorandum of understanding which establishes the specific financial and service relationship between the two parties. LGCPA does not waive any rights to any source of revenue which may have been overlooked in this document, or which may apply in the future.

LGCPA students may receive additional funding from philanthropic sources. LGCPA and the OUSD acknowledge that, as of the date the petition is granted, there may be uncertainty regarding charter school funding and the interpretation of the recent amendments to the Charter Schools Act. In the event that the California Department of Education, another state agency or a court of competent jurisdiction determines that OUSD does not have the authority to grant a charter, the charter granted by the OUSD will be automatically terminated. In such event, any ongoing contributions provided to LGCPA by any philanthropic organization, group or individual that may be reflected in this petition or provided under any agreement with the OUSD or LGCPA shall be automatically terminated.

## **II. District Oversight**

The Oakland Unified School District shall provide and/or perform the supervisory oversight tasks and duties specified and/or necessitated by this charter for a fee to be negotiated on an annual basis, based upon actual cost. In no event will this fee exceed one percent of the ADA Revenue limit provided to the school pursuant to the terms of the AB544. These supervisory oversight services shall include, but are not necessarily limited to, the following:

- Monitoring of compliance with the terms of this charter and related agreements.
- The initial review, negotiations, hearing and approval of this charter contract.
- Timely and good faith review of requests to renew or amend this charter as permitted under law
- Good faith efforts to develop any needed additional agreements to clarify or implement this charter.
- Good faith efforts to implement the dispute resolution and related processes described in Section N of this charter.

## **III. Loans and Indebtedness of the Charter**

LGCPA will not enter into any loan, or a debt exceeding \$25,000 with a term of more than 12 months, without the prior written agreement of the chartering agency.

## **IV. Field Trips, Liability and Insurance**

LGCPA will be subject to and may assert any provisions in state and federal laws relating to public agency liability and immunity, including, but not limited to, Education Code Section 35330 relating to school field trips.

LGCPA shall secure and maintain comprehensive general, motor vehicle, property damage, and Workers' Compensation/employer liability insurance in a form and an amount approved by the chartering agency, unless otherwise agreed by the chartering agency in writing.

## **V. Financial Plan**

Operating costs for LGCPA will be derived primarily from the public monies to which it is entitled. All state, federal and local revenues will appeal to the budgeted education services to which LGCPA students are eligible to enroll and participate. Using the newly established statewide funding regulations for charter schools, the anticipated revenues are detailed in the "Operating Income and Expenses" table. Funding estimates per student in year one is \$6,771. These include the California Department of Education's estimate of average ADA for students, plus expected inflation adjustments and state block funding. LGCPA students may receive additional

philanthropic funding. The income estimates in this document are estimates only. This may not include other sources of income, including, but not limited to, monies in building funds, other state, federal or local taxes, future programs, bond revenues or other sources of income to which we are entitled. We reserve all rights to all revenue sources to which we are entitled.

Student enrollment will commence with 200 K-12 students in year one, and we will add 50-100 new students each year. For most of our analysis, we will assume 200 students in year one, 300 in year two, and 350 in year three. LGCPA student population will remain stable upon reaching an enrollment figure of no more than 500.

We have separated the initial startup expenses from yearly operating costs, as required. These figures are documented in "Startup Income and Expenses." We have initiated an intensive grant writing campaign to obtain funding for most of our initial startup costs in the first year of operation. Startup expenses for years two and three are included within the operating costs for those years.

A detailed analysis of our startup cost and operating income and expenses is documented under "Operating Income & Expenses – Year 1" in Appendix B: Financial Analysis. Our expenses include:

- **Salaries:** \$565,000 per 12-month year for teaching staff, \$90,000 a year for the Executive Director, \$230,000 for administrative support. Benefits of \$183,000 have been added at 20% for medical/dental coverage and other benefits for full-time employees, including the E.D..
- **Facilities & Maintenance:** LGCPA has secured a lease relationship with LGCPA. Terms of the lease arrangement are anticipated to be approximately \$144,000 for the first year and \$186,000-198,000 for years 2-3. The term of the lease will coincide with the term of the LGCPA charter.
- **Office Supplies, Marketing and Recruiting** expenses are approximately \$20,500 for each year.
- **Instructional Material/Expenses** are estimated at \$13,500. Additional expenses are covered in "Startup Expenses." Textbook donations are being sought to reduce this figure.
- **Technology** expenses are only documented here for repair and Internet access. Equipment and set up costs are covered under "Startup Income & Expenses."
- **Services & Fees** include accounting and legal services, assessment expenses, transportation, oversight charges and an 8% interest on operating loans. Budgets for all years include a 4% reserve.

To cover cash flow needs for the first year of operation, we may obtain school loans from the Charter School Revolving Loan Fund. We are assuming an 8% interest rate and a final balloon payment at the end of the fifth year.

Our first year monthly cash flow analysis is attached as "Cash Flow Analysis – Year 1," in Appendix B: Financial Analysis, as required. Our operating income and expenses for years two and three are included in "Operating Income and Expenses – Years 2 & 3," as required. We have also included a five-year summary as requested.



V. **Financial Summary**

1. **Start-Up Costs for Year 1**

Expenses Start-Up	
Facilities	\$19,200
Telecommunication	720
Furniture/Office Equipment	1,800
Instructional Materials	21,500
Technology	19,800
Staff Development	41,000
<b>Total Expenses Start-Up</b>	<b>\$114,020</b>

**Operating Income and Expenses for Year 1**

<b>Total Income</b>	<b>\$1,281,550</b>
<b>Expenses:</b>	
Salaries	600,000
Facilities and Maintenance	360,000
Office Supplies	1,500
Marketing and Recruiting	20,500
Instructional Materials	13,500
Technology	11,000
Services and Charges	\$44,750
<b>Total Expenses</b>	<b>1,039,100±</b>
Net Income (Loss) Before Reserve	0
Reserve	200,000
<b>Net Income (Loss) After Reserve</b>	<b>\$42,450</b>

ADMINISTRATIVE ASST.	\$35,000
REGISTRAR	\$35,000
TEACHER	\$50,000
TEACHER	\$50,000
TEACHER	\$50,000B
TEACHER/COMP. TECH.	\$60,000M
HEAD TEACHER	\$65,000H
BUILDING MAINTENANCE/ACTIVITIES DIRECTOR	\$82,500M
MEDICAL/ COUNSELLING DIRECTOR	\$82,500D
EXECUTIVE DIRECTOR/TEACHER	<u>\$90,000D</u>
TOTAL:	\$600,000

### Operating Income and Expenses for Years Two and Three

	YEAR 2	YEAR 3
<b>Total Income</b>	<b>\$1,922,325</b>	<b>\$2,242,712</b>
<b>Expenses:</b>		
Salaries	1,068,000	1,559,880
Facilities and Maintenance	360,000	360,000
Office Supplies	1,500	3,800
Marketing and Recruiting	30,500	31,500
Instructional Materials	27,500	30,000
Technology	11,000	15,000
Services and Charges	\$62,418	64,700
<b>Total Expenses</b>	<b>1,560,918<sub>±</sub></b>	<b>\$2,064,880<sub>±</sub></b>
Net Income (Loss) Before Reserve	200,000	111,000
Reserve	361,000	100,000
<b>Net Income (Loss) After Reserve</b>	<b>\$450,407</b>	<b>\$527,4070</b>

#### **Educators**

For Year 1, we plan to hire 10 staff for 200 students, 20 for 300 students, and 25 for 350 students, etc. We expect to hire educators for the following areas:

- History/Social Science
- English
- Mathematics
- Laboratory Sciences
- Foreign Language (Spanish)
- American Literature
- Music

## APPENDIX A

### AGREEMENT REGARDING SPECIAL EDUCATION SERVICES

This is an agreement between the Oakland Unified School District ("District") and LGCPA ("charter school") to further implement the delivery of special education services to children enrolled in the charter school.

1. It is agreed that this agreement covers only the delivery of special education services or accommodations required under Section 504 of the Rehabilitation Act nor under the Americans with Disabilities Act. More specifically, this agreement has the purpose of clarifying the roles and responsibilities of the parties with regard to students who reside within the boundaries of the District but who are enrolled and attend the charter school and are or may be eligible for special education and related services under IDEA. The District's designated representative shall be the Superintendent and shall have the authority on behalf of the District. The Executive Director is the LGCPA representative and shall have the authority to act on behalf of the charter school.
2. This agreement is intended to implement the terms of an MOU between the parties and does act to supercede any previous MOU. For the purposes and term of this agreement only, the parties agree that the charter school is not an independent local education agency.
3. Charter school has the responsibility to make referrals of any students enrolled in the charter school who are believed to be eligible for special education assessment and/or services. Prior to making such referral, charter school shall conduct a Student Study Team to determine if alternative interventions are appropriate or shall base a referral on previously accumulated documentation of a pre-existing IEP.
4. The District team will determine what assessments, if any, are necessary and arrange for such assessments for all referred students.
5. Charter school shall be responsible for having the designated representative of charter school in attendance at the IEP meetings in addition to representatives who are knowledgeable about the regular education program at the charter school.
6. Decisions regarding eligibility, goals/objectives, program, placement and exit from special education shall be the decision of the IEP team. Team membership shall be in compliance with state and federal law and shall include the designated representative of the charter school (or designee) and when needed the designated representative of the District (or designee) Services and placements shall be provided to all eligible charter school students in accordance with the policies, procedures and requirements of the District and of the Local Plan for Special Education.
7. For students who enroll in the charter school with a current IEP, it is the responsibility of the charter school to implement the existing IEP to the extent possible and to notify the District immediately. For such students who were previously enrolled in the District, the District agrees to forward the

student's cumulative file and copies of the special education file to charter school within 10 days of notice of enrollment. In addition, District will provide consultative assistance to charter school to help transition the student.

8. As stated in the MOU, it is understood and agreed that all children will have access to charter school and no student shall be denied admission nor counseled out of the charter school due to disability.
9. To the extent that the agreed upon IEP requires educational or related services to be delivered by staff other than the charter school staff, the District shall provide and/or arrange for such services. Charter school shall not unilaterally authorize any program or services without prior consent of the District.
10. Parent/Guardian concerns regarding special education services, related services and rights shall be handled by the charter school after consultation as needed with the District.
11. Complaints: In consultation with charter school, the District shall address/respond/investigate all complaints received under the Uniform Complaint procedure involving special education.
12. Due Process Hearings: In consultation with charter school, the District may initiate a due process hearing on behalf of a student enrolled in charter school as the District determines is legally necessary to meet a school agency's responsibilities under federal and state law. In the event that parents/guardians file for a due process hearing, both the charter school and the District shall be named respondents. The District and charter school shall work together to defend the case. In the event that the District determines that legal counsel representation is needed, the District/charter school shall be jointly represented by legal counsel, unless there is a conflict of interest.
13. Special Education decisions policies, etc., shall be communicated to charter school as they are to all other schools within the District. To the extent that the District provides training opportunities and/or information re: special education to site staff, such opportunities/information shall be made available to charter school staff.
14. Parents of charter school students shall have the opportunity to participate in the CAC to the same extent as parents of students enrolled in the District.
15. Finance: To the extent that District-wide (including charter school), special education and related services costs exceed District-wide (including charter school) special education funding, the excess cost shall be charged to charter school on a prorated basis. The proration shall be based on the number of students enrolled at charter school compared to District-wide enrollment. The numbers and calculations shall be reviewed with charter school upon request.

Dated: \_\_\_\_\_

\_\_\_\_\_  
Oakland Unified School District

Dated: \_\_\_\_\_

\_\_\_\_\_  
LGCPA

**Appendix B**

**Financials**

# LGCPA Budget Narrative

The proposed startup and three-year budgets for LGCPA are based upon an initial startup year (2008-2009) and two subsequent years in which the student population growth rises.

## The Startup Year (2008/03)

### **The Revenues**

Revenues in the startup year are provided by several sources. \$115,000 will come from private foundations, such as the LISC Foundation, the Western Institute for Social Research and/or other schools.

### **The Start-Up Expenditures**

The focus of the startup budget is to equip LGCPA for a fall of 2008 opening. To summarize the startup budget:

- **\$19,800 for computer equipment and software**
- **\$41,000 for staff development – Credentialing Program**
- **\$21,500 for primary instructional materials**
- **\$19,200 for facilities improvements**
- **\$1,800 for furniture**
- **\$720 for telecommunications**
- **\$181,020 Total**

LGCPA's ample allocation for computer equipment reflects its desire to have its students fully prepared for an increasingly technological society. Costs include 20 computers for LGCPA computer lab (giving LGCPA a one-to-four computer to student ratio).

The \$41,000 for staff development is crucial to LGCPA's ability to attract, retain and maintain teachers qualified to teach at the advance placement level. The expenditure is a base figure for four teachers to complete the one-year credentialing program at **Bay Area Teachers Center** located in Oakland at the Head Royce School or SF State University. Teachers will agree to a two-year commitment with LGCPA in return for its paying for the program.

Textbooks and materials are estimated at \$268.75 per student or \$21,500. This figure includes costs of used books purchased from Walden Books, Borders, and OUSD.

Facilities improvements totaling \$19,800 have been estimated for the site to be leased. The costs include \$17,575 for wall removal, carpet, linoleum, and \$2,225 for paint and various plumbing and electrical work, primarily associated with science lab conversions.

Finally, furniture and telecommunications add up to \$720 and \$1,800, respectively.

Start-Up Costs for Year 1	\$114,020
Expenses Start-Up	
Facilities	19,800
Telecommunication	720
Furniture/Office Equipment	1,800
Instructional Materials	21,500
Technology	19,200
Staff Development	41,000
<b>Total Expenses Start-Up</b>	<b>\$114,020</b>



## The Operational Years (2008/04)

### Revenues

LGCPA expects 200 students in the first school year (2008-2009) in grades K-12, and will build to 300 students by the third year (2010-2011). Consistent with the anticipated changes in the size and configuration of the student body, LGCPA forecasts revenues in 2008-2009 at \$1.28 million and then expects growth along with the student body to \$2.24 million by 2010-2011.

The Block Grant – Revenue Limit and the Block Grant – Categorical is money available to Charter Schools through the Charter School Block Grant. These funds reflect the current level of per-student funding (see the table below) marked up by 3% in school years 2009-2010. Please note that inflation markups in neither revenues nor expenses were used in the three-year forecasts.

<i>Annual Block Grant Funding Per Student for 2001/03</i>			
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
<b>Revenue Limit</b>	\$4,600	\$4,738	\$4,880
<b>Categorical</b>	\$301	\$310	\$319

Other money available per student per day to fund various programs are not reflected in this budget but will be solicited. These programs include but are not restricted to:

- Child Nutrition Program
- ESL Acquisition (AB2881)
- Education Technology (AB2882)
- Teacher Development (SB1666)
- Summer-school and After-school Programs

LGCPA expects to solicit private financing from the Bank of America and the LISC Foundation totaling \$115,000. Although LGCPA has not budgeted increases in funds from corporate and private foundations, after 2008-2009, it does intend to solicit such funds. Examples of such foundations include: the Packard Foundation for Humanities, Bernard Lee Schwartz Foundation, Wells Fargo Foundation, and the Cowell Foundation. Other sources of private funds that will be solicited include business organizations.

## The Expenditures

Operating costs for LGCPA will be derived primarily from the public money to which it is entitled. LGCPA students will receive all state, federal and local revenues for education services to which they are eligible to enroll and participate. Using the newly established statewide funding regulations for charter schools, the anticipated revenues are detailed in the "Operating Income and Expenses" table. Funding estimates per student in year one is \$6,008. These include the California Department of Education's estimate of average ADA for students and state block funding. LGCPA students may receive additional philanthropic funding. The income estimates in this document are estimates only. This may not include other sources of income, including, but not limited to, money in building funds, other state, federal or local taxes, future programs, bond revenues or other sources of income to which we are entitled. We reserve all rights to revenue sources to which we are entitled.

Student enrollment will commence with 200 K-12 students in year one, and we will add in year one, 300 in year two and 350 in year three. LGCPA student population will remain stable upon reaching an enrollment figure of no more than 500.

We have separated the initial startup expenses from yearly operating costs, as required. These figures are documented in "Startup Income and Expenses." We have initiated an intensive grant writing campaign to obtain funding for most of our initial startup costs in the first year of operation. Startup expenses for years two and three are included within the operating costs for those years.

A detailed analysis of our startup cost and operating income and expenses is documented under "Operating Income & Expenses – Year 1" in Appendix B: Financial Analysis. Our expenses include:

- **Salaries:** \$565,000 per 12-month year for teaching staff, \$95,000 a year for the Executive Director, \$230,000 for administrative support. Benefits of \$178,000 have been added at 20% for medical/dental coverage and other benefits for full-time employees, including the E.D..
- **Facilities & Maintenance:** LGCPA has secured a lease relationship with LGCPA. Terms of the lease arrangement are anticipated to be approximately \$144,000 for the first year and \$186,000-198,000 for years 2-3. The term of the lease will coincide with the term of the LGCPA charter.
- **Office Supplies, Marketing and Recruiting** expenses are approximately \$20,500 for each year.
- **Instructional Material/Expenses** are estimated at \$13,500. Additional expenses are covered in "Startup Expenses." Textbook donations are being sought to reduce this figure.
- **Technology** expenses are only documented here for repair and Internet access. Equipment and set up costs are covered under "Startup Income & Expenses."

- **Services & Fees** include accounting and legal services, assessment expenses, transportation, oversight charges and an 8% interest on operating loans. Budgets for all years include a 4% reserve.

To cover cash flow needs for the first year of operation, we may obtain school loans from the Charter School Revolving Loan Fund. We are assuming an 8% interest rate and a final balloon payment at the end of the fifth year. Our first monthly cash flow analysis is attached as "Cash Flow Analysis – Year 1," as required. Our operating income and expenses for years two and three are included in "Operating Income and Expenses – Years 2 and 3," as required.

**APPENDIX C:  
COMPLAINT FORM**

Name: \_\_\_\_\_

Title or position: \_\_\_\_\_

Institution: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State/Province: \_\_\_\_\_ Country: \_\_\_\_\_

Zip/Postal Code: \_\_\_\_\_ Phone: \_\_\_\_\_

FAX: \_\_\_\_\_ E-mail: \_\_\_\_\_

Experience in educational institution in a full-time capacity:

From \_\_\_\_\_ to \_\_\_\_\_

Education: Highest level achieved: \_\_\_\_\_

Issue or Complaint: (List specific course, instructor and/or staff involved.

Use extra sheet of paper, if necessary.)

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Five Year Budget Projection

2008-2009 2009-2010 2010-2011 2011-2012 2012

Startup & Year 1 Year 2 Year 3 Year 4 Year

Year 1 Year 2 Year 3 Year 4 Year

Inputs Assumptions and Demograph Enrollment and Demograph

2004-2010	Year 1	Year 2	Year 3	Year 4	Year
Grades K-3	0	0	0	0	0
Grades 4-6	0	0	0	0	0
Grades 7-8	0	0	0	0	0
Grade 9	50	75	75	100	100
Grade 10	25	50	75	75	75
Grade 11	75	75	100	100	100
Grade 12	50	50	50	100	100
<b>Student Enrollment/ADA</b>	<b>200</b>	<b>250</b>	<b>300</b>	<b>375</b>	
Percentage of Free and Reduced Students	170	213	255	319	85%
Percentage of ELL/LEP students	20	25	30	38	10%
<b>Compensatory Education</b>	<b>190</b>	<b>238</b>	<b>285</b>	<b>356</b>	<b>95%</b>
Number of Teachers	5	7	10	12	
Substitute Rate					4%
Number of Instructional Aides	0	0	0	12	

Revenue

Basic State Aid	-	-	-	-	-
8011 General Purpose For K-3	0	0	0	0	0
8011 General Purpose For 4-6	0	0	0	0	0
8015 General Purpose For 7-8	0	0	0	0	0
8015 General Purpose For 9-12	1,275,090	1,593,863	1,912,635	2,390,794	3,111,000
8011 School District Property Tax	0	0	0	0	0
Total Basic	1,275,090	1,593,863	1,912,635	2,390,794	3,111,000
Federal Income					
8290 NCLB: Title I	86,700	108,375	130,050	81,281	100,000
Total Federal	86,700	108,375	130,050	81,281	100,000
State Revenue					

8440	Class Size Reduction K-3	928	0	0	0	0	0	0	0	0
8485	Categorical Block Grant K-3	299	0	0	0	0	0	0	0	0
8485	Categorical Block Grant 4-6	299	0	0	0	0	0	0	0	0
8480	Categorical Block Grant 7-8	299	0	0	0	0	0	0	0	0
8480	Categorical Block Grant 9-12	299	14,203	14,203	71,013	85,215	106,519			
8480	In lieu of Economic Impact Aid	111	22,170	22,170	23,588	5,550	35,381			
8670	State Lottery Income	124	0	0	29,450	35,340	44,175			
8590	Staff Development	-	0	0	0	0	0			
8590	Other State Revenues: Inst Mat, Library, T	-	0	0	0	0	0			
	<b>Total State</b>		36,373	36,373	124,050	126,105	293,075			
<b>Local Revenues</b>										
8780	From Districts - In Lieu of Property Taxes	-	0	0	0	0	0			
8700	Other - Grants		5,000	5,000	5,000	5,000	5,000			5,000
8700	Other - Donations		-	0	0	0	0			
8700	Other - Fundraising		-	0	0	0	0			
8700	Other - Financing- Revolving Loan		0	250,000	(88,500)	(88,500)	(88,500)			(88,500)
8700	Other Local Revenue		5,000	250,000	(83,500)	(83,500)	(83,500)			(83,500)
	<b>Total Local Revenues</b>		5,000	255,000	1,742,788	2,085,290	2,681,650			
	<b>TOTAL REVENUES</b>		5,000	1,648,163	1,653,163	1,742,788	2,085,290			2,681,650

**Expenses**

1.03 Inflation rate for all expenses but salaries

1.04 Inflation rate for salaries (1% higher than CC \$140 per day @ 4% teacher absentee rate)

1100	Teachers' Salaries	50,000	250,000	250,000	362,250	535,613	665,231			
1100	Substitute Teachers' Salaries	140	5,040	5,040	7,303	10,798	13,411			
1200	School Administrators' Salaries: Co Principal		0	0	0	0	0			
1200	School Administrators' Salaries: Director o	90,000	0	0	0	0	0			
1400	Librarians' Salaries		0	0	0	0	0			
1500	Guidance: Counselors		1	0	0	0	0			
1600	Physical and Mental Health Salaries		1	82,500	82,500	82,500	82,500			82,500
1900	Other Certificated Salaries: Program Coordinators		0	0	0	0	0			0

1900 Other Certificated Salaries: Specialists/Spe	-	1	0	0	0	0	0	0	0
1900 Staff Development Supplemental Costs	-					5,500	5,693	5,892	
1900 Special Ed Undefined & encroachment	-	1	0	0	0	0	0	0	0
Total certificated Salaries			0	337,540	337,540	457,553	634,603	767,034	

Classified Salaries									
2100 Instructional Aides' Salaries	25,000		0	0	0	0	0	0	300,000
2200 Administrative Salaries	70,000	1	70,000	70,000	70,000	72,450	57,500	59,513	
2300 Clerical/Office Salaries: Clerk	-		0	0	0	0	0	0	
2400 Maintenance and Operations Salaries	82,500	1	82,500	82,500	82,500	82,500	82,500	82,500	
2500 Food Service Salaries	-	1	0	0	0	0	0	0	
2900 Other Classified Salaries	-		0	0	0	0	0	0	
Total Classified Salaries			0	152,500	152,500	154,950	140,000	442,013	

1.1 Inflation for Health Benefits

Employee Benefits									
3110 STRS - Instructional	8.25%		21,041	21,041	21,041	30,488	45,079	55,988	
3120 STRS - Non-Instructional	8.25%		6,806	6,806	6,806	7,260	7,276	7,292	
3100 - Total STRS	8.25%		0	27,847	27,847	37,748	52,355	63,280	
3210 PERS - Instructional	0.00%		0	0	0	0	0	0	
3220 PERS - Non-Instructional	0.00%		0	0	0	0	0	0	
3200 - Total PERS	0.00%		0	0	0	0	0	0	
3310 OASDI - Regular Instructional	6.20%		0	0	0	0	0	18,600	
3320 OASDI - Regular Non-instructional	6.20%		9,455	9,455	9,455	9,607	8,680	8,805	
3330 OASDI - Medicare Instructional	1.45%		3,698	3,698	3,698	5,359	7,923	14,190	
3340 OASDI - Medicare Non-instructional	1.45%		3,408	3,408	3,408	3,443	3,226	3,255	
3350 Retirement in Lieu of OASDI	0.00%		0	0	0	0	0	0	
3308 - Total Medicare	1.45%		7,106	7,106	7,106	8,802	11,149	17,446	
3309 - Total OASDI	6.20%		0	9,455	9,455	9,607	8,680	27,405	
3410 Health & Welfare Benefits Instructional	4.500		24,075	24,075	24,075	33,705	51,521	66,152	
3420 Health & Welfare Benefits Non-instructional	4.500		9,630	9,630	9,630	11,450	24,503	30,017	
3400 - Total Health & Welfare Benefits	4.500		0	33,705	33,705	45,155	76,024	96,170	
3510 Unemployment Insurance - Instructional	0.12%		306	306	306	443	656	1,174	
3520 Unemployment Insurance - Non-instructional	0.12%		282	282	282	285	267	269	
3500 - Total Unemployment Insurance	0.12%		0	588	588	728	923	1,444	
3610 Workers Compensation - Instructional	3.85%		9,819	9,819	9,819	14,228	21,037	37,678	
3620 Workers Compensation - Non-instructional	3.85%		9,048	9,048	9,048	9,142	8,566	8,644	
3600 - Total Workers' Compensation	3.85%		0	18,867	18,867	23,370	29,603	46,321	
3910 Other Employee Benefits - Instructional	0.00%		-	0	0	0	0	0	

3920 Other Employee Benefits - Non-instruction	0.00%	-	0	0	0	0	0	0	0
3900 - Total Other Employee Benefits	0.00%	0	0	0	0	0	0	0	0
Total Employee Benefits		0	97,567	97,567	125,410	178,733	252,066		
<b>Total Employee Benefits</b>		<b>0</b>	<b>587,607</b>	<b>587,607</b>	<b>737,913</b>	<b>953,336</b>	<b>1,461,112</b>		
<b>Books and Supplies</b>									
4100 Textbooks	240	-	48,000	48,000	10,000	10,250	10,506		
4200 Books other than Textbooks	100	-	12,500	12,500	6,250	6,406	6,566		
4310 Instructional Materials and Supplies	100	-	10,000	10,000	5,000	6,663	6,761		
4400 Noncapitalized Equipment	-	-	0	0	0	0	0		
4500 Other Supplies	50	-	10,000	10,000	10,250	10,506	10,769		
<b>Total Books and Supplies</b>			<b>80,500</b>	<b>80,500</b>	<b>31,500</b>	<b>33,825</b>	<b>34,602</b>		

<b>Services, Other Operating Expenses</b>									
5100 Services of Instructional Consultants, Lectr	\$ 15	1,000	1,000	2,000	3,750	4,500	5,625		
5200 Travel and Conferences		500	500	1,000	750	1,000	1,250		
5300 Dues and Memberships		500	500	1,000	513	525	538		
5400 Insurance	\$ 750	500	7,500	8,000	7,688	7,880	8,077		
5500 Utilities & Housekeeping	\$ 1,000	500	12,000	12,500	12,300	12,608	12,923		
5600 Rentals, Leases, and Repairs (equipment)			5,000	5,000	5,500	6,000	5,000		
5610 Rentals, Leases, and Repairs (building)	\$ 5,000	-	60,000	60,000	61,500	105,000	107,625		
5800 Services (Legal, Audit, Other)			5,000	5,000	5,000	5,000	5,000		
5810 Services (Finance & Business Services)	\$ 2,500	-	30,000	30,000	30,750	31,519	32,307		
5890 Other Services and Operating Expenditures:				0	0	0	0		
5895 Food Services			0	0	0	0	0		
5896 Copying & Printing			4,000	4,000	4,100	4,203	4,308		
5897 Garbage & Recycling	\$ 250	-	3,000	3,000	3,075	3,152	3,231		
5898 Janitorial & Supplies	\$ 300	-	3,600	3,600	3,690	3,782	3,877		
<b>Total Services and Other Operating Expenses</b>		3,000	132,100	135,100	138,615	185,168	189,760		

<b>Capital Outlay</b>									
6200 Buildings and Improvements of Buildings	\$23,000	-	276,000	276,000	276,000	276,000	276,000	276,000	
6300 Books and Media for New and Expanded L	-		0	0	0	0	0	0	
6400 Equipment & Furniture		-	2,500	2,500	5,000	5,125	5,253		
6500 Replacement			0	0	250	750	1,263		
6900 Other			0	0	0	0	0		
<b>Total Capital Outlay</b>		-	278,500	278,500	281,250	281,875	282,516		



Other Outgo										
7299 Other Transfers Out										
Total Other Outgo		0					0			0
Direct Support / Indirect Costs										
7310 Special Ed Encroachment	0	5,000		5,000	10,000				25,000	30
7350 District Oversight Fee	1.00%	-	Percentage of Revenue Limit, Class Size Reduction & c	-	-				-	
7350 District Oversight Fee for Services	0	0		-	0				0	
Total Direct Support / Indirect Costs	0	5,000		5,000	10,000				25,000	30
<b>TOTAL EXPENDITURES</b>	<b>3,000</b>	<b>1,083,707</b>		<b>1,086,707</b>	<b>1,199,278</b>				<b>1,479,204</b>	<b>1,997</b>
<b>SubTotal</b>	<b>2,000</b>	<b>564,455</b>		<b>566,455</b>	<b>543,510</b>				<b>606,086</b>	<b>683</b>
Additional Reserves										
1 Reserve - Operating	5.0%	54,185	Percentage of total expenditures	54,335	59,964				73,960	99
TTL Additional Reserves	150	54,185		54,335	59,964				73,960	99
<b>NET AFTER RESERVES</b>	<b>1,850</b>	<b>510,270</b>		<b>512,120</b>	<b>483,546</b>				<b>532,126</b>	<b>583</b>
Total Facilities Costs										
Debt Service (startup loan) 3% per year		0		0	0				0	375
Loan Repayment		0		0	0				0	125
<b>NET AFTER DEBT SERVICE &amp; LOC REPAYMENT</b>	<b>1,850</b>	<b>510,270</b>		<b>512,120</b>	<b>483,546</b>				<b>532,126</b>	<b>457</b>
Beginning Cash										
Net Cash Balance	1,850	510,270		512,120	483,546				995,666	1,527
Plus Reserves	150	54,185		54,335	59,964				532,126	457
<b>Net Cash Balance</b>	<b>2,000</b>	<b>564,455</b>		<b>566,455</b>	<b>1,055,630</b>				<b>1,601,752</b>	<b>2,085</b>
<b>Cumulative Totals</b>										
Beginning Cash										
Net Cash Balance	2,000	566,455		566,455	1,109,965				1,109,965	1,716
Plus Reserves	150	54,185		54,185	59,964				532,126	457
<b>Total Cash Balance Including Reserves</b>	<b>2,000</b>	<b>566,455</b>		<b>566,455</b>	<b>1,109,965</b>				<b>1,716,051</b>	<b>2,273</b>

2012-2013	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Year 5	Year 1	Year 2	Year 3	Year 4	Year 5
-	Per ADA	Per ADA	Per ADA	Per ADA	Per ADA
	95%	95%	95%	95%	95%
0	0.0	0.0	0.0	0.0	0.0
0	0.0	0.0	0.0	0.0	0.0
0	0.0	0.0	0.0	0.0	0.0
150	47.5	71.3	71.3	95.0	142.5
100	23.8	47.5	71.3	71.3	95.0
150	71.3	71.3	95.0	95.0	142.5
100	47.5	47.5	47.5	95.0	95.0
<b>500</b>	<b>190.0</b>	<b>237.5</b>	<b>285.0</b>	<b>356.3</b>	<b>475.0</b>
425	161.5	201.9	242.3	302.8	403.8
50	19.0	23.8	28.5	35.6	47.5
<b>475</b>	<b>180.5</b>	<b>225.6</b>	<b>270.8</b>	<b>338.4</b>	<b>451.3</b>
20	5.0	7.0	10.0	12.0	20.0
20	0.0	0.0	0.0	12.0	20.0
0	0.0	0.0	0.0	0.0	0.0
0	0	0	0	0	0
0	0	0	0	0	0
3,187,725	6,711	6,711	6,711	6,711	6,711
0	0	0	0	0	0
3,187,725	6,711	6,711	6,711	6,711	6,711
108,375	456	456	456	228	228
108,375	456	456	456	228	228

0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
142,025	75	299	299	299	299	299	299	299	299
47,175	117	99	19	99	99	99	99	99	99
58,900	0	124	124	124	124	124	124	124	124
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
376,100	191	522	442	442	823	823	823	823	792

0	0	0	0	0	0	0	0	0	0
5,000	0	21	18	14	14	14	14	14	11
0	0	0	0	-	-	-	-	-	-
0	0	0	0	-	-	-	-	-	-
0	1,316	(373)	(311)	(248)	(248)	(248)	(248)	(248)	0
0	0	0	0	0	0	0	0	0	0
5,000	1,316	(352)	(293)	(234)	(234)	(234)	(234)	(234)	11
<b>3,677,200</b>	<b>8,675</b>	<b>7,338</b>	<b>7,317</b>	<b>7,527</b>	<b>7,527</b>	<b>7,527</b>	<b>7,527</b>	<b>7,527</b>	<b>7,741</b>

1,132,001	1,316	1,525	1,879	1,867	1,867	1,867	1,867	1,867	2,383
22,821	27	31	38	38	38	38	38	38	48
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
82,500	434	347	289	232	232	232	232	232	174
0	0	0	0	0	0	0	0	0	0

0	0	0	0	0	0	0	0	0	0
6,098	0	23	20	17	13	17	13	17	13
0	0	0	0	0	0	0	0	0	0
1,243,420	1,777	1,927	2,227	2,153	2,618	2,227	2,153	2,618	2,618
500,000	0	0	0	842	1,053	0	842	1,053	1,053
61,595	368	305	202	167	130	202	167	130	130
0	0	0	0	0	0	0	0	0	0
82,500	434	347	289	232	174	289	232	174	174
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
644,095	803	652	491	1,241	1,356	491	1,241	1,356	1,356
95,273	111	128	158	157	201	158	157	201	201
7,309	36	31	26	20	15	26	20	15	15
102,582	147	159	184	178	216	184	178	216	216
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
31,000	50	40	30	25	19	30	25	19	19
8,934	19	23	28	40	51	28	40	51	51
23,995	18	14	11	9	7	11	9	7	7
3,286	18	14	11	9	7	11	9	7	7
0	0	0	0	0	0	0	0	0	0
27,281	37	37	39	49	57	39	49	57	57
39,934	50	40	30	77	84	30	77	84	84
70,783	127	142	181	186	149	181	186	149	149
32,118	51	48	86	84	68	86	84	68	68
102,901	177	190	267	270	217	267	270	217	217
1,986	2	2	2	3	4	2	3	4	4
272	1	1	1	1	1	1	1	1	1
2,258	3	3	3	4	5	3	4	5	5
63,711	52	60	74	106	134	74	106	134	134
8,724	48	38	30	24	18	30	24	18	18
72,435	99	98	104	130	152	104	130	152	152
0	0	0	0	0	0	0	0	0	0

0	0	0	0	0	0	0	0	0	0
347,390	514	528	627	708	731				
<b>2,234,906</b>									
10,769	253	42	36	29	23				
6,731	66	26	22	18	14				
6,722	53	21	23	19	14				
0	0	0	0	0	0				
11,038	53	43	37	30	23				
35,259	424	133	119	97	74				
7,500	5	16	16	16	16				
1,500	3	3	4	4	3				
552	3	2	2	2	1				
8,279	39	32	28	23	17				
13,246	63	52	44	36	28				
5,000	26	23	21	14	11				
110,316	316	259	368	302	232				
5,000	26	21	18	14	11				
33,114	158	129	111	91	70				
0	0	0	0	0	0				
0	0	0	0	0	0				
4,415	21	17	15	12	9				
3,311	16	13	11	9	7				
3,974	19	16	13	11	8				
196,207	695	584	650	533	413				
0	0								
276,000	1,453	1,162	968	775	581				
0	0	0	0	0	0				
5,384	13	21	18	15	11				
3,576	0	1	3	4	8				
0	0	0	0	0	0				
284,960	1,466	1,184	989	793	600				
0	0	0	0	0	0				

0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
35,000	-	42	88	84	74				
0	0	0	0	0	0				
35,000	26	42	88	84	74				
<b>2,786,332</b>	<b>5,704</b>	<b>5,050</b>	<b>5,190</b>	<b>5,608</b>	<b>5,866</b>				
<b>890,868</b>	<b>2,971</b>	<b>2,288</b>	<b>2,127</b>	<b>1,919</b>	<b>1,876</b>				
139,317	285	252	260	280	293				
139,317	285	252	260	280	293				
<b>751,551</b>	<b>2,686</b>	<b>2,036</b>	<b>1,867</b>	<b>1,639</b>	<b>1,582</b>				
500,000									
0	0	0	0	0	0				
0	0	0	0	0	0				
<b>751,551</b>	<b>2,686</b>	<b>2,036</b>	<b>1,867</b>	<b>1,285</b>	<b>1,582</b>				
1,985,598									
751,551									
139,317									
<b>2,876,466</b>									
2,273,757									
751,551									
139,317									
<b>3,164,625</b>									

*Legacy  
Of  
Genius  
College Preparatory Academy*

Total number of teachers estimated to be employed at the school during the first year of operation: 8

We agree with the contents of the Legacy of Genius College Preparatory Academy (LGCPA) charter petition, and will work toward its implementation. Our signatures indicate that we are teachers meaningfully interested in teaching at the LGCPA.

TEACHER'S NAME (PLEASE PRINT)	TEACHER'S SIGNATURE	ADDRESS	PHONE #	TYPE OF CREDENTIAL HELD	COLLEGE DEGREE HELD
DR. TERENCE CANDELL		9050 MCGURRIN RD. OAKLAND, CA 94605	510-867-0390	K-12 MULTIPLE SUBJ.	BA, MA, PH.D.

*Legacy  
Of  
Genius  
College Preparatory Academy*

We agree with the contents of the Legacy of Genius College Preparatory Academy (LGCPA) charter petition, and will work toward its implementation. Our signatures indicate that we are parents meaningfully interested in enrolling our student(s) at the LGCPA.

PARENT'S NAME (PLEASE PRINT)	PARENT'S SIGNATURE	ADDRESS	PHONE #



# Legacy Of Genius

College Preparatory Academy

We agree with the contents of the Legacy of Genius College Preparatory Academy (LGCPA) charter petition, and will work toward its implementation. Our signatures indicate that we are parents meaningfully interested in enrolling our student(s) at the LGCPA.

PARENT'S NAME (PLEASE PRINT)	PARENT'S SIGNATURE	ADDRESS	PHONE #
Isabel Barrera	<i>[Signature]</i>	2727 94605 10681 Oak. (510) 8124334	(510) 8124334
Jeffrey	<i>[Signature]</i>	28 Oakland O.S. 16	N/A
Leonel Terr	<i>[Signature]</i>	26-40 Loggert St 510) 2557178	510) 2557178
CRISTIAN VILLASPO	<i>[Signature]</i>	2499 9054th Haywards CA 510 3723601	510 3723601
ESCAR DURAN	<i>[Signature]</i>	281 DEPOK AVE 510) 706.2413	510) 706.2413
Sosa Dery	<i>[Signature]</i>	Barry 415 2075 (510) 7549694	(510) 7549694
Margari ta Toscano	<i>[Signature]</i>	1051 Elmhurst Ave Oakland Ca (510) 430-6877	(510) 430-6877
Cynthia Ovaras	<i>[Signature]</i>	3843 vineyard AVE Pleasanton CA. 408.876.9762	408.876.9762
Joyce Herrera	<i>[Signature]</i>	Newark, CA 570. 259. 3558	570. 259. 3558
ANGEL APONTE	<i>[Signature]</i>	15 Astoria Dr. #6 Hayward (510) 785.9695	(510) 785.9695

# Legacy Of Genius

College Preparatory Academy

We agree with the contents of the Legacy of Genius College Preparatory Academy (LGCPA) charter petition, and will work toward its implementation. Our signatures indicate that we are parents meaningfully interested in enrolling our student(s) at the LGCPA.

Nombre PARENT'S NAME (PLEASE PRINT)	Firma PARENT'S SIGNATURE	Direccion ADDRESS	Telefono PHONE #
<del>Roberto Aliso</del>	<del>Roberto Aliso</del>	1018 <sup>th</sup> 101 AVE	(510) 567-8799
Daniel Valdez R.	<i>DV</i>	9600 <sup>th</sup> B AVE	(510) 635-49-20
Amar Arenal	<i>Amar Arenal</i>	693 Nevada st Oakland	(510) 566-8762
Gregorio Pera	<i>Gregorio P.A.</i>	693 Nevada st Oakland	(510) 566-8762
Ana Sandoval	<i>Ana Sandoval</i>	2328 seminavia.	510 472-4062
Arminda Alcega	<i>Arminda Breaña</i>	1071 81 AVE	(510) 878-5196
Manuel Arceo	<i>Manuel Arceo</i>	5924 HERRING AVE OAKLAND CALIF	(510) 774-4097
<del>Martha Lopez</del>	<del>Martha Lopez</del>		(510) 430-0107
Tomas M. Toscano	<i>Tomas M. Toscano</i>	1051 ELMHURST AVE OAKLAND CA	(510) 351-2384
Sandra Toscano	<i>Sandra Toscano</i>	1231 95th Ave Oakland CA	(510) 355-4199

# Legacy Of Genius

College Preparatory Academy

We agree with the contents of the Legacy of Genius College Preparatory Academy (LGCPA) charter petition, and will work toward its implementation. Our signatures indicate that we are parents meaningfully interested in enrolling our student(s) at the LGCPA.

Nombre PARENT'S NAME (PLEASE PRINT)	Firma PARENT'S SIGNATURE	Direccion ADDRESS	Telefono PHONE #
Beatriz Portugal	<i>Betty</i>	105th Ave Oakland Ca	(510) 755-2133
Juan Lopez	<i>J Lopez</i>	105th Ave Oakland Ca	(510) 755-2003
Rosa Portugal	<i>Rosa P.</i>	1231 95th Ave Oakland Ca	(510) 355-9199
Alicia Portugal	<i>Alicia</i>	Frezier St Oakland Ca	(510) 332-9681
Juan Ramirez	<i>Juan Ramirez</i>	Frezier St Oakland Ca	(510) 332-9657
Luis Casarez	<i>Luis C.</i>	65th Ave Oakland Ca	(510) 774-9645
Juana Portugal	<i>Juana Portugal</i>	Hayward Ca	(510) 692-2035
Maribel Lagunas	<i>Maribel L S</i>	2058 86th Ave Hayward Ca	(510) 568-0423
Marietha Lust	<i>Marietha Lust</i>	9202 International	(510) 568-1404
Thormen Lopez	<i>Thormen Lopez</i>	9202 Interna	562-1406

# Legacy of Genius

College Preparatory Academy

We agree with the contents of the Legacy of Genius College Preparatory Academy (LGCPA) charter petition, and will work toward its implementation. Our signatures indicate that we are parents meaningfully interested in enrolling our student(s) at the LGCPA.

PARENT'S NAME (PLEASE PRINT)	PARENT'S SIGNATURE	ADDRESS	PHONE #
Cosmen	Hernandez	9600 Bos	(510) 635-5851
Shani	Shari	1824 9th	(510) 475 3891
Adriana	España	9316 Walnut	(510) 430 25 27
Estela	Avales	1285 77	415) 368-4674
Reyna	Miracles	1140 85th	(510) 827-9024
Eva	Vitea	2341 90th	(510) 878-734
MANISOL	CONCHA	1793 Windave	(510) 575 -1452
TAJADA	SCARBROUGH	9223 Sunnyside	510-969-5578
Amparo	Amparo Madones	9306 Plymouth	510-220 7932
Maryela	Franco	1521 89th Ave.	(510) 692 1733

# Legacy Of Genius

College Preparatory Academy




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PARENT'S NAME (PLEASE PRINT)	PARENT'S SIGNATURE	ADDRESS	PHONE #
Anna Huang	<i>[Signature]</i>	Fremont 44744 Marigold Dr	510-332-5000
Imogene Camble	<i>[Signature]</i>	2187 W. Thompson	(510) 677-7455
Chukie Trinh Chau	<i>[Signature]</i>	3431 La Mesa Ln.	5701690-0965
MICHAEL CABRERA	<i>[Signature]</i>	1667 VCA BARRETT, SC 94580	(570) 670-5063
ELENI KITAGAWA	<i>[Signature]</i>	5106 Rindgeville Cmbe, Fairhill CA	(707) 804-1266
Donna R. Garcia	<i>[Signature]</i>	22850 5th Street Redwood, CA	
Christine Perez	<i>[Signature]</i>	4515 60150 CO FREMONT 94536	
NISA WONG	<i>[Signature]</i>	19312 Spangford Ave CABRILLO VALLEY QUHLC	(925) 206-7558
Cedric Calvin	<i>[Signature]</i>	9508 Empire Oakland, CA	510 927 8425
CHARLIE CORONADO	<i>[Signature]</i>	PO Box 272 Mt Eden, CA 94557	

# Legacy Of Genius

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PARENT'S NAME (PLEASE PRINT)	PARENT'S SIGNATURE	ADDRESS	PHONE #
Dayne Jones		4624 Millbrook Seymour, Ca.	(510) 687-1942
Judith Santos	Judith Santos	1231 95th Ave Oakland	(510) 928-3869
Borge Garcia	Borge Garcia	1231 95th Ave Oakland Ca	(510) 928-2438
Xiomara Amaya	<del>Xiomara Amaya</del>	1951 Emburst Oakland Ca	(510) 693-1907
Nancy Amaya	Nancy Amaya	2022 36th Ave Oakland Ca	(510) 653-1914
Martha Ullod	<del>Martha</del>	Cherry st. 9436 Bst Oakland Ca	N/A
Erica Portugal	E. Portugal	9436 Bst Oakland Ca	(510) 735-2145
Sean Sanchez		9436 Bst Oakland Ca	(510) 867-3312
Senavio Portugal		CASTRO VALLEY Westland	(510) 453-2226
Jose Portugal	Jose Portugal	Hayward	(510) 695-6759

# Legacy Of Genius

College Preparatory Academy

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PARENT'S NAME (PLEASE PRINT)	PARENT'S SIGNATURE	ADDRESS	PHONE #
Doris Brown	<i>[Signature]</i>	3335 E 10th St Oakland, CA 94605	(510) 569-5574
Sharnee Braddy	<i>[Signature]</i>	2479 Taylor Ave Oakland, CA 94605	(510) 435-8964
Kellie Snow	<i>[Signature]</i>	350 Stonebriar Ave Oakland, CA 94603	(510) 228-8944
Barbara Williams	<i>[Signature]</i>	P.O. Box 452 Hayward, CA	(510) 538-3798
Marcelyn Walker	<i>[Signature]</i>	Suburb 1001	103rd Ave.
SANDRA PATSON	<i>[Signature]</i>	2479 Taylor Ave Oakland, CA 94605	510 430-8964
Anthony Lockett	<i>[Signature]</i>	1220 Victoria Drive Hayward, CA 94604	510 709-0189
Linda Patson	<i>[Signature]</i>	3431 Sutter St Oakland 94608	(510) 300-5501
Robbie Thomas	<i>[Signature]</i>	2673 Grandview St Oakland	(510) 206 4581
Beverly Thomas	<i>[Signature]</i>	2673 Grandview St Oakland	510 434-1892

# Legacy Of Genius

College Preparatory Academy

We agree with the contents of the Legacy of Genius College Preparatory Academy (LGCPA) charter petition, and will work toward its implementation. Our signatures indicate that we are parents meaningfully interested in enrolling our student(s) at the LGCPA.

PARENT'S NAME (PLEASE PRINT)	PARENT'S SIGNATURE	ADDRESS	PHONE #
RAY STOKES	<i>Ray Stokes</i>	5615 Walnut St	510-533-9945
Mike Lockett	<i>Mike Lockett</i>	2201 Webster 955	510-979-7855
Gloria Lewis	<i>Gloria Lewis</i>	PO BOX 3791	551-7532
Dontae Jackson	<i>Dontae Jackson</i>	7838 Plymouth St. Oakland, Ca 94621	510 472-3733
DeAndre Benjamin	<i>DeAndre Benjamin</i>	625 La Avenida Dr Oakland, CA 94603	510-638-4381
Jamir Alexander	<i>Jamir Alexander</i>	Oakland CA	510-213-2832
Ballate Piers	<i>Ballate Piers</i>	1409 77th Ave APT B Oak CA 94621	510 689 9968
Michelle Lockett	<i>Michelle Lockett</i>	22201 Victoria Dr Hayward CA 94541	510-909-2062
Michelle Austin	<i>Michelle Austin</i>	623 La Piedra Dr 94608	510-638-5381
Bonnie Byrd	<i>Bonnie Byrd</i>	1074-61st Street	510-655-8589



# Legacy of Genius

College Preparatory Academy

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PARENT'S NAME (PLEASE PRINT)	PARENT'S SIGNATURE	ADDRESS	PHONE #
W. Fred Brown	<i>W. Fred Brown</i>	5503 ZEPHYRUS OAKLAND, CA	(510) 772-3882
Tammie Hogue	<i>Tammie Hogue</i>	617 LA Mc endrum OAKLAND, CA 94608	(510) 383-9229
Anita A. Crockett	<i>Anita A. Crockett</i>	536 Lorraine	978-2959
Nancy Lenoir	<i>Nancy Lenoir</i>	4416 West St Oak 94608	510-430-1884
Robert Barnes	<i>Robert Barnes</i>	14073 Seaborn San Leandro 94578	510 481-8126
MENDY MOORE	<i>Mindy Moore</i>	3319 Davis St. Oakland, CA 94621	
Betty Smith	<i>Betty Smith</i>	1000 10 <del>th</del> Ave Oakland, CA 94605	
Cheming Nero	<i>Cheming Nero</i>	5317 Normandie Oakland, CA 94619	(510) 355-2487
Ashley Hammonds	<i>Ashley Hammonds</i>	910 Alvic #306 Oakland, CA 94612	510-407-5237
April 2 Davis	<i>April 2 Davis</i>	4052 Lincoln OAKLAND, CA	(510) 336-2889

# Legacy Of Genius

College Preparatory Academy

We agree with the contents of the Legacy of Genius College Preparatory Academy (L.GCPA) charter petition, and will work toward its implementation. Our signatures indicate that we are parents meaningfully interested in enrolling our student(s) at the L.GCPA.

PARENT'S NAME (PLEASE PRINT)	PARENT'S SIGNATURE	ADDRESS	PHONE #
Denise Sullivan	<i>Denise Sullivan</i>	4426 Peninsula #A	510 978-6690
Kimberly Cotton	<i>Kimberly Cotton</i>	4416 Peninsula #A	510 467-9544
Tamika Austin	<i>Tamika Austin</i>	544 La Pranda Dr. Oakland, CA. 94603	510-383-9744
Columbus Littleberry	<i>Columbus Littleberry</i>	826 ISABELLA ST OAKLAND, CA. 94607	510-280-4777
Tyree Tillis	<i>Tyree Tillis</i>	7411 HILLSIDE AVE Oakland Ca. 94605	510-681-7794
Darren Patton	<i>Darren Patton</i>	1547 77th Ave Oakland Calif. 94621	510-772-8144
Khalil Simms	<i>Khalil Simms</i>	P.O. Box 43715 Oakland, CA. 94624	510-878-7811
Steven Shropshire	<i>Steven Shropshire</i>	P.O. Box 71565 Oakland, CA	510 575-1139
Theresa Newson	<i>Theresa Newson</i>	MUSEUM AV OAKLAND CA 70 BOB BRUSH	916-266-1540
Patrick [unclear]	<i>Patrick [unclear]</i>	Oakland CA	798-6331

# Legacy of

# Genius

College Preparatory Academy

We agree with the contents of the Legacy of Genius College Preparatory Academy (LGCPA) charter petition, and will work toward its implementation. Our signatures indicate that we are parents meaningfully interested in enrolling our student(s) at the LGCPA.

PARENT'S NAME (PLEASE PRINT)	PARENT'S SIGNATURE	ADDRESS	PHONE #
Traci Campbell	<i>Traci Campbell</i>	2127 73 <sup>rd</sup> Ave	570.759.1318
LaVance Black	<i>LaVance Black</i>	2107 73 <sup>rd</sup> Ave	570.759.2862
KIM COSTA	<i>Kim Costa</i>	2121 73 <sup>rd</sup> Ave	707.888.8245

# Legacy Of Genius

*College Preparatory Academy*

We agree with the contents of the Legacy of Genius College Preparatory Academy (LGCPA) charter petition, and will work toward its implementation. Our signatures indicate that we are parents meaningfully interested in enrolling our student(s) at the LGCPA.

PARENT'S NAME (PLEASE PRINT)	PARENT'S SIGNATURE	ADDRESS	PHONE #
Cheryl Damaway Elizabeth How	<i>Cheryl Damaway</i> <i>Elizabeth How</i>	1220 Revere Ave San Francisco, CA 94124 2245-3874 Apt Oakland, CA 94612	707-386-3603 510-261-4645

# Legacy Of Genius

*College Preparatory Academy*

We agree with the contents of the Legacy of Genius College Preparatory Academy (LGCPA) charter petition, and will work toward its implementation. Our signatures indicate that we are parents meaningfully interested in enrolling our student(s) at the LGCPA.


PARENT'S NAME (PLEASE PRINT)	PARENT'S SIGNATURE	ADDRESS	PHONE #
Rosalyn Lloyd	<i>Rosalyn Lloyd</i>	2227 Hammond	479-5492
Eric Hodge	<i>Eric Hodge</i>	9901 MacArthur Blvd Apt 510	681-4081
Akque Hodge	<i>Akque Hodge</i>	9652 E St	570 830-8967

# Legacy Of Genius

College Preparatory Academy

We agree with the contents of the Legacy of Genius College Preparatory Academy (LGCPA) charter petition, and will work toward its implementation. Our signatures indicate that we are parents meaningfully interested in enrolling our student(s) at the LGCPA.

PARENT'S NAME (PLEASE PRINT)	PARENT'S SIGNATURE	ADDRESS	PHONE #
Doulene Snelling Anthony Snelling	<i>Doulene Snelling</i> <i>Anthony Snelling</i>	2623-78 <sup>th</sup> Ave 2623 78 <sup>th</sup> Ave	812-3406 812-3486
James Brown	<i>James Brown</i>	8553 Gaetan #51	910-473-3043
Toni Bohannon	<i>Toni Bohannon</i>	1256 Stanhope LN #354	510-266-0017
Ivory Wright	<i>Ivory Wright</i>	1415 161 <sup>st</sup> Ave #66	510-278-5313
Florence Julian	<i>Florence Julian</i>	36 Cambron Dr San Francisco, Ca	#15- 585-0726
Hannah Fareed	<i>Hannah Fareed</i>	1838 Vias 94044	570-536-1669
Nickel Danner	<i>Nickel Danner</i>	9652 E. St Ap. A	510-316-9770
Shonte Riley	<i>Shonte Riley</i>	9960 McArthur Blvd	N/A





4200  
Christy Amy SONTA-RITA 5D H36-6697  
Carol Green  8916 N. S. Rd SU 632-2007  
Jacqueline Brisco 7838 Plymouth St 925-334-7201

# Legacy Of Genius

*College Preparatory Academy*

We agree with the contents of the Legacy of Genius College Preparatory Academy (LGCPA) charter petition, and will work toward its implementation. Our signatures indicate that we are parents meaningfully interested in enrolling our student(s) at the LGCPA.

*NAME*

PARENT'S NAME (PLEASE PRINT)	PARENT'S SIGNATURE	ADDRESS	PHONE #
Veronica Tesero		1517 92 Ave Oakland	798-76-35
Marcela Rodriga		2393 90 Ave #5	798-65-19
Nely Villegas		1648 102 ND	836 06 07
Yolanda Martinez		115th Ave Apt C# 503	689-4865



Fixed  
6.11.08


# Legacy Of

# Genius

College Preparatory Academy

Total number of teachers estimated to be employed at the school during the first year of operation: 8

We agree with the contents of the Legacy of Genius College Preparatory Academy (LGCPA) charter petition, and will work toward its implementation. Our signatures indicate that we are teachers meaningfully interested in teaching at the LGCPA.

TEACHER'S NAME (PLEASE PRINT)	TEACHER'S SIGNATURE	ADDRESS	PHONE #	TYPE OF CREDENTIAL HELD	COLLEGE DEGREE HELD
DR. TERENCE CANDELL		9050 MCGURRIN RD. OAKLAND, CA 94605	510-867-0390	K-12 MULTIPLE SUBJ.	BA, MA, PH.D.
Steven Ahmed		4125 muna dr modesto, ca	(209) 648-8642	com. college	mm, ma, j.d.

# Legacy of Genius Colleges Preparatory Academy

Total number of teachers estimated to be employed at the school during the first year of operation: 8

We agree with the contents of the Legacy of Genius College Preparatory Academy (LCCPA) charter petition, and will work toward its implementation. Our signatures indicate that we are teachers meaningfully interested in teaching at the LCCPA.

TEACHER'S NAME (PLEASE PRINT)	TEACHER'S SIGNATURE	ADDRESS	PHONE #	CREDENTIAL HELD K-12 MULTIPLE SUBJ.	COLLEGE DEGREE
DR. TERENCE CANDELL	<i>Terence Candell</i>	9059 MCGURRIN RD. OAKLAND, CA 94605	510-867-0390	K-12 MULTIPLE SUBJ.	Ph.D.
Steven Ahmed	<i>Steven Ahmed</i>	4125 Marina Dr Woodley 14	(209) 648-5648	Com. College	M.A., M.A., J.D.
Garfield George	<i>Garfield George</i>	3755 Beebe St	707-644-1241	2yr 14 Ch. K-12 sub	M.A.
Scott Tapel	<i>Scott Tapel</i>	109 Barbary Ln San Ramon	(415) 877-1344	K-12 Comm. College	B.A. B.S. M.B.A.
Andree Driskell	<i>Andree Driskell</i>	952 Corbel Commonwealth	510-498-6629	Com College	B.S., M.B.A.