

**WEST CONTRA COSTA
UNIFIED SCHOOL DISTRICT**

BOARD OF TRUSTEES



MISSION STATEMENT

We provide the highest quality education to enable all students to make positive life choices, strengthen our community, and successfully participate in a diverse and global society.

We provide excellent learning and teaching experiences; safe, student-centered learning environments; and support for all students and employees. We develop and maintain productive community partnerships and individual and collective accountability.

MEETING OF
December 8, 2010

**WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
MEETING AGENDA
DECEMBER 8, 2010**

BOARD AGENDA PACKETS AND INFORMATION:

Complete Board meeting packets are available for review at the Administration Building, the District's six high schools, and at public libraries throughout West County.

Complete Board agendas and packets are available online at: www.wccusd.net/Documents/Board/boardinformation.aspx

Any writings or documents that are public records and are provided to a majority of the governing board regarding an open session item on this agenda will be made available for public inspection in the District office located at 1108 Bissell Avenue, Richmond, CA 94801 during normal business hours. In addition, such writings and documents may be posted on the District's website as noted above.

VIEWING THE BOARD MEETINGS:

Television:

Live television broadcast of regularly scheduled Board meetings is available by the City of Pinole on PCTV Channel 26/28, the City of Richmond KCRT Channel 28 and the City of Hercules Cable Channel 28. Please check the city websites for local listings of broadcast schedules.

You may also find the complete meeting available on a tape-delay basis through the Richmond City Web Page at: <http://www.kcrt.com> within a few days of the recording date.

Audio tapes of Board meetings are kept on file at the Administration Building, 1108 Bissell Avenue, Richmond, CA 94801 (510-231-1101).

The Board of Education would like to acknowledge Comcast, the cities of Pinole and Richmond, and WCCUSD staff for their generosity and efforts in helping to televise WCCUSD Board of Education meetings.

ATTENDING BOARD MEETINGS:

The public is warmly invited to attend and participate in all WCCUSD Board of Education meetings.

Location: **LOVONYA DEJEAN MIDDLE SCHOOL
3400 MACDONALD AVENUE
RICHMOND, CA 94805**

Time: The **Board of Education's Open Session meeting will begin at 6:30 PM.** The Board will convene at **5:30 PM** in the Multi-Purpose Room to receive comments from anyone wishing to address the Board regarding closed session items (Exhibit A). The Board will then adjourn to closed session and reconvene in open session to address the regular agenda (Exhibits B-G) at 6:30 PM.

Special Accommodations: Upon written request to the District, disability-related modifications or accommodations, including auxiliary aids or services, will be provided. Please contact the Superintendent's Office at 510-231-1101 at least 48 hours in advance of meetings.

"of children be more careful than anything."
e.e. cummings

B. OPENING PROCEDURES

- B.1 Swearing In of Board Members**
- B.2 Pledge of Allegiance**
- B.3 Welcome and Meeting Procedures**
- B.4 Annual Organization Meeting**

Comment:

Board Bylaw 9100 governs the dimensions of the annual organization meeting. At this meeting, the Board shall:

- Elect a president and a clerk from its members.
- Appoint a secretary to the Board.
- Authorize signatures.
- Develop a schedule of regular meetings for the year.
- Develop a Board calendar for the year.
- Designate Board representatives.

Board policy does not detail procedure for nomination and election of Officers. The Brown Act precludes board members from discussing their vote outside of board meetings with more than one other board member. Nominations for the office of President will be made by any board member without requiring a second after which a roll call vote will be taken. Tie votes will be resolved by a run-off vote. Following the election of the President, the same procedure will be repeated for the office of Clerk.

Recommendation:

That the Board:

1. Elect a president and clerk;
2. That the Board use a separate motion to approve the following routine matters:

Appoint the Superintendent as Secretary to the Board as prescribed by law;

Authorize the President of the Board to sign documents for the Board and for the Clerk to sign documents in the absence of the President;

Affirm the previously adopted schedule of regular meetings in 2011 including: January 5, January 19, February 2, February 16, March 3, March 16, April 13, May 4, May 18, June 1, June 29, July 13, July 27; and

Adopt the following additional dates for meetings in 2011: August 17, September 7, September 21, October 5, October 19, November 2, November 16, December 7.

Establish a Board calendar for 2011 that includes:

- Budget Hearing, June 1
- Budget Adoption, June 29
- Superintendent Evaluation, October 19
- Annual Organization Meeting, December 7

3. That the Board make appointments for the committees listed below:

- Board Facilities Subcommittee
- Board Academic Subcommittee
- Citizens Budget Advisory Committee
- Citizens Bond Oversight Committee
- District Safety Committee
- Youth Commission

Fiscal Impact:

None

B.5 Roll Call

B.6 Presentation of Student Board Representative from Richmond High School

Comment:

A Student Board Representative from Richmond High School will attend the Board of Education meeting on December 8, 2010. We would like to recognize and commend their participation.

Recommendation:

For Information Only

Fiscal Impact:

None

B.7 Report/Ratification of Closed Session

* **B.8 Agenda Review and Adoption (Public Comment)**

* **B.9 Minutes:** November 17, 2010

C. BUSINESS ITEMS

CONSENT ITEMS (Routine Matters)

Consent Calendar Items designated by “CI” are considered routine and will be enacted, approved and adopted by one motion, unless a request for removal, discussion or explanation is received from any Board member or member of the public in attendance. Items the Board pulls for discussion or explanation will be addressed following Section E.

*CI **C.1 Acceptance of Grants/Awards/Agreements**

Comment:

Formal acceptance is requested from the Board of Education to accept the grants/awards/agreements, as detailed, dated December 8, 2010.

Recommendation:

Recommend Approval

Fiscal Impact:

As noted per grants summary

***CI C.2 Acceptance of Donations**

Comment:

The District has received donations as detailed, dated December 8, 2010. Staff recommends acceptance of these donations.

Recommendation:

Recommend Approval

Fiscal Impact:

As noted per donations summary

***CI C.3 Approval of Fund-Raising Activities**

Comment:

The planned fund-raising events for the 2010-11 school year are detailed, dated December 8, 2010.

Recommendation:

Recommend Approval

Fiscal Impact:

Additional revenue for schools

***CI C.4 Summary of Payroll Warrant Reports**

Comment:

The summaries of payroll warrants issued during the month of November, 2010 are:

Total of payroll warrants: \$9,674,472.00

Recommendation:

Recommend approval of the payroll warrant reports

Fiscal Impact:

As noted above

***CI C.5 Adoption of Retiree Benefit (CalPERS) Resolutions No. 35-1011; 36-1011; 37-1011; 38-1011; and 39-1011**

Comment:

Due to the complexity of last year's changes to retiree benefit programs CalPERS has requested resolutions clarifying the benefit rate status of retirees who are subject to the Blue Shield + 10% cap.

No. 35-1011: Unrepresented retiring January 1, 2007 – December 31, 2008

No. 36-1011: Confidentials retiring January 1, 2007 – June 30, 2010

No. 37-1011: Local 1 retiring January 1, 2007 – June 30, 2010

No. 38-1011: West Contra Costa Administrators Association retiring January 1, 2007 – June 30, 2010

No. 39-1011: School Supervisors Association retiring January 1, 2007 – June 30, 2010

All other resolutions for rates of employees and retirees are in place and require no further action at this time.

Recommendation:

Recommend approval of CalPERS resolutions

Fiscal Impact:

None

***CI C.6 Certificated Board Authorization - Education Code 44258**

Comment:

Under Ed. Code 44258, a teacher who is authorized for single subject instruction may be assigned, with his consent, to teach any subject in his authorized fields at any grade level.

Recommendation:

Recommend Approval

Fiscal Impact:

None

***CI C.7 Routine Personnel Changes - Certificated**

Comment:

Routine personnel changes include actions to hire, promote, or terminate certificated employees in accord with appropriate laws, established policies and procedures.

Recommendation:

For Information Only

Fiscal Impact:

None

***CI C.8 Routine Personnel Changes – Classified**

Comment:

Routine personnel changes include actions to hire, promote, or terminate classified employees in accord with appropriate laws, established policies and procedures.

Recommendation:

For Information Only

Fiscal Impact:

None

***CI C.9 Certificated Provisional Internship Permit (PIP) Request(s)**

Comment:

The Provisional Internship Permit (PIP) was created in response to the phasing out of emergency permits and became effective on July 1, 2005. It allows an employing agency to hire an individual who has not yet met the subject matter competence requirement needed to enter an internship program. Prior to requesting a PIP, the employing agency must verify that a diligent search has been made, and a fully credentialed teacher cannot be found. The PIP is issued for one (1) year and is renewable one time only provided the teacher has taken all appropriate subject matter examinations, but has not yet passed those tests.

Recommendation:

Recommend Approval

Fiscal Impact:

None

***CI C.10 Approval of the Following Reclassification and New Job Descriptions:
Procurement and Training Technician
Disaster Preparedness/Safety Coordinator**

Comment:

The job descriptions for Procurement and Training Technician and Disaster Preparedness/Safety Coordinator are presented. The job descriptions have been approved by Local One and SSA.

Recommendation:

Recommend Approval

Fiscal Impact:

None

***CI C.11 Ratification and Approval of Engineering Services Contracts**

Comment:

Contracts have been initiated by staff using previously qualified consulting, engineering, architectural, or landscape architectural firms to assist in completion of the referenced projects. Many of the firms are already under contract and the staff-initiated work may be an extension of the firm's existing contract with the District. Public contracting laws have been followed in initially qualifying and selecting these professionals.

Recommendation:

Ratify and approve contracts as noted

Fiscal Impact:

Total for this action: \$ 308,825. Funding sources as noted.

***CI C.12 Ratification and Approval of Negotiated Change Orders**

Comment:

Staff is seeking ratification of change orders on the following current District construction projects: Ford Elementary New Campus; Dover Elementary New Campus; Grant Elementary Emergency Repair Program Renovations; Richmond College Prep Modulars; Nystrom Elementary New Multipurpose Building; King Elementary New Campus; Richmond HS Emergency Repair Project; and, Pinole Middle School Main Building Renovations. Change Orders are fully executed by the District upon signature by the Superintendent's designee. Board ratification is the final step required under state law in order to complete payment and contract adjustment.

Recommendation:

Ratify negotiated Change Orders as noted

Fiscal Impact:

Total ratification and approval by this action: \$367,603.38

***CI C.13 Pinole Valley High School Architectural Services Contract**

Comment:

At the meeting of October 6, 2010, the Board approved the Master Plan for the Reconstruction of Pinole Valley High School. This project has the strong support of the school and the City of Pinole. The plan has been presented to the city council and in a recent community meeting to project neighbors. The Board has previously authorized Master Planning services for WLC Architects as a part of the Measure J Bond program. WLC Architects has recently been reconfirmed as a qualified architectural firm for Measure D 2010 projects. It is recommended that WLC Architects be approved as the architect of record for this project.

At this time it is appropriate to proceed with the project and authorize preparation of full construction documents and construction administration services. This will allow the District to be ready for construction at the site beginning in 2013, in accordance with the preliminary project schedule approved as a part of the Master Plan.

The fee for architectural services is inclusive of phased construction. It includes document packages and construction phase services for five project increments: Temporary Housing Campus Utilities and Buildings; Demolition of Existing Campus; New Campus Construction; Removal of Temporary Campus; and Sports Fields, Parking and Courts. The proposed fee totals approximately 9% of the total construction cost of the project and is within the guidelines of the District for this time of project.

Recommendation:

Authorize Architectural Services Contract to WLC Architects.

Fiscal Services:

\$8,451,539. Funded from the Measure J Bonds.

***CI C.14 Approval of Contract for Furniture, Setup and Installation at M.L. King Elementary School**

Comment:

The construction of the new campus at Martin Luther King Elementary School is nearly complete. The next step for the District is to purchase new furniture for the school. The District has prepared preliminary furnishing criteria with classroom configurations, specialty spaces including pre-school, special education, admin furnishings, library, offices and staff work areas. New furnishings will be comparable to those installed in our other completed elementary sites, most recently for Downer Elementary.

The District engaged in a public bid process, using its preliminary furnishing criteria, to select the vendor for this contract. Public bids were opened on November 30, 2010. Two vendors submitted bids. They are as follows: Young Office Solutions for \$254,024.49 and Contrax Furnishings for \$486,023.66. Young Office Solutions appears to be the lowest responsive, responsible bidder.

Recommendation:

Award contract to lowest responsive, responsible bidder for King Elementary School furniture, setup and installation.

Fiscal Services:

\$254,024.49. Funded by the Measure J Bond.

***CI C.15 Resolution No. 40-1011: Authorizing Repairs to Fire Damage at DeAnza High School Without Competitive Bidding**

Comment:

The DeAnza High School suffered extensive fire damage. This has placed undue burden on the school site, the staff, and the students of the district. Staff has determined that the bidding requirements of Public Contract Code Section 20111 will significantly delay the repairs of the school site.

Recommendation:

Recommend approval of Resolution No. 40-1011

Fiscal Impact:

Insurance Funds

***CI C.16 Citizens' Bond Oversight Committee (CBOC) Appointment: Charlene Raines Appointed by Board Member Ramsey**

Comment:

Under the current administrative regulations governing the Citizens Bond Oversight Committee, there is a CBOC member appointed by each school board member. Board member Ramsey's position is vacant. Mr. Ramsey has forwarded a recommendation that Charlene Raines, former city council member from Hercules be appointed to the Citizens Bond Oversight Committee.

Recommendation:

Approve appointment as noted

Fiscal Services:

None

***CI C.17 Citizens' Bond Oversight Committee (CBOC) Appointment: Brant Fetter Appointed by the Superintendent**

Comment:

Under the current administrative regulations governing the Citizens' Bond Oversight Committee, there is a CBOC member appointed by the Superintendent. Superintendent Harter has forwarded a recommendation that Brant Fetter, parent / guardian, be appointed to the Citizens Bond Oversight Committee.

Recommendation:

Recommend Approval

Fiscal Impact:

None

***CI C.18 Resolution No. 34-1011: Certificate of Signatures**

Comment:

School districts are required to hold an annual organizational meeting in December to adopt a new Certification of Signatures. The effective period of the resolution should be the date of the organizational meeting per Educational Code Sections: K-12 Districts 42632, 42633, and 44843.

Recommendation:

Recommend Approval

Fiscal Services:

None

***CI C.19 LEA Plan Implementation with Napa/Solano/Contra Costa County Educational Collaborative**

Comment:

The Napa/Solano/Contra Costa County Educational Collaborative is partnering with the District to help continue monitoring the full implementation of WCCUSD's Local Educational Agency (LEA) Plan. The collaborative will help create monitoring tools, train district staff on the use of those tools, carry out site observations, gather data, help facilitate meetings with varied stakeholders, and provide feedback and recommendations for meeting state expectations.

Recommendation:

Recommend Approval

Fiscal Services:

\$62,498 in categorical monies

***CI C.20 Approval of Resolution No. 33-1011 In Support of Full State Funding of County Mental Health Services for Children with Disabilities (AB 3632)**

Comment:

The West Contra Costa Unified School District supports appropriate state and federal funding for the costs to school districts to provide special education services to children with disabilities in accordance with state and federal mandates. In recent years, special education funding has not kept pace with the escalating costs. Since special education services are an entitlement for each child with a disability, local districts must utilize general fund revenues to meet the excess costs.

The Governor’s recent veto of funding to provide county mental health services consistent with AB 3632 to our children with disabilities will mean even greater increased costs to school districts if not reversed.

The proposed resolution for the Board’s consideration urges the Governor and State Legislature to provide full funding for AB 3632 mental health services for children with disabilities.

Recommendation:

Recommend Approval

Fiscal Services:

\$500,000 - \$700,000 if services must be provided by the District

D. AWARDS, RECOGNITIONS, AND REPORTS

*** D.1 Standing Reports**

Representatives of the following committees and employee unions are invited to provide a brief update to the Board. Representatives from these groups need to sign up to speak prior to the beginning of this item on the agenda by submitting a “Request to Address the Board” form. Five minutes may be allowed for each subcommittee or group listed below:

- | | |
|-----------------------------------------------|----------------------------------------------|
| Academic Subcommittee | Public Employees Local 1 |
| Bayside Parent Teacher Association | School Supervisors Association |
| Citizens’ Bond Oversight Committee | United Teachers of Richmond |
| Community Budget Advisory Committee | West Contra Costa Administrators Association |
| Facilities Subcommittee | |
| Ivy League Connection | |
| Linked Learning – Multiple Pathways | |
| Safety Committee | |
| Special Education Citizens Advisory Committee | |
| Youth Commission | |

*** D.2 In Memory of Members of the School Community**

Comment:

The District would like to take time to recognize the contributions of members of our school community who have passed away. The District requests the community to submit names to be reported as a regular part of each agenda.

Barbara Chriss worked for the District from 1970 through 2006 and passed away on November 6, 2010. She served as principal of Kensington Elementary and later a director in the academic and instruction department. She left the District in 1994 to take a principal position in Sausalito but returned a few years later as an administrator in the special education department. Upon retirement, she worked part time as a speech therapist until 2010.

Our thoughts go out to the family and friends in the loss of their loved one.

Recommendation:

For Information Only

Fiscal Impact:

None

E. PUBLIC AND COMMITTEE COMMUNICATIONS

(Education Code 35145.5; Government Code 54950 et seq.)

* **E.1 Superintendent's Report**

* **E.2 WCCUSD Public Comment**

Members of the public are invited to speak to the Board about any matter that is not otherwise on the agenda and is related to issues affecting public education in the WCCUSD. **Approximately 30 minutes will be allocated for this item.** If there are more requests to speak than can be heard within this time limit, "WCCUSD Public Comment" will continue after Item G. Individuals wishing to speak must submit a "WCCUSD Public Comment" form prior to the beginning of this item on the agenda.

Depending on the number of persons who wish to speak, from one to three minutes will be allocated to each speaker at the discretion of the President of the Board in order to accommodate as many speakers as possible. The Board cannot dialogue on any issues brought before it by the public that have not been previously agendized, but may refer these to staff for response and/or placement on future agendas.

F. ACTION ITEMS

* **F.1 First Interim Report, 2010-2011**

Comment:

Presented is the District's First Interim Report for 2010-2011, which covers the financial and budgetary status of the District for the period ended October 31, 2010.

Education Code Section 4230 requires school districts to prepare interim financial reports each year. The First Interim Report covers the period ending October 31; the Second Interim Report covers the period ending January 31. These financial reports are subject to standards and criteria adopted by the State Board of Education to monitor the fiscal stability of local educational agencies.

The District shall certify whether it is able to meet its financial obligations for the current fiscal year and, based on current forecasts, for the two subsequent fiscal years. A positive certification shall be

assigned when a district will meet its financial obligations for the current fiscal year and subsequent two fiscal years. A qualified certification shall be assigned when a district may not meet its financial obligations for the current fiscal year and subsequent two fiscal years. A negative certification shall be assigned when a district will be unable to meet its financial obligations for the remainder of the fiscal year.

Recommendation:

Recommend approval of the First Interim Report for 2010-2011

Fiscal Impact:

Positive Budget Certification

* **F.2 Single Plans for Student Achievement (SPSAs)**

Comment:

The Single Plan for Student Achievement serves as a vehicle for communicating information about a school's vision, initiatives to improve academic achievement, as well as a description of how supplemental categorical funds from the Consolidated Application are used to support these efforts. School plans describe legally-mandated requirements and comprehensive programmatic information that includes:

- a description of how parents are involved in the school program;
- Adequate Yearly Progress (AYP) data analysis and assessment of student learning;
- an action plan for improving student achievement and closing the achievement gap;
- a plan to improve attendance; and
- a plan to promote a safe, welcoming and disciplined learning environment.

Training and support are provided to assist schools in using the template, analyzing data and completing the SPSAs. The plans are developed and approved by the School Site Councils (SSCs). The plans are available for review on the District website and at the Educational Services Department located at the Vista Campus.

Recommendation:

Recommend Approval

Fiscal Impact:

Categorical revenue

* **F.3 Call for Nominations for California School Boards Association (CSBA) Delegate Assembly**

Comment:

The California School Boards Association is accepting nominations for its Delegate Assembly. Delegates will serve a two-year term beginning April 1, 2011 through March 31, 2013 and are required to attend two meetings each year. There are two delegates in Region 7, Sub-Region 7-A, whose terms expire in 2011.

Recommendation:

To discuss and ascertain if the West Contra Costa Unified School District (WCCUSD) Board of Education will nominate additional delegates for the CSBA Delegate Assembly.

Fiscal Impact:

None

G. DISCUSSION ITEMS

*** G.1 Student Reassignment for Lake and Shannon Elementary Schools**

Comment:

In February 2009, the Board approved a comprehensive school closure plan. Over the previous six years, enrollment in WCCUSD had declined by more than 5,000 students and the District could no longer afford to operate as many schools as it had in the past. The closure plan included a phased closure for schools. Shannon Elementary was scheduled to be closed at the end of the 2010-11 school year. The City of San Pablo contributed operating funds to keep Lake Elementary open for both the 2009-10 and 2010-11 school years.

WCCUSD staff has developed reassignment plans for both schools. Students who currently attend Lake and live in the Lake attendance area would be assigned to one of three schools, Bayview Elementary, Highland Elementary or Dover Elementary. Students who currently attend Shannon and who live in the Shannon attendance area would be reassigned to Collins Elementary, Tara Hills Elementary or Montalvin Manor Elementary. Students who have transferred into either Lake or Shannon would be reassigned to their home attendance area schools.

In order to develop the best reassignment plans possible, District staff held parent meetings at both Lake and Shannon schools and invited parents from those schools as well as the schools where those students will be transferred. Staff provided information about the new proposed attendance areas and solicited feedback from parents as well as provided information about the timeline for the intradistrict transfer process.

Staff will use the information gathered from parents to revise the student assignments plans and bring those plans back to the Board for final approval on January 5, 2011.

Recommendation:

That the Board reviews the initial reassignment plans for Lake and Shannon.

Fiscal Impact:

Estimated net savings of \$600,000 annually as a result of closing Lake and Shannon.

*** G.2 Shining Crescent Charter School, K-8**

Comment:

Shining Crescent Charter School submitted a petition to West Contra Costa Unified School District (WCCUSD) on November 18, 2010 to establish an independent charter school. Pursuant to the Charter School Act of 1992 (the "Act"), Education Code Section 47600 et seq., the Legislature has charged local school boards with the responsibility of reviewing and acting on petitions for charter schools.

Education Code section 47605(b) requires the Board, within 30 days of submission of the petition, to hold a public hearing to receive public comment on the Petition. That is the purpose of this agenda item.

The Act also requires the Board to either grant or deny the Petition within 60 days of submission. Staff and legal counsel are receiving and analyzing information related to the Petition, as well as the operation and potential effects of the proposed charter school, and will make a recommendation as to the petition at a subsequent board meeting.

Recommendation:

Public hearing only at this time

Fiscal Services:

To be determined

H. UNFINISHED REQUESTS TO ADDRESS THE BOARD (continued from Item E)

I. COMMENTS OF THE BOARD OF EDUCATION AND SUPERINTENDENT

J. THE NEXT SCHEDULED BOARD OF EDUCATION MEETING

Lovonya DeJean Middle School – January 5, 2011

K. ADJOURNMENT

At 10:00 PM, any items remaining on the agenda that require immediate attention will be moved to this time. All other items will be tabled to another or the following Board meeting in order to make fair and attentive decisions. The meeting will adjourn at 10:30 PM. The meeting may be extended by a majority vote of the Board of Education.

The public may address items which are marked with an asterisk (*).

A. CLOSED SESSION

A.1 CALL TO ORDER

A.2 DISCLOSURE OF ITEMS TO BE DISCUSSED IN CLOSED SESSION
(Government Code 54957.7)

A.3 RECESS TO CLOSED SESSION AS SCHEDULED

See Exhibit A

(Government Code Section 54954.5)

The **Open Session** will resume at the end of the **Closed Session** in the Multi-Purpose Room at approximately **6:30 PM**.

EXHIBIT A

(Government Code Section 54954.5)

CLOSED SESSION AGENDA

December 8, 2010

1. CONFERENCE WITH REAL PROPERTY NEGOTIATOR

2. CONFERENCE WITH LEGAL COUNSEL—EXISTING LITIGATION

[Government Code Section 54956.9(a)]

1. Srago v. WCCUSD
2. WCCUSD v. Orrick

3. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED/POTENTIAL LITIGATION

[Government Code Section 54956.9(b)]

Four cases

4. LIABILITY CLAIMS (Government Code Section 54956.95)

5. CONFERENCE WITH LABOR NEGOTIATORS

a. Superintendent/Dr. Bruce Harter

b. Employee Organizations

- UTR
- Local One
- School Supervisors Association
- WCCAA

- c. Unrepresented Employees
 - Confidential and Management

6. PUBLIC EMPLOYEE APPOINTMENT

7. PUBLIC EMPLOYEE PERFORMANCE EVALUATION (Government Code Section 54957)

8. STUDENT DISCIPLINE (Education Code Section 35146)

- a. Expulsions

**9. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE/COMPLAINT
(Government Code Section 54957)**

- a. Certificated employee dismissal

10. REPORT OF CLOSED SESSION ACTIONS

West Contra Costa Unified School District
1108 Bissell Avenue
Richmond, California 94801
Office of the Superintendent

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education

Meeting Date: December 8, 2010

From: Bruce Harter

Agenda Item: B.4

Subject: Annual Organization Meeting

Background Information:

Board Bylaw 9100 governs the dimensions of the annual organization meeting. At this meeting, the Board shall:

- Elect a president and a clerk from its members.
- Appoint a secretary to the Board.
- Authorize signatures.
- Develop a schedule of regular meetings for the year.
- Develop a Board calendar for the year.
- Designate Board representatives.

Board policy does not detail procedure for nomination and election of Officers. The Brown Act precludes board members from discussing their vote outside of board meetings with more than one other board member. Nominations for the office of President will be made by any board member without requiring a second after which a roll call vote will be taken. Tie votes will be resolved by a run-off vote. Following the election of the President, the same procedure will be repeated for the office of Clerk.

Recommendation: That the Board:

1. Elect a president and clerk;
2. That the Board use a separate motion to approve the following routine matters:

Appoint the Superintendent as Secretary to the Board as prescribed by law;

Authorize the President of the Board to sign documents for the Board and for the Clerk to sign documents in the absence of the President;

Affirm the previously adopted schedule of regular meetings in 2011 including: January 5, January 19, February 2, February 16, March 3, March 16, April 13, May 4, May 18, June 1, June 29, July 13, July 27; and

Adopt the following additional dates for meetings in 2011: August 17, September 7, September 21, October 5, October 19, November 2, November 16, December 7.

Establish a Board calendar for 2011 that includes:

Budget Hearing, June 1

Budget Adoption, June 29

Superintendent Evaluation, October 19

Annual Organization Meeting, December 7

3. That the Board make appointments for the committees listed below:

Board Facilities Subcommittee

Board Academic Subcommittee

Citizens Budget Advisory Committee

Citizens Bond Oversight Committee

District Safety Committee

Youth Commission

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
December 8, 2010

PLEASE POST

BOARD OF EDUCATION SCHEDULE
2010 - 2011 SCHOOL YEAR

Meetings are normally scheduled to be held at *Lovonya DeJean Middle School, 3400 Macdonald Avenue, Richmond, CA*, on the first and third Wednesdays of each month at 6:30 PM. Dates and location are subject to change to accommodate holidays and other conflicts in scheduling. Notification of any changes in dates, times, or location will be publicized.

2011

JANUARY	5	19
FEBRUARY	2	16
MARCH	2	16
APRIL		13
MAY	4	18
JUNE	1	29
JULY	13	27
AUGUST		17
SEPTEMBER	7	21
OCTOBER	5	19
NOVEMBER	2	16
DECEMBER	7	

BRUCE HARTER
Superintendent

West Contra Costa Unified School District
1108 Bissell Avenue
Richmond, California 94801
Office of the Superintendent

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education

Meeting Date: December 8, 2010

From: Wendell C. Greer (W)
Associate Superintendent, K – Adult Operations

Agenda Item: B.6

Subject: Presentation of Student Board Representative from Richmond High School

Background Information:

A Student Board Representative from Richmond High School will attend the Board of Education on December 8, 2010. We would like to recognize and commend their participation.

Recommendation: For Information Only

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

West Contra Costa Unified School District
Minutes of the Board of Education Meeting
Lovonya DeJean Middle School
3400 Macdonald Avenue
Richmond, CA 94805

Agenda Item B.9

November 17, 2010

A. CLOSED SESSION

B. OPENING PROCEDURES

President Madeline Kronenberg called the meeting to order at 5:30 PM. The Board recessed into Closed Session. President Kronenberg called the Public Session to order at 6:36 PM.

B.1 Pledge of Allegiance

President Kronenberg led those in attendance in the pledge of allegiance.

B.2 Welcome and Meeting Procedures

President Kronenberg offered welcome to the public regarding the meeting.

B.3 Roll Call

Board Members Present: Madeline Kronenberg, Audrey Miles, Charles Ramsey, Tony Thurmond

Board Members Absent: Antonio Medrano

Staff Present: Andre Bell, Executive Director Bonds/Capital Projects; Linda Cohen, Coronado Elementary Principal; Steve Collins, SELPA Director; Otilia Espinoza, Interpreter; Bill Fay, Associate Superintendent Operations; Erin Fleming, Director of Human Resources-Classified; Luis Freese, Executive Director Maintenance and Operations; Sheri Gamba, Associate Superintendent for Business Services; Chris Hanna, Information Technology Operations Manager; Bruce Harter, Superintendent; Debbie Haynie, Executive Secretary; Joshua Herrera, Electronics Technician; Barbara Jellison, Director Food Services; Sue Kahn, Principal Pinole Valley High; Joe Mayes, Maintenance Manager; Lynn Potter, Director Categorical & Instructional Support Services; Sonya Neely-Johnson, Coordinator Ed Services; Nia Rashidchi, Assistant Superintendent Educational Services; Ann Reinhausen, Assistant Superintendent Human Resources; Bill Savidge, District Engineering Officer; Lori Walker, Senior Personnel Assistant

B.4 Presentation of Student Board Representative from Pinole Valley High School

Tommy Tran provided a report of activities at Pinole Valley High School.

B.5 Report/Ratification of Closed Session

Superintendent Harter asked the Board to ratify the vote taken in Closed Session to approve two student settlement agreements.

Motion: Ms. Miles moved approval of the vote taken in Closed Session to approve two student settlement agreements. Mr. Ramsey seconded. Ms. Miles, Mr. Ramsey, and President Kronenberg voted yes, with Mr. Thurmond abstaining, and Mr. Medrano absent. Motion carried 3-0-1-1.

Superintendent Harter asked the Board to ratify the vote taken in Closed Session to appoint Mr. Keith Holtslander to the position of Bond Project Manager.

Motion: Ms. Miles moved approval of the vote taken in Closed Session to appoint Mr. Keith Holtslander to the position of Bond Project Manager. Mr. Ramsey seconded. Ms. Miles, Mr. Ramsey, Mr. Thurmond and President Kronenberg voted yes, no abstentions and Mr. Medrano absent. Motion carried 4-0-0-1.

Superintendent Harter asked the Board to ratify the vote taken in Closed Session to deny an employee grievance.

Motion: Ms. Miles moved to ratify the vote taken in Closed Session to deny an employee grievance. Mr. Ramsey seconded. Ms. Miles, Mr. Ramsey, Mr. Thurmond and President Kronenberg voted yes, no abstentions and Mr. Medrano absent. Motion carried 4-0-0-1.

B.6 Agenda Review and Adoption

MOTION: Mr. Ramsey moved approval of the agenda with the tabling of item G.1 to the December 8 agenda. Ms. Miles seconded. Ms. Miles, Mr. Ramsey, Mr. Thurmond, Student Representative Tommy Tran (advisory

vote only) and President Kronenberg voted yes with no abstentions and Mr. Medrano absent. Motion carried 4-0-0-1.

B.7 Minutes: November 3, 2010

MOTION: Mr. Ramsey moved approval the Minutes of November 3, 2010. Ms. Miles seconded. Ms. Miles, Mr. Ramsey, Mr. Thurmond, Student Representative Tommy Tran (advisory vote only) and President Kronenberg voted yes with no abstentions and Mr. Medrano. Motion carried 4-0-0-1.

C. BUSINESS ITEMS

C.1 Acceptance of Donations

C.2 Approval of Fund-Raising Activities

C.3 Contracted Services

C.4 Summary of Vendor Warrant Reports

C.5 Acceptance of Contracts for Placement of Student Teachers

C.6 Community Budget Advisory Committee Member Ratification

C.7 Notices of Completion: Bid J068245 Helms Middle School Access Road, E068212 Crespi Middle School Window and Door Replacement, E068223 Crespi Roofing Project, and J068222 Chavez Painting

C.8 NCLB Supplemental Educational Services (SES) Tutoring Contracts

C.9 Certification of Athletic Coaches – Fall Sports

C.10 Ratification and Approval of Engineering Services Contracts

C.11 Ratification and Approval of Negotiated Change Orders

C.12 Approval of Pool of Pre-Qualified Geotechnical Engineers and Boundary/Topographic Surveyors for Measure D 2010 projects

C.13 Approval of Superintendent and Board Members Attending California School Boards Association Annual Education Conference

MOTION: Mr. Ramsey moved approval of Consent Items C.1 – C.13. Ms. Miles seconded. Ms. Miles, Mr. Ramsey, Mr. Thurmond, Student Representative Tommy Tran (advisory vote only) and President Kronenberg voted yes with no abstentions and Mr. Medrano absent. Motion carried 4-0-0-1.

D. AWARDS, RECOGNITIONS, AND REPORTS

D.2 Employee Service Anniversary Recognition

Ms. Reinlagen announced the names of employees with 20, 25, 30 and 35 years of distinguished service with the District. Board members greeted the honorees.

Public Comment:

Robert Studdiford

Board Comment:

Mr. Ramsey congratulated all the recipients for their years of service, thanking them for their hard work. Ms. Miles thanked the honorees for their service to the District's students and their influence with families. Mr. Thurmond commended the employees with 20 plus years and their work with students, parents and staff. President Kronenberg said she also taught in the same district for 30 years and knows the importance of developing a history with the lives touched. She commended the honorees.

D.1 Resolution No. 32-1011: Honoring Audrey Miles for Four Years of Service on the Board of Education

Superintendent Harter recognized Ms. Miles for her years of service on the Board of Education as well as her additional years of service as a teacher in the District.

Public Comment:

Carol Lee Tolbert, Robert Studdiford

Board Comment:

Mr. Ramsey spoke of Ms. Miles' contribution during her time on the Board, reflecting on when they first met. He commended her role as a mediator.

Mr. Thurmond spoke about Ms. Miles' sense of duty, her humor, and her choices of the best for children and the school district. He commended her commitment to students.

President Kronenberg spoke about the challenges over the four years that Ms. Miles has served. She acknowledged her as a teacher and fellow board member, and the respect she has shown others. She also commended her constant focus on children. President Kronenberg presented a plaque of appreciation to Ms. Miles. Ms. Miles said that she is emotional, particularly during hard decisions and that she has grown as an individual over the last four years. She thanked the many District staff that supported her and their advocacy for students and parents.

D.3 Standing Reports

Facilities Subcommittee. Mr. Ramsey spoke on behalf of Mr. Medrano regarding the committee's support and recommendation for the debt limit waiver. He also spoke about the new projects schedule for Ohlone, Leadership, Pinole Valley High, and Coronado schools. He said that only Ohlone would be funded if the debt limit waiver is not approved. The committee also heard a presentation regarding the timeline for Ford Elementary, water intrusion repairs at Harding Elementary, and an update on the Leadership Nystrom project. The next meeting is scheduled for December 14.

Ivy League Connection. Mr. Ramsey said that Vanderbilt University is interested in partnering with the District. Plans are beginning for the next group of students for summer programs with applications and interviews upcoming. Ms. Kronenberg spoke about visiting Vanderbilt University while she is traveling to Nashville this week. She also spoke about recently accompanying students to an international symposium at Brown University.

Linked Learning Committee. President Kronenberg said that Mr. Medrano is in Nashville for a national conference regarding the college going and industry based culture. She will also attend the conference later in the week.

Safety Committee. Mr. Thurmond announced the next meeting planned for December 1st at Gompers at 6:00 p.m.

Youth Commission. Mr. Thurmond announced the meet planned for November 22nd at the RYSE Center, 6:30 p.m.

Community Budget Advisory Committee. Ms. Gamba spoke about the last meeting where the student attendance system was reviewed. The next meeting is planned for December 3rd at Alvarado.

Motion: Mr. Thurmond moved to amend the agenda by moving item G. 2, Adding 6th Grade at Madera Elementary, to following item D.4 in order to accommodate the audience. Mr. Ramsey seconded. Ms. Miles, Mr. Ramsey, Mr. Thurmond, Student Representative Tommy Tran (advisory vote only) and President Kronenberg voted yes with no abstentions and Mr. Medrano absent. Motion carried 4-0-0-1.

D.4 In Memory of Members of the School Community

Superintendent recognized contributions of members of the community who have passed away.

G.2 Adding 6th Grade at Madera

Superintendent Harter provided information regarding the attendance area for Madera Elementary School over the last five years and possible options for consideration by the Board regarding adding a sixth grade class.

Public Comment:

David Miller, Lindsey Lam, Mindy Brown-Lechner, Lewis West, Sharon West, Jennifer Yolasan

Board Comment:

Mr. Ramsey thanked speakers and expressed concern to provide equitable educational opportunities for the students. He said he supports transfer students remaining at the school and redrawing the boundaries. He further remarked on the impact of the loss of Measure M funds and the potential loss of class size reduction in terms of course loading and space availability.

Ms. Miles said she hoped there is a decision to the request to add sixth graders to Madera but that the District must consider the financial impact. She commented on parent concerns about the middle school system in the District. She said that while she supports the addition of six graders she has concerns for Castro students placed there, as well as other transfer students.

Mr. Thurmond thanked the speakers and talked about looking at the cost of opportunity if students are lost to other districts or private schools and planning a bridge for students beyond middle school. He said he would like to see all the scenarios for possibility to do this in a way that is affordable.

President Kronenberg announced November 29, 6:00 p.m., for a parent meeting at Madera. She said that it makes sense to allow Madera to add a sixth grade. She also discussed the middle school transition in order to be academically prepared.

Mr. Ramsey spoke about students who attended Madera, Portola and El Cerrito High and have successfully gone on to Ivy League colleges.

Mr. Thurmond commented about the challenge for parents who leave the District during the middle school years.

E. PUBLIC AND COMMITTEE COMMUNICATIONS
(Education Code 35145.5; Government Code 54950 et seq.)

E.1 Superintendent's Report
Superintendent Harter reported on activities in the District.

E.2 WCCUSD Public Comment

Public Comment:

Eric Swabeck, Kristen Pursley, Margaret Browne

F. ACTION ITEMS

F.1 Notice of Public Hearing Regarding Request for Bond Waiver

Mr. Fay introduced Dave Olson of KNN Public Finance and Jeff Baratta of Piper Jaffary & Company who provided a presentation regarding the resolution regarding submission of a waiver request to California Department of Education asking for a release from the limitation of 2.5% bonding limit capacity.

President Kronenberg opened the public hearing.

Public Comment:

Audra Williams, Linda Cohen

Board Comment:

Mr. Ramsey asked questions about the tax rate and the bonding capacity. Mr. Olson responded with information about tax rate targets and issuance of bonds. He spoke about available funds and costs of completion as well as school site councils' input in the waiver request. Mr. Fay responded that the Department of Education will allow submission with supplemental information supporting application requirements. Mr. Olson commented on the section about the parental involvement by saying that the waiver process involves all types of requested waivers, most of which deal with educational programs. He said that while the bonding capacity waiver is not a perfect fit for the statute, this is the venue for the Department of Education to review. Mr. Ramsey further commented about the health and safety problem at the Portola property and serious issues that require economic consideration. He also had questions about an appeals process if the waiver is denied. Mr. Olson responded.

Mr. Thurmond asked questions about the District bonding capacity as compared to other districts with better assessed property values. Mr. Olson responded with clarification. Mr. Thurmond asked about any anticipated vulnerability in the proposed application. Mr. Olson responded with information about concern of accumulated debt and an increase in bonding capacity, as well as surety of meeting tax rate targets. He further commented that public support of the bonding construction program will make a strong statement.

Mr. Ramsey asked follow up questions about issuing the last of Measure J funds. Mr. Olson responded with information about Measure J and moving forward with Measure D 2010. Jeff Baratta spoke about points of interest as viewed by the State Board of Education

President Kronenberg closed the public hearing.

F.2 Resolution No. 31-1011: Intent to Seek Debt Limit Waiver from State Board of Education for Sale of remaining General Obligation Bonds as approved by voters under Measure D, 2010

Public Comment:

None

Board Comment:

President Kronenberg said that she has followed this matter carefully and thinks it important to support the resolution as well as appear before the Board in Sacramento for the hearing. She said she does not want the bond program to fall victim to the real estate crisis in California because of the Board's failure to fight for it.

MOTION: Ms. Miles moved approval of Resolution No. 31-1011: Intent to Seek Debt Limit Waiver from State Board of Education for Sale of remaining General Obligation Bonds as approved by voters under Measure D, 2010. Mr. Ramey seconded. Mr. Medrano, Ms. Miles, Mr. Ramsey, Mr. Thurmond, Student Representative Tommy Tran (advisory vote only) and President Kronenberg voted yes with no abstentions and Mr. Medrano absent. Motion carried 4-0-0-1.

G. DISCUSSION ITEMS

G.1 Student Reassignment for Lake and Shannon Elementary Schools

This item was tabled to December 8, 2010.

G.2 Adding 6th Grade at Madera Elementary

This item was moved to follow item D.4.

Tommy Tran left the meeting.

G.3 WCCUSD Competitive Food Sales Policy

Mr. Fay commented that this report is given as a result of public comment about local restaurants delivering food to the Richmond High School campus. He said that families and students have the choice to bring lunch to school as well as purchase from food service offered on campus. He commented that competitive food sales as prescribed by District policies are compliant with state and federal laws. Ms. Barbara Jellison, Director of Food Service, provided further information regarding campus food sales meeting guidelines of state and federal regulations.

Public Comment:

None

Board Comment:

Ms. Miles had concerns about student and site council ability to make comments and suggestions about food items. She also commented about cultural likes and how that might be addressed. Ms. Jellison responded.

Mr. Thurmond asked about a formal mechanism for feedback from students. Ms. Jellison said her department is working on an online survey for feedback. She is also receptive to recipe development and almost any input to broaden communication. Ms. Jellison said she expected the online survey to be available by the end of February for the kind of feedback necessary.

President Kronenberg thanked the food service staff for their openness to gathering input. She also suggested posting a phone number for customer service and quicker feedback.

H. UNFINISHED REQUESTS TO ADDRESS THE BOARD (continued from Item E)

None

I. COMMENTS OF THE BOARD OF EDUCATION AND SUPERINTENDENT

Mr. Ramsey wished everyone a happy Thanksgiving. He further thanked Ms. Miles for her work with the Board. He also thanked his own family for their support through the campaign and election season.

Mr. Thurmond also wished the audience a happy Thanksgiving and announced a campaign to help raise supplies for schools in the Bay Area called Tools 4 Schools through the volunteer group Bay Area Benefit. He encouraged donations of pencils, paper and other needed classroom items. Locally the schools Ohlone and Nystrom will be benefit. Drop off locations include the Administration Building, Richmond Civic Center, and the office of County Supervisor John Gioia.

Ms. Miles thanked everyone for their support over the past four years and wished all a happy Thanksgiving.

President Kronenberg spoke about attending a Chevron supported Classroom Challenge Awards dinner where a District teacher, Catherine Vanier, won \$25,000 for her school. Ms. Kronenberg had opportunity to sit with Ms. Vanier and other science and math teachers from DeJean Middle School. She spoke about how grateful she is for community partners like Chevron. She also bid farewell to Mr. Rafael Para of SGI with appreciation for his work with the District over the last seven years. She concluded by saying that Ms. Miles will be missed and values the relationship forged.

J. THE NEXT SCHEDULED BOARD OF EDUCATION MEETING
Lovonya DeJean Middle School – December 8, 2010

K. ADJOURNMENT
President Kronenberg adjourned the meeting at 9:26 PM.

Motion vote count order: Yes-No-Abstain-Absent

BH:dh

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
1108 Bissell Avenue
Richmond, California 94801-3135
Office of Superintendent of Schools

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education

Meeting Date: December 8, 2010

From: Sheri Gamba
Associate Superintendent Business Services

Agenda Item: CI C.1

Subject: Acceptance of Grants/Awards/Agreements

Background Information: Formal acceptance is requested from the Board of Education to accept the grants/awards/agreements, as detailed on the attached sheet dated December 8, 2010.

Recommendation: Recommend Approval

Fiscal Impact: As noted per grants summary

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

GRANT / AWARD / AGREEMENT NOTIFICATIONS

Project Name	Project Amount for Budget Period	Funding Agency	Comments
After School Education and Safety Program - Core Resource # 6010	\$81,000 Amendment # 1 7/1/10 - 6/30/11	California Department of Education - After School Programs Office	After School Programs PCA # 23939-EZ
The Ed Fund - Art Attacks - Olinda Resource # 9588	\$779 7/1/10 - 6/30-11	The Ed Fund	Art Attacks program at Olinda Elementary
Personnel Development for Special Education Local Plan Areas Resource # 6535	\$16,237 7/1/10 - 9/30/11	California Department of Education - Special Education Division, Grants	Staff Development for Special Education. PCA # 24722-01

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
1108 Bissell Avenue
Richmond, California 94801-3135
Office of Superintendent of Schools

ITEM REQUIRING ATTENTION----BOARD OF EDUCATION

To: Board of Education

Meeting Date: December 8, 2010

From: Sheri Gamba *sh*
Associate Superintendent Business Services

Agenda Item: CI C.2

Subject: Acceptance of Donations

Background Information: The District has received donations as summarized on the attached sheet dated December 8, 2010. The estimated values for any non-cash donations (as indicated by an asterisk) are those provided by the donor. Staff recommends acceptance of these donations.

Recommendation: Recommend Approval

Fiscal Impact: As noted per donations summary.

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

West Contra Costa Unified School District
 December 8, 2010 Board Meeting

<u>Donor Name</u>	<u>Description or Purpose</u>	<u>Estimated Value</u>	<u>Receiving School or Department</u>
Lashenique L. Battle	School Supplies	\$5.00	Cameron School
PG & E and Macro Rios	School Supplies	\$87.50	Cameron School
Amy Willats	School Supplies	\$200.00	Cameron School
Save Mart	School Supplies	\$24.89	Cameron School
PG & E and Rios Lleny	School Supplies	\$187.00	Cameron School
Stephanie Lee Sisk-Hilton	School Supplies	\$5.00	Cameron School
Petra Tomero	School Supplies	\$5.00	Cameron School
Concerned Citizens for Cameron	School Supplies	\$2,406.20	Cameron School
Christina Torres	School Supplies	\$5.00	Cameron School
Jose Muniz/Yangzen Doma	School Supplies	\$5.00	Cameron School
Tshering Muniz			
Conrad & Jocelyn La Roczue	School Supplies	\$5.00	Cameron School
Gina Sharp	School Supplies	\$5.00	Cameron School
Robert Padia & Alyssa Kral	School Supplies	\$5.00	Cameron School
Giacomo & Christine Damonte	School Supplies	\$5.00	Cameron School
Joe Campbell	Two boxes of hardback books	\$250.00	Fairmont Elementary
Susan Bonney	Books, Locked storage, Office supplies	\$500.00	Fairmont Elementary
Madera School PTA	Substitutes Teachers	\$922.15	Madera Elementary
Ohiopyle Prints Inc	School Supplies	\$83.62	Pinole Valley High School
Chevron Humankind	Football Supplies	\$132.52	Pinole Valley High School

*Estimated values for the non-cash donations are provided by the donor
 Donation Précis 120810

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
1108 Bissell Avenue
Richmond, California 94801-3135
Office of Superintendent of Schools

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education

Meeting Date: December 8, 2010

From: Sheri Gamba *SG*
Associate Superintendent Business Services

Agenda Item: CI C.3

Subject: Approval of Fund-Raising Activities

Background Information: The planned fund-raising events for the 2010-11 school year are summarized on the attached sheet dated December 8, 2010.

Recommendation: Recommend Approval

Fiscal Impact: Additional revenue for schools

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

APPROVAL OF FUND-RAISERS

<u>School</u>	<u>Fund-Raising Activity</u>	<u>Activity Sponsor</u>
De Anza High School	Sell Shimada Club T Shirts/Hoodies	DAHS Shimada Club,
De Anza High School	Sell See's Candy	DAHS Shimada Club,
El Cerrito High School	Stocking Surprise Gram	ECHS Black Student Union
El Cerrito High School	Winter Carnival	ECHS Leadership
El Cerrito High School	Angaza- ASB Club	ECHS Student Body
Hanna Ranch Elementary	Walk-a-thon	Hanna Ranch School Grades 1-5
Hercules Middle High School	Benefit Concert for Music dept	HMHS Music Department
Hercules Middle High School	Pizza from Round Table Pizza	HMHS Class of 2014
Hercules Middle High School	Flyer presented/purchase	HMHS Class of 2013
Stewart Elementary	Candy Cane Candy Grams/shopping bags	Stewart Leadership Club
Valley View Elementary	Spaghetti Feed	Valley View Parents Club
Valley View Elementary	VV Logo sweat Jacket Sale	Valley View Parents Club
Valley View Elementary	Used Uniform sale	Valley View Parents Club
Valley View Elementary	Holiday gift shop fundraiser	Valley View Parents Club

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
1108 Bissell Avenue
Richmond, California 94801-3135
Office of Superintendent of Schools

ITEM REQUIRING ATTENTION----BOARD OF EDUCATION

To: Board of Education **Meeting Date:** December 8, 2010

From: Sheri Gamba, Assoc. Supt., Business Services **Agenda Item:** CI C.4

Subject: Summary of Payroll Warrant Reports

Background Information: Attached are the summaries of Payroll Warrants issued during the month of November, 2010.

Total of payroll warrants: \$9,674,472.00

Recommendation: Recommend approval of the payroll warrant reports

Fiscal Impact: As noted above

DISPOSITION BY BOARD OF EDUCATION		
Motion by: _____	Seconded by: _____	
Approved _____	Not Approved _____	Tabled _____

West Contra Costa Unified School District

Month of : November 2010

Payrolls	Warrant From	Numbers To	Total Warrants Current	Total Warrants Previous	Total Warrants To Date
Regular	610142	610972	1,907,744	25,112,844	27,020,588
Variable	608854	610141	999,508	12,774,747	13,774,256
Special				1,336,747	1,336,747
Reg. EFT	281948	283939	5,988,604	71,264,452	77,253,057
Var. EFT	280673	281947	761,637	13,007,031	13,768,668
Special EFT				3,619,780	3,619,780
Typed	297131	297155	23,872	230,557	254,429
BENEFITS				130,698	130,698
Cancelled	Various	Various	(6,893)	(222,128)	(229,021)
Totals			9,674,472	127,254,728	136,929,200

Salary detail is available upon request in the Payroll office.



Cheryl Lewis, Payroll Supervisor

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
1108 Bissell Avenue
Richmond, California 94801-3135
Office of the Superintendent

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education

Date: December 8, 2010

From: Sheri Gamba *SG*
Associate Superintendent Business Services

Agenda Item: CI C.5

Subject: Adoption of Retiree Benefit (CalPERS) Resolutions No.35-1011; 36-1011; 37-1011; 38-1011; and 39-1011

Background Information: Due to the complexity of last year's changes to retiree benefit programs CalPERS has requested resolutions clarifying the benefit rate status of retirees who are subject to the Blue Shield +10% cap.

#35-1011: Unrepresented retiring January 1, 2007 – December 31, 2008

#36-1011: Confidentials retiring January 1, 2007 – June 30, 2010

#37-1011: Local 1 retiring January 1, 2007 – June 30, 2010

#38-1011: West Contra Costa Administrators Association retiring January 1, 2007 – June 30, 2010

#39-1011: School Supervisors Association retiring January 1, 2007 – June 30, 2010

All other resolutions for rates of employees and retirees are in place and require no further action at this time.

Recommendation: Recommend approval of CalPERS resolutions.

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION		
Motion by: _____	Seconded by: _____	
Approved _____	Not Approved _____	Tabled _____

**BOARD OF EDUCATION WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
RESOLUTION No. 35-1011
RESOLUTION ELECTING TO BE SUBJECT TO
PUBLIC EMPLOYEES' MEDICAL AND HOSPITAL CARE ACT
ONLY WITH RESPECT TO UNREPRESENTED MANAGEMENT
AND
FIXING THE EMPLOYER'S CONTRIBUTION AT AN AMOUNT AT OR GREATER
THAN THAT PRESCRIBED BY SECTION 22892(b) OF THE GOVERNMENT CODE
Retiring January 1, 2007 through December 31, 2008**

- WHEREAS, (1) Government Code Section 22922(b) provides that a contracting agency may elect upon proper application to participate under the Public Employees' Medical and Hospital Care Act with respect to a recognized employee organization only; and
- WHEREAS, (2) West Contra Costa Unified School District, hereinafter referred to as Public Agency is a local agency contracting with the Public Employees' Retirement System; and
- WHEREAS, (3) The Public Agency desires to obtain for the members of Unrepresented Management, who are annuitants of the agency, the benefit of the Act and to accept the liabilities and obligations of an employer under the Act and Regulations; now, therefore, be it
- RESOLVED, (a) That the Public Agency elect, and it does hereby elect, to be subject to the provisions of the Act; and be it further
- RESOLVED, (b) That the employer's contribution for each annuitant shall be the amount necessary to pay the full cost of his/her enrollment, including the enrollment of family members, in a health benefits plan or plans up to a maximum as indicated in the chart below plus administrative fees and contingency reserve fund assessments; and

Members	Coverage Type	Cap Amount
Single	B	\$635.06
Two	B+B	\$1,270.13
Family	B+B+B	\$1,651.17
Single	SM	\$329.48
Two	SM+SM	\$658.97
Family	SM+SM+SM	\$988.45
Two	SM+B	\$964.55
Family	SM+B+B	\$1,345.59
Family	SM+SM+B	\$1,040.01
Two	B+SM	\$964.55
Family	B+SM+SM	\$1,294.03
Family	B+B+SM	\$1,345.59

RESOLVED, (c) That coverage under the Act be effective on January 1, 2011.

Adopted at a regular meeting of the Board of Education at Richmond, CA
this 8th day of December 2010.

Ayes: _____ Nays: _____ Abstentions: _____ Absent: _____

Signed: _____
_____, President

Attest: _____
Bruce Harter, Secretary to the Board

**BOARD OF EDUCATION WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
RESOLUTION No. 36-1011
RESOLUTION ELECTING TO BE SUBJECT TO
PUBLIC EMPLOYEES' MEDICAL AND HOSPITAL CARE ACT
ONLY WITH RESPECT TO CONFIDENTIAL EMPLOYEES
AND
FIXING THE EMPLOYER'S CONTRIBUTION AT AN AMOUNT AT OR GREATER
THAN THAT PRESCRIBED BY SECTION 22892(b) OF THE GOVERNMENT CODE
Retiring January 1, 2007 through June 30, 2010**

- WHEREAS, (1) Government Code Section 22922(b) provides that a contracting agency may elect upon proper application to participate under the Public Employees' Medical and Hospital Care Act with respect to a recognized employee organization only; and
- WHEREAS, (2) West Contra Costa Unified School District, hereinafter referred to as Public Agency is a local agency contracting with the Public Employees' Retirement System; and
- WHEREAS, (3) The Public Agency desires to obtain for the members of Confidential Employees, who are annuitants of the agency, the benefit of the Act and to accept the liabilities and obligations of an employer under the Act and Regulations; now, therefore, be it
- RESOLVED, (a) That the Public Agency elect, and it does hereby elect, to be subject to the provisions of the Act; and be it further
- RESOLVED, (b) That the employer's contribution for each annuitant shall be the amount necessary to pay the full cost of his/her enrollment, including the enrollment of family members, in a health benefits plan or plans up to a maximum as indicated in the chart below plus administrative fees and contingency reserve fund assessments; and

Members	Coverage Type	Cap Amount
Single	B	\$635.06
Two	B+B	\$1,270.13
Family	B+B+B	\$1,651.17
Single	SM	\$329.48
Two	SM+SM	\$658.97
Family	SM+SM+SM	\$988.45
Two	SM+B	\$964.55
Family	SM+B+B	\$1,345.59
Family	SM+SM+B	\$1,040.01
Two	B+SM	\$964.55
Family	B+SM+SM	\$1,294.03
Family	B+B+SM	\$1,345.59

**BOARD OF EDUCATION WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
RESOLUTION No. 37-1011
RESOLUTION ELECTING TO BE SUBJECT TO
PUBLIC EMPLOYEES' MEDICAL AND HOSPITAL CARE ACT
ONLY WITH RESPECT TO PUBLIC EMPLOYEES UNION, LOCAL ONE
AND
FIXING THE EMPLOYER'S CONTRIBUTION AT AN AMOUNT AT OR GREATER
THAN THAT PRESCRIBED BY SECTION 22892(b) OF THE GOVERNMENT CODE
Retiring January 1, 2007 through June 30, 2010**

- WHEREAS, (1) Government Code Section 22922(b) provides that a contracting agency may elect upon proper application to participate under the Public Employees' Medical and Hospital Care Act with respect to a recognized employee organization only; and
- WHEREAS, (2) West Contra Costa Unified School District, hereinafter referred to as Public Agency is a local agency contracting with the Public Employees' Retirement System; and
- WHEREAS, (3) The Public Agency desires to obtain for the members of Public Employees Union, Local One, who are annuitants of the agency, the benefit of the Act and to accept the liabilities and obligations of an employer under the Act and Regulations; now, therefore, be it
- RESOLVED, (a) That the Public Agency elect, and it does hereby elect, to be subject to the provisions of the Act; and be it further
- RESOLVED, (b) That the employer's contribution for each annuitant shall be the amount necessary to pay the full cost of his/her enrollment, including the enrollment of family members, in a health benefits plan or plans up to a maximum as indicated in the chart below plus administrative fees and contingency reserve fund assessments; and

Members	Coverage Type	Cap Amount
Single	B	\$635.06
Two	B+B	\$1,270.13
Family	B+B+B	\$1,651.17
Single	SM	\$329.48
Two	SM+SM	\$658.97
Family	SM+SM+SM	\$988.45
Two	SM+B	\$964.55
Family	SM+B+B	\$1,345.59
Family	SM+SM+B	\$1,040.01
Two	B+SM	\$964.55
Family	B+SM+SM	\$1,294.03
Family	B+B+SM	\$1,345.59

RESOLVED, (c) That coverage under the Act be effective on January 1, 2011.

Adopted at a regular meeting of the Board of Education at Richmond, CA
this 8th day of December 2010.

Ayes: _____ Nays: _____ Abstentions: _____ Absent: _____

Signed: _____
_____, President

Attest: _____
Bruce Harter, Secretary to the Board

**BOARD OF EDUCATION WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
RESOLUTION No. 38-1011
RESOLUTION ELECTING TO BE SUBJECT TO
PUBLIC EMPLOYEES' MEDICAL AND HOSPITAL CARE ACT
ONLY WITH RESPECT TO WEST CONTRA COSTA ADMINISTRATORS' ASSOCIATION
AND
FIXING THE EMPLOYER'S CONTRIBUTION AT AN AMOUNT AT OR GREATER
THAN THAT PRESCRIBED BY SECTION 22892(b) OF THE GOVERNMENT CODE
Retiring January 1, 2007 through June 30, 2010**

- WHEREAS, (1) Government Code Section 22922(b) provides that a contracting agency may elect upon proper application to participate under the Public Employees' Medical and Hospital Care Act with respect to a recognized employee organization only; and
- WHEREAS, (2) West Contra Costa Unified School District, hereinafter referred to as Public Agency is a local agency contracting with the Public Employees' Retirement System; and
- WHEREAS, (3) The Public Agency desires to obtain for the members of West Contra Costa Administrators' Association, who are annuitants of the agency, the benefit of the Act and to accept the liabilities and obligations of an employer under the Act and Regulations; now, therefore, be it
- RESOLVED, (a) That the Public Agency elect, and it does hereby elect, to be subject to the provisions of the Act; and be it further
- RESOLVED, (b) That the employer's contribution for each annuitant shall be the amount necessary to pay the full cost of his/her enrollment, including the enrollment of family members, in a health benefits plan or plans up to a maximum as indicated in the chart below plus administrative fees and contingency reserve fund assessments; and

Members	Coverage Type	Cap Amount
Single	B	\$635.06
Two	B+B	\$1,270.13
Family	B+B+B	\$1,651.17
Single	SM	\$329.48
Two	SM+SM	\$658.97
Family	SM+SM+SM	\$988.45
Two	SM+B	\$964.55
Family	SM+B+B	\$1,345.59
Family	SM+SM+B	\$1,040.01
Two	B+SM	\$964.55
Family	B+SM+SM	\$1,294.03
Family	B+B+SM	\$1,345.59

RESOLVED, (c) That coverage under the Act be effective on January 1, 2011.

Adopted at a regular meeting of the Board of Education at Richmond, CA
this 8th day of December 2010.

Ayes: _____ Nays: _____ Abstentions: _____ Absent: _____

Signed: _____
_____, President

Attest: _____
Bruce Harter, Secretary to the Board

**BOARD OF EDUCATION WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
RESOLUTION No. 39-1011
RESOLUTION ELECTING TO BE SUBJECT TO
PUBLIC EMPLOYEES' MEDICAL AND HOSPITAL CARE ACT
ONLY WITH RESPECT TO SCHOOL SUPERVISORS' ASSOCIATION
AND
FIXING THE EMPLOYER'S CONTRIBUTION AT AN AMOUNT AT OR GREATER
THAN THAT PRESCRIBED BY SECTION 22892(b) OF THE GOVERNMENT CODE
Retiring January 1, 2007 through June 30, 2010**

- WHEREAS, (1) Government Code Section 22922(b) provides that a contracting agency may elect upon proper application to participate under the Public Employees' Medical and Hospital Care Act with respect to a recognized employee organization only; and
- WHEREAS, (2) West Contra Costa Unified School District, hereinafter referred to as Public Agency is a local agency contracting with the Public Employees' Retirement System; and
- WHEREAS, (3) The Public Agency desires to obtain for the members of School Supervisors' Association, who are annuitants of the agency, the benefit of the Act and to accept the liabilities and obligations of an employer under the Act and Regulations; now, therefore, be it
- RESOLVED, (a) That the Public Agency elect, and it does hereby elect, to be subject to the provisions of the Act; and be it further
- RESOLVED, (b) That the employer's contribution for each annuitant shall be the amount necessary to pay the full cost of his/her enrollment, including the enrollment of family members, in a health benefits plan or plans up to a maximum as indicated in the chart below plus administrative fees and contingency reserve fund assessments; and

Members	Coverage Type	Cap Amount
Single	B	\$635.06
Two	B+B	\$1,270.13
Family	B+B+B	\$1,651.17
Single	SM	\$329.48
Two	SM+SM	\$658.97
Family	SM+SM+SM	\$988.45
Two	SM+B	\$964.55
Family	SM+B+B	\$1,345.59
Family	SM+SM+B	\$1,040.01
Two	B+SM	\$964.55
Family	B+SM+SM	\$1,294.03
Family	B+B+SM	\$1,345.59

RESOLVED, (c) That coverage under the Act be effective on January 1, 2011.

Adopted at a regular meeting of the Board of Education at Richmond, CA
this 8th day of December 2010.

Ayes: ____ Nays: ____ Abstentions: ____ Absent: ____

Signed: _____
_____, President

Attest: _____
Bruce Harter, Secretary to the Board

West Contra Costa Unified School District
1108 Bissell Avenue
Richmond, California 94801
Office of the Superintendent

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education

Meeting Date: December 8, 2010

From: Ann Reinlagen,
Assistant Superintendent Human Resources

Agenda Item: CI C.6

Subject: Certificated Board Authorization - Education Code 44258

Background Information: Under Ed. Code 44258, a teacher who is authorized for single subject instruction may be assigned, with his consent, to teach any subject in his authorized fields at any grade level.

Recommendation: Recommend Approval

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

December 8, 2010

Consent

Alameda, Steven

Dibble, Dayna

Beckel, Bruce

Bodwin, Lucas

Health

Leadership

Art/English

Introduction to Health
Professions

Pinole Valley High School

Pinole Valley High School

North Campus

Pinole Valley High School

West Contra Costa Unified School District
1108 Bissell Avenue
Richmond, California 94801
Office of the Superintendent

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education

Meeting Date: December 8, 2010

From: Ann Reinlagen,
Assistant Superintendent Human Resources

Agenda Item: CI C.7

Subject: Routine Personnel Changes - Certificated

Background Information:

Routine personnel changes include actions to hire, promote, or terminate certificated employees in accord with appropriate laws, established policies and procedures.

Recommendation: For Information Only

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

December 8, 2010

FOR INFORMATION ONLY

CERTIFICATED BOARD CHANGES

NEW HIRE/RE HIRE/TRANSFER

<u>FIRST NAME</u>	<u>LAST NAME</u>	<u>SITE</u>	<u>POSITION</u>	<u>STATUS</u>	<u>HIRE DATE</u>
YECENIA	GOMEZ	PINOLE VALLEY HIGH	COUNSELOR	NEW HIRE	8/19/2010
CARMEN	AUSSERER	CAMERON	SP ED PRESCHOOL	NEW HIRE	8/24/2010
TARA	BENESCH	GRANT	2ND SEI	NEW HIRE	8/24/2010
JOSHUA	GONZALEZ	RICHMOND HIGH	MATH SEI	NEW HIRE	8/24/2010
SHANA	HURLEY	WASHINGTON	6TH SEI	NEW HIRE	8/24/2010
ANDREW	PHILLIPS	HERCULES HIGH	BIO/CHEM SEI	NEW HIRE	8/24/2010
FRANCES MAE	MABRY-ABRAM	DEJEAN MIDDLE	ENGLISH SEI	NEW HIRE	9/23/2010
LEA	O'DELL	PUPIL SERVICE CENTER	SCHOOL NURSE	REHIRE	10/11/2010
ALICIA	SANCHEZ	ITINERANT	PREP SEI	NEW HIRE	10/18/2010
DANIELLE	DUNLEY	ITINERANT	PREP SEI	NEW HIRE	10/28/2010
ERIC	KAPRAL	KENNEDY HIGH	COUNSELOR	NEW HIRE	11/2/2010
NICOLE	DAVIS	TRANSITION PROGRAM	SH	NEW HIRE	11/8/2010
DANIEL	EATON	DE ANZA HIGH	ENGLISH SEI	NEW HIRE	11/15/2010

LEAVES/SABBATICALS

<u>FIRST NAME</u>	<u>LAST NAME</u>	<u>SITE</u>	<u>STATUS</u>
BARBARA	BRUNS	HERCULES HIGH	UNPAID LEAVE
STEVEN	STORER	HELMS	UNPAID LEAVE
YECENIA	GOMEZ	PINOLE VALLEY	UNPAID LEAVE W/BENEFITS
DON	PETERKIN	EL CERRITO HIGH	UNPAID LEAVE
NICOLE	RUIZ	CORONADO	UNPAID LEAVE W/BENEFITS
DOMINIC	MOODY	LAKE	UNPAID LEAVE W/BENEFITS
ANA FE	MANAOIS	NORTH CAMPUS	UNPAID LEAVE
JORDAN	FERNANDEZ	PINOLE MIDDLE	UNPAID LEAVE

<u>RETURN FROM LEAVE</u>					
<u>FIRST NAME</u>	<u>LAST NAME</u>	<u>SITE</u>		<u>STATUS</u>	<u>RETURN DATE</u>
SONIA	RAMOS	PSC		RETURN FROM LEAVE	8/12/2010
DOMINIC	MOODY	LAKE		RETURN FROM LEAVE	9/23/10
DON	PETERKIN	EL CERRITO HIGH		RETURN FROM LEAVE	10/8/10
ANA FE	MANAOIS	NORTH CAMPUS		RETURN FROM LEAVE	10/11/2010
JORDAN	FERNANDEZ	PINOLE MIDDLE		RETURN FROM LEAVE	10/11/2010
NICOLE	RUIZ	CORONADO		RETURN FROM LEAVE	11/1/2010
YECENIA	GOMEZ	PINOLE VALLEY		RETURN FROM LEAVE	11/8/10

<u>TERMINATED/RETIRED</u>					
<u>FIRST NAME</u>	<u>LAST NAME</u>	<u>SITE</u>	<u>POSITION</u>		<u>TERM DATE</u>
ALICIA	SANCHEZ	ITINERANT	PREP SEI		10/28/10
LINDA	BARNETT	PSC	DEAF & HH		10/29/10
SELEHI	GARRETT	DEJEAN	ELD SEI		11/1/2010

West Contra Costa Unified School District
1108 Bissell Avenue
Richmond, California 94801
Office of the Superintendent

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education

Meeting Date: December 8, 2010

From: Ann Reinlagen,
Assistant Superintendent Human Resources

Agenda Item: CI C.8

Subject: Routine Personnel Changes – Classified

Background Information:

Routine personnel changes include actions to hire, promote, or terminate classified employees in accord with appropriate laws, established policies and procedures.

Recommendation: For Information Only

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

West Contra Costa Unified School District

October 1, 2010 through October 31, 2010

FOR INFORMATION ONLYClassified Personnel Changes

NEW HIRES			
DIAZ, ANTHONY JAMES	KENNEDY HIGH	CUSTODIAL SUPV SR HIGH SCHOOL	10/11/2010
LE, JENNY	ADULT ED SERRA	SENIOR ACCOUNT CLERK	10/25/2010
PROMOTION			
AGUILAR, NATALIE ALICE	CAMERON	STAFF SECRETARY	10/14/2010
ARGUETA, MERISSI L.	PORTOLA MIDDLE	INST ASSISTANT SP ED	10/25/2010
AYROSO, FELISA B.	SHANNON	DATA ENTRY CLERK	10/18/2010
BOBINO, MICHAEL JOSEPH	KENNEDY HIGH	GRADUATE TUTOR	10/1/2010
BROWN, JAMES L	HARDING	HEAD CUSTODIAN ELEMENTARY	10/18/2010
CALDERON, ARELLYS A	NYSTROM	INST AIDE BILINGUAL	10/12/2010
CASTILLO, MARTHA R	VALLEY VIEW	CUSTODIAN	10/4/2010
CHRISTIE, ALICE JEAN	PORTOLA MIDDLE	ATTENDANCE CLERK	10/11/2010
CORNEJO, ROSA MATILDE	ED SVC ELEM/SEC ASSOC SUPT	STAFF SECRETARY	10/18/2010
DUPINS, CAROLYNNE L	STEGE	SCHOOL SECRETARY I	9/27/2010
EVANS, FAITH S	EL CERRITO HIGH	ATTENDANCE CLERK	10/11/2010
ILLAN, ROSARIO G	RIVERSIDE	SPECIAL EDUCATION ASSISTANT	10/19/2010
LUERA, ALBERT J	FORD	UPPER DIVISION TUTOR	9/27/2010
MARSHALL, MIYON	CAESAR CHAVEZ	CUSTODIAN	10/14/2010
MENDOZA, DEYDA	PINOLE VALLEY HIGH	TYPIST CLERK II	10/12/2010
NGONEKEO, JANNIE	HIGHLAND	SPECIAL EDUCATION ASSISTANT	10/18/2010
PHILLIPS, JANICE L	CRESPI JUNIOR	INFORMATION LITERACY ASSISTANT	10/4/2010
PONCE, CRISTINA	SPECIAL ED	TYPIST CLERK III BILINGUAL	10/20/2010
QUINTANA, JULIO E	MONTALVIN	INST ASSISTANT SP ED	10/1/2010
RANSBOTTOM, LORENE RENEE	HARBOUR WAY	TYPIST CLERK II	10/11/2010
SAETEURN, KAO M	KING	SPECIAL EDUCATION ASSISTANT	10/20/2010
SANCHEZ, KATHERINE D	VISTA HIGH	OFFICE MANAGER MIDDLE/JR HIGH	10/28/2010
SANTOYO, CLAUDIA MILENA	CORONADO	INST AIDE BILINGUAL	10/11/2010
SANTOYO, MARIA VICTORIA	NUTRITION CENTER	SCHOOL LUNCH WORKER II	9/27/2010
SERHAN, NICHOLAS J	KENSINGTON	CUSTODIAN	10/11/2010
SHRESTHA, TASHI	FISCAL SERVICES CENTRAL Offic	ACCOUNTANT II	10/5/2010
STRAND, ANJA NICOLE	PORTOLA MIDDLE	INFORMATION LITERACY ASSISTANT	9/30/2010
SWIFT, WILLIAM KEITH	DEJEAN MIDDLE	PARENT LIAISON WORKER	10/11/2010
THOMPSON, TEONNA	FISCAL SERVICES CENTRAL Offic	GENERAL CLERK	10/20/2010
VALENTINE, PAMELA JEAN	PERES	SPECIAL EDUCATION ASSISTANT	10/19/2010
VAZQUEZ, IVETTE M	DOWNER	GRADUATE TUTOR	9/20/2010
VILLAGOMEZ, VERONICA VIEYRA	TECHNOLOGY - OPERATIONAL	DATA ENTRY CLERK	9/28/2010
VILLAGOMEZ-VIEYRA, ALEJANDRA	PERSONNEL	PERSONNEL TECHNICIAN	9/29/2010
ZURITA, ARACELI	HARDING	INST ASST SP ED HEARING IMPAIR	10/6/2010
TERMINATIONS			
LIBRON, DIONNE	CORONADO	AFTER SCHOOL PROGRAM SUPERVISOR	10/8/2010
GIORDANO, ROGER	MAINT/OPERATION	ELECTRICIAN	10/18/2010

West Contra Costa Unified School District
1108 Bissell Avenue
Richmond, California 94801
Office of the Superintendent

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education

Meeting Date: December 8, 2010

From: Ann Reinlagen,
Assistant Superintendent Human Resources

Agenda Item: CI C.9

Subject: Certificated Provisional Internship Permit (PIP) Request(s)

Background Information: The Provisional Internship Permit (PIP) was created in response to the phasing out of emergency permits and became effective on July 1, 2005. It allows an employing agency to hire an individual who has not yet met the subject matter competence requirement needed to enter an internship program. Prior to requesting a PIP, the employing agency must verify that a diligent search has been made, and a fully credentialed teacher cannot be found. The PIP is issued for one (1) year and is renewable one time only provided the teacher has taken all appropriate subject matter examinations, but has not yet passed those tests.

Recommendation: Recommend Approval

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

December 8, 2010

Action Taken

PIP

SITE

ASSIGNMENT

District Interns/Preliminary Education Specialist

Teach for America/Oakland Practitioner Teacher Program

Baumann, Noelle

SITE

Pinole Middle High

ASSIGNMENT

NSH

West Contra Costa Unified School District
1108 Bissell Avenue
Richmond, California 94801
Office of the Superintendent

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education

Meeting Date: December 8, 2010

From: Ann Reinlagen,
Assistant Superintendent Human Resources

Agenda Item: CI C.10

Subject: Approve the following reclassification and new job descriptions:

Procurement and Training Technician
Coordinator, Disaster Preparedness and Safety

Background Information:

Attached are job descriptions for Procurement and Training Technician and Disaster Preparedness/Safety Coordinator. The job descriptions have been approved by Local One and SSA.

Recommendation: Recommend Approval

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

West Contra Costa Unified School District

Procurement and Training Technician

DEFINITION:

Under General Supervision, provide training for personnel district wide on all procurement on-line systems. Provide phone and e-mail assistance for questions pertaining to on-line procurement systems and general procurement questions. Provide assistance to the Director of General Services as deemed necessary. Perform responsible work in the procurement process for supplies, materials, services, and equipment in all categories and in accordance with established policies and procedures; and to do related work as required.

EXAMPLES OF DUTIES:

Assist and support the Director of General Services as needed; including the training and support of the General Services staff; provide training district wide on all on-line procurement processes, schedule and give classes on various on-line procurement systems. Also provide trainings at sites as necessary; provide phone/e-mail assistance for questions pertaining to all on-line procurement systems; provide phone/e-mail assistance for general procurement questions; review contracts in accordance with State, Federal and District guidelines; monitor the process of all bond and facilities funded purchases; establish new vendor accounts as needed; procure a wide variety of supplies, materials equipment and services; review requisitions to determine method of procurement consideration for formal bids on large purchases as it relates to State and Federal requirements; to initiate direct and formal quotations; review quotations on materials and supplies; to locate sources of supplies; to place orders; establish and maintain vendor relationships; keep updated on new products, market conditions, and cost trends; to confer with school and administrative officials to determine supply and material needs and specifications; to keep records and catalogs; to prepare reports and correspondence.

QUALIFICATIONS:

Knowledge of:

- The principles and practices of public purchasing; supplies and materials commonly used in a school system;
- State Education code and other federal, state and local laws, rules and regulations pertaining to procurement and contracting;
- Sources for commonly used supplies, materials, and equipment in a large school district.
- An in depth user knowledge of various on-line procurement systems;
- 1099 procedures and policies as related to purchasing supplies and services
- Contract laws, policies and procedures.
- Training practices

Ability to:

- Prepare bid documents and specifications on supplies, materials and equipment;
- Effectively purchase a wide variety of equipment and supplies;
- Keep records and make reports;
- Establish and maintain effective relationship with vendors and district personnel;
- Understand and make changes to legal contracts;
- Train personnel in the use of various on-line procurement systems
- Work in a variety of office software including Word, Excel, Outlook, and Adobe Acrobat Professional

Experience:

Four (4) years of increasingly responsible purchasing and training experience.

Education:

High school education or equivalent in training and experience.

WORKING CONDITIONS:

Environment:

Indoor work environment.

Physical Demands:

Employee(s) in this position must have/be able to:

- Enter data into a computer terminal/typewriter and operate standard office equipment.
- Sit for extended periods of time.
- See and read a computer screen and printed matter with or without vision aids.
- Hear and understand speech at normal levels and on the telephone, with or without hearing aids.
- Lift and/or carry up to 20 lbs.
- Bend at the waist.
- Reach overhead, above the shoulders and horizontally, grasp, push/pull.

SALARY:

Schedule: 5

Salary Range: 60

Work year/days: 12 month

Approved by the Human Resources Division

Approved by the Board of Education _____.

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

COORDINATOR, DISASTER PREPAREDNESS AND SAFETY

PRIMARY FUNCTION:

Responsible for developing and implementing a comprehensive Disaster Preparedness and Safety program for the district. Manage the project implementation of the REMS grant activities and milestones.

MAJOR RESPONSIBILITIES:

1. Plan, implement, and coordinate district-wide disaster preparedness programs, policies and procedures including operational readiness, response plans, capabilities and recovery operations.
2. Collaborate with site and district leadership personnel to facilitate completion of site-specific actions plans and attainment of safety objectives and goals for all school sites and district facilities.
3. Coordinate inter-agency collaboration and trainings with various County Departments, Police and Fire Departments as well as other first-responder organizations.
4. Provide advice and technical guidance regarding special conditions and operating requirements that would be imposed in the event of a catastrophic event or other disaster.
5. Administer and coordinate emergency preparedness training and public information programs.
6. Organize and facilitate emergency readiness trainings for school and district staff, students, parents and first-responders from community agencies.
7. Work with the district webmaster to design, develop and implement a secure emergency management website for use in crisis situations.
8. Prepare reports and presentations for the board of education and other community agencies.
9. Complete all administrative tasks and reports.
10. Performs related duties as assigned

QUALIFICATIONS:

Knowledge, Skills and Abilities:

1. Effective problem-solver, communicator and facilitator.
2. Ability to work collaboratively with administrators, committees and employees to accomplish common goals.
3. Two years related work experience with safety or emergency management.
4. Excellent communication skills, both oral and written.
5. Proficiency in use of MS Word, MS PowerPoint, MS Excel, MS Outlook
6. Ability to motivate and train staff and to manage programs.
7. Ability to work extended hours, including evening meetings.
8. Knowledge of school safety issues and procedures, and applicable local and state laws and regulations
9. Strong organizational and management skills.
10. Develop and maintain positive working relationships with school district staff, students, community, Federal, State and local agencies.

11. Strong desire to improve the safety of our schools and community.
12. Ability to work and maintain a high degree of independence with respect to sound decision making and problem solving.
13. Knowledge of Risk Evaluation & Mitigation Strategies (REMS).

Education and Experience:

Any combination of education, training and experience equivalent to completion of a four year degree from an accredited college or university with major course work in education, business or public administration, public safety/emergency management, or related field.

Certifications/Licenses:

Valid California Drivers License

Physical Requirements:

Environment:

Indoor and outdoor work environment.

Driving a vehicle to conduct work.

Physical Abilities:

Hearing and speaking to exchange information.

Dexterity of hands and fingers to operate a computer keyboard.

Seeing to read a variety of materials.

Sitting or standing for extended periods of time.

Walking to inspect projects.

Bending at the waist, kneeling or crouching.

Reaching overhead, above the shoulders and horizontally.

SALARY:

SSA- Administrative

Salary Schedule: 4B

Range: 15

Approved by the Human Resources Division

Approved by the Board of Education _____.

West Contra Costa Unified School District
1108 Bissell Avenue
Richmond, California 94801
Office of the Superintendent

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education **Meeting Date:** December 8, 2010
From: Bill Fay **Agenda Item:** CI C.11
Associate Superintendent for Operations
Subject: Ratification and Approval of Engineering Services Contracts

Background Information:

Contracts have been initiated by staff using previously qualified consulting, engineering, architectural, or landscape architectural firms to assist in completion of the referenced projects. Many of the firms are already under contract and the staff-initiated work may be an extension of the firm's existing contract with the District. Public contracting laws have been followed in initially qualifying and selecting these professionals.

Recommendation: Ratify and approve contracts as noted.

Fiscal Impact: Total for this action: \$ 308,825. Funding sources as noted

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____
Approved _____ Not Approved _____ Tabled _____

**WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
FACILITIES PLANNING AND CONSTRUCTION**

ENGINEERING & ARCHITECTURAL SERVICES CONTRACTS

Project/Funding	Dates	Firm	Contract Cost	Reference
Pinole Middle School Fields Measure J Bond	December 2010 thru February 2011	Powell & Partners Architects	\$27,860	Master Planning Services
Coronado Elementary School New Campus Measure J Bond	December 2010 thru March 2011	Grossman Design Group	\$15,000	Roofing and Waterproofing Peer Review of Construction Documents
Portola Middle School at Castro Measure J Bond	December 2010 thru May 2011	Kleinfelder, Inc.	\$20,900	Final Geotechnical Investigation & Updated Geologic and Seismic Hazards Report
Coronado Elementary School New Campus Measure J Bond	December 2010 thru August 2012	3Qc, Inc.	\$78,500	Commissioning Services for mechanical & electrical systems. Design & construction phase services.
Hercules Middle High School Energy Efficiency & Renewable Energy Projects BAAQMD Grant + Capital Facilities Funds	December 2010 thru March 2011	WJ Robinson & Associates, Inc.	\$10,000	Project management, design and preconstruction support services.
Crespi Middle School Fire Reconstruction Closeout projects Deferred Capital Projects + Insurance Fund	December 2010 thru May 2011	HY Architects	\$13,870	Architectural services for design thru construction on multiple small projects to complete work.

**WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
FACILITIES PLANNING AND CONSTRUCTION**

ENGINEERING & ARCHITECTURAL SERVICES CONTRACTS

Project/Funding	Dates	Firm	Contract Cost	Reference
Ohlone Elementary Ph. 1 Reconstruction Measure J Bond	December 2010 thru May 2011	Powell & Partners Architects	\$55,720	Fire Sprinkler Engineering & System Design
Pinole Valley HS Reconstruction Measure J Bond	December 2010 thru March 2011	Kleinfelder, Inc.	\$10,000	Ongoing geotechnical services to develop scope of work from previous Slope Stability and Fault Rupture Study.
Kennedy High School Quads Upgrade Project Measure J Bond	December 2010 thru September 2011	Powell & Partners- HMC Architects	\$76,975	Additional services to complete redesign, construction documents for all quad areas on campus.

West Contra Costa Unified School District
1108 Bissell Avenue
Richmond, California 94801-3135
Office of Superintendent of Schools

ITEM REQUIRING ATTENTION --- BOARD OF EDUCATION

To: Board of Education **Meeting Date:** December 8, 2010
From: Bill Fay **Agenda Item:** CI C.12
Associate Superintendent for Operations
Subject: Ratification and Approval of Negotiated Change Orders

Background information:

Staff is seeking ratification of change orders on the following current District construction projects: Ford Elementary New Campus; Dover Elementary New Campus; Grant Elementary Emergency Repair Program Renovations; Richmond College Prep Modulars; Nystrom Elementary New Multipurpose Building; King Elementary New Campus; Richmond HS Emergency Repair Project; and, Pinole Middle School Main Building Renovations. Change Orders are fully executed by the District upon signature by the Superintendent's designee. Board ratification is the final step required under state law in order to complete payment and contract adjustment.

Recommendation: Ratify negotiated Change Orders as noted.

Fiscal Impact: Total ratification and approval by this action: **\$367,603.38.**

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

December 8, 2010 Change Order Ratification Summary

	Project	Company	Original Contract	Previously Approved CO's	Items Pending Board Action		Total CO's	CO Percent of Original Contract	Adjusted New Contract	Change Order Numbers
					CO's Pending Ratification	CO's Pending Approval				
1	Ford ES New School	Alten Construction, Inc.	\$16,734,206.00	\$313,368.00	\$40,511.00	\$0.00	\$353,879.00	2.11%	\$17,088,085.00	12
2	Dover ES New School	Alten Construction, Inc.	\$21,491,000.00	\$252,281.50	\$62,297.00	\$0.00	\$314,578.50	1.46%	\$21,805,578.50	9
3	Grant ES ERP Project	JMA Construction	\$498,800.00	\$0.00	\$31,978.00	\$0.00	\$31,978.00	6.41%	\$530,778.00	1
4	RCP Portable Building Utility and Site Work	Builder-Max, Inc.	\$99,250.00	\$0.00	-\$1,095.08	\$0.00	-\$1,095.08	-1.10%	\$98,154.92	5
5	Nystrom ES Multipurpose Room	John Plane Construction	\$5,240,107.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	\$5,240,107.00	1 Allowance
6	King ES New School	West Bay Builders	\$15,595,000.00	\$209,967.00	\$88,733.16	\$0.00	\$298,700.16	1.92%	\$15,893,700.16	7
7	Pinole MS Renovation	Alpha Bay Builders	\$9,570,735.00	\$570,552.62	\$48,656.30	\$0.00	\$619,208.92	6.47%	\$10,189,943.92	5
8	Richmond HS ERP	West Coast Contractors, Inc.	\$4,156,000.00	\$162,711.00	\$96,523.00	\$0.00	\$259,234.00	6.24%	\$4,415,234.00	4

Pending Board Actions	Ratifications	\$367,603.38
	Approvals	\$0.00
	Total Board Action	\$367,603.38

Note: The proposed Board action is to ratify all change orders below ten percent (10%) of the contract value; the change order amounts pending Board approval is the portion of the change order(s) above 10%.

West Contra Costa Unified School District
1108 Bissell Avenue
Richmond, California 94801
Office of the Superintendent

ITEM REQUIRING ATTENTION----BOARD OF EDUCATION

To: Board of Education **Meeting Date:** December 8, 2010
From: Bill Fay **Agenda Item:** CI C.13
Associate Superintendent for Operations
Subject: Pinole Valley High School Architectural Services Contract

Background Information:

At the meeting of October 6, 2010, the Board approved the Master Plan for the Reconstruction of Pinole Valley High School. This project has the strong support of the school and the City of Pinole. The plan has been presented to the city council and in a recent community meeting to project neighbors. The Board has previously authorized Master Planning services for WLC Architects as a part of the Measure J Bond program. WLC Architects has recently been reconfirmed as a qualified architectural firm for Measure D 2010 projects. It is recommended that WLC Architects be approved as the architect of record for this project.

At this time it is appropriate to proceed with the project and authorize preparation of full construction documents and construction administration services. This will allow the District to be ready for construction at the site beginning in 2013, in accordance with the preliminary project schedule approved as a part of the Master Plan.

The fee for architectural services is inclusive of phased construction. It includes document packages and construction phase services for five project increments: Temporary Housing Campus Utilities and Buildings; Demolition of Existing Campus; New Campus Construction; Removal of Temporary Campus; and Sports Fields, Parking and Courts. The proposed fee totals approximately 9% of the total construction cost of the project and is within the guidelines of the District for this time of project.

Recommendation:

Authorize Architectural Services Contract to WLC Architects.

Fiscal Impact: \$8,451,539. Funded from the Measure J Bonds.

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

West Contra Costa Unified School District
1108 Bissell Avenue
Richmond, California 94801
Office of the Superintendent

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education **Meeting Date:** December 8, 2010
From: Bill Fay **Agenda Item:** CI C.14
Associate Superintendent for Operations
Subject: Approval of contract for Furniture, setup and installation at M.L. King Elementary School

Background Information:

The construction of the new campus at Martin Luther King Elementary School is nearly complete. The next step for the District is to purchase new furniture for the school. The District has prepared preliminary furnishing criteria with classroom configurations, specialty spaces including pre-school, special education, admin furnishings, library, offices and staff work areas. New furnishings will be comparable to those installed in our other completed elementary sites, most recently for Downer Elementary.

The District engaged in a public bid process, using its preliminary furnishing criteria, to select the vendor for this contract. Public bids were opened on November 30, 2010. Two vendors submitted bids. They are as follows: Young Office Solutions for \$254,024.49 and Contrax Furnishings for \$486,023.66. Young Office Solutions appears to be the lowest responsive, responsible bidder.

Recommendation: Award contract to lowest responsive, responsible bidder for King Elementary School furniture, setup and installation.

Fiscal Impact: \$254,024.49 Funded by the Measure J Bond.

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

West Contra Costa Unified School District
1108 Bissell Avenue
Richmond, California 94801
Office of the Superintendent

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education **Meeting Date:** December 8, 2010
From: Bill Fay **Agenda Item:** CI C.15
Associate Superintendent for Operations
Subject: Resolution No. 40-1011: Authorizing Repairs to Fire Damage at DeAnza High School
Without Competitive Bidding

Background Information:

The DeAnza High School suffered extensive fire damage. This has placed undue burden on the school site, the staff, and the students of the district. Staff has determined that the bidding requirements of Public Contract Code Section 20111 will significantly delay the repairs of the school site.

Recommendation: Recommend approval of Resolution No. 40-1011

Fiscal Impact: Insurance Funds

DISPOSITION BY BOARD OF EDUCATION		
Motion by: _____	Seconded by: _____	
Approved _____	Not Approved _____	Tabled _____

**BOARD OF EDUCATION
WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT**

**RESOLUTION 40-1011
RESOLUTION AUTHORIZING REPAIRS TO FIRE DAMAGE AT
DEANZA HIGH SCHOOL WITHOUT COMPETITIVE BIDDING**

WHEREAS, on October 1, 2010 DeAnza High School suffered fire damage to the cafeteria.

WHEREAS, the extensive fire damage creates an undue burden on the school site, the staff, and the students of DeAnza High School; and

WHEREAS, the District will utilize a contractor to clean up and repair the fire damage at DeAnza High School; and

WHEREAS, the District will request approval of this action from the County Superintendent of Schools, pursuant to Public Contract Code Section 20113.

NOW, THEREFORE, BE IT RESOLVED that the Governing Board of the West Contra Costa Unified School District unanimously approves a waiver of the competitive bidding process for this project in accordance with Public Contract Code Section 20113 for the repairs and reconstruction of the fire damage at DEANZA HIGH SCHOOL.

PASSED AND ADOPTED this 8th day of December, 2010, at the regular meeting of the Board of Education by the following votes:

AYES:

NOES:

ABSENT:

ABSTAIN:

I HEREBY CERTIFY that the foregoing resolution was duly and regularly introduced, passed and adopted by the members of the Governing Board of the West Contra Costa Unified School District at the public meeting of said Board held on December 8, 2010.

Bruce Harter, Ph.D.
Secretary, Board of Education

ATTACHMENT

**BOARD OF EDUCATION
WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT**

**RESOLUTION 40-1011
RESOLUTION AUTHORIZING REPAIRS TO FIRE DAMAGE AT
DEANZA HIGH SCHOOL WITHOUT COMPETITIVE BIDDING**

Pursuant to California Public Contract Code Section 20113, the West Contra Costa Unified School District's Resolution 40-1011, to address the damage that has occurred due to the October 1, 2010 fire at DeAnza High School, is hereby approved.

Dated: _____

Joseph A. Ovick, Superintendent of Schools,
County of Contra Costa

West Contra Costa Unified School District
1108 Bissell Avenue
Richmond, California 94801
Office of the Superintendent

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education **Meeting Date:** December 8, 2010
From: Bill Fay **Agenda Item:** CI C.16
Associate Superintendent for Operations
Subject: Citizens' Bond Oversight Committee (CBOC) Appointment: Charlene Raines appointed by Board member Ramsey

Background Information:

Under the current administrative regulations governing the Citizens Bond Oversight Committee, there is a CBOC member appointed by each school board member. Board member Ramsey's position is vacant. Mr. Ramsey has forwarded a recommendation that Charlene Raines, former city council member from Hercules be appointed to the Citizens Bond Oversight Committee.

Recommendation: Approve appointment as noted.

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____
Approved _____ Not Approved _____ Tabled _____

West Contra Costa Unified School District
1108 Bissell Avenue
Richmond, California 94801
Office of the Superintendent

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education **Meeting Date:** December 8, 2010
From: Bruce Harter **Agenda Item:** CI C.17
Superintendent
Subject: Citizens' Bond Oversight Committee (CBOC) Appointment: Brant Fetter appointed by
the Superintendent

Background Information:

Under the current administrative regulations governing the Citizens' Bond Oversight Committee, there is a CBOC member appointed by the Superintendent. Superintendent Harter has forwarded a recommendation that Brant Fetter, parent / guardian be appointed to the Citizens Bond Oversight Committee.

Recommendation: Recommend Approval

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____
Approved _____ Not Approved _____ Tabled _____

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
1108 Bissell Avenue
Richmond, California 94801-3135
Office of Superintendent of Schools

ITEM REQUIRING ATTENTION----BOARD OF EDUCATION

To: Board of Education

Meeting Date: December 8, 2010

From: Bruce Harter
Superintendent

Agenda Item: CI C.18

Subject: Resolution No. 34-1011: Certificate of Signatures

Background Information: School districts are required to hold an annual organizational meeting in December to adopt a new Certification of Signatures. The effective period of the resolution should be the date of the organizational meeting per Educational Code Sections: K-12 Districts 42632, 42633, and 44843.

Recommendation: Recommend Approval

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

Resolution No. 34-1011

West Contra Costa Unified School District
School District

CERTIFICATE OF SIGNATURES

Bruce Harter Clerk/Secretary to the Board of Trustees/Education of

the West Contra Costa Unified School District of Contra Costa County, California certify that the signatures shown below are the verified signatures of the members of the governing board of the above-named school district (Column No.1). Verified signatures of person or persons authorized to sign orders drawn on the funds of the school district and Notices of Employment appear on Column No. 2. These certifications are made in accordance with the provisions of Education Code Sections below.* If those authorized to sign orders as shown in Column 2 are unable to do so, the law requires the signatures of the majority of the governing board.

These approved signatures will be considered valid for the period of: 12-08-2010 to 12-7-2011

Date of Board action: 12-8-2010

Signature Clerk (Secretary of the Board)

Signatures of Members of Governing Board

Signatures of Personnel and/or Members of the Governing Board authorized to Sign Warrants, Orders for Salary Payment, Notice of Employment, and Contracts.

Signature:
Typed:
PRESIDENT of the Board of Trustees/Education

Signature:
Typed: Bruce Harter
Title: Superintendent

Signature:
Typed:
CLERK of the Board of Trustees/Education

Signature:
Typed: Sheri Gamba
Title: Associate Superintendent for Business Services

Signature:
Typed:
MEMBER of the Board of Trustees/Education

Signature:
Typed: Lisa Erwin
Title: Executive Director for Business Services

Signature:
Typed:
MEMBER of the Board of Trustees/Education

Signature:
Typed:
Title:

Signature:
Typed:
MEMBER of the Board of Trustees/Education

Signature:
Typed:
Title:

Signature:
Typed:
MEMBER of the Board of Trustees/Education

Signature:
Typed:
Title:

Signature:
Typed:
MEMBER of the Board of Trustees/Education

Signature:
Typed:
Title:

If the Board has given special instructions for signing warrants or orders, please attach a copy of the resolution to this form.

Number of Signatures District Requires:

NOTE: Please TYPE name under signature.

- **Order of Salary Payment
On "A" Warrants - Payroll
On "B" Warrants - Accts Payable
On Notice of Employment
On Contracts

*K-12 Districts 42632, 42633, 44843

**States how many signatures are required for warrant batch approval.

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
1108 Bissell Avenue
Richmond, California 94801
Office of the Superintendent

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education **Meeting Date:** December 8, 2010
From: Nia Rashidchi **Agenda Item:** CI C.19
Assistant Superintendent, Educational Services
Subject: LEA Plan Implementation with Napa/Solano/Contra Costa County Educational Collaborative

Background Information:

The Napa/Solano/Contra Costa County Educational Collaborative is partnering with the district to help continue monitoring the full implementation of WCCUSD's Local Educational Agency (LEA) Plan. The collaborative will help create monitoring tools, train district staff on the use of those tools, carry out site observations, gather data, help facilitate meetings with varied stakeholders, and provide feedback and recommendations for meeting state expectations.

Recommendation: Recommend Approval

Fiscal Impact: \$62,498 in categorical monies

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

West Contra Costa Unified School District
1108 Bissell Avenue
Richmond, California 94801
Office of the Superintendent

ITEM REQUIRING ATTENTION----BOARD OF EDUCATION

To: Board of Education

Meeting Date: December 8, 2010

From: Steve Collins
SELPA Director

Agenda Item: CI C.20

Subject: Approval of Resolution No. 33-1011 in support of Full State Funding of County Mental Health Services for Children with Disabilities (AB 3632)

Background Information:

The West Contra Costa Unified School District supports appropriate state and federal funding for the costs to school districts to provide special education services to children with disabilities in accordance with state and federal mandates. In recent years, special education funding has not kept pace with the escalating costs. Since special education services are an entitlement for each child with a disability, local districts must utilize general fund revenues to meet the excess costs.

The Governor's recent veto of funding to provide county mental health services consistent with AB 3632 to our children with disabilities will mean even greater increased costs to school districts if not reversed.

The attached resolution for the Board's consideration urges the Governor and State Legislature to provide full funding for AB 3632 mental health services for children with disabilities.

Recommendation: Board Approval

Fiscal Impact: \$500,000 - \$700,000 if services must be provided by the district

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

West Contra Costa Unified School District
RESOLUTION No. 33-1011

**Support of Full Funding of County Mental Health Services
For Students with Disabilities (AB3632)**

A Resolution of the West Contra Costa School District calling for full funding of county mental health services for children with disabilities.

Whereas, if all California children and youth are to reach California's high educational standards that will allow them to succeed in school, work, and life, the state must commit adequate resources to schools and services that children require to benefit from their education; and

Whereas, studies have shown that appropriate early intervention services and programs at the first sign of academic difficulty have proven to greatly improve a child's chance of success; and

Whereas, special education is a federally mandated program and children with disabilities are entitled to a free appropriate public education (FAPE); and

Whereas, AB3632 (Brown) was created in 1984 because mental health services and therapeutic residential services were not available for school-age children, and parents were surrendering them to the foster care system in order for their children to receive treatment and services; and

Whereas, the State Legislature rightly determined that county mental health agencies have the best expertise to provide necessary mental health services to children with disabilities; and

Whereas, the Governor vetoed funding from the 2010-11 State Budget for services provided by county mental health agencies for educationally-necessary AB3632 mental health services to children with disabilities; and

Whereas, our state cannot afford to wait for more students to face hardship before taking decisive action;

Therefore Be It Resolved, that the West Contra Costa Unified School District strongly urges the Governor and the State Legislature to immediately provide full funding for AB3632 mental health services to children with disabilities.

AYES _____ NOES _____ ABSENT _____ ABSTAIN _____

I HEREBY CERTIFY that the foregoing resolution is a full, true and correct copy of a resolution passed at a meeting of the Board of Education of the West Contra Costa Unified School District held on December 8, 2010.

Bruce Harter, Ph.D.
Secretary, Board of Education

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
1108 Bissell Avenue
Richmond, California 94801-3135
Office of Superintendent of Schools

ITEM REQUIRING ATTENTION----BOARD OF EDUCATION

To: Board of Education **Meeting Date:** December 8, 2010
From: Sheri Gamba, Assoc. Supt., Business Services *eg* **Agenda Item:** F.1
Subject: First Interim Report, 2010-2011

Background Information: Enclosed is the District's First Interim Report for 2010-2011, which covers the financial and budgetary status of the district for the period ended October 31, 2010.

Education Code Section 4230 requires school districts to prepare interim financial reports each year. The First Interim Report covers the period ending October 31; the Second Interim Report covers the period ending January 31. These financial reports are subject to standards and criteria adopted by the State Board of Education to monitor the fiscal stability of local educational agencies.

The District shall certify whether it is able to meet its financial obligations for the current fiscal year and, based on current forecasts, for the two subsequent fiscal years. A positive certification shall be assigned when a district will meet its financial obligations for the current fiscal year and subsequent two fiscal years. A qualified certification shall be assigned when a district may not meet its financial obligations for the current fiscal year and subsequent two fiscal years. A negative certification shall be assigned when a district will be unable to meet its financial obligations for the remainder of the fiscal year.

Recommendation: Recommend approval of the First Interim Report for 2010-2011

Fiscal Impact: Positive Budget Certification

DISPOSITION BY BOARD OF EDUCATION		
Motion by: _____	Seconded by: _____	
Approved _____	Not Approved _____	Tabled _____

**West Contra Costa
Unified School District**



**2010-11
Executive Summary
First Interim Report
December 8, 2010**

West Contra Costa Unified School District 2010-11 First Interim Report

Introduction

For the third consecutive year the First Interim Report reflects a budget adopted by the State that does not realistically solve a major deficit. So for the third year in a row we include this statement: "This year the District is facing enormous financial challenges brought on by both internal and external factors". Since the 2008-09 school year the state and national economies have driven funding downward causing an unprecedented loss in revenue to the levels that are now budgeted for all California Schools.

This year as last, the State has exercised numerous "accounting" changes, including cash deferrals, booking funds back and forth between two fiscal years, categorical flexibility and more. While school districts, including West Contra Costa Unified, are left struggling to make ends meet by cutting programs and services, increasing class sizes, cutting salary and benefits for employees and simply trying to predict what the next round of cuts will be at the State level.

Over these last few years the State has broken the record of late budget adoption dates. As a result, the State run programs that have adopted savings or cuts in the budget cannot implement the cuts required. A perfect example is cited in the November 10, 2010 Legislative Analyst's Office (LAO) report on Proposition 98, it states "General Fund expenditures higher than expected by \$3 billion - \$3 billion in other solutions at risk." A special legislative budget session has been called by the Governor for December 6, 2010 to work on resolving the 2010-11 \$6 billion problem. In simple terms this means that the cuts budgeted for State programs have not and will not happen and that the deficit spending becomes yet another shortfall that is passed on from year to year. The problem has in no way been addressed by the State and the current adopted budget is viewed by most as unrealistic and impossible to sustain. The State LAO's office expects the shortfall will carry into the 2011-12 fiscal year which results in a \$25 billion problem. Districts remain in limbo with a State Budget adopted for 2010-11 that is not backed by the factual State level cuts and cash necessary to carry it out. In the mean time, the cuts to school districts are all too real. The State is deferring the deposits to school districts under a new schedule that withholds 28.5% of State funding for schools until after the fiscal year ends. School districts all over the State have made major cutbacks, implementing furlough days, increasing class sizes and more. They are now arranging for borrowing to cover the cash shortfall caused by the adoption of the deferrals as a part of the State's budget.

West Contra Costa Unified School District has addressed the funding cuts by focusing on many of the cost saving measures pointed out through numerous fiscal reports and studies. Through the collective bargaining process contract modifications are now in place to control benefit costs and change staffing in order to accomplish budget savings. School and facility closures have occurred and there is a three year plan adopted by the Board to address school facility consolidation. In addition, the Board has adopted flexibility options including modified K-3 Class size reduction and categorical flexibility. The Board has arranged for temporary inter-fund borrowing should it be necessary. Since the enacted State budget has so many uncertainties a fund balance designation is set in place of 5.17%, to set aside the "improvements"

which are unlikely to be funded to the district. In spite of all the corrective action and demonstrated fiscal responsibility, the district still faces projected deficit spending in the multi-year projection, and this is without State level cuts or revenue solutions in place for the State's \$6 billion problem in 2010-11 and \$25 billion problem in 2011-12.

What we know is that, as a District, we must close the deficit in order to remain financially viable, and that means we are sure to be faced with even more tough decisions that will affect the students and employees of the District. While we are hopeful that an economic upturn will result in more funding, we must still provide a balanced budget and assurance that there is cash to pay for the services we provide.

Financial Report Information

The Executive Summary includes an overview of the financial data reported in the SACS (Standardized Account Code) First Interim Report. It is provided to assist the reader in understanding the information being reported on the SACS forms.

Two Interim Financial Reports are routinely required by the California Department of Education each year. Districts must submit the completed reports for review to the County Office of Education who then submits them to the State.

California school district revenues and expenditures are subject to constant change. School district budgets are not static documents, but instead are constantly being revised to respond to decisions at the state and federal levels, as well as to the expenditure needs of the local agency. The First Interim Report's financial projections have been updated to reflect new information received and board action taken since the original budget adoption.

With each report the District is asked to project the general fund financial status through year-end, June 30, 2011. A multi-year projection is also required to determine if the District will be financially solvent for two subsequent years.

The First Interim Report (SACS forms) also includes supporting reports such as the Revenue Limit Funding calculation, Average Daily Attendance estimates, and the Criteria and Standards report.

The next financial report will be the Second Interim Report for the period ending January 31, 2011, and will be presented at a March Board meeting.

2010-11 General Budget Information

The original adopted budget is included in the state forms for the First Interim Report. Since then the County Office of Education (COE) has issued a conditional approval of the 2010-11 budget. Within the approval letter the COE expresses concern regarding the deficit spending the district anticipates in the coming years. Indeed, it is the major concern for all school districts in our State. With schools making up a large part of the state's budget we must recognize that absent tax increases cuts to education are sure to come.

The budget information has been updated based upon the closing of the 2009-10 fiscal year and the budget enacted by the legislature on October 8, 2010.

State Categorical – The Tier III Shift

In order to prepare for the 2010-11 Tier III shift, the Board took action through a public hearing on June 22, 2010 to identify the programs and estimated amounts available for the Tier III shift. The Tier III program funds which were formerly in the restricted general fund total \$12.6 million for 2010-11 an additional \$1 million has also been transferred through the Tier III program from Adult Education and \$1 million from Deferred Maintenance. The Tier III revenue is now considered unrestricted state revenue.

The Adult Education program, which is a Tier III program, is in operation utilizing \$2 million in State funds as per Board direction. The program has had to undergo a major revision of program and funding model. If the State budget worsens it may be necessary to re-evaluate whether the District can continue this already reduced program.

Parcel Tax – Local Support

The parcel tax program includes support for a wide variety of services to students of the District. The Measure D funding, approved in November of 2008, is accounted for in a locally restricted account and is subject to the review by the Citizens Budget Advisory Committee. The following table illustrates a summary of funding levels for these programs for the 2010-11 school year.

West Contra Costa Unified School district	
Measure D Parcel Tax Expenditure Budget Summary	
2010-11	
Library and athletic programs	\$ 2,958,984
Reduced class sizes for Kindergarten through third grade	\$ 1,900,000
Textbooks and teaching materials	\$ 750,000
Teachers and counselors	\$ 3,013,471
Custodial support - Facilities clean and in good condition	\$ 744,835
Grand Total	\$ 9,367,290

K-3 Class Size Reduction

The State 2010-11 budget includes several major changes that were designed to provide financial relief and flexibility to school districts during these difficult times. In accordance with State funding flexibility, the Board has adopted a modified class size reduction program. Class sizes have been set at 24 for kindergarten, 20 for first and second grades and 28 for third grade. One time Federal Funding (ARRA), Tier III fund balance sweep (including \$2.0 million from the Deferred Maintenance program) and Title II carry over are being used to fund the program. These one-time funding sources expire at the end of the 2010-11 school year. Therefore, class sizes in grades K-3 may have to be set in 2011-12 using only parcel tax funding to reduce class sizes. Parcel tax

funding is provided in the amount of \$1.9 million toward this program, which would be roughly equivalent to 27 teachers. Current legislation for Class Size Reduction indicates that the reduced penalty/flexibility program sunsets in June of 2012. The revenue projections used assume that the flexibility will extend through 2012-13. Absent this important legislative action the District would lose an additional \$4.0 million in revenue during the 2012-13 school year.

School Closure

The West Contra Costa Unified School District has experienced a decline of over 5,000 students enrolled since the 2002-03 school year. Many schools have been operating below their facility capacity. School sizes in the West Contra Costa Unified School District have been smaller on average than comparable school districts in California.

In order to address the structural deficit, the School Board passed a resolution on February 11, 2009 to close schools and other facilities under a three year plan. The City of Richmond has provided \$1.5 million (for 2010-11) and will provide an additional \$1.5 million to keep Olinda Elementary, Grant Elementary and Kennedy High School open through the 2011-12 school year. The City of San Pablo has committed \$300,000 per year for the 2009-10 and 2010-11 school years to keep Lake Elementary School open. Since city funding sources are not ongoing, the School Board has provided specific direction on the closure and consolidation of these schools. The following table illustrates the three year school closure plan adopted:

Facility	Scheduled Closure	Notes
El Sobrante Elementary	June 2009	Closed
Castro Elementary	June 2009	Closed
Adams Middle School	June 2009	Closed
Seaview Center	June 2009	Closed
Furniture Warehouse	June 2009	Closed
Lake Elementary	June 2009 (rescheduled June 2011)	Suspended due to City of San Pablo funding for two years, 2009-10 and 2010-11
Olinda Elementary	June 2010 (rescheduled June 2012)	Suspended due to City of Richmond funding commitment funding for two years 2010-11 & 2011-12
Grant Elementary	June 2010 (rescheduled June 2012)	Suspended due to City of Richmond funding commitment funding for two years 2010-11 & 2011-12
Kennedy High School	June 2010 (rescheduled June 2012)	Suspended due to City of Richmond funding commitment funding for two years 2010-11 & 2011-12
Shannon Elementary	June 2011	

If West Contra Costa Unified School District were to operate the number of schools corresponding to the average number of students per school in comparable districts,

then a district our size would operate 42 schools. This would mean closing a total of 12 schools. By identifying 8 schools for closure, the District is moving toward addressing its structural deficit and operating the appropriate number of schools for the students enrolled.

Federal Stimulus Funding

The intent of the American Recovery and Reinvestment Act (ARRA) is to save jobs and stimulate the economy. The reality for California schools is that the ARRA funding is serving to avoid further cutbacks caused by State budget reduction. There are three main areas in which the school district has received funding, Special Education, State Fiscal Stabilization and Title I. The ARRA funding is accounted for in the 2010-11 budget based upon the funds remaining from the grant letter received in 2008-09 and/or 2009-10. Special Education and Title I ARRA funds are subject to the typical regulations in place for both programs. The District also received funding for the State Fiscal Stabilization Fund (SFSF) and the final carryover of those funds are being used this year. These funds are accounted for in the federal restricted budgets. The total SFSF/ARRA funds will be used for salary and benefits and program support in areas defined by the federal statutes (as per federal guidance regarding use of the funds) during the 2010-11 year. These programs include K-3 Class Size Reduction, School Site Health & Safety, Special Education and Curriculum/Instructional Support. This one time funding totaling \$7.8 million in the general fund expires at the end of 2010-11.

More recent federal legislation has provided Ed Jobs funding. This one time funding is more restricted than the previous ARRA funding provided by the federal government and can be spent through the 2011-12 school year. It is available for school site level jobs and related services. The District has received \$4.8 million in funding which is being held for use in the 2011-12 school year to help offset the loss of the onetime ARRA funds. The specific use of the funding will be a matter under consideration during budget development for 2011-12 and should not be committed until the Governor's budget is presented in January.

Other Post Retirement Benefit Liability (OPEB) or Retiree Lifetime Benefits

The District currently offers lifetime health benefits for qualifying employees and their dependents who retired prior to July 1, 2010. The premiums for the benefits are budgeted on a "pay-as-you-go" basis. The cost of these benefits is \$19.3 million for 2010-11. The Governmental Accounting Standards Board issued a statement, known as GASB 45, requiring public agencies to recognize the long term liability of retiree benefits offered to employees. The statement requires an actuarial study in order to determine the unfunded liability of the District, as well as the annual required contribution, should the District determine to fully fund the liability.

The most recent actuarial study, completed in 2008, determined the present value of future post employment health care benefits, or GASB 45 liability, to be \$495 million as of July 1, 2008. The year-end closing financial statements are required to state the net OPEB obligation as a district liability. This liability is posted to the financial statements, as a part of the audit, much the same as any long term debt or obligation.

The liability in place for those already in retirement grows with each year based upon the increased cost of healthcare and the flow of retirees entering the system. Effective July 1, 2010 no employee of the District will be eligible to enter the retiree benefit program with uncapped lifetime benefits. Each union has ratified a modified retiree benefit program for existing and future employees. This change is essential for the long term financial stability of the District. The District is scheduled to restate the liability this school year in a report that will be provided to the Board in January.

Cash Flow and Deferrals

The current State adopted deferral schedule withholds 28.5% of State apportionments until July and August of 2011. The November 10, 2010 Legislative Analyst Report suggests that the legislature make a key cut by eliminating the deferral and counting the cash scheduled to be deposited toward the 2011-12 school year. Effectively, that would mean a cut of 28.5% to the District. It would be devastating to have such a cut imposed mid way through the year, or worse at the end of the year when appropriate plans cannot be made and spending cannot be stopped.

However, it seems clear that the days of setting budgetary programs in place without the ability to fund them with cash must come to a stop. This funding schedule is like paying all of a household's expense on a credit card, paying to borrow money for day to day costs like food and utilities, with the promise that a paycheck is coming months down the road. Districts all over the state are borrowing money on the assurance of receiving the funds for programs operated this school year. If the State were to revise the cash program and adopt the deferrals as budget cuts District's would be saddled with debt and no way to pay it, as these borrowings are guaranteed on the anticipation of receiving the cash from the State toward that particular school year. This is true for temporary inter-fund borrowing as well; no District should borrow more than it can expect to receive from the State for the year in question. This is a huge question for our District, and one we will be seeking answers to in January Budget Report.

General Fund Unrestricted

Revenue Limit

Revenue Limit funding is based mainly upon student attendance. Revenue Limit funding is the dollar amount for each student that is in attendance on average during the course of the school or fiscal year. Revenue limits are the prime component of every school district's budget.

The Average Daily Attendance (ADA) funding or "Revenue Limit" is reported in both the restricted and unrestricted revenues of the District because certain ADA, such as for students in Special Education, are earned by the ADA generated in restricted programs.

The West Contra Costa Unified School District is currently considered a declining enrollment district. As such the Revenue Limit funding is based mainly on the prior year 09-10 Average Daily Attendance. This provision is considered a "hold harmless" for districts as they adjust to the decline. However, charter school attendance is an exception to this rule. In the case of charter schools, district revenues are deducted for the net loss of attendance to all charter schools within the District in the year it occurs.

Student attendance is estimated to generate \$146,368,468 of which \$6,999,787 is restricted. The balance of \$139,368,681 is 83% of the District's General Fund unrestricted revenues for the 2010-11 fiscal year.

While the district is held harmless as it relates to ADA, or per pupil funding, it is still subject to the cuts to revenue per ADA that the State has passed as a part of the overall budget.

Beginning Fund Balance

The unrestricted ending fund balance for 2009-10 is \$15.4 million, and this balance is carried forward to the 2010-11 year. School districts often characterize fund balance dollars as like a savings account, as they can be expended on a one time basis. But in these extraordinary times the fund balance or "savings account" is not fully supported by cash due to the deferral program set in place by the State. At the end of 2009-10 the unrestricted cash was negative, but since there was still restricted cash in the bank the general fund over all was not negative cash.

Other State and Local Revenue

Other State Revenue includes K-3 Class Size Reduction, State Lottery and Supplemental Instruction. Local Revenue consists of interest earnings and other miscellaneous revenues. A slight increase from the adopted budget is estimated in these funds in the amount of \$29,000 and is included in this report.

Expenditure Summary

The projections reflected in the First Interim Report are a result of the analysis of year-to-date expenditures against the adopted budget. This includes a review of expenditure trends for all major categories within the budget. There are no major changes since the budget was adopted by the Board in June.

Unrestricted Ending Fund Balance

The District's 2010-11 projected unrestricted ending fund balance is \$18,143,755. However, due to the State deferral program adopted by the budget there will not be unrestricted cash to back this fund balance up, the fund balance will be an account receivable. This balance has certain required funding designations including the State required designation for economic uncertainty. In addition, there is a set aside designation due to the shortfall of the enacted State budget.

Designations	
Revolving Cash	\$ 70,000
Stores	\$ 230,000
Enacted Budget Shortfall	\$7,200,000
Economic Uncertainty 3%	<u>\$8,677,973</u>
Total Designations	\$16,177,973
Unappropriated Balance	<u>\$ 1,965,813</u>

General Fund Restricted

The General Fund is the general operating fund of the District. It is used to account for the day-to-day operations of the District. It is used for all financial resources except those required to be accounted for in another fund. The fund is divided into two sections, unrestricted and restricted. Restricted funds are monies received by the District that are categorical in nature, these funds can only be used for the purposes allowed by the funding agency.

Restricted revenue funding is recognized in two different ways. For funding subject to deferred revenue, the revenue is only recognized once it is spent. This means that any funds received and not spent, with carryover provisions, are deferred into the next fiscal year. For funding subject to ending fund balance, the revenue is recognized in the year received and any funds remaining at the end of the year are recorded as a restricted ending fund balance.

The First Interim Report demonstrates the carryover of prior year funds through the update in restricted fund balance and the posting of deferred revenue from 09/10 into the books for 10/11. This carryover is then appropriated to the expenditure accounts according to grant guidelines and school site plans.

Multi Year Projection

The multi-year projection for the First Interim Report utilizes the recommended assumptions published by School Services of California for the development of revenue projections. Expenditure projections include estimated step and column increases as well as health benefit increases. Supply and service expenditures utilize the California Consumer Price Index as an estimate for cost increases.

The following are the specific assumptions used for the development of the multi-year projections.

2011-12 Assumptions

Funded ADA: 26,980
Revenue Limit COLA: .0%
Revenue Limit Deficit: 17.963%
California CPI: 1.1%
Step and Column: 1.0%
Retiree Health Benefits: 10%

2012-13 Assumptions

Funded ADA: 26,647
Revenue Limit COLA: 1.9%
Revenue Limit Deficit: 17.963%
California CPI: 2.1%
Step and Column: 1.0%

Retiree Health Benefits: 8%

The Multi-Year Projection using the current assumptions for 2011-12 indicates that the District will be deficit spending in the amount of \$2.6 million. Based upon this information the unrestricted ending fund balance would be \$15.4 million. This will be a sufficient fund balance to meet the 3% reserve requirement.

The projection for 2011-12 includes the savings for school closures identified by the Board and iterated earlier in this narrative as well as the revenue from the City of Richmond for keeping Olinda, Grant and Kennedy open for 2011-12. School closure was also identified as a means to address the long term debt of the District when the Board adopted the 2008-09 budget. It is imperative that the Board accelerate planning for the disposition of these properties in order to generate revenue to pay off the State debt and to avoid the necessity of increasing the facility maintenance budget in order to care for vacant buildings and property.

The 2011-12 projection also includes the elimination of all staff and programs associated with the ARRA funding and the one time funding and expenses associated with the K-3 Class Size Reduction program. During the 2011-12 year the Tier III and Class Size flexibility program remains in place and the revenues associated with these programs are included in the projections.

The Multi-Year Projection using the current assumptions for 2012-13 indicates that the District will be deficit spending in the amount of \$7.3 million dollars. Based upon this information the ending fund balance would be \$8.1 million dollars. This amount is sufficient to meet the 3% reserve requirement by and the district.

The 2012-13 fiscal year projections include the expenditures related to each union contract's reinstatement of work days and the associated pay. The 2012-13 projection assumes the State of California will adopt corrective legislation regarding the K-3 Class Size Reduction program. Absent legislative correction of this problem the projection of deficit spending is \$11.3 million. Tier III revenues remain in place for 2012-13

The Multi-Year Projection is a required component of budget adoption and a requirement of the conditional budget approval. It is meant to demonstrate the requirement that the District will meet its financial obligations in the 2010-11 budget year and two subsequent years.

Next Steps

Faced with the reality of extraordinary State budget cuts, the Board has been diligent in making the difficult decisions necessary for the ongoing solvency of the District. Unfortunately, it is unclear when the State's economy will recover. For that reason, the Board must continue to plan in order to prepare for the issues that are unresolved at the State level this year and next, and for the absence of Federal Stimulus funding in the 2011-12 year.

The January Governor's Budget is likely to map out additional cuts and potential revenue. It is impossible to predict what solutions will be offered and finally implemented. If the recent improvements to the State budget are reversed and become

“take backs” the District will again be deficit spending. The Tier III, K-3 Class Size Reduction and other flexibility measures must be extended in order to stave off deeper cuts in the 2011-12 and 2012-13 school years. The flex funding model is necessary to provide some level of stability during these difficult times. The expiration of this funding is now known as the “Funding Cliff”. The legislature can help Districts by extending the solutions already in place.

It is important that the community be aware of how the State budget affects our local schools. The District will have three community meetings planned for the week of January 24th that will focus on the Governor’s Budget Proposal, which should be released by January 14th. So while the Board is able to certify at this time, based upon the enacted budget, that the District will maintain a 3% reserve for economic uncertainties the District is deficit spending and will have to correct that problem, as well as any other funding shortfalls coming in January, for budget adoption.

The following schedule outlines the reviews and actions necessary as the District prepares the budget for the 2011-12 Fiscal Year.

Date	Event	Topic
January 14, 2011	Budget Workshop	Governor’s Proposed Budget
January 19, 2011	School Board Meeting	Review Governor’s Budget Proposal
January 24,26, 27, 2011	Community Meetings	Review District Budget and Governor’s Proposal
February 2, 2011	School Board Meeting	Share outcomes of Community Meetings and establish priorities
February 16, 2011	School Board Meeting	Certificated Layoff resolution if necessary
March 16, 2011	School Board Meeting	Second Interim Financial Report
May 2011	Governor’s May Revision	Review Governor’s Budget Proposal Revision
May 4, 2011	School Board Meeting	Classified Layoff resolution if necessary
May 18, 2011	School Board Meeting	Third Interim Report if necessary and report on May Revision
June 1, 2011	School Board Meeting	Preliminary budget review for general fund
June 29, 2011	School Board Meeting	2011-12 Budget Adoption

**WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
2010-11 FIRST INTERIM**

Schedule 1

STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE

	GENERAL FUND			SPECIAL	CAPITAL	OTHER	DISTRICT
	UNRESTRICTED	RESTRICTED	TOTAL	REVENUE FUNDS Schedule 2	OUTLAY FUNDS Schedule 3	FUNDS Schedule 4	
REVENUES							
Revenue Limit Sources	\$ 139,368,681	\$ 6,999,787	\$ 146,368,468	\$ -	\$ -	\$ -	\$ 146,368,468
Federal Revenues	0	46,899,231	46,899,231	9,853,758	-	-	56,752,989
Other State Revenues	25,263,810	40,712,088	65,975,898	6,342,434	7,481,800	-	79,800,132
Other Local Revenues	3,078,220	18,199,670	21,277,890	2,533,770	2,215,000	19,630,895	45,657,555
Total Revenues	167,710,711	112,810,776	280,521,487	18,729,962	9,696,800	19,630,895	328,579,144
EXPENDITURES							
Certificated Salaries	70,751,803	39,035,461	109,787,264	2,609,626	-	-	112,396,890
Classified Salaries	18,806,279	19,842,112	38,648,391	5,010,129	850,728	-	44,509,248
Employee Benefits	35,724,926	24,058,380	59,783,306	2,693,857	314,710	-	62,791,873
Books and Supplies	1,761,133	26,849,092	28,610,225	5,105,921	3,133,717	268,625	37,118,488
Services and Other Operating Expenditures	8,546,328	36,806,476	45,352,804	784,928	14,645,822	22,172,171	82,955,725
Capital Outlay	108,675	3,034,980	3,143,655	130,352	110,240,693	-	113,514,700
Other Outgo	4,447,610	-	4,447,610	97,525	1,600,000	-	6,145,135
Direct/Indirect Support Costs	(2,030,622)	1,523,145	(507,477)	713,895	-	-	206,418
Total Expenditures	138,116,132	151,149,646	289,265,778	17,146,233	130,785,670	22,440,796	459,638,477
INCREASE OF (DECREASE) IN FUND BALANCE RESULTING FROM OPERATIONS	29,594,579	(38,338,870)	(8,744,291)	1,583,729	(121,088,870)	(2,809,901)	(131,059,333)
OTHER FINANCING SOURCES AND (USES)							
Interfund Transfers In	4,000,000	-	4,000,000	1,339,820	9,575,411	-	14,915,231
Interfund Transfers Out	-	-	-	(5,339,821)	(9,575,411)	-	(14,915,232)
Other Sources	-	-	-	-	-	-	-
Other Uses	-	-	-	-	-	-	-
Contributions To Restricted Programs	(30,890,213)	30,890,213	-	-	-	-	-
Total Other Financing Sources and Uses	(26,890,213)	30,890,213	4,000,000	(4,000,001)	-	-	(1)
NET CHANGE IN FUND BALANCE	2,704,366	(7,448,657)	(4,744,291)	(2,416,272)	(121,088,870)	(2,809,901)	(131,059,334)
BEGINNING FUND BALANCE, JULY 1, 2010	15,439,421	25,612,527	41,051,947	11,205,586	203,242,259	23,823,612	279,323,405
PROJECTED ENDING FUND BALANCE JUNE 30, 2011	\$ 18,143,787	\$ 18,163,870	\$ 36,307,656	\$ 8,789,314	\$ 82,153,389	\$ 21,013,711	\$ 148,264,071

**WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
2010-11 FIRST INTERIM**

Schedule 2

STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE

SPECIAL REVENUE FUNDS

	ADULT EDUCATION	CHILD DEVELOPMENT	CAFETERIA	DEFERRED MAINTENANCE	SPECIAL RESERVE	TOTAL SPECIAL REVENUE FUNDS
REVENUES						
Revenue Limit Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenues	363,532	163,393	9,326,833	-	-	9,853,758
Other State Revenues	3,057,705	2,459,600	825,129	-	-	6,342,434
Other Local Revenues	508,192	295,397	1,695,180	-	35,001	2,533,770
Total Revenues	3,929,429	2,918,390	11,847,142	-	35,001	18,729,962
EXPENDITURES						
Certificated Salaries	1,322,120	1,287,506	-	-	-	2,609,626
Classified Salaries	437,559	573,159	3,999,411	-	-	5,010,129
Employee Benefits	456,642	632,984	1,604,231	-	-	2,693,857
Books and Supplies	115,765	240,026	4,750,130	-	-	5,105,921
Services and Other Operating Expenditures	243,879	10,115	530,934	-	-	784,928
Capital Outlay	-	-	129,000	1,352	-	130,352
Other Outgo	-	97,525	-	-	-	97,525
Direct/Indirect Support Costs	88,000	119,184	506,711	-	-	713,895
Total Expenditures	2,663,965	2,960,499	11,520,417	1,352	-	17,146,233
INCREASE OF (DECREASE) IN FUND BALANCE RESULTING FROM OPERATIONS	1,265,464	(42,109)	326,725	(1,352)	35,001	1,583,729
OTHER FINANCING SOURCES AND (USES)						
Interfund Transfers In	-	-	-	1,339,820	-	1,339,820
Interfund Transfers Out	(1,000,000)	-	-	(2,339,821)	(2,000,000)	(5,339,821)
Other Sources	-	-	-	-	-	-
Other Uses	-	-	-	-	-	-
Contributions To Restricted Programs	-	-	-	-	-	-
Total Other Financing Sources and Uses	(1,000,000)	-	-	(1,000,001)	(2,000,000)	(4,000,001)
NET CHANGE IN FUND BALANCE	265,464	(42,109)	326,725	(1,001,353)	(1,964,999)	(2,416,272)
BEGINNING FUND BALANCE, JULY 1, 2010	1,675,092	232,105	1,890,146	1,105,244	6,302,998	11,205,586
PROJECTED ENDING FUND BALANCE JUNE 30, 2011	\$ 1,940,556	\$ 189,996	\$ 2,216,871	\$ 103,891	\$ 4,337,999	\$ 8,789,314

**WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
2010-11 FIRST INTERIM**

Schedule 3

STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE

CAPITAL OUTLAY FUNDS	BUILDING	CAPITAL FACILITIES	COUNTY SCHOOL FACILITIES	SPECIAL RESERVE FOR CAPITAL OUTLAY	TOTAL CAPITAL OUTLAY FUNDS
REVENUES					
Revenue Limit Sources	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenues	-	-	-	-	-
Other State Revenues	-	-	-	7,481,800	7,481,800
Other Local Revenues	600,000	615,000	-	1,000,000	2,215,000
Total Revenues	600,000	615,000	-	8,481,800	9,696,800
EXPENDITURES					
Certificated Salaries	-	-	-	-	-
Classified Salaries	823,078	-	-	27,650	850,728
Employee Benefits	310,760	-	-	3,950	314,710
Books and Supplies	2,820,132	10,000	-	303,585	3,133,717
Services and Other Operating Expenditures	5,426,005	606,253	-	8,613,564	14,645,822
Capital Outlay	109,326,915	725,633	-	188,145	110,240,693
Other Outgo	1,600,000	-	-	-	1,600,000
Direct/Indirect Support Costs	-	-	-	-	-
Total Expenditures	120,306,890	1,341,886	-	9,136,894	130,785,670
INCREASE OF (DECREASE) IN FUND BALANCE RESULTING FROM OPERATIONS	(119,706,890)	(726,886)	-	(655,094)	(121,088,870)
OTHER FINANCING SOURCES AND (USES)					
Interfund Transfers In	7,818,341	-	-	1,757,070	9,575,411
Interfund Transfers Out	(8,806,536)	-	-	(768,875)	(9,575,411)
Other Sources	-	-	-	-	-
Other Uses	-	-	-	-	-
Contributions To Restricted Programs	-	-	-	-	-
Total Other Financing Sources and Uses	(988,195)	-	-	988,195	-
NET CHANGE IN FUND BALANCE	(120,695,085)	(726,886)	-	333,101	(121,088,870)
BEGINNING FUND BALANCE, JULY 1, 2010	192,385,790	4,725,449	46,508	6,084,513	203,242,259
PROJECTED ENDING FUND BALANCE JUNE 30, 2011	\$ 71,690,705	\$ 3,998,563	\$ 46,508	\$ 6,417,614	\$ 82,153,389

**WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
2010-11 FIRST INTERIM**

Schedule 4

STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE

OTHER FUNDS

REVENUES

	CORPORATION DEBT SERVICE	DEBT SERVICE	SELF INSURANCE	RETIREE BENEFITS	TOTAL OTHER FUNDS
Revenue Limit Sources	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenues	-	-	-	-	-
Other State Revenues	-	-	-	-	-
Other Local Revenues	-	-	3,400,000	16,230,895	19,630,895
Total Revenues	-	-	3,400,000	16,230,895	19,630,895

EXPENDITURES

Certificated Salaries	-	-	\$ -	\$ -	-
Classified Salaries	-	-	\$ -	\$ -	-
Employee Benefits	-	-	\$ -	\$ -	-
Books and Supplies	-	-	268,625	\$ -	268,625
Services and Other Operating Expenditures	-	-	3,115,842	\$ 19,056,329	22,172,171
Capital Outlay	-	-	\$ -	\$ -	-
Other Outgo	-	-	\$ -	\$ -	-
Direct/Indirect Support Costs	-	-	\$ -	\$ -	-
Total Expenditures	-	-	\$ 3,384,467	\$ 19,056,329	22,440,796

**INCREASE OF (DECREASE) IN FUND BALANCE
RESULTING FROM OPERATIONS**

-	-	\$ 15,533	\$ (2,825,434)	(2,809,901)
---	---	-----------	----------------	-------------

OTHER FINANCING SOURCES AND (USES)

Interfund Transfers In	-	-	\$ -	\$ -	-
Interfund Transfers Out	-	-	\$ -	\$ -	-
Other Sources	-	-	\$ -	\$ -	-
Other Uses	-	-	\$ -	\$ -	-
Contributions To Restricted Programs	-	-	\$ -	\$ -	-
Total Other Financing Sources and Uses	-	-	\$ -	\$ -	-

NET CHANGE IN FUND BALANCE

-	-	\$ 15,533	\$ (2,825,434)	(2,809,901)
---	---	-----------	----------------	-------------

BEGINNING FUND BALANCE, JULY 1, 2010

1,286,991	8,978,644	\$ 1,758,844	\$ 11,799,133	23,823,612
-----------	-----------	--------------	---------------	------------

**PROJECTED ENDING FUND BALANCE
JUNE 30, 2011**

\$ 1,286,991	\$ 8,978,644	\$ 1,774,377	\$ 8,973,699	21,013,711
--------------	--------------	--------------	--------------	------------

West Contra Costa Unified School District
1108 Bissell Avenue
Richmond, California 94801
Office of the Superintendent

ITEM REQUIRING ATTENTION----BOARD OF EDUCATION

To: Board of Education

Meeting Date: December 8, 2010

From: Nia Rashidchi
Assistant Superintendent, Educational Services

Agenda Item: F.2

Subject: Single Plans for Student Achievement (SPSAs)

Background Information:

The Single Plan for Student Achievement serves as a vehicle for communicating information about a school's vision, initiatives to improve academic achievement, as well as a description of how supplemental categorical funds from the Consolidated Application are used to support these efforts. School plans describe legally-mandated requirements and comprehensive programmatic information that includes:

- a description of how parents are involved in the school program;
- Adequate Yearly Progress (AYP) data analysis and assessment of student learning;
- an action plan for improving student achievement and closing the achievement gap;
- a plan to improve attendance; and
- a plan to promote a safe, welcoming and disciplined learning environment.

Training and support are provided to assist schools in using the template, analyzing data and completing the SPSAs. The plans are developed and approved by the School Site Councils (SSCs). The plans are available for review on the District website and at the Educational Services Department located at the Vista Campus.

Recommendation: Board Approval

Fiscal Impact: Categorical revenue

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
1108 Bissell Avenue
Richmond, California 94801-3135
Office of Superintendent of Schools

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education

Meeting Date: December 8, 2010

From: Bruce Harter
Superintendent

Agenda Item: F.3

Subject: Call for Nominations for California School Boards Association (CSBA) Delegate Assembly

Background Information: The California School Boards Association is accepting nominations for its Delegate Assembly. Delegates will serve a two-year term beginning April 1, 2011 through March 31, 2013 and are required to attend two meetings each year. There are two delegates in Region 7, Sub-Region 7-A, whose terms expire in 2011.

Recommendation: To discuss and ascertain if the West Contra Costa Unified School District (WCCUSD) Board of Education will nominate additional delegates for the CSBA Delegate Assembly.

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

November 3, 2010

MEMORANDUM

TO: Delegate Assembly Members Whose Term Expire in 2011
FROM: Frank Pugh, President
SUBJECT: 2011 CSBA Delegate Assembly Election



On behalf of the California School Boards Association, I'd like to extend to you my appreciation for your service as a member of the Delegate Assembly and your dedication to the schoolchildren of California. As you know, your seat on the Delegate Assembly is scheduled to expire on Thursday, March 31, 2011.

If you would like to continue serving as a Delegate, you must be nominated again by a member board in your region or subregion; the nomination and candidate biographical sketch forms are due Friday, January 7, 2011. Official forms are available to download at www.csba.org/AboutCSBA.aspx. Attached for your quick reference are the nomination, candidate biographical sketch form, and the list of Delegates whose terms are up for re-election. Please note that the questions on the candidate biographical sketch form have changed. Should you choose not to seek another term as a Delegate, please be sure to notify your Director and CSBA staff (Michelle Neto at 800.266.3382 or e-mail her at mneto@csba.org).

Oftentimes, Delegates do not seek re-election to the Delegate Assembly because they have chosen not to run again for their local board. If this is the case please note that you are still eligible to attend the next Delegate Assembly meeting in San Francisco, December 1 – 2. According to our Bylaws:

“A Delegate who within thirty (30) days prior to a Delegate Assembly meeting ceases to be a member of a member board may continue to serve as a member of the Delegate Assembly until the conclusion of that Delegate Assembly meeting.”

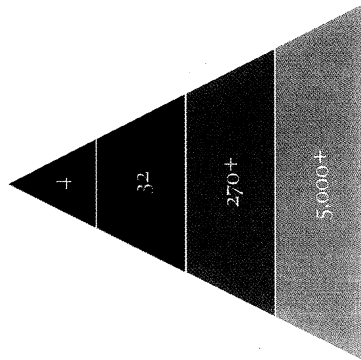
Again, thank you for all that you have done on behalf of our schoolchildren. Please do not hesitate to contact us should you have any questions.

c: Regional Director and Board Office

Attachments:
Nomination Form
Candidate Biographical Sketch Form
Delegates Whose Term Expires in 2011

CSBA GOVERNANCE

Delegates and Directors are CSBA's key governance links. They enable the association to serve California's more than 1,000 school districts and county offices of education and its more than 5,000 locally elected school board members.



EXECUTIVE COMMITTEE

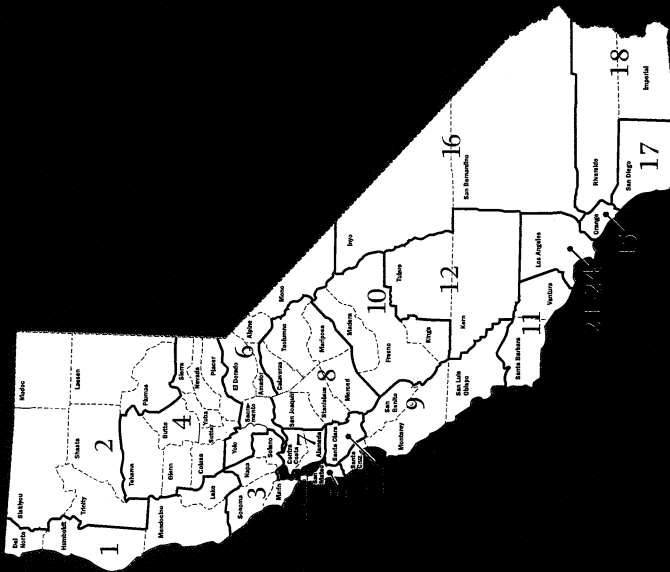
BOARD OF DIRECTORS

DELEGATE ASSEMBLY

1,000+ SCHOOL DISTRICTS AND COUNTY OFFICES OF EDUCATION

- 5,000+ school and county board members, divided into geographic regions
- 270+ Delegates elected by local boards in each CSBA region
- 32 Directors elected by the Delegate Assembly
- 4 officers elected by the Delegate Assembly, plus the Executive Director

CSBA GEOGRAPHIC REGION MAP



CSBA DELEGATE ASSEMBLY
 PROVIDING LEADERSHIP FOR CALIFORNIA'S SCHOOL DISTRICTS AND COUNTY OFFICES OF EDUCATION



California School Boards Association | 1400 Jackson Road, West Sacramento, CA 95991
 (916) 496-1184 | FAX (916) 271-3197 | www.csbap.org

ABOUT THE DELEGATE ASSEMBLY

CSBA's Delegate Assembly is a vital link in the association's governance structure. The Delegate Assembly sets the general policy direction for the association. Working with local districts, county offices, the Board of Directors and Executive Committee, Delegates ensure that the association reflects the interests of school districts and county offices of education throughout the state.

The Delegate Assembly is made up of approximately 270+ Delegates who are elected by local board members in 21 geographic regions throughout the state. Some geographic regions have been further divided into subregions. Ex-officio members of the Delegate Assembly with all privileges of membership include members of CSBA's Board of Directors, past presidents of CSBA, and the immediate past president of the California County Boards of Education.

Delegates serve two-year terms beginning April 1. They meet twice a year to conduct business, and may also meet with the other Delegates and the Director within their region. Furthermore, they participate in CSBA events and they maintain contact with local boards in their region.

BECOMING A DELEGATE

QUALIFICATIONS

To be eligible to serve on CSBA's Delegate Assembly, a board member must:

- be a trustee of a district or county office of education that is a current member of CSBA; and
- be a trustee of a district or county office of education within the geographic region or subregion which the Delegate will represent.

TERM OF OFFICE

The term of office for each Delegate is two years and begins on April 1. Within each region, approximately half of the Delegates are elected in even-numbered years and half in odd-numbered years.

NOMINATIONS AND ELECTIONS

NOMINATIONS

Nominations for Delegate Assembly seats are made each year between the last Friday in October and January 7.

A board member must be formally nominated by a board in the region or subregion and may be nominated by his or her own district or county office. The nomination is an action that is taken in a public board meeting and requires a majority vote. A board may nominate as many individuals as it wishes. Nominees must sign a confirmation that they are willing to serve. It is critical that nominations and biographical sketch forms be delivered to the CSBA office, faxed or postmarked on or before January 7; late nominations and biographical sketch forms will not be accepted.

ELECTIONS

Ballots are mailed by February 1 to each district or county board within the region or subregion which has a vacancy. Ballots must be delivered to the CSBA office or postmarked by March 15 in order to be accepted. Ballots may not be faxed.

Voting for Delegates is an action of the entire board rather than individual board members; therefore, it is done at a public meeting and requires a majority vote. Each board may vote for as many persons as there are positions to be filled within the region or subregion.

ROLES AND RESPONSIBILITIES OF DELEGATES

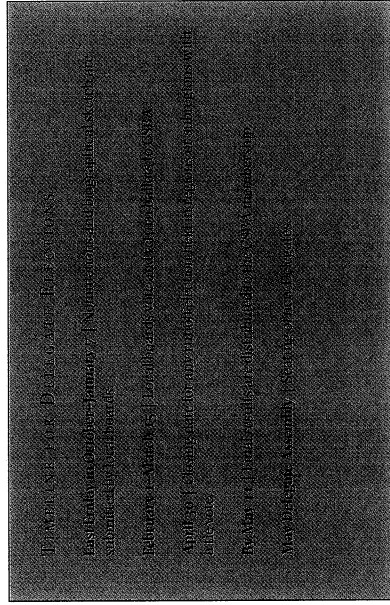
Delegates set the general policy direction and fulfill a critical governance role within the association. They communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Delegates give policy and legislative direction through the adoption of CSBA's Policy Platform every two years and the adoption of other policy statements as needed. They also speak on issues and provide direct advocacy on behalf of the association.

Delegates play an important communications and support role within their region. They also elect the association's officers and Board of Directors. The authority and primary duties of Delegates are contained in the CSBA Bylaws.

DELEGATES' ROLES AND RESPONSIBILITIES

Primary responsibilities of Delegates include:

- providing a link to other public officials at the local, state and national levels;
- providing a communications link between local board members and the regional Director;
- attending all Delegate Assembly meetings;
- adopting the Policy Platform which guides the association's policy and political leadership activities;
- as needed, adopting policies and positions to supplement CSBA's Policy Platform;
- providing testimony and input on critical issues;
- electing the officers, Board of Directors and Nominating Committee members;
- adopting the association's bylaws;
- serving on committees, task forces and focus groups; and
- supporting the association's activities and events.



West Contra Costa Unified School District
1108 Bissell Avenue
Richmond, California 94801
Office of the Superintendent

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education **Meeting Date:** December 8, 2010
From: Bruce Harter **Agenda Item:** G.1
Superintendent
Subject: Student Reassignment for Lake and Shannon Elementary Schools

Background Information:

In February 2009, the Board approved a comprehensive school closure plan. Over the previous six years, enrollment in WCCUSD had declined by more than 5,000 students and the District could no longer afford to operate as many schools as it had in the past. The closure plan included a phased closure for schools. Shannon Elementary was scheduled to be closed at the end of the 2010-11 school year. The City of San Pablo contributed operating funds to keep Lake Elementary open for both the 2009-10 and 2010-11 school years.

WCCUSD staff has developed reassignment plans for both schools. Students who currently attend Lake and live in the Lake attendance area would be assigned to one of three schools, Bayview Elementary, Highland Elementary or Dover Elementary. Students who currently attend Shannon and who live in the Shannon attendance area would be reassigned to Collins Elementary, Tara Hills Elementary or Montalvin Manor Elementary. Students who have transferred into either Lake or Shannon would be reassigned to their home attendance area schools.

In order to develop the best reassignment plans possible, District staff held parent meetings at both Lake and Shannon schools and invited parents from those schools as well as the schools where those students will be transferred. Staff provided information about the new proposed attendance areas and solicited feedback from parents as well as provided information about the timeline for the intradistrict transfer process.

Staff will use the information gathered from parents to revise the student assignments plans and bring those plans back to the Board for final approval on January 5, 2011.

Recommendation:

That the Board reviews the initial reassignment plans for Lake and Shannon.

Fiscal Impact:

Estimated net savings of \$600,000 annually as a result of closing Lake and Shannon.

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____
Approved _____ Not Approved _____ Tabled _____

West Contra Costa Unified School District
1108 Bissell Avenue
Richmond, California 94801
Office of the Superintendent

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education

Meeting Date: December 8, 2010

From: Wendell C. Greer
Associate Superintendent, K-Adult Operations

Agenda Item: G.2

Subject: Shining Crescent Charter School, K-8

Background Information: Shining Crescent Charter School submitted a petition to West Contra Costa Unified School District (WCCUSD) on November 18, 2010 to establish an independent charter school. Pursuant to the Charter School Act of 1992 (the "Act"), Education Code Section 47600 et seq., the Legislature has charged local school boards with the responsibility of reviewing and acting on petitions for charter schools.

Education Code section 47605(b) requires the Board, within 30 days of submission of the petition, to hold a public hearing to receive public comment on the Petition. That is the purpose of this agenda item.

The Act also requires the Board to either grant or deny the Petition within 60 days of submission. Staff and legal counsel are receiving and analyzing information related to the Petition, as well as the operation and potential effects of the proposed charter school, and will make a recommendation as to the petition at a subsequent board meeting.

Recommendation: Public Hearing only at this time.

Fiscal Impact: To be determined

DISPOSITION BY BOARD OF EDUCATION

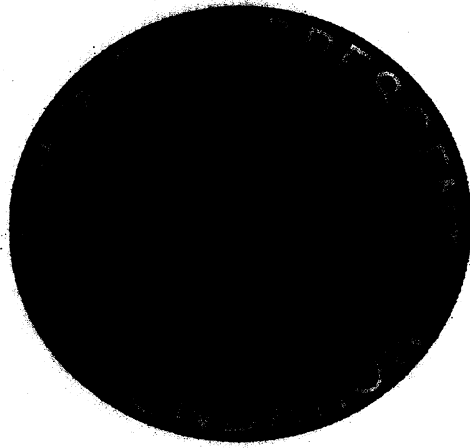
Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____



WINTER SCHOOL

TABLE OF CONTENTS

EXECUTIVE SUMMMARY.....	5
CHARTER SCHOOL INTENT	6
AFFIRMATION	6
SCF BACKGROUND.....	8
NEED	8
EDUCATIONAL PHILOSOPHY AND PROGRAM.....	9
MISSION STATEMENT	10
WHAT MAKES SHINING CRESCENT UNIQUE.....	10
EDUCATIONAL PHILOSOPHY	13
STUDENTS TO BE SERVED.....	13
<i>CURRICULUM AND CONTENT.....</i>	<i>15</i>
<i>ACADEMICALLY LOW ACHIEVING.....</i>	<i>18</i>
<i>ACADEMICALLY HIGH ACHIEVING</i>	<i>19</i>
<i>PLAN FOR ENGLISH LEARNERS</i>	<i>20</i>
PLAN FOR SPECIAL EDUCATION.....	20
MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA.....	21
MEASURABLE STUDENT OUTCOME.....	21
METHODS OF ASSESSMENT.....	24
USE AND REPORTING OF DATA.....	26
PROFESSSIONAL DEVELOPMENT.....	28
FAMILY ORIENTATION AND CONFERENCE.....	30
GOVERNANCE STRUCTURE.....	30
HUMAN RESOURCES	32
EMPLOYEE QUALIFICATIONS	32
RETIREE BENEFITS	33
EMPLOYEE REPRESENTATION	34
RIGHTS OF SCHOOL EMPLOYEES	34
HEALTH AND SAFETY	34

RECEIVED
NOV 18 2010
WOCUSD

TABLE OF CONTENTS

DISPUTE RESOLUTION	36
STUDENT ADMISSIONS ATTENDANCE, & SUSPENSION/EXPULSION POLICIES	38
STUDENT ADMISSIONS POLICIES AND PROCEDURES	38
NON-DISCRIMINATION	39
ATTENDANCE ALTERNATIVES	39
SUSPENSION AND EXPULSION PROCEDURES	39
ENROLLMENT PLAN.....	40
FINANCIAL PLANNING, REPORTING AND ACCOUNTABILITY	41
BUDGETS AND CASH FLOW	41
FINANCIAL REPORTING.....	41
INSURANCE.....	41
ADMINISTRATIVE SERVICES	42
FACILITIES	42
AUDITS	42
CLOSURE PROTOCOL	43
IMPACT ON THE DISTRICT.....	44
CONCLUSION.....	45

TABLE OF CONTENTS**APPENDICES**

Appendix A- Attendance Policy	46
Appendix B- Sample Curriculum	47
Appendix C- Day in the Life of a First Grade Student at LVCS	49
Appendix D- Strategies and Outcomes for at Risk Students	50
Appendix E -GATE Program Goals and Outcomes	51
Appendix F- Curriculum	52
Appendix G- Academic Rubrics.....	68
Appendix H- Draft Health and Safety Policies	70
Appendix I- Suspension and Expulsion Procedures	79
Appendix J - Lead Petitioner Resume	86
Appendix K- Board of Directors & Community Support Group Biographies... ..	89
Appendix L -Articles of Incorporation.....	91
Appendix M- Proposed By-Laws.....	92
Appendix N- Budget and Budget Narrative.....	104
Appendix O- Proposed Calendar & Bell Schedule	107
Appendix P- Signatures of Parents.....	108
Appendix Q- Signatures of Community Support... ..	109

Executive Summary

Introduction

Shining Crescent Foundation Inc. is a California nonprofit Public Benefit Corporation. It is formed to manage, operate, guide, direct and promote one or more California public charter schools. It is proposing to open a K-8, Shining Crescent Charter School (SCCS) within West Contra Cost Unified School District.

SCF is comprised of a group of people with vast experience in education, charter administration, charter law, school finance, Proposition 39, facilities development and other aspects pertinent to the establishment and successful operation of a school.

SCCS Mission Statement

The mission of the SCCS is to contribute to building a diverse, virtuous and moral America by helping children to understand their stewardship role in the world, embedding in them a sense of care, responsibility, love, tolerance and cooperation. Strengthened by these virtues, our students will be prepared to participate actively in civic life and take leadership roles in their communities. In addition, the Foundation aims to help students especially from South Asia, Africa and the Middle East, integrate into American society, while retaining their identity.

The Shining Crescent Charter School (SCCS) shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of race, ethnicity, national origin, religion, gender, sexual orientation or disability.

Need & Targeted Population

West Contra-Costa County has a diverse population. These residents come from many different parts of the world. Three groups are of particular interest are those who come from Africa, the Middle East and South Asia: India-Pakistan-Afghanistan-Bangladesh and surrounding areas. People of this region have unique social, cultural, moral, and religious values and are used to segregated societies. When they come to America and because societal expectations differ between the homeland and the new country, conflict between parents and children arises. Children begin to turn away from their parents, often resorting to rude, disrespectful, and ill-mannered behaviors. Conflict at home can result in children seeking the solace of a gang or become religious fanatics if they look to religion for answers. SCCS seeks to provide students with a learning environment that recognizes and appreciates the traditions, histories, civilizations and accomplishments of Asia, Africa and the Middle East that work with American culture at hand.

Conclusion

Shining Crescent Charter School will be unique the way it will teach children by vivid description of bringing life to knowledge that will heighten student curiosity and by helping them to relate personally to subject matter. It will combine teaching methodologies of eastern culture with modern, western techniques in order to formulate a strong academic foundation. Plus it will be the first school ever to introduce new foreign languages that is the need of the immediate population of West Contra Costa County: Punjabi-Arabic-Urdu/Hindi.

Charter Petition

Charter School Intent and Charter Requirements

It is the intent of the California Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils identified as academically low achieving.
- (c) Encourage the use of diverse and innovative teaching methods.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

The Charter Schools Act (or Act)(Education Code Sections 47600 et seq.) requires each charter school to have a charter that outlines at least the sixteen (16) mandatory items of the Act. The following provisions of this charter coincide with the requirements of Section 47605 of the Act.

Affirmations

The Shining Crescent Charter School (SCCS) shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of race, ethnicity, national origin, religion, gender, sexual orientation or disability.

SCCS shall comply with all applicable federal, state and local laws.

SCCS shall admit all pupils within the State of California who wish to attend the School subject to capacity.

If SCCS receives a greater number of applications than there are spaces for students, upon the submission of a timely application, each applicant will be given an equal chance of admission through a public random lottery process.

SCCS will be operated by the Shining Crescent Foundation. All meetings of the Board of the SCF shall be held in compliance with the Brown Act.

SCCS shall comply with all applicable state and federal laws in serving students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

SCCS shall offer at a minimum, the same number of minutes of instruction set forth in subdivision (a) of Education Code Section 47612.5 for the appropriate grade levels.

SCCS shall maintain accurate and current written records that document all pupil attendance and make these records available for audit and inspection.

SCCS shall meet all state standards and conduct the pupil assessments required pursuant to Education Code Section 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

SCCS shall on a regular basis consult with its parents and teachers regarding the School education programs.

SCF shall meet all requirements for employment set forth in applicable provisions of law, including but not limited to credentials, as necessary.

SCF will ensure that teachers in the School hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by law, flexibility may be given to non-core, non-college preparatory teachers.

SCF will maintain all necessary and appropriate insurance coverage.

SCF shall be deemed the exclusive public school employer of the employees of the School for purposes of the Educational Employment Relations Act.

SCCS shall on a regular basis consult with its parents and teachers regarding the School's education programs.

SCF/SCCS shall comply with all applicable portions of the No Child Left Behind Act.

SCF/SCCS shall comply with the Public Records Act.

SCF/SCCS shall comply with the Family Educational Rights and Privacy Act.

SCCS shall meet or exceed the legally required minimum number of school days for charter schools.

If a pupil is expelled or leaves SCCS without graduating or completing the school year for any reason, SCCS shall notify the superintendent of the school district of the pupil last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

SCCS BACKGROUND

The Shining Crescent Charter School is founded by collaborative group of parent, community leaders and teachers. In West Contra Costa Unified School District there is a population explosion from Africa, Middle East and South Asia: India –Pakistan-Afghanistan-Bangladesh and surrounding area. Most of the families have school going children who suffer from a cultural void and get **cultural shock** by observing a different set of values of home and school. SCCS seeks to provide students with a learning environment that recognizes and appreciates the traditions, histories, civilizations and accomplishments of South Asia, Africa and the Middle East that work together with American culture at hand.

SCF-Shining Crescent Foundation is comprised of a group of people with vast experience in education, charter administration, charter law, school finance, Proposition 39, facilities development and other aspects pertinent to the establishment and successful operation of SCCS. The founders bring together the combined experience of working in the areas of community advocacy, school finance, business, school administration school curriculum, instruction, lobbyists, and assessment.

Current SCF Board Members

Jawaid Ijaz, retired Director of Fiscal Operation, Vacaville Unified School District.
 Dr. Firas Jandali, a Consulting Engineer with thirty years of experience in Power Industry.
 Moinuddin Ahmed, Senior Staff Research Engineer with Chevron Corporation.
 Ms. Uzma Latief, Bachelor of Science degree in Nutrition and Dietetics.
 Awni Alsharif, Principal of Sunday school and community activist. (Details are in Appendix K.)

Other Group Members

Ms. Karen (Zulaikha) Soltesz, a seasoned educator with vast professional experience.
 Ms. Kendra Blaskowski, over fourteen years of teaching experience with a degree in Education.
 Ms. Hala Bassam Salman, working with special needs children with Albany Children Center.
 Miss Haila Albgal, a student of education and teacher assistant with four years of experience.
 Sama Medhkour, a student with a goal to be an art teacher.
 Daad Aljalili, Associate pre school teacher currently working at Child Development Center YMCA.
 Mrs. Shabana Shahbaz, community activist with a degree in English and Mathematics.
 Miss Nehayah Alnajar, currently a student in education field. She was a teacher with WCCUSD.
 Ms. Doaa Soliman Hagar, a Sunday school teacher with great organizational skills.
 Mr. Dawud Dirbas a business man with more than twenty years of experience in management.
 Mr. Adnan Qadeer, an architect by profession, presented reports at CNN about suspension bridges.
 (Details are in Appendix K.)

NEED

All children, regardless of the circumstances into which they are born, deserve the opportunity to attain a rigorous public education. West Contra-Costa County is blessed with a wide diversity of residents who work hard to build a bright future. These residents come from many different parts of the world. Three groups are of particular interest are those who come from Africa, the Middle East and South Asia: India-Pakistan-Afghanistan-Bangladesh and surrounding areas.

People coming from these different regions have unique social, cultural, moral, and religious values and are used to segregated societies. When these individuals come to America, they have to adjust to a variety of cultures living together. Also, they have to adjust to the free mixing of the sexes. This is especially difficult for children when they become teenagers and hormones start creating problems. Adults have a much easier time than children with the transition from segregated societies to integrated societies. It is the children with whom one is primarily concerned.

Both integration and the mixing of the genders is a great shock to people who have integrated from the regions cited above. Because societal expectations differ between the homeland and the new country, conflict arises. This is especially true with children, as they are learning the norms of a new society, while the parents are trying to reinforce the norms of the old society.

The conflict that arises between the two generations can become so intense that parents need help. At present, there are few programs that help to address the clash between generations. Little counseling exists at school or in the community for these particular parents, and those programs that do exist tend to be localized and not widely advertised. Thus, parents tend to turn to their religious leaders for the assistance that they need. Unfortunately, spiritual leaders in these societies are not properly trained to address this particular situation and often resort to the use of religious edicts, which may or may not be useful for a given situation.

Yet, what other choice do these parents have but to follow such edicts? This causes further conflict between children and parents. Children begin to turn away from their parents, often resorting to rude, disrespectful, and ill-mannered behaviors. These children feel that their parents cannot understand the situation and thus look to their peers for support. Looking to peers can result in these children seeking the solace of a gang.

Another danger these children face is religious fanaticism. When a child is experiencing anger and confusion at home, that child may turn to religion for answers. Often, though, a child at this age is still learning reasoning and critical thinking skills and may misinterpret religious edicts from religious leaders or become caught up with a dynamic, fundamentalist leader. This can and does lead to the kind of religious fanaticism that is incredibly dangerous.

Instead of gangs and religion, children need an alternate outlet, and that can be provided through specific, targeted counseling at school. Shining Crescent Charter School will work carefully with these students in order to integrate and gradually ease children into the American culture that they encounter when moving to the United States. At the same time, these children can be taught to respect and preserve the cultural, moral, and religious values, as well as be proud of the accomplishments achieved by people living in Asia, Africa, and the Middle East.

EDUCATIONAL PHILOSOPHY AND 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 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.- California Education Code Section 47605(b)(5)(A)

SCCS MISSION STATEMENT

The mission of the SCCS is to contribute to building a diverse, virtuous and moral America by helping children to understand their stewardship role in the world, embedding in them a sense of care, responsibility, love, tolerance and cooperation. Strengthened by these virtues, our students will be prepared to participate actively in civic life and take leadership roles in their communities. In addition, the Foundation aims to help students integrate into American society, while retaining their identity.

SCCS VISION STATEMENT

SCCS will maintain a nurturing, yet challenging educational environment that permits, motivates, and encourages children to reach their full potential in learning, creativity, and citizenship. Dedicated, innovative educators will work together with school families to maintain a community committed to high achievement and to fostering cognitive, analytical, creative and enthusiastic life-long learners.

WHAT MAKES SHINING CRESCENT UNIQUE

A

Shining Crescent will be unique in how children are taught. Whether the subject is arithmetic, history, or science, teachers will bring life to knowledge through vivid descriptions and characterizations that heighten student curiosity and help them to relate personally to the subject matters. The goal is to stimulate the imagination and strengthen the pictorial memory. Teachers will emphasize the creative elements in the curriculum, as creative thinking leads to better critical thinking skills. Writing imaginative pieces and poetry, doing experiments, painting, drawing, and artistic movement are all activities that will aid students in developing their creativity and critical thinking skills. Each subject matter will be taught in a two hour time block, which allows instructors to teach subject matters in depth, engaging students more fully into the educational experience. Students taught in such a setting are more likely to retain the knowledge gleaned during this time than those taught in a traditional manner.

Year by year, the curriculum will grow with the child, matching themes and experiences that mirror the child's development. This can be achieved by:

- *Literature and History*: Giving a broad overview of cultures throughout the world beginning with humanity's earliest stories, myths, and myth-histories up to modern-day history and literature, taking the entire nine years from kindergarten to eighth grade to achieve this goal. Literature and history do not exist in a vacuum, but rather are related to each other, and thus, they will be taught in tandem.
- *Mathematics*: Progressing from rhythmic recitation and games, where children discover the qualities of numbers, to the computation of the abstract in disciplines such as algebra and geometry.
- *Science*: Stressing the study of nature in kindergarten through third grade, botany in fourth and fifth grades, optics, acoustics, and electricity in sixth grade, and mineralogy, astronomy, physiology, chemistry, and physics in the seventh and eighth grades.
- *Geography*: Stimulating a feeling of global responsibility, good world citizenship, and brotherhood, developing higher ideals.

B

Shining Crescent Charter School teachers will apply both the teaching methodologies of eastern culture with modern, western teaching techniques in order to formulate a strong academic foundation. They will use the best teaching practices from both, creating an enriching atmosphere that stimulates learning. Some of these methodologies are:

- Respect of the teacher is the key element in eastern education methodology. Teachers command respect and students are trained at home to respect teachers and elders. This helps students pay more attention to the teacher in class. CAROL VERA VANICH, a teacher and a teacher trainer has written an article "Success at school start with Respect". In an article she wrote for THE ORANGE COUNTY REGISTER, published May 11 2010, she states that when "my students walk into my room, even on the first day, I hope their parents have taught them to show me respect. I think that should be a given".
- Teaching ideas and beliefs of the Society. A teacher from a Western country recently visited an elementary school in an Asian country. In one class, she watched sixty young children as they learned to draw a cat. The class teacher drew a big circle on the blackboard, and sixty children copied it on their papers. The teacher drew a smaller circle on top of the first and then put two triangles on top of it. The children drew in the same way. The lesson continued until there were sixty-one identical cats in the classroom. Each student's cat looked exactly like the one on the board.

The visiting teacher watched the lesson and was surprised. The teaching methods were very different from the way of teaching in her own country. A children's art lesson in her own country produced a room full of unique pictures, each one completely different from the others. Why? What causes this difference in educational methods? In a classroom in any country, the instructor teaches more than art or history or language. He or she also teaches culture (the ideas and beliefs of that society). Each educational system is a mirror that reflects the culture of the society.

(http://ceti.macam.ac.il/courses/inter1/texts/Children%20at%20school/east_west_methods_education/east_west/Methods%20of%20Education.doc.).

The educational system in much of the Orient reflects society's belief in group goals and purposes rather than individualism. Children in China, Japan, and Korea often work together and help one another on assignments. In the classroom, the teaching methods are often very formal. The teacher lectures, and the students listen.

- Discipline and self Control: Educational System in Japan prepares students for a society that values discipline and self-control.

In a study by Eddie Ramirez in Two Million Minutes, comparing American Students with those in China and India states that students in China and India study longer hours to sharpen their math and science skills.

- Motivation and Focus: Two Million Minutes: A Global Examination followed six students through their senior year of high school in the United States, India, and China. The study revealed that American teenagers' attitudes toward academics differ sharply from those of their peers in India and China, who seem more motivated and focused.

C

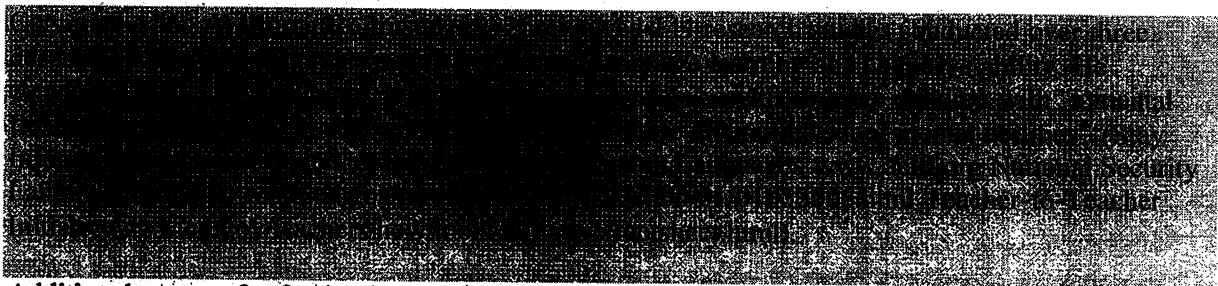
Shining Crescent Charter School will be the first in the District, rather in the State to introduce new foreign languages at an early stage:

- ❖ Arabic
- ❖ Punjabi
- ❖ Urdu/Hindi

According to a study 1.95% of people speak Punjabi within the West Contra Costa Unified School District.

In United States most students who study a foreign language begin at age 14 or later. But linguistic studies show that children who begin learning a second language before adolescence exhibit more native-like pronunciation and are more likely to become fluent speakers.

On examining the research in 2005, education research analyst **Janice Stewart** found that foreign language study, "especially when introduced in the early elementary school years," is associated with three additional benefits of "increased cognitive skills, higher achievement in other academic areas, and higher standardized test scores."



Additional reasons for foreign language study include global economic competition and national security. "While only 44 percent of our high school students are studying any foreign language, learning a second or even a third foreign language is compulsory for students in the European Union, China, Thailand, and many other countries," Secretary of Education Margaret Spellings remarked in January 2006.

The National Center for Education Statistics reports that most U.S. high school students enrolled in a foreign language are studying Spanish (69 percent) or French (18 percent). Less than 1 percent is studying Arabic, Chinese, Japanese, and Korean-languages the U.S. government classifies as critical to national security.

Keeping in view today's global economic and security situation that is critical to national security, introduction of new languages of Arabic, Punjabi and Urdu is timely and significant.

D

The Shining Crescent Charter School will operate with an extended school day, extended school year and extended summer break for students who do not meet grade level standards and requirements (Appendix O).

EDUCATIONAL PHILOSOPHY

The Shining Crescent Charter School (SCCS) will educate students of the West Contra Costa County area, whose families are seeking a rigorous standards-based education in the comprehensive K-8 school environment with numerous enrichment opportunities.

An Educated Person in the 21st Century

Educated students in the 21st century must understand their own learning style, including how to capitalize on strengths and overcome weakness. They 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 they be ready to adapt to changes, but to help lead others. Educated people in the 21st century will need to explore and appreciate their creative potential, and be strong supporters of their community, using the power of the individual for the greater good of the community. Above all else, they should be imbued with a love of learning, a profound curiosity, an uninhibited sense of questioning and examination, and a powerful sense of self-direction.

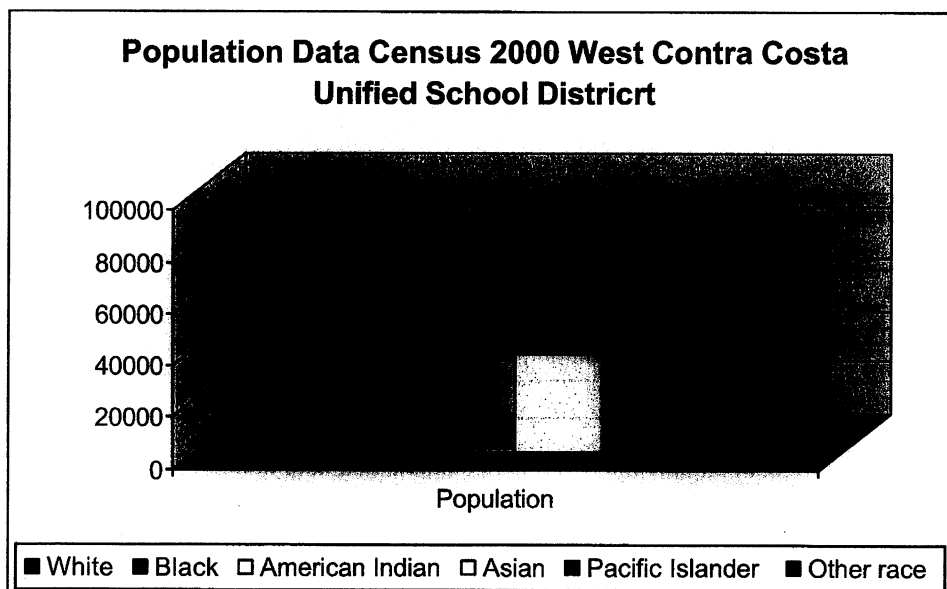
How Learning Best Occurs

Learning occurs best when students are taught a comprehensive curriculum through innovative instructional design in an environment that promotes learning in a challenging and exciting way.

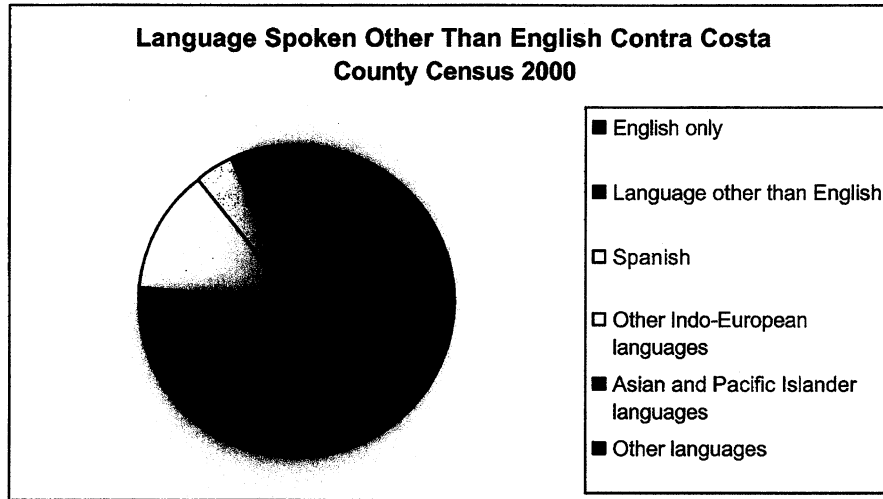
STUDENTS TO BE SERVED

The Shining Crescent Charter School will meet State guidelines of minimum age and will be non-sectarian. Target population will be children from Africa, the Middle East and South Asia: India-Pakistan-Afghanistan-Bangladesh and surrounding areas.

Many families hailing from the Middle East and South Asia: India-Pakistan-Afghanistan-Bangladesh and surrounding areas, in the WCCUSD face significant economic challenges. Generally per capita income is below the average. They are not highly educated and mostly they run mom and pop corner grocery stores or some are taxi drivers.



They are bilingual and speak a second language at home. Most of the households in the District are “linguistically isolated”: all members of those households speak a second language primarily and minimal to no English



SCCS will act as a bridge between the families and children to curtail the educational, economic and language barriers.

SCCS will educate students entering Kindergarten through Eighth Grade. SCCS is a tuition free, non-sectarian public school of choice. We do not discriminate based upon race, religion, ethnicity, national origin, gender, culture, disability, or sexual orientation. The School projected 2011/12 enrollment includes approximately 302 students:

Resident	246
Non Resident	<u>56</u>
Total	302

Anticipated breakdown is as follows:

2011-2012 Projected Enrollments

Instructional Minutes (planned)

Grade	Class	Instructional Minutes	WCCUSD Stewart School	WCCUSD Hercules	WCCUSD Mira Vista
K	48	220	200		200
1st	45	360	290		290
2nd	46	360	290		290
3rd	30	360	290		290
4th	30	360	290		300
5th	35	360	290		300
6th	31	400	310	300	310
7th	20	400	310	300	310
8th	17	400	310	300	310

Total enrollment and number of classes per grade in the following years shall be projected with consideration of the first and ensuing year actual total enrollments. The above table represents the projected enrollment for the 2011/12 school year only.

Students enrolling in the SCCS shall exceed the state guidelines for age. To enter Kindergarten a child must be 5 years and 0 days of age on or before December 1 of the current school year of attendance (if State guidelines changes SCCS will adopt new course of action).

Students from West Contra Costa County shall have preference in admission to the SCCS with the remaining openings available to any student in the State of California.

The School shall locate its facility or facilities within the boundaries of West Contra Costa County Unified School District.

The School academic calendar shall generally align with the West Contra Costa County Unified School District traditional academic calendar commencing before September 30 in accordance with State charter school guidelines, and including but not limited to 180 instructional days. The number of instructional minutes for all grades shall meet or exceed the State requirements in Education Code Section 47612.5(a).

SCCS parents/guardians are responsible for sending their students to school and providing an explanation for absences. SCCS attendance policies encourage regular attendance and the reporting of trancies to appropriate local authorities.

CURRICULUM AND CONTENT

Curriculum at SCCS shall continue to prepare students to be successful participants in the integrated world beyond the classroom. SCCS curriculum creates learning situations in which students delve deeply into their assignments to understand and master material. Students are taught to explore each topic, assess its complexity and be accountable for demonstrating proficiency in their learning. Our goals emphasize:

1. An understanding of logic and roles of evidence along with inference as a basis for approaching the whole panoply of other learning goals. In support of this, SCCS educators focus on academic skills and approaches to problem-solving through backward design.
2. Development of strong oral communication skills. Our students will make oral presentations to classes, teachers, parents and members of the community. We believe the ability to present and defend ideas orally is critical for success in higher education and professional life.
3. Integration of traditional core classes to reflect an interdisciplinary - multidisciplinary approach. Subjects are integrated and not taught in isolation. SCCS exposes students to the connections among and between the traditional academic disciplines. Teachers will work together as teams to implement this process.
4. Study skills and approaches to academic tasks that will help students perform successfully at the secondary level. Students will continually practice and revise their work to ensure skill and knowledge mastery.

5. Engagement in spiraling instruction on metacognition: how learning works, how we learn as individuals, and how learning styles vary so that students better understand themselves and others as they move through the educational program at SCCS.

6. Use of the Bay Area's environmental, cultural, and intellectual resources to increase each student's exposure to problem-based, practical learning. (Details in Appendix F)

CORE ACADEMIC CONTENT K-8

Grades	Language Arts	Mathematics	Social Science	Science
K	Language Arts	Procedures & Problem Solving	Learning and Working Now and Long Ago	Earth, Life, Physical and Experimentation
1 st	Language Arts	Procedures & Problem Solving	A Child's Place in Time and Space	Earth, Life, Physical and Experimentation
2 nd	Language Arts	Procedures & Problem Solving	People Who Make a Difference	Earth, Life, Physical and Experimentation
3 rd	Language Arts	Procedures & Problem Solving	Continuity and Change	Earth, Life, Physical and Experimentation
4 th	Language Arts	Procedures & Problem Solving	California: A Changing State	Earth, Life, Physical and Experimentation
5 th	Reading & Writing	Procedures & Problem Solving	U.S. History and Geography: Making a New Nation	Earth, Life, Physical and Experimentation
6 th	Literature & Writing	General Math	World History and Geography: Ancient Civilizations	Earth Science
7 th	Literature & Writing	Pre-Algebra	World History and Geography: Medieval and Early Modern Times	Life Science
8 th	Literature & Writing	Algebra I	U.S. History and Geography: Growth and Conflict	Physical Science

To better achieve its mission and vision, the Shining Crescent Charter School will be structured to help students make a smooth transition from elementary to middle to high school with a comprehensive K-8 school. The small nurturing learning environment and educational program design reflect current research and SCCS beliefs about how learning best occurs.

SCCS shall focus on the education of the whole child through a core curriculum of English Language Arts, Mathematics, Science, and History-Social Science including a complementary curriculum of Visual and Performing Arts, Physical Education, Foreign Language, Technology and Character Education. The curriculum at SCCS shall be aligned with the standards, goals and challenge standards outlined by the State of California. Students will be encouraged to exceed minimum standards. SCCS shall adopt curriculum materials by composing a committee to review the materials and to make a recommendation to the CS Board of Directors. The CS Board shall then make a final decision for adoption of materials.

Diverse Pedagogy

SCCS parents and educators recognize that students learn through different modalities and thus, no one teaching method will work for all students. Pedagogy needs to be adapted and culturally responsive to provide students with a range of methods to succeed. To ensure that all students are actively engaged in learning, SCCS educators shall develop instructional programs incorporating the theory of multiple intelligences to build on each student's strength and to address diverse learning styles.

The use of integrated curriculum will allow students to extend learning over multi-content areas. Topics will be studied from different angles and viewpoints, allowing students to explore subjects deeply, employ higher level thinking skills, and make connections among the various disciplines of thought. Students possess a wide range of learning skills.

SCCS believes that a school should be a dynamic learning community embodying the best practices of teaching and learning in a manner that supports individuals to actively discover their own potential, recognize their own culture, value and worth, and practice responsibility to the community.

Student Needs and Instructional Strategies

SCCS shall serve students who are seeking a small, nurturing learning community that focuses on high academic expectations and numerous enrichment opportunities.

The SCCS learning community will be a productive, safe, and enriching environment in which children of different backgrounds, culture, abilities need to work together successfully.

Teachers shall use dynamic, flexible groupings to meet the needs of their students; these groupings encompass such factors as skills, ability, age, gender and interest. Since children have different strengths and styles of learning, SCCS educators develop instructional programs incorporating the theory of multiple intelligences to build on each student's strengths and to address diverse learning styles.

Productive citizens of the 21st century must be able to work cooperatively as part of a team to accomplish a task. Cooperative learning techniques teach students to work collaboratively with others and allow them to develop their social and communication skills. Students learn to share their knowledge and skills and acknowledge and respect the ideas and skills of others.

Project-based learning is utilized to teach and to reinforce basic skills. Children learn by doing and the hands-on learning approach provides students an opportunity to take learned skills and to apply them to meaningful projects. These projects provide students an opportunity to develop and demonstrate critical thinking skills, problem solving skills and cooperative learning.

Twenty-first century computer technology is a powerful tool when used to enhance student learning. At SCCS, students and educators shall incorporate technology into a multitude of learning tasks. Computers are utilized as a tool for teaching and learning. Students have access to technology for research, analysis, communication, skill building and self-expression.

In order for these instructional strategies to be most effective, teachers must have time to collaborate to plan, to discuss student needs, to mentor one another, and to observe other classrooms. The school day will be structured such that staff members have time to work collaboratively on curriculum development and special projects. To permit this flexibility, the length of the school year and/or the length of the school day may be extended beyond the state-mandated minutes.

Technology Integration

A well-designed technological infrastructure will help create a model twenty first century learning environment, encouraging students to learn efficiently, and preparing them to be part of a technological workforce.

Our curriculum will be designed to teach skills in both technology and information literacy and all SCCS teachers will use some form of technology in their daily classroom presentations. Our use of technology will serve as a catalyst to foster authentic constructivist, project-based learning in a variety of disciplines. Our students' use and development of interactive electronic media to complete and submit project assignments will reinforce the creative process. Multimedia will facilitate learning that is tailored to the student's personal learning styles, taking advantage of different multiple intelligences of all students. At points throughout the day, students may perform tasks such as research on the web, work on a written report or video, participate in an online discussion, view a web-cast, create a web log or website, run a simulation, create a design, or learn and/or write an application. In addition, students will commonly use computers to engage in self-paced instructional programs that complement classroom curriculum.

Learning Setting

Learning at SCCS will occur as on a traditional school campus. SCCS shall follow the California Department of Education guide lines of class size reduction. Through a program incorporating small class size, increased staff-student interaction and ongoing formal and informal assessments, SCCS educators will present an integrated curriculum designed to provide students with the skills and tools necessary to meet the state academic standards. These programs are designed to support all students including those exceeding and those not meeting desired outcomes.

ACADEMICALLY LOW ACHIEVING STUDENTS

SCCS will maintain a culture of high expectations for all students. For those whose achievement potential is not being realized, administrators and teachers work to ensure that no individual student falls behind. The structure of the SCCS curriculum and the instructional strategies outlined here are designed to maximize the learning opportunities for low-achieving and at-risk students. Low-

achieving and at-risk students are thoroughly integrated into the entire student body and they participate fully in all aspects of the curriculum at the School.

At SCCS, low-achieving students will be defined as those who fall below the 50th percentile on the adopted standardized test and/or fall below learning behavior, language acquisition and fine and gross motor skills in comparison with their peer group. At SCCS at-risk students will be defined as those who achieve at or below the 40th percentile on adopted state tests, who may or may not qualify for special education services, and whose achievement potential is not being realized.

Classroom interventions at SCCS will emphasize cooperative learning in flexible groups. By working closely with students at all ability levels, low-achieving and at-risk students gain new knowledge and learn new strategies for solving problems. Working in flexible groups helps all students realize that everyone has unique skills and abilities that are needed to solve problems. This awareness raises low-achieving student's self-esteem and perceptions of their own competence, and increases their positive attitudes toward school, learning and success.

Parents of at-risk or low achieving students are contacted and consulted in the development of strategies to meet the specific needs of the student through the *Student Success Team (SST)* process. A SST uses a systematic problem-solving approach to assist students with concerns that are interfering with success. The SST clarifies problems and concerns, develops strategies and organizes resources, provides a system for school accountability, and serves to assist the parent, teacher and student. After implementation of a SST plan and follow up, if the problem continues, revisions to the plan may be discussed and where necessary a referral for special education evaluation or Section 504 assessment might be deemed necessary by the Team.

ACADEMICALLY HIGH ACHIEVING STUDENTS

SCCS is committed to providing opportunities for students who demonstrate an ability to achieve beyond grade level. The School is committed to providing high achieving students with opportunities to study the core curriculum in-depth, allowing for originality in student outcomes and emphasizing higher level thinking skills. GATE identified students are thoroughly integrated into the entire student body at the school and participate fully in all aspects of the curriculum.

Flexible academic groupings within the classroom, along with after-school enrichment opportunities, are implemented as a means to fully serve the GATE population. GATE identified students are encouraged to participate in enrichment activities designed to challenge their special abilities. SCCS teachers provide a qualitatively differentiated curriculum that stresses higher order thinking, concept learning, and cross-curricular study according to the State academic content standards and the State Standards for Programs for Gifted and Talented Students.

ENGLISH LANGUAGE LEARNERS

SCCS will meet all applicable legal requirements for English Language Learners (ELL) as it pertains to annual notification to parents, student identification, placement, program options, ELL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement.

The following SCCS procedures will assure the proper placement, evaluation, and communication regarding ELL student rights or those of their parent or guardian. A home language survey is taken upon a student's initial enrollment application into the School. For all students who indicate that their

home language is other than English, the California English Language Development Test (CELDT) will be administered within thirty days of initial enrollment and at least annually thereafter between July 1st and October 31st until re-designated as fluent English proficient.

The SCCS will notify all parents of the School's responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

ELL Reclassification Procedures

Reclassification procedures will utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, one or more of the following:

Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT; Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil;

Comparison of the pupil's performance in basic skills against the performance of English proficient pupils of the same age;

The Student Oral Language Observation Matrix (SOLOM) may be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

ELL Strategies for Instruction and Intervention

Teachers who serve ELL students will be trained to use Specially Designed Academic Instruction in English (SDAIE) techniques to meet the needs of English Language Learners. The instructional design model will be used by SCCS that places a heavy emphasis on differentiating instruction a key strategy for English Language Learner success. Other strategies may include, but are not limited to the following techniques: Identifying Similarities and Differences; Summarizing and Note Taking; Reinforcing Effort and Providing Recognition; Homework and Practice; Nonlinguistic Representation; Cooperative Learning; Setting Objectives and Providing Feedback; Generating and Testing Hypotheses; Cues, Questions and Advanced Organizers. These nine instructional strategies are proven to be effective strategies for all students, including ELL students.

SPECIAL EDUCATION AND STUDENTS WITH DISABILITIES

Overview of IDEA/Section 504

The Shining Crescent Charter School shall comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA) and the Individuals with Disabilities in Education Improvement Act (IDEA).

The Charter School after becoming an independent LEA will join the Contra Costa County SELPA pursuant to Education Code Section 47641(a). SCCS shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

SCCS shall be solely responsible for its compliance with Section 504 and the ADA. The District facilities to be utilized by the School shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

SCCS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the School.

Services for Students under the IDEA

The Shining Crescent Charter School intends to provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area (SELPA). The Charter School has become an independent LEA and joined the Contra Costa County SELPA pursuant to Education Code Section 47641(a).

MEASURABLE STUDENT OUTCOMES & OTHER USES OF DATA

The measurable pupil outcomes identified for use by the charter school. Pupil outcomes, for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program.- California Education Code Section 47605(b)(5)(B)

METHODS TO ASSESS STUDENT PROGRESS TOWARD MEETING OUTCOMES

The method by which pupil progress in meeting those pupil outcomes is to be measured-California Education Code Section 47605(b) (5) (C)

SCCS outcomes are aligned with the School's mission. Use of curricular materials, programs and assessments allow for student demonstration of the following core academic and lifelong learning skills. These core academic and life long learning skills were developed to support student attainment of the California State Curriculum Standards.

MEASURABLE STUDENT OUTCOMES

Through the completion of the Kindergarten and through Eighth grade academic years, SCCS students will demonstrate attainment of the following goals:

1. Students will demonstrate effective communication, critical thinking, and personal and social responsibility.
2. Students will demonstrate proficiency in reading and writing.
3. Students will demonstrate a mastery of the State of California Academic Content Standards in the areas of English Literature, History, Math, Science, Art, Foreign Language and Technology. Suggested goals are listed below in Suggested Subject Matter Competencies.
4. Students will complete coursework and related activities needed for promotion to high school.

Suggested Subject Matter Competencies

As indicated above, SCCS expects its students to demonstrate a mastery of specific subject competencies. The following is a list of suggested subject matter competencies. This list is continually consulted and shall be revised and improved upon as necessary. The competencies are based upon and the state standards and form the foundation to build curriculum and guide instruction. These competencies also incorporate in-depth discussions with our school community on what students should know and be able to do by the end of the SCCS program. SCCS shall provide students the opportunity to meet and exceed the following competencies in each of the following content areas:

English Language Arts

- ◇ Understand and appreciate literature and the arts as expressions of and ways to interpret the human experience.
- ◇ Obtain meaning from a variety of complex texts.
- ◇ Be well read as demonstrated by reading a variety of literary works representing different genres.
- ◇ Make informed interpretations of the purpose and meaning of literary works.
- ◇ Communicate effectively via written media in a variety of genres.
- ◇ Explain how literature from various cultural/ethnic groups expresses both distinctive and similar values, experiences, struggles and contributions.
- ◇ Evaluate how the form and content of a literary work contributes to its message and impact.

Social Studies/History

- ◇ Recognize that events in the past inform the present.
- ◇ Understand and apply civic, historical and geographical knowledge in order to become a citizen in a diverse world.
- ◇ Understand the building blocks of representative government.
- ◇ Apply information, concepts and perspectives from the history of our nation and the history and development of other nations.
- ◇ Understand the evolution of early civilizations and the development of new ideas, institutions and systems of thought.
- ◇ Understand the rich and varied achievements of diverse peoples.
- ◇ Deliberate on public issues that arise in a representative democracy.
- ◇ Use historical research to ask and answer questions about the past.
- ◇ Recognize that regions can be defined in cultural, physical or political terms.
- ◇ Accurately interpret and summarize information from maps, charts and graphs.

Math

- ◇ Construct mathematical models.
- ◇ Use a variety of problem solving strategies.
- ◇ Use a variety of computing procedures.
- ◇ Understand & apply mathematical processes and properties of number theory, methods of measurement, geometry, functions and algebra, probability & statistics, data analysis.

Science

- ◇ Analyze real world phenomena using scientific concepts, principles, and processes.

- ◇ Use the scientific method to ask and answer questions about the world.
- ◇ Understand essential ideas about the composition and structure of the universe and the motions of objects in it.
- ◇ Know earth, biological, physical and chemical concepts.
- ◇ Understand concepts of matter and energy, motion and forces.

Visual and Performing Arts

- ◇ Participate in artistic activities.
- ◇ Make informed interpretations of the purpose and meaning of artistic works.
- ◇ Convey interpretations of personal experiences in expressive forms.
- ◇ Explain how art from various cultural/ethnic groups expresses both distinctive and similar values, experiences, struggles and contributions.
- ◇ Explain how the form and content of an artistic work contributes to its message and impact.
- ◇ Explain the role of the artist in providing service to the community and world.

Foreign Language

- ◇ Begin to learn to communicate in languages other than English and understand and appreciate the culture underlying the foreign language.
- ◇ Physical Fitness/Health Science
- ◇ Knowledge and practice of physical fitness skills and pertinent health and safety issues to promote the foundation for healthy living.

Technology

Use technology to increase learning and understand and use communally utilized software applications and the Internet.

Lifelong Skills

Students will be encouraged to develop skills that will enable them to become self-motivated, competent, lifelong learners through a mastery of the following skills:

Character Development

To understand and accept the value of integrity and moral courage in all aspects of life and learning.

Communication

The ability to listen, speak, read and write as appropriate to the intended audience in school, at home, or in the community.

Cooperation

The ability to work productively with school peers, family members, and community members in order to complete assigned projects.

Critical Thinking

The ability to form a reasonable opinion on matters requiring the active assessment and comparison of data to be a socially aware citizen.

Caring and Respect

The ability to accept and demonstrate kindness and appreciation for cultural, linguistic, and socio-economic differences among peers and community members.

Citizenship

The ability to be civically responsible by participating in the School and community at large.

Conflict Resolution

The ability to resolve differences of opinion in a civil and fair manner.

Responsibility

The ability to maintain the highest personal standards in studies and citizenship.

Study Skills

The ability to utilize note-taking strategies, questioning strategies, library research skills, goal setting, self-assessment, time management, and test taking strategies; the ability to reflect on one's own learning.

School Outcome Goals

SCCS will pursue the following school outcome goals:

1. The school will demonstrate progress in the aggregated results of the pupil outcomes listed above.
2. The school will strive to obtain an above 90% daily student attendance rate.
3. The school will strive to achieve an above-average or well - above average rank on the California Academic Performance Similar Schools index using the District's rankings as a norm.
4. The school will strive to make adequate yearly progress (AYP) as defined by the No Child Left Behind Act (NCLB).
5. The school will strive to have its students show measurable growth each academic year, as shown by scores on the State standardized tests.
6. The school will strive to document student achievement of the state content standards each year in its core subjects.

METHODS OF ASSESSMENT

Student outcome goals described above are part of a comprehensive evaluation plan grounded in the belief that a true picture of student learning is only gleaned from a variety of differentiated assessments. Traditional standardized evaluations are coupled with both formal and informal assessment tools to provide SCCS educators, parents and the students with a picture of achievement.

Assessment Assumptions

1. Assessments for individual students focus on attainment of content standards. SCCS will measure student's progress towards attaining the outcomes described above in a variety of ways including but not limited to, the following:

Authentic assessment portfolios, exhibitions;
 Demonstration of skills/knowledge essays, projects, or oral presentations;
 California sanctioned and/or required testing, including performance-based assessments CAT-6, SAB/2, CST, CELDT;
 Nationally normed standardized achievement testing STAR;
 Project completion;
 Unit Testing text book or teacher created;
 Group Participation.

2. There should be a close relationship between a student's goal/content standard and the procedure(s) used to assess it.

3. Assessment procedures and content are designed to meet individual student needs. Some individual modifications include:

- Identifying learning styles and designing assessments to elicit a variety of thinking and application skills;
- Utilizing technology for presentation of assessment and student response; and
- Allowing for a variety of assessments environments; consider the purpose of the assessment and the student's unique needs in choosing environment that fits best.

4. On-going review of each student's progress ensures progress toward goal attainment. Curriculum and assessment adjustments are made when evaluation demonstrates them necessary.

On going Cycle of Assessment

Content Area	Grade Levels	Assessments	Frequency
Reading	K-2	STEP, Fountas & Pinnell	Approximately every 6 weeks
	3-8	Interim Assessment (Internal standards-based test)	Approximately every 6 weeks
	K-8	Terra Nova	Twice per year
	2-8	California Standards Test	Once per year
Language	K-8	6-Traits + 1 Writing Rubric scored assessment	Approximately every 6 weeks
	K-8	Terra Nova	Twice per year

	2-8	California Standards Test	Once per year
Math	K-8	Interim Assessment (Internal standards-based test)	Approximately every 6 weeks
	K-8	Terra Nova	Twice per year
	2-8	California Standards Test	Once per year
Science	3-8	Interim Assessment (Internal standards-based test)	Approximately every 6 weeks
	5-8	California Standards Test	Once per year
Social Studies	3-8	Interim Assessment (Internal standards-based test)	Approximately every 6 weeks
	8	California Standards Test	Once per year
English Language Development	K-8	CELDT	Upon enrollment and once per year thereafter for ELL students

Assessment Tools

Report Card

All SCCS students are assessed a minimum of three times per year on our standards-based report card. The report card includes information about progress toward standards mastery and letter grades where applicable. In this way, SCCS continuously gives students and families information about student progress toward standards. (Grading Rubrics need to check).

Standardized Tests

Students at SCCS will participate in all state-mandated standardized assessments. These tests will provide additional information about the extent to which students are mastering key subject-area concepts and skills as reflected in the state standards. In addition to offering information about student's progress, these tests will give us information about our School's effectiveness with our population as a whole and with significant sub-groups. We shall analyze this data regularly in order to review our success and make adjustments to our program.

USE AND REPORTING OF DATA

The assessments are designed to align to the mission, standards, and the curriculum described in the charter.

Measurable Outcomes	Assessments
Students shall strive to be proficient or	Current State accountability measures:

advanced on state testing.	STAR/CAT6, writing assessments
Students shall strive to meet or exceed grade level standards by earning 3 or 4 and/or A/B (per academic rubric) in core subjects.	Grade level reporting tools
Mastery of school-wide outcomes as outlined in the Mission Statement analytical ability, social skills, and creativity.	Self-Evaluation, Writing Samples, Performance Assessment, Teacher Observation
At least 95% average daily attendance (ADA)	Calculated ADA
Maintain or exceed the Academic Performance Index (API) of previous year(s).	Current State accountability measures: STAR/CAT6, writing assessments
Meet Adequate Yearly Progress (AYP) as defined by NCLB.	Meet annual growth targets, subgroups scores, statewide rankings as determined by NCLB
The School will have a high rank on the California Academic Performance similar Schools index using the District's rankings as a norm	Compare standardized test scores (CST, CAT/6, CELDT, SABE2) to comparable schools.

SCCS will collect annual data from the assessments listed above and utilizes the data to identify areas of necessary improvements in the educational program. An annual performance report will be compiled yearly. The report will include summary data showing student progress toward the goals and outcomes from assessment instruments and techniques as described in this section; as well as analysis of whether student performance is meeting the outcomes specified by this section. The report shall also include:

- Disaggregated data of state testing results comparable to the District, aggregated by middle school results (6th -8th grades) and elementary (K -5th grades).
- Data will be displayed on both a Charter school-wide basis and disaggregated by major racial and ethnic categories, gender, ELL, special education and socio-economic levels to the extent feasible without compromising student confidentiality.
- Record of any health or safety occurrences during the year, their disposition, and any policy or other actions taken in response.
- Data regarding the number of staff working at the school and their qualifications. Summary data from an annual parent and student satisfaction survey.
- An overview of the School's admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists, and the numbers of students expelled and/or suspended.
- Information demonstrating whether the School implemented the means listed in charter to achieve a racially and ethnically balanced student population.
- Summary of major decisions and policies established by the SCF Board during the year.

The School and the District will also jointly develop an annual site visitation process and protocol in the Memorandum of Understanding (MOU) to enable the grantor to gather information needed to confirm the school's performance and compliance with the terms of this charter. However, SCCS agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight.

Pursuant to Education Code Section 47604.3 SCCS shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from the District, the County Office of Education, and the State Superintendent of Public Instruction. The annual programmatic report will be mailed to the address of record to all staff and families within 90 days of the end of the prior fiscal year and the School Accountability Report Card (SARC) will be posted annually as required by law.

Professional Development

Shining Crescent Charter School recognizes that the development of staff is key to the school's success and to high rates of student achievement. Therefore, we will implement a three-stage annual professional development plan.

Professional Development: Opening Series

Prior to the start of each school year, teachers will participate in a series of professional development sessions. In the school's first year of operations, teachers will attend 18 days of professional development prior to the school opening; in subsequent years, returning teachers will attend 15 days of professional development and new teachers 18 days during the weeks preceding the first day of school. This series of professional development is designed to ensure teachers will be able to:

- Establish and maintain a structured, disciplined, achievement-focused school and classroom environment that upholds high academic and behavioral expectations for every student and embodies the school's mission.
- Teach, execute, and reinforce clear systems, procedures, routines, and the established code of conduct at the school and classroom levels to maintain a safe, orderly, academic focused learning environment.
- Hold each student accountable to meeting behavioral and learning expectations, including following and implementing policies for such things as uniforms, homework, and academic support.
- Assess students' academic skills and proficiency levels accurately
- Analyze assessment data and use it to craft strategic instructional action plans to close skill gaps and accelerate academic achievement.
- Utilize California standards and standards-based scope and sequence plans to develop unit assessments, unit plans, and lesson plans that enable students to access and master grade-level skills and content each year.
- Craft standards-based lesson plans following a logical ? I do, You do, We do format that are appropriately rigorous for the grade level and that include sufficient time for independent practice and concrete checks for understanding to assess to what degree each student met the lesson objective.

- Serve special needs students appropriately and effectively to ensure they reach ambitious academic goals in accordance with their Individualized Education Plans.
- Provide strategic, targeted English Language Development for English Language Learners so they are equipped to meet the same ambitious academic goals as native-English speakers.
- Prepare to implement the *Resolving Conflict Creatively Program* and *Connected and Respected* leadership and character curricula.
- Organize classrooms and each instructional day following the school's established schedules, school and classroom culture, and areas of academic focus.
- Participate in a professional learning community in which each educator is responsible for seeking and accepting critical feedback and support and committed to improving professional practices in order to advance student achievement.
- Commit to upholding the school-family-student commitment and expectations.

Professional Development: Ongoing Series

During the week following each administration of interim assessments throughout the school year, teachers and school leaders will participate in a day-long professional development session. In each of these eight sessions, school leaders will facilitate analysis of assessment results, identification of trends in student progress and gaps in skills and proficiency levels, and creation of instructional action plans for individual students, sub-groups, classes, and grade levels.

Every Friday, following student dismissal, teachers and school leaders will devote 2.5 hours to working in professional learning communities and preparing for instruction and assessments. Through this professional development practice, teachers will: examine research, observation data, lesson plans, assessments, videos of instruction, and student outcomes in a strategic focus area for improvement (i.e. phonemic awareness, making inferences); model and practice instructional strategies; identify concrete short-term action items to improve their practice; and norm lesson plans and execution.

In addition to formal annual observations and evaluations, school leaders will observe all teachers informally at least once every two weeks throughout the academic year and provide targeted feedback to reinforce effective practices and facilitate improvement.

Professional Development: Closing Series

At the conclusion of each academic year, for two days after the last day with students, teachers and administrators will collaborate to meet the following closing objectives:

- Analyze final assessment data to determine student growth and proficiency in reading, writing, math, Science, and Social Studies.
- Determine school, grade level, class, and student performance vis-à-vis each accountability metric, and as described in Section B of this application.

- Identify instructional practices that supported attainment of academic goals and those that need to be changed or discarded.
- Set preliminary goals for the upcoming academic year.
- Complete final report cards and update records for all students; send final report cards to parents.
- Prepare the school facility for summer sessions and for the upcoming academic year.

Family Orientations and Conferences

Following the close of the spring enrollment period and drawing, we will hold a series of small group Family Orientation sessions during which we will present the goals for students of The Shining Crescent Charter School, provide an overview of the Student and Family Handbook and key school policies (i.e. uniforms, homework, code of conduct, length of school day and year), discuss the expectations delineated in the school-family-student commitment, distribute the school calendar, and answer any questions families may have. Families will select one date to attend the spring orientation session.

The week prior to the start of the academic year, we will hold a second Family Orientation to review the Student and Family Handbook, school calendar and all expectations for student behavior and parent involvement. Parents and students will be invited to sign their School-Family-Student Commitments at this time. This Family Orientation will be offered on three separate dates, as noted in the school year calendar, and families will select one date to attend.

Following the close of the first, second, and third quarters of the academic year, we will host Parent Conferences over three days. At each conference, parents will meet with their child's teacher to review and discuss successes, progress, and challenges in academics and behavior and to identify next steps for the teacher, parent, and child to support academic achievement and meeting behavioral expectations. Teachers will provide parents with their child's report card and discuss it with them at this time. If parents are unable to attend at a scheduled conference time, we will make arrangements to accommodate them at another time.

GOVERNANCE STRUCTURE

The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement. - California Education Code Section 47605(b)(5)(D)

NONPROFIT PUBLIC BENEFIT

SCCS shall be operated by the SCF that has constituted itself as a California non-profit public benefit pursuant to California law and has had its 501(c)(3) status recognized by the Internal Revenue Service.

The School shall be governed pursuant to its adopted Bylaws as subsequently amended from time to time, which shall be consistent with this charter.

The School shall operate autonomously from the District, with the exception of the supervisory oversight and special education services as required by statute. Pursuant to the Education Code

Section 47604(c), the District shall not be liable for the debts and obligations of the School, operated as a California non-profit benefit or for claims arising from the performance of acts, errors, or omissions by the charter school as long as the granting authority has complied with all oversight responsibilities required by law.

SCF BOARD OF DIRECTORS

The (SCF) Board of Directors will operate the Shining Crescent Charter School. Board members have a responsibility to receive input from the School's families, the faculty & staff, and interested community members and organizations regarding issues of significance and to weigh the input and opinions carefully before taking action. The SCF Board is responsible for adopting a budget for each school it manages and for adopting policies and procedures for implementation of the charter. The Board may choose, in accordance with its bylaws, to increase its membership depending upon the workload of the Board. A majority of the members must be elected by the SCF membership. Others may be appointed by the board from the community as provided in the SCF bylaws. One board seat must be made available to a representative of the chartering entity. The SCF will hold ultimate responsibility for the operation of the School, its compliance with applicable laws and regulations, its financial soundness, and the execution of its mission.

The Board shall adopt policies and procedures regarding self-management and conflicts of interest. The SCF Board of Directors may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established. The Board may execute any powers delegated to it by law, and shall discharge any duty imposed by law upon it and may delegate to an employee of the Foundation any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. The Board will receive proper training annually in effective board practices according to all state laws.

The Board will amend its bylaws to accommodate the requirements imposed by the chartering authority and to carry out conditions of California Department of Education.

PRESIDENT The President of the (SCF) will ensure the Foundation operates in fulfillment of the mission as spelled out in the charter(s) and in compliance with charter school law, SCF Bylaws and applicable education law as directed by the SCF Board. The President will work with the SCF Board, the SCCS principal(s) and any board committee to ensure the Foundation makes sound strategic decisions. The President will serve as a spokesperson for SCF to further the school(s) prominence within the local, state and national communities. The President has overall day-to-day management responsibilities of the Foundation and oversees the strategic and operational plans of the Foundation.

ACCOUNTING MANAGER The Accounting Manager of the SCF oversees the fiscal areas of the Foundation. The Controller will ensure the Foundation operates in fulfillment with the mission as spelled out in the charter(s) and in compliance with California charter school law, education law, tax law, and labor law. All accounting functions must follow Generally Accepted Accounting Principles, Financial Accounting Standards Board (FASB), and Not-For-Profit standards and regulations.

PRINCIPAL The SCCS Principal is the instructional leader at SCCS and will oversee the design and implementation of educational activities at the School. The principal shall be responsible for

implementing SCF Board policies and developing all appropriate procedures that will support policy implementation. Additionally, the principal shall recruit, train, and evaluate the SCCS teaching and support staff.

FAMILY PARTICIPATION Family involvement in the education process is one of the most important elements of student success. Therefore, SCCS will utilize family and community volunteers to enhance and extend all aspects of the School's education program. Parents will be asked to become active participants in their children's education, not only through engagement with teachers on expectations and performance, but also as volunteers who assist across the whole breadth of school operations. SCCS will actively ensure that meaningful volunteer opportunities are available outside of normal working day hours so that all school families can participate in some way.

HUMAN RESOURCES

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

EMPLOYEE QUALIFICATIONS

SCF shall recruit professional, effective and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities that believe in the instructional philosophy outlined in its vision statement. In accordance with Education Code 47605(d) 1, SCF shall be nonsectarian in its employment practices and all other operations. The School shall not discriminate against any individual (employee or pupil) on the basis of ethnicity, national origin, gender or disability. All SCCS employees shall be employees of the SCF. All employees should possess the personal characteristics, knowledge base and/or relevant experiences in the responsibilities and qualifications identified in the posted job description as determined by the School.

Principal

The Principal will supervise the campus teachers and non-instructional staff. The Principal shall act as the instructional leader at the School and shall be responsible for helping the School students achieve outcomes as outlined in the Educational Program. Candidates for this position will possess:

- Excellent communication and community-building skills
- Administrative experience
- Extensive knowledge of curriculum development
- A record of success in developing teachers
- Experience in performance assessment

This individual must meet all of the following minimum requirements:

- Valid California Administrative Credential or equivalent
- Valid California Teaching Credential or equivalent
- Possession of a Master's Degree or higher

Teachers

The School shall comply with Education Code Section 47605(l), which states in pertinent part:

Teachers in charter schools shall 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. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses. Core Teaching Faculty, as providers of the day-to-day teaching and guidance to the students, are the primary resources of the School. In a school culture that promotes academic rigor and success for all students grade level core teachers are responsible for, but not limited to:

- Core subject instruction in mathematics, language arts, science, and history/social studies Curriculum planning
- Collaboration with fellow faculty and administrators
- Student assessment
- Communication with parents

Candidates for these positions will possess:

- A commitment to students and learning
- Knowledge about their subject material
- A willingness to be innovative and dynamic in their instruction methods

Accordingly, these core teachers must meet all of the following minimum requirements as defined by the No Child Left Behind Act (NCLB):

- A Bachelor's Degree;
- A valid State credential or have an Intern Certificate/Credential for no more than three years while actively working toward completion of their State credential. SCF further stipulates that any hired individual will be required to convert out-of-state to credentials to a California credential within a reasonably determined amount of time.
- Demonstrated core academic subject matter competence.

Educators in non-core classes, defined as those who are providing specialized learning opportunities, including options for physical education, fine and performing arts, or foreign language instruction will have subject matter expertise, professional experience and the demonstrated ability to engage learner's participation in the educational process as determined by the School and meet any applicable requirements of the NCLB legislation.

All employees shall be fingerprinted and shall successfully pass all required Department of Justice/Federal Bureau of Investigations and Live Scan checks and undergo background checks that provide for the health and safety of the School's faculty, staff and students. In accordance with applicable law, SCCS reserves the right to recruit, interview and hire anyone at anytime who has the best qualifications to fill any of its positions vacancies.

RETIREMENT BENEFITS

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 Education Code Section 47605(b) (5) (K)

All full-time employees of SCCS shall participate in a qualified retirement plan including but not limited to State Teachers Retirement System (STRS), Public Employees Retirement System (PERS) the federal social security system or other alternate qualified plans as applicable to their position. All part-time staff will participate in the federal social security system. Staff at the charter school may have access to other school sponsored retirement plans according to policies developed by the SCF Board and adopted as the school's employee policies.

EMPLOYEE REPRESENTATION

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

The Foundation shall be deemed the exclusive public school employer of the employees of SCCS for the purposes of Educational Employment Relations Act (EERA).

Persons employed by SCF are not considered employees of the District for any purposes whatsoever. SCF maintains full responsibility and liability for hiring and retention purposes for all employees of SCF.

RIGHTS OF SCHOOL EMPLOYEES

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)

Employees of the District who choose to leave the employment of the District to work in the Charter School shall have no automatic rights of return to the District after employment at SCCS unless specifically granted by the District through a leave of absence or other agreement of the District as aligned with the collective bargaining agreements of the District.

All employees of SCF shall be considered the exclusive employees of SCF and not WCCUSD, unless otherwise mutually agreed in writing.

Sick or vacation leave or years of service credit at WCCUSD or any other school district shall not be transferred to SCCS.

As provided in this charter, SCCS shall be the exclusive public school employer for purposes of the Educational Employment Relations Act (EERA). Thus, the collective bargaining contracts of WCCUSD shall not be controlling.

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

In order to provide safety for all students and staff, SCCS will adopt and implement full health and safety procedures and risk management policies at our school site in consultation with its insurance carriers and risk management experts. The following is a summary of the health and safety policies of SCCS:

Procedures for Background Checks

Employees and contractors of SCF will be required to submit to a criminal background check and finish a criminal record summary as required by Ed. Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The President and the School's Principal shall monitor compliance with this policy and report to the SCF Board of Directors as needed. The President shall monitor the fingerprinting and background clearance of the Principal. The SCF Board President shall monitor the fingerprinting and background clearance of the President. Volunteers who will volunteer on campus and will have interaction and/or access to SCCS students shall be fingerprinted and receive background clearance prior to volunteering.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws.

TB Testing

SCCS will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees.

Immunizations

SCCS will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

CPR /First Aid Training

All employees will be CPR/First Aid trained prior to the commencement of their first year of employment.

Medication in School

SCCS will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision/Hearing/Scoliosis

SCCS shall adhere to Education Code Section 49450 et. seq. as applicable to the grade levels served by the School.

Emergency Preparedness

SCCS shall adhere to an Emergency Preparedness Plan drafted specifically to the needs of the school site. This plan shall include but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

Drug Free/Alcohol Free/Smoke Free Environment

The School shall maintain a drug, alcohol and smoke free environment.

Blood borne Pathogens

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

Integrated Complaint and Investigation Procedure

SCCS will adopt a comprehensive complaint and investigation procedure to centralize all complaints and concerns coming into the Charter School. Under the direction of the SCF Board, the President shall be responsible for investigation, remediation, and follow-up on matters submitted to SCCS through this procedure.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills monthly and in conjunction with the District (if at District facilities).

Comprehensive Sexual Harassment Policies and Procedures

SCCS is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. SCCS will adopt a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School policy.

Procedures

SCF shall adopt procedures to implement the policy statements listed above.

DISPUTE RESOLUTION

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. California Education Code Section 47605(b)(5)(N)

INTENT

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school's policies, (2) minimize the oversight burden on the authorizer, and (3) ensure a fair and timely resolution to disputes.

PUBLIC COMMENTS

The staff of SCCS and the SCF Board members and the District agrees to attempt to resolve all disputes regarding this Charter pursuant to the terms of this section. All parties shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

DISPUTES ARISING FROM WITHIN THE SCHOOL

Disputes arising from within the School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations and governing board members of the school, shall be resolved pursuant to policies and processes developed by the school.

DISPUTES BETWEEN SCCS AND/OR SCF AND WCCUSD

The School and the State Board of Education will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures.

Revocation of the charter may be commenced by the Board of Education in accordance with Education Code Section 47607 or applicable law.

Disputes not Leading to Revocation:

Dispute Resolution In the event that SCCS and the State Board of Education have disputes regarding the terms of this charter or any other issue regarding the School and the SBE relationship, both parties agree to follow the process outlined below.

1. In the event of a dispute between the Charter School and the State Board of Education, Charter School staff, employees and Board members of the Charter School and District agree to first frame the issue in written format (dispute statement) and refer the issue to the Superintendent and Administration of the Charter School. In the event that the Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, this shall be noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or as a prerequisite to the SBE's ability to proceed with revocation in accordance with Education Code Section 47607.

2. The Administration and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Administration of the Charter School and attempt to resolve the dispute within 15 business days from receipt of the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent and the Administration shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Charter Administration. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the SBE and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines in this section may be revised upon mutual written agreement of the State Board of Education and the Charter School.

STUDENT ADMISSIONS, ATTENDANCE & SUSPENSION EXPULSION POLICIES

Admission requirements, if applicable. California Education Code Section 47605(b)(5)(H)

STUDENT ADMISSION POLICIES AND PROCEDURES

SCCS shall strive, through recruitment and admissions practices, to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the WCCUSD. Students shall be considered for admission without regard to ethnicity, national origin, gender, disability or sexual orientation.

The School shall strive to achieve a student population from the area who understand and value the School's mission and vision statements and are committed to the School's instructional and operational philosophy. Students who are currently under an expulsion from a public school may not enroll in the School until the expulsion term is documented as completed, and the student completes the rehabilitation plan created by the former school or District or as created by SCCS on behalf of the student.

SCCS shall admit all students who wish to enroll in the School subject only to capacity. If there are more applicants than capacity, in any grade level, admission to SCCS, except for returning students to the School shall be determined by public random drawing. Preference for enrollment shall be given in order of priority according to SCCS policy as follows:

- 1) Students returning from the previous year.
- 2) Siblings of currently enrolled students at an SCF school
- 3) Children of the staff of SCCS (not to exceed 10%)
- 4) Student's on prior year's wait list
- 5) Residents of areas served by the WCCUSD
- 6) Other California residents

The open application period will commence in the fall of the prior year. If more students apply than can be admitted, in accordance with Education Code Section 47605(d), a public random drawing shall be held to select students for admission or placement on the waiting list. Continuing students,

returning for the following year, will receive preferential admission and will not be a part of a public random drawing.

When a drawing is necessary after an enrollment period has ended, it shall be conducted in accordance with the preference groups established herein, beginning with a drawing for all applicants who are members of the highest preference group that cannot be entirely accommodated within the available vacancies. A waiting list of applicants at each grade level shall be maintained to fill vacancies that occur during the school year. Any applicant that has filed false information on any form in order to gain entrance to SCCS will not be admitted, along with any sibling and/or relative who has gained admission through the sibling priority preference as stated in this charter may be disenrolled from SCCS after an opportunity to appear and present before the SCF Board.

NON DISCRIMINATION

The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. California Education Code Section 47605(b)(5)(G)

SCCS will implement a strategy that includes, but is not necessarily limited to, the following elements or strategies which focus on achieving and maintaining a racial and ethnic balance among students that is reflective of the general population residing within the West Contra Costa community:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based application process;
- The development and distribution of promotional and informational material that reaches out to all of the various racial and ethnic groups represented in the territorial jurisdiction of WCCUSD;
- Outreach activities, include but are not limited to:
 - Communication with schools both public and private.
 - Press releases and other communications with local print and broadcast news media;
 - Posting of notices or banners in libraries and other public buildings and spaces, as well as with local businesses and religious institutions.

ATTENDANCE ALTERNATIVES

The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. California Education Code Section 47605(b)(5)(L)

Students who opt not to attend SCCS may attend their schools in the school district where they reside or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents or guardians of each pupil enrolled in SCCS shall be informed that the pupil(s) has no right to admission in a particular school of any local educational agency (or program of any local education agency) as a consequence of enrollment in SCCS, except to the extent that such a right is extended by the local education agency.

PUPIL SUSPENSION AND EXPULSION

The procedures by which pupils can be suspended or expelled. California Education Code Section 47605(b)(5)(J)

The School acknowledges the responsibility of each student, parent, volunteer, faculty, staff and administrator to contribute to the wellbeing of the community by demonstrating responsibility and accountability for individual and group actions. It is the School's goal to enhance the quality of relationships, the quality of learning, and the quality of the community through shared responsibility. The purpose of discipline at SCCS is to:

- Promote genuine pupil character development;
- Inculcate respect of authority;
- Assist in the growth of self-discipline; and
- Provide an orderly atmosphere conducive to learning.

The SCF Board will develop a comprehensive suspension and expulsion policy and procedure. The suspension and expulsion policy will be printed and distributed to the SCCS community. The policy will clearly describe the School's academic and behavioral expectations regarding attendance, work habits, harassment, substance abuse, violence and safety among others. School discipline will be addressed during orientation and all students, parents, and guardians will be asked to verify that they have reviewed and understand the policies and procedures.

Any student who engages in repeated violations of SCCS academic or behavioral expectations may be required to attend a meeting with the SCCS staff and the student's parent/guardian. The School may prepare a specific, written remediation agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion. The Principal may discipline and ultimately suspend or recommend expulsion to the SCF Board for students who fail to comply with the terms of a remediation agreement. Students who present an immediate threat to health and safety may also be immediately suspended and later expelled by the Board upon recommendation of the Principal. The School's policies will provide all students with due process and will be developed to conform to applicable federal laws relating to discipline of students with exceptional needs prior to beginning instruction.

The School will notify the District of any expulsions and will include suspension and expulsion data in its annual performance report.

ENROLLMENT PLAN

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,

Upon authorization, The Shining Crescent Charter School will implement an aggressive recruitment campaign to ensure we are fully enrolled prior to our proposed August 2011 opening. Subject to budget constraints planned outreach strategies will include, but are not limited to:

- Development and distribution of marketing materials in English and other languages.
- Presentations and information distribution at community organizations and meetings,
- Boys and Girls Club events, Neighborhood Centers, Head Start and other pre-school and child care centers, and local churches.
- Presentations and information distribution at adult classes, such as those held at the local public libraries, social service agencies, and park and recreation centers.

- Information booths and information distribution at community events, community centers, local businesses, libraries, social service agencies.
- Open Houses and informational meetings at the school site (once appropriate)
- Advertisements in local organization newsletters.
- An active community outreach and recruitment plan will begin immediately upon authorization and continue through the school's open enrollment period.

Achieving Racial and Ethnic Balance

The Shining Crescent Charter School will keep on file documentation of the efforts made to achieve racial and ethnic balance and the results achieved, as well as an accurate accounting of the ethnic and racial balance of students enrolled in the school.

The Shining Crescent Charter School seeks to serve the families of West Contra Costa Unified School District, with a particular emphasis on the targeted community

As stated in our mission and vision. The Shining Crescent Charter School aims to provide all students, regardless of background, with access to a rigorous, public education. As such, The Shining Crescent Charter School is committed to maintaining a racial and ethnic balance of its students that is reflective of the general population residing within the West Contra Costa Unified School District's territorial jurisdiction. In order to accomplish this, The Shining Crescent Charter School will conduct the following recruitment efforts, outreach programs, and activities:

- Maintain student demographic data to ensure accurate accounting of racial and ethnic balance of students enrolled in the school.
- Develop and distribute flyers or brochures, applications, and other recruitment materials that reflect the diversity of the community and that are in English and other languages (the primary languages of the families in the surrounding neighborhood).
- Use various distribution channels to enable public relations efforts to reach a wide audience, including community presentations, flyers, the school website.
- Visit local pre-school and day care centers that will serve as feeders to The Shining Crescent Charter School.

FINANCIAL PLANNING, REPORTING AND ACCOUNTABILITY

The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. -- Education Code Section 47605(g)

BUDGET AND CASH FLOW

A multi-year financial plan for the SCCS is based on available data and contains: A multi-year budget summary including assumptions

FINANCIAL REPORTING

The Charter School shall provide reports to the District as follows, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

INSURANCE

SCCS shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. The District Board of Education shall be named as an additional insured on all policies of the Charter School. Prior to opening, SCCS shall provide evidence of the above insurance coverage to the District.

ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the School are to be provided. -- Education Code Section 47605(g)

The President of SCF will assume the lead responsibility for administering the School under the policies adopted by SCF Board of Directors. SCCS anticipates that SCF will provide or procure most of its own administrative services, including but not limited to financial management, personnel, and instructional program development. However, SCF may be interested in discussing fee for service arrangements for services from the District if available.

FACILITIES

Governing Law: The facilities to be utilized by the school. The description of facilities to be used by the charter school shall specify where the school intends to locate. -- Education Code Section 47605.6(b)(5)(D)

The School will initially operate on one site within WCCUSD boundaries. The School shall locate at 3564 San Pablo Dam Road, El Sobrante, State of California. This facility was approved and operated as Bay Area Montessori School in prior years. Please contact Jawaid Ijaz-President of Shining Crescent Foundation at 510-724-3906 for a tour of this facility.

FINANCIAL AUDIT

The manner in which an annual, independent, financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. California Education Code Section 47605(b)(5)(I)

The SCF Board shall select an independent financial auditor from the list approved by the State Controller's Office and oversee audit requirements. An annual audit of the books and records of SCCS and SCF shall be conducted as required under the Charter Schools Act, section 47605(b)(5)(I).

The books and records of SCCS and SCF shall be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit shall employ generally accepted accounting procedures.

The auditor shall have, at a minimum, a CPA and educational institution audit experience and be on the State Controller's Office list of approved auditors. To the extent required under applicable federal law, the audit scope shall be expanded to include items and processes specified in 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, District, Contra Costa County Superintendent of Schools, SBE, the State Controller, and to the CDE by December 15th each year.

The President will review any audit exceptions or deficiencies and report to the SCF Board with recommendations on how to resolve them. The SCF Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District. The independent fiscal audit of SCCS is a public record to be provided to the public upon request.

CLOSURE PROTOCOL

A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for maintenance and transfer of pupil records. California Education Code Section 47605(b)(5)(P)

The following procedures shall apply in the event the charter school closes. The following procedures apply regardless of the reason for closure.

Closure of the School shall be documented by official action of the Board of SCF. The action shall identify the reason for closure. The SCF Board shall promptly notify the State Board of Education, within 10 business days, of the closure and the effective date of the closure.

The SCF Board shall ensure notification to the parents and students of the school of the closure and to provide information to assist parents and students in locating suitable alternative programs. This notice shall be provided promptly, within 10 business days following the CS Board's decision to close the school. As applicable, the school shall transfer all appropriate student records to either WCCUSD or the Contra Costa County Office of Education or if both are unwilling to store such records, back to the student's district of residence and shall otherwise assist students in transferring to their next school. All transfers of student records shall be made in compliance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g.

As soon as reasonably practical, the school shall prepare final financial records. The school shall also have an independent audit completed as soon as reasonably practical, which period is generally no more than six months after closure. The school shall pay for the final audit. The audit shall be prepared by an auditor selected by the SCF Board from the list approved by the State Controller's Office and shall be provided to the District promptly upon completion. The purpose of the audit is to determine the net assets or net liabilities of SCCS. The assessment will include an accounting of all SCCS assets, including cash and accounts receivable and an inventory of property, equipment and supplies. It will also include an accounting of the School's liabilities including any accounts receivable, which may include reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation. The audit should also assess the disposition of any restricted funds received by or due to the SCCS.

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

On closure of the school, all assets of the school, including but not limited to all leaseholds, tangible and intangible personal property and all ADA apportionments and other revenues generated by students attending the school, remain the sole property of the SCF and shall be distributed in accordance with the SCF articles of in and applicable law upon dissolution of the School.

On closure, SCF shall remain responsible for satisfaction of all liabilities arising from the operation of the School. As SCF is organized as a nonprofit public benefit under California law, the SCF Board shall follow the provisions set forth in the California s Code for the dissolution of a nonprofit public benefit, and shall file all necessary filings with the appropriate state and federal agencies.

IMPACT ON THE DISTRICT

Governing Law: Potential civil liability effects, if any, upon the school and upon the District -- Education Code Section 47605(g).

POTENTIAL CIVIL LIABILITY EFFECTS

Intent

This statement is intended to fulfill the terms of Education Code Section 47605(g) and provides information regarding the proposed operation and potential effects of the Charter School on the District.

Civil Liability

SCF shall be operated as a California non-profit public benefit. SCF is organized and operated exclusively for charitable purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

The central objective of the Foundation is to provide public education for residents of the State of California, in accordance with the Charter Schools Act, California Education Code Section 46700, et seq.

As such, in accordance with Education Code Section 47604(c), if the District complies with all oversight responsibilities required by law, the District shall not be liable for the debts or obligations of SCF or for claims arising from the performance of acts, errors, or omissions by the SCF.

Further, SCF and WCCUSD shall enter into a Memorandum of Understanding (MOU), which shall provide for indemnification of WCCUSD.

The corporate bylaws of SCF shall provide for indemnification of SCCS Board of Directors, officers, agents, and employees, and SCF will purchase general liability insurance to secure against financial risks. WCCUSD shall be named as an additional insured on the SCF general liability insurance covering SCCS.

The Board of Directors of SCF will institute appropriate risk management practices, including screening of employees, establishing codes of conduct for students, staff, and participating families, and procedures governing financial transactions and dispute resolution.

CONCLUSION

By approving this charter, the West Contra Costa Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of Charter Schools. The Petitioners are eager to work independently, yet cooperatively with the District to set the highest standard for what a charter school should and can be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for five year approval of a charter to begin in the fall of 2011. The Charter School shall be considered approved as of the date of charter approval.

Appendix A - Attendance Policy

Allowed Absences

A pupil shall be excused from school when the absence is: (1) due to his/her illness; (2) due to quarantine under the direction of a county or city health officer; (3) for the purpose of having medical, dental, optometrical, or chiropractic services rendered; (4) for the purpose of attending the funeral services of a member of his/her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California; (5) for the purpose of jury duty in the manner provided for by law; (6) due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent; (7) for justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of holiday or ceremony of his/her religion, attendance at religious retreats, or attendance at an employment conference, when the pupil's absence has been requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board. (8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.

A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of any class from which a pupil is absent shall determine that the tests and assignments be reasonably equivalent to, but not necessarily identical to the tests and assignments that the pupil missed during the absence.

For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.

Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

Note: Effective July 1, 1998, school districts will no longer receive funding from the state for pupils who have excused absences - illness, medical appointment, or attending funeral services for a member of the immediate family.

Appendix B – Sample Curriculum

Reading, Thinking, Writing Planning Map

CRI Components	Standards	Benchmarks	Performance Descriptor(s)	Assessments Evidence of Mastery Products	Student Friendly Language I Can Statements	Common Focus Skills	Common Strategies	Common Learning Activities
Comprehension	Apply reading strategies to improve understanding and fluency.	Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.	Make predictions before reading and relate to personal experiences (e.g., illustrations, title).	Picture-prediction chart on topic	<i>I can tell what will happen before I read.</i>	Predicting	Picture walk Guided reading Prediction chart Questioning	Have children dictate/write predictions based on selection title and pictures.
			Discuss prior knowledge of topics and relate to the text before reading.		<i>I can tell about what I know and what I have done.</i>			
				Concept web (letters, pictures, words)	<i>I can use what I know to help me understand what I read.</i>	Activating prior knowledge	Think-aloud Questioning	Model thinking about a topic before reading. Solicit ideas to complete a concept web. Have children write letters/words about the topic.
		Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions).	Ask questions to clarify understanding before, during, and after reading.	Question journal	<i>I can ask questions to help me understand what I read.</i>	Questioning	Think-aloud	Model the think-aloud strategy for children; write questions you ask yourself during reading. Group children in pairs to practice think-aloud, write questions, and read.

Reading, Thinking, Writing Planning Map

CRI Components	Standards	Benchmarks	Performance Descriptor(s)	Assessments Evidence of Mastery Products	Student Friendly Language I Can Statements	Common Focus Skills	Common Strategies	Common Learning Activities
Comprehension	Apply reading strategies to improve understanding and fluency.	Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.	Make predictions before reading and relate to personal experiences (e.g., illustrations, title).	Picture- prediction chart on topic	I can tell what will happen before I read. I can tell about what I know and what I have done. I can use what I know to help me understand what read.	Predicting	Picture walk Guided reading Prediction chart Questioning Graphic organizer: Parts of a whole Think-aloud Questioning Text-to-self relationship	Have children dictate/write predictions based on selection title and pictures. Complete K of K-W-L chart. Model thinking about a topic before reading. Solicit ideas to complete a concept web. Have children write letters/words about the topic.
			Discuss prior knowledge of topics and relate to the text before reading.	Concept web (letters, pictures, words)		Activating prior knowledge Making connections		
		Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions).	Ask questions to clarify understanding before, during, and after reading.	Question journal	I can ask questions to help me understand what I read.	Questioning	Think-aloud	Model the thinkaloud strategy for children; write questions you ask yourself during reading; Group children in pairs to practice thinkaloud, write questions, and read.
	Comprehend a broad range of reading materials	Use information to form questions and verify predictions.	Ask questions to seek elaboration of illustrations or portions of text and to monitor comprehension (e.g., ask why a character would do something, ask for clarification of something).	5-W Chart	I can ask questions about pictures and words to help me understand what read.	Understanding illustrations and features of non-fiction text	Think-aloud Shared Reading 5-W Chart	Complete 5-W Chart as a class

Appendix C – Day in the Life of a Student at SCCS

A typical day in the life of a first grade student at SCCS begins with a class meeting where students take roles as calendar person, weather person, days in school person, and class calendar person, in which students practice public speaking skills, reading skills, math skills, and take membership in a community of learners. Students may also participate in daily oral language and daily math activities. The students review the daily schedule with the teacher to anticipate their planned learning for the day.

Our Students then transition into math workshop, in which students could be working on hands-on manipulative-based math activities to support acquisition of the state standards or participating in cooperative learning groups to master problem solving skills, working with the state approved mathematics text, or practicing math facts on an individual level. Typically, the teacher would act as a facilitator by introducing the lesson, monitoring student progress in groups and individually, and leading a concluding discussion that ties together and cements student learning.

After a morning snack recess, our student would participate in a whole group phonics based lesson, in which phonemic awareness sound/spelling relationships, blending and dictation skills are practiced. Students could also participate in shared readings in which comprehension skills and reading strategies would be introduced and practiced. Students would then participate in literacy centers, in which students are grouped dynamically to achieve maximal students learning. Literacy centers could include guided reading groups with the teacher, journal or other writing tasks, spelling activities, phonemics awareness tasks, environmental print activities, literature listening centers with follow-up comprehension activities, independent reading at students individual levels, computer tasks, book projects, or activities pertaining to literary elements such as character, setting, plot or theme. Finally, students would participate in writer's workshop, which might begin with a mini-lesson on writing skills from capitalization and punctuation, to voice and revision. Students would then participate in individual writing, conference with the teacher on an as-ready basis. Conferencing would include editing, revision, and the development of individual writing goals, culminating in student publishing. Students might end writer's workshop by reading newly published stories in a Readers Theater Format.

After lunch and recess, our student's activities would vary on a daily basis; student might participate in a hands-on science lesson, a social studies lesson, a thematic lesson, art, music, foreign language, enrichment, library, technology, etc. These students could be taught in the self-contained classroom, in a rotation with age-level peers, in a multi-class, multi-age setting, or with specialists.

The day would end with a teacher read-aloud and independent silent reading time, followed by a "decision-time" in which students would self select activities. Students would have access to books, writing materials, building materials, art materials, math materials, imaginative play materials, etc., to choose from during decision time. This portion of the day is important, as students are able to make personal choices about their own learning to interact with peers in a cooperative manner, and to explore new interests.

After school, our student could participate in a variety of extracurricular activities, ranging from science classes to garden club, scout troops to drama. At home, our student will complete developmentally appropriate homework to reinforce school learning, while still having enough time to engage in play, family life, and other activities chosen by our student and his or her family.

Appendix D – Strategies and Outcomes for at Risk Students

Shining Crescent Charter School will screen the following data to identify at-risk students in accordance with the California guidelines:

- Students scoring below the 40thile on the previous year's adopted standardized test in any one subtest score in Reading and Language Arts
- Students who are at least one year below grade level in the areas of reading, written language and math, identified by informal teacher assessment or prior progress reports
- Students recommended for academic intervention.

At-Risk Pupil Outcomes

1. Shining Crescent Charter School will make every effort to raise the CAT6 test scores of our at-risk students by at least 5 percentage points each year. At risk students will have their CAT6 scores individually monitored.
2. All identified at-risk students will be referred for intervention services and receive individualized attention in the classroom on a regular basis.

Strategies to Improve At-Risk Performance

1. By the end of the eighth week of school, all parents of students at Shining Crescent Charter School identified as low achieving will have been informed of their child's academic standing.
2. At Back to School Night and parent education workshops, parents will be given specific suggestions as to how to help their child at home.
3. A list of available tutoring, library and enrichment resources will be developed and made available for parents of all students.
4. Staff development sessions may be devoted to meeting both the needs of low achieving students and gifted students; innovative practices of teachers will be presented, implemented as appropriate, and evaluated for their effectiveness.
5. In the classroom, paraprofessionals and/or volunteers will provide individualized assistance directed by the teacher.
6. Preparation and follow-up activities such as fieldtrips, guest speakers and assemblies will focus on language development and conceptual understanding of material presented and/or experiences shared.
7. A centralized list of targeted low-achieving students will be kept by the administrator to monitor student progress, to track services, and to provide the Livermore Charter Governing Board or its designee with periodic updates on the progress of student achievement.
8. Confidentiality will be maintained and data will be provided without names.
9. A parent outreach committee will be established to devise strategies to involve all parents in school programs that support meeting the needs of all children, including the low achieving child.

Appendix E – GATE Program Goals and Outcomes

At SCCS, all teachers will participate and contribute to the program goals as all teachers have gifted students in their classrooms and are responsible for meeting these students' needs.

1. GATE students at SCCS receive differentiated instruction during language arts and mathematics including use of differentiated materials such as books and other materials addressing algebraic and logic instruction that reflects advanced levels of thinking (synthesis and evaluation). Teachers will regroup or cluster students for instruction. Teachers will plan for horizontal curriculum alignment through grade-level meetings, as well as vertical curriculum alignment between grade levels to ensure a continuum of learning that reflects one or more years above grade level.
2. GATE students will study the same core curriculum as their peers in social studies, science, music and art, as designed by the SCCS Curriculum Committee. However, these students will have opportunities to study topics in detail, and will be required to demonstrate their understanding through projects, experiments, and other means of creative expression. Teachers will continually modify instructional strategies to include flexible groupings and hands-on learning experiences.
3. GATE students at SCCS will receive additional opportunities to master technological skills that include interdisciplinary content (math, science, history, with language arts) or thematic units. Teachers will collaborate with the Technology Committee and parent experts in various fields to continually assess and incorporate new technology and software to match curriculum goals of the GATE program.
4. GATE students at SCCS will participate within the regular classroom as a means of developing and encouraging social awareness and understanding. Each teacher will participate in the organization of classroom populations, addressing the school goals for the gifted students and using the enrichment periods (art, music, computer, library time, foreign language and physical education) to further the opportunity for differentiated instruction time.

GATE Assessment and Evaluation

1. Review of Student Progress for each GATE student.
2. Teachers will continually assess program design and progress at grade level meetings; and, teachers will make reports to parents and committee members at Curriculum Committee meetings.
3. Teachers will analyze STAR test results and other assessments of advanced performance such as participation in to determine the strengths and weaknesses of programs in place.

Appendix F - Curriculum

Curriculums are and will be based on the California State Frameworks and Academic Content Standards of California Public Schools. The specific standards students are expected to master by the end of their grade levels are listed below:

Language Arts

Kindergarten

Reading

- Students will know about letters, words, and sounds. They will apply this knowledge to read simple sentences.
- Students will identify the basic facts and ideas in what they have read, heard, or viewed.
- Students will listen to and respond to stories based on well-known characters, themes, plots, and settings.

Writing

- Students will write words and brief sentences that are legible.

Written and Oral English Language Conventions

- Students will write and speak with a command of Standard English conventions.

Listening and Speaking

- Students will listen and respond to oral communication. They will speak in clear and coherent sentences.
- Students will deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of organization and delivery strategies.

Grade 1

Reading

- Students will understand the basic features of reading. They will select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and work parts. They will apply this knowledge to achieve fluent oral and silent reading.
- Students will read and understand grade-level-appropriate material. They will draw upon a variety of comprehension strategies as needed.
- Students will read and respond to a wide variety of significant works of children's literature. They will distinguish between the structural features of the text and the literary terms or elements.

Writing

- Students will write clear and coherent sentences and paragraphs that develop a central idea. Their writing will show they consider the audience and purpose. Students will progress through the stages of the writing process.
- Students will write compositions that describe and explain familiar objects, events and experiences. Student writing will demonstrate a command of standard American English and ing, research, and organization strategies.

Written and Oral English Language Conventions

- Students will write and speak with a command of Standard English conventions appropriate to this grade level.

Listening and Speaking

- Students will listen critically and respond appropriately to oral communication. They will speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
- Students will deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking will

demonstrate a command of standard American English and organizational and delivery strategies.

Grade 2

Reading

- Students will understand the basic features of reading. They will select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They will apply this knowledge to achieve fluent oral and silent reading.
- Students will read and understand grade-level-appropriate material. They will draw upon a variety of comprehension strategies as needed.
- Students will read and respond to a variety of significant works of children's literature. They will distinguish between the structural features of the text and the literary terms or elements.

Writing

- Students will write clear and coherent sentences and paragraphs that develop a central idea. Their writing will show they consider the audience and purpose. Students will progress through the stages of the writing process.
- Students will write compositions that describe and explain familiar objects, events, and experiences. Student's writing will demonstrate a command of standard American English and ing, research and organizational strategies.

Written and Oral English Language Conventions

- Students will write and speak with a command of Standard English conventions appropriate to this grade level.

Listening and Speaking

- Students will listen critically and respond appropriately to oral communication. They will speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
- Students will deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking will demonstrate a command of standard American English and organization and delivery strategies.

Grade 3

Reading

- Students will understand the basic features of reading. They will select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They will apply this knowledge to achieve fluent oral and silent reading.
- Students will read and understand grade-level-appropriate material. They will draw upon a variety of comprehension strategies, as needed.

Students will read and respond to a wide variety of significant works of children's literature. They will distinguish between the structural features of the text and the literary terms or elements.

Writing

- Students will write clear and coherent sentences and paragraphs that develop a central idea. Their writing will show they consider the audience and purpose. Students will progress through the stages of the writing process.
- Students will write compositions that describe and explain familiar objects, events and experiences. Student's writing will demonstrate a command of standard American English and ing, research and organizational strategies.

Written and Oral English Language Conventions

- Students will write and speak with a command of Standard English conventions appropriate to this grade level.

Listening and Speaking

- Students will listen critically and respond appropriately to oral communication. They will speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
- Students will deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking will demonstrate a command of standard American English and organization and delivery strategies.

Grade 4

Reading

- Students will understand the basic features of reading. They will select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They will apply this knowledge to achieve fluent oral and silent reading.
- Students will read and understand grade-level-appropriate material. They will draw upon a variety of comprehension strategies as needed.
- Students will read and respond to a wide variety of significant works of children's literature. They will distinguish between the structural features of the text and the literary terms or elements.

Writing

- Students will write clear and coherent sentences and paragraphs that develop a central idea. Their writing will show they consider the audience and purpose. Students will progress through the stages of the writing process.
- Students will write compositions that describe and explain familiar objects, events and experiences. Student's writing will demonstrate a command of standard American English and ing, research and organizational strategies.

Written and Oral English Language Conventions

- Students will write and speak with a command of Standard English conventions appropriate to this grade level.

Listening and Speaking

- Students will listen critically and respond appropriately to oral communication. They will speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
- Students will deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking will demonstrate a command of standard American English and organization and delivery strategies.

Grade 5

Reading

- Students will use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.
- Students will read and understand grade-level-appropriate material. They will describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.

- Students will read and respond to historically or culturally significant works of literature. They will begin to find ways to clarify the ideas and make connections between literary works.

Writing

- Students will write clear and coherent and focused essays. Their writing will exhibit the students' awareness of the audience and purpose. Essays will contain formal introductions, supporting evidence, and conclusions. Students will progress through the stages of the writing process as needed.
- Students will write narrative, expository, persuasive, and descriptive texts of at least 500-700 words in each genre. Student writing will demonstrate a command of standard American English and research, organizational and writing strategies.

Written and Oral English Language Conventions

- Students will write and speak with a command of Standard English conventions appropriate to this grade level.

Listening and Speaking

- Students will deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They will evaluate the content of oral communication.
- Students will deliver well-organized formal presentations employing traditional rhetorical strategies. Student speaking will demonstrate a command of standard American English and organizational and delivery strategies.

Grade 6

Reading

- Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.
- Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress towards this goal.
- Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

Writing

- Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.
- Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American

English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

- **Written and Oral English Language Conventions**
- Students write and speak with a command of standard English conventions appropriate to this grade level.

Listening and Speaking

- Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.
- Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Grade 7

Reading

- Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.
- Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade seven, students make substantial progress toward this goal.
- Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

Writing

- Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.
- Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Written and Oral English Language Conventions

- Students write and speak with a command of standard English conventions appropriate to the grade level.

Listening and Speaking

- Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication.

- Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Grade 8

Reading

- Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.
- Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, students read one million words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).
- Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

Writing

- Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.
- Students write narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Written and Oral English Language Conventions

- Students write and speak with a command of standard English conventions appropriate to this grade level.

Listening and Speaking

- Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.
- Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Mathematics

Kindergarten

By the end of kindergarten, students will understand small numbers, quantities, and simple shapes in their everyday environment. They will count, compare, describe and sort objects, and develop a sense of properties and patterns.

Number Sense

- Students will understand the relationship between numbers and quantities.
- Students will understand and describe simple additions and subtractions.
- Students will use estimation strategies in computation and problem solving that involve numbers that use the ones and tens places.

Algebra and Functions

- Students will sort and classify objects.

Measurement and Geometry

- Students will understand the concept of time and units to measure it; they will understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties.
- Students will identify common objects in their environment and describe the geometric features.

Statistics, Data Analysis, and Probability

- Students will collect information about objects and events in their environments.

Mathematical Reasoning

- Students will make decisions about how to set up a problem.
- Students will solve problems in reasonable ways and justify their reasoning.

Grade 1

By the end of grade one, students will understand and use the concept of ones and tens in the place value number system.

Students will add and subtract sums to twenty with ease. They will measure with simple units and locate objects in space.

They will describe data and analyze and solve simple problems.

Number Sense

- Students will understand and use numbers up to 100.
- Students will demonstrate the meaning of addition and subtraction and use these operations to solve problems.
- Students will use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places.

Algebra and Functions

- Students will use number sentences with operational symbols and expressions to solve problems.

Measurement and Geometry

- Students will use direct comparison and nonstandard units to describe the measurements of objects.
- Students will identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space.

Statistics, Data Analysis, and Probability

- Students will organize, represent, and compare data by category on simple graphs and charts.

Mathematical Reasoning

- Students will make decisions about how to set up a problem.
- Students will solve problems and justify their reasoning.
- Students will note connections between one problem and another.

Grade 2

By the end of grade two, students will understand place value and number relationships in addition and subtraction and they will use simple concepts of multiplication. They will measure quantities with appropriate units. They will classify shapes and see relationships among them by paying attention to their geometric attributes. They will collect and analyze data and verify the answers.

Number Sense

- Students will understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000.
- Students will estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers.
- Students will model and solve simple problems involving multiplication and division.
- Students will understand that fractions and decimals may refer to parts of a set and parts of a whole.
- Students will model and solve problems by representing, adding, and subtracting amounts of money.
- Students will use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places.

Algebra and Functions

- Students will model, represent, and interpret number relationships to create and solve problems involving addition and subtraction.

Measurement and Geometry

- Students will understand that measurement is accomplished by identifying a unit of measure, repeating that unit, and comparing it to the item to be measured.
- Students will identify and describe the attributes of common figures in the plane and of common objects in space.

Statistics, Data Analysis, and Probability

- Students will collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations.
- Students will demonstrate an understanding of patterns and how patterns grow and describe them in general ways.

Mathematical Reasoning

- Students will make decisions about how to set up a problem.
- Students will solve problems and justify their reasoning.
- Students will note connections between one problem and another.

Grade 3

By the end of grade three, students will deepen their understanding of place value and their understanding of and skill with addition, subtraction, multiplication, and division of whole numbers. Students will estimate, measure, and describe objects in space. They will use patterns to help solve problems. They will represent number relationships and conduct simple probability experiments.

Number Sense

- Students will understand the place value of whole numbers.
- Students will calculate and solve problems involving addition, subtraction, multiplication, and division.
- Students will understand the relationship between whole numbers, simple fractions, and decimals.

Algebra and Functions

- Students will select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships.
- Students will represent simple functional relationships.

Measurement and Geometry

- Students will choose and use appropriate units and measurement tools to quantify the properties of objects.
- Students will describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems.

Statistics, Data Analysis, and Probability

- Students will conduct simple probability experiments by determining the number of possible outcomes and make simple predictions.

Mathematical Reasoning

- Students will make decisions about how to approach problems.
- Students will use strategies, skills, and concepts in finding solutions.
- Students will move beyond a particular problem by generalizing to other situations.

Grade 4

By the end of grade four, students will understand large numbers and addition, subtraction, multiplication, and division of whole numbers. They will describe and compare simple fractions and decimals. They will understand the properties of, and the relationships between plane geometric figures. They will collect, represent, and analyze data to answer questions.

Number Sense

- Students will understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students will use the concepts of negative numbers.
- Students will extend their use and understanding of whole numbers to the addition and subtraction of simple decimals.
- Students will solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations.
- Students will know how to factor small whole numbers.

Algebra and Functions

- Students will use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences.
- Students will know how to manipulate equations.

Measurement and Geometry

- Students will understand perimeter and area.
- Students will use two-dimensional coordinate grids to represent points and graph lines and simple figures.
- Students will demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems.

Statistics, Data Analysis, and Probability

- Students will organize, represent, and interpret numerical and categorical data and clearly communicate their findings.
- Students will make predictions for simple probability situations.

Mathematical Reasoning

- Students will make decisions about how to approach problems.
- Students will use strategies, skills, and concepts in finding solutions.
- Students move beyond a particular problem by generalizing to other situations.

Grade 5

By the end of grade five, students will increase their facility with the four basic arithmetic operations applied to fractions, decimals, and positive and negative numbers. They will know and use common measuring units to determine length and area. They will know and use formulas to determine the volume of simple geometric figures. Students will know the concept of angle measurement and use a protractor and compass to solve problems. They will use grids, tables, graphs, and charts to record and analyze data.

Number Sense

- Students will compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents. They will understand the relative magnitudes of numbers.
- Students will perform calculations and solve problems involving addition, subtraction, simple multiplication and division of fractions and decimals.

Algebra and Functions

- Students will use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results.

Measurement and Geometry

- Students will understand and compute the volumes and areas of simple objects.
- Students will identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures.

Statistics, Data Analysis, and Probability

- Students will display, analyze, compare, and interpret different data sets, including data sets of different sizes.

Mathematical Reasoning

- Students will make decisions about how to approach problems.
- Students will use strategies, skills, and concepts in finding solutions.
- Students will move beyond a particular problem by generalizing to other situations.

Grade 6

By the end of grade six, students have mastered the four arithmetic operations with whole numbers, positive fractions, positive decimals, and positive and negative integers; they accurately compute and solve problems. They apply their knowledge to statistics and probability. Students understand the concepts of mean, median, and mode of data sets and how to calculate the range. They analyze data and sampling processes for possible bias and misleading conclusions; they use addition and multiplication of fractions routinely to calculate the probabilities for compound events. Students conceptually understand and work with ratios and proportions; they compute percentages (e.g., tax, tips, interest). Students know about pi and the formulas for the circumference and area of a circle. They use letters for numbers in formulas involving geometric shapes and in ratios to represent an unknown part of an expression. They solve one-step linear equations.

Number Sense

- Students compare and order positive and negative fractions, decimals, and mixed numbers.
- Students calculate and solve problems involving addition, subtraction, multiplication, and division.

Algebra and Functions

- Students write verbal expressions and sentences as algebraic expressions and equations; they evaluate algebraic expressions, solve simple linear equations, and graph and interpret their results.

- Students analyze and use tables, graphs, and rules to solve problems involving rates and proportions.
- Students investigate geometric patterns and describe them algebraically:

Measurement and Geometry

- Students deepen their understanding of the measurement of plane and solid shapes and use this understanding to solve problems.
- Students identify and describe the properties of two-dimensional figures.

Statistics, Data Analysis, and Probability

- Students compute and analyze statistical measurements for data sets: Mathematical Reasoning
- Students use data samples of a population and describe the characteristics and limitations of the samples.
- Students determine theoretical and experimental probabilities and use these to make predictions about events.

Mathematical Reasoning

- Students will make decisions about how to approach problems.
- Students will use strategies, skills, and concepts in finding solutions.
- Students will move beyond a particular problem by generalizing to other situations.

Grade 7

By the end of grade seven, students are adept at manipulating numbers and equations and understand the general principles at work. Students understand and use factoring of numerators and denominators and properties of exponents. They know the Pythagorean theorem and solve problems in which they compute the length of an unknown side. Students know how to compute the surface area and volume of basic three-dimensional objects and understand how area and volume change with a change in scale. Students make conversions between different units of measurement. They know and use different representations of fractional numbers (fractions, decimals, and percents) and are proficient at changing from one to another. They increase their facility with ratio and proportion, compute percents of increase and decrease, and compute simple and compound interest. They graph linear functions and understand the idea of slope and its relation to ratio.

Number Sense

- Students know the properties of, and compute with, rational numbers expressed in a variety of forms.
- Students use exponents, powers, and roots and use exponents in working with fractions.

Algebra and Functions

- Students express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs.
- Students interpret and evaluate expressions involving integer powers and simple roots.
- Students graph and interpret linear and some nonlinear functions.
- Students solve simple linear equations and inequalities over the rational numbers.

Measurement and Geometry

- Students choose appropriate units of measure and use ratios to convert within and between measurement systems to solve problems.
- Students compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less common objects. They know how perimeter, area, and volume are affected by changes of scale.
- Students know the Pythagorean theorem and deepen their understanding of plane and solid geometric shapes by constructing figures that meet given conditions and by identifying attributes of figures.

Statistics, Data Analysis, and Probability

- Students collect, organize, and represent data sets that have one or more variables and identify relationships among variables within a data set by hand and through the use of an electronic spreadsheet software program.

Mathematical Reasoning

- Students will make decisions about how to approach problems.
- Students will use strategies, skills, and concepts in finding solutions.
- Students determine a solution is complete and move beyond a particular problem by generalizing to other situations.

Grade 8

By the end of grade eight, students will know how to combine many of the trigonometric, geometric and algebraic techniques needed to prepare students for the study of calculus, strengthen their conceptual understanding of problems and mathematical reasoning in solving problems. Students will develop an understanding of the symbolic language of mathematics and the sciences. Students will develop their ability to construct formal, logical arguments and proofs in geometric settings and problems. Students will learn Calculus as a widely applied area of mathematics.

Number Sense

- Students know the trigonometric, geometric, and algebraic techniques.
- Students use the techniques of matrix manipulation so that they can solve systems of linear equations in any number of variables.
- Students use probability, interpretation of data, and fundamental statistical problem solving.

Algebra and Functions

- Students learn the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem, and the complex number system.
- Students use the symbolic language of mathematics and the sciences.
- Students learn algebraic skills and concepts are developed and used in a wide variety of problem-solving situations.
- Students learn the techniques of matrix manipulation so that they can solve systems of linear equations in any number of variables.

Measurement and Geometry

- Students learn Trigonometry techniques
- Students use trigonometric functions geometrically rather than in terms of algebraic equations.

Statistics, Data Analysis, and Probability

- Students use probability, interpretation of data, and fundamental statistical problem solving.

Mathematical Reasoning

- Students will make decisions about how to approach problems.
- Students will use strategies, skills, and concepts in finding solutions.
- Students determine a solution is complete and move beyond a particular problem by generalizing to other situations.

Calculus

- Students will learn Calculus AB and Calculus BC.

Science

Students will discover and learn about the natural world by using the methods of science as extensions of their own curiosity and wonder. Students will acquire knowledge of the biological and physical sciences from a balanced curriculum, which includes building on their understanding of science concepts to learn about the logic of the scientific method and applications of science to the world around them. Students will develop critical thinking skills of science: observing, comparing, organizing, inferring, relating, and applying.

All students will be exposed to life, earth, and physical sciences in a curriculum that is based on the State Framework and State Standards. (Please refer to these documents for the specific science standards.) All students, including ELL, Gifted, and Special Education will have access to the science core curriculum, with modifications to meet their individual needs.

State Standards aligned textbooks, supplementary materials, and multimedia resources are being purchased as State funding becomes available. They will be utilized to teach the curriculum. Students will work in cooperative groups, using hands-on materials to reinforce their understanding of scientific concepts. Follow-up activities will include making graphs, charts, or drawings to show their findings.

History/Social Science

A full, balanced, integrated, literature-enriched history-social science curriculum will draw upon students' experiences and incorporate goals that promote (1) knowledge and cultural understanding, (2) democratic principles and civic values, and (3) academic and social skills necessary for effective participation in diverse societies. This curriculum will be aligned with the State Framework.

The teaching of history will be integrated with the humanities and the other social sciences. Activities and lessons will be correlated with language arts, sciences, and visual and performing arts curricula.

Students in all grades will study history and social sciences through an integrated curriculum. This includes language arts (creative writing, factual reports, critical analysis); science (adaptation, survival, utilization of the environment); art (many hands-on projects, artistic rendering, 3-dimensional projects); music (cultural and ethnic aspects which are incorporated through); and math (graphs, life experiences problem-solving, time lines, measuring for cooking).

Teachers will build upon students' curiosity about themselves and their world by presenting history as an exciting and dramatic series of events and issues. Students will engage in problem solving as they acquire, evaluate, and use information in a variety of ways. Frequent opportunities will exist for all students including English Language Learners to share their language, cultural ideas, customs, and heritage, thereby providing multicultural dimensions to the curriculum. The teachers will provide equal access to the core curriculum for all students through a variety of appropriate strategies. The teachers will facilitate the exploration of values critical to understanding the democratic process.

Visual and Performing Arts

The curriculum will be aligned with the Visual and Performing Arts Framework for California Public Schools and will include dance, drama/theater, music and visual arts. This program will be designed to develop aesthetic perception and judgment, and creative expression in the context of our diverse historical and cultural heritages. All students, including ELL, Gifted, and Special Education will have equal access to the visual and performing arts core curriculum, with modifications to meet their individual needs. Integrated instruction will be delivered by the regular classroom teacher, as well as by the enrichment staff.

Technology

Shining Crescent Charter School's goal is to educate our students to participate fully in the new information age. To this end, we are committed to provide a learning environment that promotes logical thinking, curiosity, worldwide awareness and self-directed, independent learning. We believe that this new approach to learning is dynamic in a framework with the content free flowing and always changing. This new approach needs to begin at the earliest age so that students feel in command of this type of learning. Teachers need to be trained to use the cornucopia of information available on the Internet and World Wide Web to develop activities that will enrich the standard curriculum. Teachers will model information processing using the most current tools. Our goal is to achieve the effective integration of technology into instruction.

Elements of our technology focus include:

- Developing and maintaining a state of the art computer lab;
- Maintaining a page on the Web (www.shiningcrescentcharterschool.org) to share information about the school;

SCCS' technology goals include:

- Providing each classroom with at least four multi-media computers.
- Establishing AR reading program in our media center
- Creating a Student run T.V. studio for closed circuit broadcasts

Evaluation is an ongoing process. At the end of each school year, the Technology Committee will review the year's activities to evaluate progress toward our Plan's goals and objectives. An end-of-the-year staff survey will be used to collect data for modifying the Plan for the following year.

Any supporting books, materials, and programs will be approved by the Curriculum Committee and authorized by the SCF Governing Board. Instruction is presented in a balanced, integrated manner and allows for student extensions as well as remediation. Classroom instruction takes various forms depending on children's needs and academic purpose. Students may work in a whole group, individually, in pairs, in skill groups, and in cooperative groups. Working in a variety of ways allows children to develop independence, self-reliance, and collaborative work skills.

Challenge Standards – Foreign Language

The five goals for foreign language learning are:

- **Communication:** To communication in languages other than English
- **Culture:** To gain knowledge and understanding of their cultures
- **Connections:** To connect with other disciplines and acquire information
- **Comparisons:** To develop insight into own language and culture
- **Communities:** To participate in multilingual communities at home and around the world

This section presents the foreign language standards. In addition, examples of types of work students should be able to do to meet each standard are given for the grade span kindergarten through grade four.

Goal: communication. Communicate in languages other than English

Standard 1:

Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 2:

Students understand and interpret written and spoken language on a variety of topics.

Standard 3:

Students present information concepts and ideas to an audience of listeners or readers on a variety of topics.

Goal: Cultures. Gain knowledge and understanding of other cultures

Standard 4:

Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

Standard 5:

Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

Goal: Connections. Connect with other disciplines and acquire information

Standard 6:

Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 7:

Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.

Goal: Comparisons. Develop insight into own language and culture.

Standard 8:

Students demonstrate an understanding of the nature of language through comparisons of the language studied and their own.

Standard 9:

Students demonstrate an understanding of the concept of culture through comparisons of the culture studied and their own.

Goal: Communities. Participate in multilingual communities at home and around the world

Standard 10:

Students use the language both within and beyond the school setting.

Standard 11:

Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Standard 12:

Students engage in the activities that prepare them to use the target language to achieve career goals.

Physical Education Standards

Movement Skills and Movement Knowledge

Standard 1:

The student will be competent in many movement activities.

Standard 2:

The student will understand how and why one moves in a variety of situations and will use this information to enhance his or her skills.

Standard 3:

The student will achieve and maintain a health-enhancing level of physical fitness.

Self-image and Personal Development

Standard 4:

The student will exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge, and self-expression.

Self-image and Personal Development

Standard 5:

The student will demonstrate responsible personal behavior while participating in movement activities.

Social Development

Standard 6:

The student will demonstrate responsible social behavior while participating in movement activities.

The student will understand the importance of respect for all others.

Standard 7:

The student will understand the interrelationship between history and culture and games, sports, play, and dance.

Visual and Performing Arts: Music Content Standards

1.0 ARTISTIC PERCEPTION - Processing, Analyzing, and Responding to Sensory Information through the Language and Skills Unique to Music.

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

2.0 CREATIVE EXPRESSION - Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

3.0 HISTORICAL AND CULTURAL CONTEXT - Understanding the Historical Contributions and Cultural Dimensions of Music

4.0 AESTHETIC VALUING - Responding to, Analyzing, and Making Judgments About Works of Music.

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS - Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Appendix G – Academic Rubrics

Grading Rubric

Academic Legends – Major subject areas	
4	Exceeding Standards For this reporting period, the student exceeds the standards by adding creativity, depth, and complexity to the application of the standards; grasps, applies, and extends key concepts, processes and skills.
3	Meeting Standards For this reporting period, the student demonstrates proficiency of the standards.
2	Approaching Standards For this reporting period, the student is still learning the skills and needs additional time and practice with the standards.
1	Not Meeting Standards For this reporting period, the student is not meeting the expected standards and/or is still learning the skills of a lower grade: area of concern.

Markings for Standards	
X	For this reporting period, the student has made appropriate progress.
/	For this reporting period, the student needs additional time and practice with standard
[] blank	Not assessed or no further assessment required

Markings for skills within standards (<i>as applicable</i>)	
O	This specific skill has been taught, assessed and the student is proficient.
-	This specific skill has been taught and assessed, but the student is not proficient

Grading Rubric

Academic Legends – Major subject areas	
A	For this reporting period, the student has mastered the standards with creativity, depth, and complexity and/or has achieved an average of 90% to 100%.
B	For this reporting period, the student has mastered the standards and/or has achieved an average of 80% to 89%.
C	For this reporting period, the student has learned most of the standards and/or has achieved an average of 70% to 79%.
NP	For this reporting period, the student has not met the standards and/or has achieved an average of <70%.
U	For this reporting period, there was insufficient evidence/lack of student work on which to base a performance assessment.

Markings for Standards	
X	For this reporting period, the student has made appropriate progress.
/	For this reporting period, the student needs additional time and practice with

	standard
<input type="checkbox"/> blank	Not assessed or no further assessment required

Markings for skills within standards (<i>as applicable</i>)	
0	This specific skill has been taught, assessed and the student is proficient.
-	This specific skill has been taught and assessed, but the student is not proficient

Appendix H – Health and Safety Policies

This appendix contains a set of health and safety policies to be considered by the SCCS Board. The policies attached are as follows:

Policy 1:	Fingerprinting and Background Checks
Policy 2:	Tuberculin Examinations
Policy 3:	Safe Facilities
Policy 4:	Emergency Plans
Policy 5:	Immunizations/Physical Exams
Policy 6:	Communicable, Contagious, or Infectious Disease Prevention Policy
Policy 7:	Administration of Medications
Policy 8:	Drug-Free Workplace
Policy 9:	Smoke-Free Environment
Policy 10:	First Aid, CPR, and Health Screening
Policy 11:	Exposure Control Plan for Blood Borne Pathogens

Fingerprinting and Background Checks

It is the policy of Shining Crescent Charter School (School) to require fingerprinting and background checks for its employees as required by law prior to employment at the School. All prospective employees must abide by all applicable laws and agree to abide by the policies of the School, including the submission of fingerprints and the approval for the School or its designee to perform background checks. The fingerprinting and Criminal Records Summaries will be required annually, at the beginning of each school year. This requirement is a condition of employment.

The School shall also fingerprint and background checks each campus volunteer, prior to volunteering at the School. A campus volunteer is defined as an individual working under the direction of a paid School employee to provide a service without compensation on campus while working with or around children. Campus volunteers must abide by all applicable laws and agree to abide by the policies of the School, including the submission of fingerprints and the approval for the School or its designee to perform background checks. The fingerprints will be sent to the Department of Justice for the purpose of obtaining a criminal record summary. Fingerprinting and Criminal Records Summaries will be required annually, at the beginning of each school year. This requirement is a condition of obtaining clearance to volunteer on campus.

Additionally, the School may on a case-by-case basis require an entity providing school site services other than those listed above to require the entity's employees to comply with the requirements for fingerprinting, unless the School determines that the employees of the entity will have limited contact with pupils. In determining whether a contract employee will have limited contact with pupils, the School must consider the totality of the circumstances, including factors such as the length of time the contractors will be on school grounds, whether pupils will be in proximity with the site where the contractors will be working, and whether the contractors will be working by themselves or with others.

Tuberculin Examinations

1. No person shall be employed by or volunteer at the School unless they have submitted proof of an examination within the last two (2) years that they are free of active tuberculosis by a physician licensed under Chapter 5 of Division 2 of the Business and Professions Code.
2. This examination shall consist of an X-ray of the lungs or an approved intradermal tuberculin test, which, if positive, shall be followed by an X-ray of the lungs.
3. All employees/volunteers shall be required to undergo this examination at least once every two (2) years, with the exception of "food handlers" who shall be examined annually.
4. After such examination each employee shall file a certificate with the School from the examining physician showing the employee was examined and found free from active tuberculosis.
5. In the event it becomes necessary for the employee to have an X-ray examination as a follow-up to a skin test, the School will make arrangements with the designated physician for the examination and bear the expense. If the employee chooses to have his or her own physician for this purpose, the School will pay toward the cost of the examination an amount equal to the rate charged by the designated physician.
6. This policy shall also include student teachers serving under the supervision of a designated master teacher and all substitute employees.

Safe Facilities

The Shining Crescent Charter School will be housed in a facility that has received State Fire Marshall approval and has been evaluated by a qualified structural engineer, who has determined that the facilities present no substantial seismic hazard. The School will not take possession of any facility from any school district that does not have all appropriate inspections and a valid Certificate of Occupancy. The procedures will include provisions for periodic inspection and testing of the structure(s) and associated life safety systems.

Surveys and management plans will be maintained and updated for all hazardous building materials (lead, asbestos, etc.) and all hazardous materials used and stored in and around the school will be handled and dispensed properly. Additionally, appropriate training for staff working with hazardous materials (i.e., pesticides, cleaning chemicals, etc.) will be provided. A comprehensive indoor air quality program modeled on the EPA's "Tools for Schools" program will be implemented and maintained.

Inspections will be performed to ensure that daily operations do not compromise facility safety and health in any manner. This will include maintaining safe access / egress paths (both routine and emergency), access to emergency equipment, eliminating obstructions to airflow, etc.

Emergency Plans

Disaster Plan

Shining Crescent Charter School shall (1) develop and adopt a plan to ensure the School's preparation to meet disasters, a plan based on the Standardized Emergency Management System (SEMS) which conforms with the emergency and disaster plans of the local civil defense agency; and (2) provide for all members of the certificated and classified staff of the School and all pupils enrolled in the school the instruction they need to be fully informed regarding all phases of the plan and the responsibilities they are to assume should either a man-made or natural disaster occur in the School or in the area in which the School is located.

SEMS (State Emergency Management System) is a system developed to help all state, government, hospitals, school districts, fire departments, police departments and businesses to organize their personnel in such a way that is common among all and to streamline the response system.

Incident Command Job Action Sheets Defined

Incident Commander (IC) – Organizes and directs the operations of the Incident Command Center. Gives overall direction for school operations and, if needed, authorizes evacuation. Works cooperatively with external agencies.

Command Center Recorder - Records incident-related activities/problems and any other documentation necessary as directed by the Incident Commander. Records and maintains documentation on disaster status board.

Public Information Officer (PIO) - Provides information to the news media. Acts as liaison with on-site childcare programs (Kidzone) emergency incident efforts.

Operations Section Leader – Organizes and directs aspects relating to the operations section. Carries out directives of the IC. Coordinates and directs teams to carry out tasks required to secure a safe environment.

Search & Rescue – Leads and directs search and rescue operations in a safe manner so as to prevent further injury or loss. Reports and coordinates efforts with fire department.

Safety & Security Officer – Monitors and has authority over safety of search and rescue operations and hazardous conditions. Organizes and enforces scene/facility protection and traffic control. Erects barriers as needed to provide a safe and secure site for various operations.

Student Tracking/Discharge Leader – Works with Student Tracking Officer to coordinate: time of removal, name and signature of person making removal, source of identification from persons making removal, cross checks of this information with the emergency release forms. It should also have notation as to where the student will be going (i.e., home, relatives, work, neighbor, telephone number where they can be contacted).

First Aid/Triage – Sets up first aid station. Sorts casualties according to priority of injuries and assures their disposition to the proper treatment area.

Damage Assessment & Control Officer – Provides sufficient information regarding the operational status of the facility for the purpose of decision/policy making, including those regarding full or partial evacuation. Identifies safe areas where students and staff can be moved if needed. Manages fire suppression, search and rescue and damage mitigation activities.

Logistics Section Leader – Organizes and directs those operations associated with maintenance of the physical environment and adequate levels of food, shelter, and supplies to support the school objectives.

Communications Leader – Organizes and coordinates internal and external communications: acts as custodian for all incoming communications. Logs/documents and distributes communications to IC.

Works with Ham operators, walkie-talkies, organizes the placement of ground-air communication signals.

Manpower Pool Leader – Collects and inventories available staff and volunteers at a central point. Receives requests and assigns available staff as needed. Maintains adequate numbers of staff to assist as needs arise. Assists in the maintenance of staff morale. Sees that staff gets breaks or relief as needed.

Resource Manager – Works with Manpower Pool Leader to organize, assess, and assign all community volunteers according to their skills and training to areas of need. Organizes and distributes donations from the community.

Supplies & Distribution Leader – Organizes and dispenses food and water stores for consumption. Rations supplies as needed, depending on duration of incident.

Sanitation & Shelter – Evaluates and monitors the patency of existing sewage and sanitation systems. Enacts pre-established alternate methods of waste disposal if necessary. Sets up shelter as needed.

Transportation Unit Leader – Organizes and coordinates the transportation of human and material resources to and from the school. Secures school personnel to travel with students that need to be transported to a medical facility. Secures routes for entrance and exit of emergency vehicles.

Psychological Support Unit Leader – Provides psychological, spiritual, and emotional support to school staff, students, and families. Initiates and organizes the Critical Stress Debriefing process.

Planning Section Chief - Organizes and directs all aspects of Planning Section operations. Ensures the distribution of critical information/data. Compiles scenario/resource projections from all section chiefs and effects long-range planning. Documents and distributes facility action plan.

School Site Evacuation – Plans and organizes the evacuation of students from school site to sister school. Prepares site for accepting students from sister school.

Finance Leader – Monitors the utilization of financial assets. Maintains documentation of personnel time records. Supervises the documentation of expenditures relevant to the emergency incident.

Immunizations/Physical Exams

Applicability

This policy will apply to all applicants to the Shining Crescent Charter School and the administration of the School in charge of admissions.

Immunizations

California law requires that an immunization record be presented to the school staff before a child can be enrolled in school. The School requires written verification from a doctor or immunization clinic of the following immunizations:

- a) Diphtheria.
- b) Measles.
- c) Mumps, except for children who have reached the age of seven years.
- d) Pertussis (whooping cough), except for children who have reached the age of seven years.
- e) Poliomyelitis.
- f) Rubella.

- g) Tetanus.
- h) Hepatitis B.
- i) Varicella (chickenpox), (persons already admitted into California public or private schools at the Kindergarten level or above before July 1, 2001, shall be exempt from the Varicella immunization requirement for school entry).

School verification of immunizations is to be by written medical records from your doctor or immunization clinic.

Exceptions are allowed under the following conditions:

- a) The parent provides a signed doctor's statement verifying that the child is to be exempted from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.
- b) A parent may request exemption of their child from immunization for personal beliefs.
- c) Pupils who fail to complete the series of required immunizations within the specified time allowed under the law will be denied enrollment until the series has been completed.

Any child leaving the United States for a short vacation to any country considered by the Center of Disease Control and Prevention (CDC) to have increased risk of TB exposure (such as Mexico, the Philippines, India or Southeast Asia) MUST call the County Tuberculosis Clinic, for a TB Screening upon return.

Physical Examinations

All pupils are to have completed a health screening examination on or before the 90th day after the pupil's entrance into first grade or such pupils must have obtained a waiver pursuant to Health and Safety Code Section 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to pupils enrolled in kindergarten.

Failure to obtain an examination for your child or a waiver will result in your child being denied enrollment.

If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

Communicable, Contagious, or Infectious Disease Prevention Policy

The School recognizes its shared responsibility with the home and the community to promote appropriate disease prevention procedures in the handling and the cleaning up of blood and body fluids.

The Board desires to protect the entire school community without segregation, discrimination or stigma. Accordingly, infectious disease prevention shall be taught regardless of whether a student or adult is known to have an identified infectious disease.

All students and employees shall be provided appropriate periodic instruction in basic procedures recommended by the State Department of Education and other public health agencies and associations.

Incidence and transmission of communicable diseases will be further limited through a rigorous program of immunization and health screening required of all students, faculty, and staff. (See "Immunizations / Physical Exams", Policy # 5) Students found to have communicable diseases will be included in all activities deemed by a physician to present no hazard of infection to other students.

Science Laboratory Instruction

Students involved in science laboratory experiences shall be protected from contamination from body fluids of other persons and from contaminated instruments. Whenever possible, laboratory experiences involving body fluids will be conducted by way of teacher demonstration rather than by student participation.

Injuries and Accidents

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures. (See "Bloodborne Pathogen Exposure Control Program", Policy #11)

Administration of Medicine

The Shining Crescent Charter School staff is responsible for the administration of medication to students attending school during regular school hours.

It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees.

The School, upon request from the parent/guardian and verification from a physician, will endeavor to provide for the administration of prescribed medication to allow the student to attend school, if the student is unable to take the medication without assistance or supervision.

Guidelines:

- The primary responsibility for the administration of medication rests with the parent/guardian, student and medical profession.
- Medication shall be administered only during school hours if determined to be absolutely necessary on an ongoing basis.
- The parent/guardian shall sign a release/consent form, which is to be kept on file at the school.
- Designated staff shall keep records of medication administered at the school.

- All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by the school nurse or by designated staff.
- Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to summer holidays.
- Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).

Personnel

Drug-Free Workplace

Shining Crescent Charter School is committed to providing a drug- and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace is extremely harmful to workers.

Accordingly, consistent with this commitment, Shining Crescent Charter School has developed a drug and alcohol policy that applies to all employees.

Bringing to the workplace, possessing or using, or being under the influence of intoxicating beverages or drugs on any School premises or at any school-sanctioned activity or function is prohibited and will result in disciplinary action up to and including termination.

The School reserves the right to use appropriate means to provide a safe work environment for its employees. These means may consist of but are not limited to:

Post-offer, pre-employment drug/alcohol testing;
 Referral to local authorities;
 Referral to employee assistance program;
 Full investigation of accident causes, which includes drug and alcohol testing;
 "For cause" drug testing (reasonable suspicion testing);
 Search of School property;
 Search of employee property, including employee handbags and vehicles, brought onto School property.

Refusal to submit to a "for cause" drug test or a drug test in connection with an on-the-job injury or accident is cause for immediate termination.

Smoke-Free Environment

Shining Crescent Charter School will maintain a smoke-free environment.

Smoking is not allowed anywhere on the school campus. It is the responsibility of each staff member to adhere to this rule, and to inform his or her guests of our non-smoking policy.

First Aid, CPR, And Health Screening

The Shining Crescent Charter School recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at school or during school-sponsored activities. To this end, the School expects parents/guardians to provide emergency information and keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs.

Every classroom shall have a First Aid Kit containing appropriate supplies. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

All teachers are to be certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. Opportunities for adult and pediatric CPR and First Aid training will be offered to all support staff and volunteers.

Resuscitation Orders

School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such Advance Directives shall not be communicated to staff. The Principal, or designee, shall ensure that all parents/guardians are informed of this policy.

Vision, Hearing and Scoliosis Screening

The School shall screen for vision, hearing and scoliosis as required by law for all public schools.

Head Lice

To prevent the spread of head lice infestations, School employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible. The nurse, or designee, shall examine the student and any siblings of affected students or members of the same household. If nits or lice are found, the student shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information.

The Principal, or designee, shall send home the notification required by law for excluded students. If there are two or more students affected in any class, an exposure notice with information about head lice shall be sent home to all parents/guardians of those students.

Staff shall maintain the privacy of students identified as having head lice and excluded from attendance.

Excluded students may return to school when reexamination by the nurse, or designee, shows that all nits and lice have been removed.

Exposure Control Plan For Bloodborne Pathogens

The Principal, or designee, shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Principal, or designee, shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

The Board shall determine which employees have occupational exposure to bloodborne pathogens and other potentially infectious materials. In accordance with the School's "Exposure Control Plan," employees having occupational exposure shall be trained in accordance with applicable state

regulations (8 CCR 5193) and offered the hepatitis B vaccination. The Principal, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Any employee not identified as having occupational exposure in the School's exposure determination may petition to be included in the School's employee in-service training and hepatitis B vaccination program. Any such petition should be submitted to the Principal, or designee, who shall evaluate the request and notify the petitioners of his/her decision. The Principal, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

Appendix I – Suspension and Expulsion Procedures

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. This Policy and its Administrative Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, the use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the policy, corporal punishment does not include use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Principal shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Administrative Procedures are available on request at the Principal's office.

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

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Act (IDEA), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. As applicable, these procedures may include but are not limited to a behavior intervention plan, a functional behavioral assessment, and a manifestation determination to consider whether the behavior is a manifestation of the disability; and whether the student was appropriately placed at the time the behavior occurred. No student with exceptional needs may be expelled or be suspended for more than 10 days consecutively or receive a series of suspensions which combined would be considered a change of placement, unless the behavior is not a manifestation of the disability and the student was properly placed at the time the behavior occurred.

Administrative Procedures For Pupil Suspension And Expulsion

A. Definitions (as used in this policy)

1. "Board" means governing body of the Charter School.
2. "Expulsion" means disenrollment from the Charter School.
3. "School day" means a day upon which the Charter School is in session or weekdays during the summer recess.
4. "Suspension" means removal of a pupil from ongoing instruction for adjustment purposes. However, "suspension" does not mean the following:
 - a. Reassignment to another education program or class at the charter school where the pupil will receive continuing instruction for the length of day prescribed by the Charter School Board for pupils of the same grade level.
 - b. Referral to a certificated employee designated by the Principal to advise pupils.
 - c. Removal from the class but without reassignment to another class for the remainder of the class period without sending the pupil to the Principal or designee.
5. "Pupil" includes a pupil's parent or guardian or legal counsel or other representative.
6. "School" means the Charter School.

B. Grounds for Suspension and Expulsion of Students

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

C. Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal/Administrator or designee's concurrence.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Made terrorist threats against school officials and/or school property.
17. Committed sexual harassment.
18. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
19. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.

The above list is not exhaustive and depending upon the offense, a pupil may be suspended or expelled for misconduct not specified above.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

D. Suspension Procedure

Suspensions shall be initiated according to the following procedures.

1) Informal Conference

Suspension shall be preceded, if possible, by an informal conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practicable, the teacher, supervisor or school employee who referred the student to the Principal.

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2) Notice to Parents/Guardians

At the time of the suspension, a School employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3) Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Principal, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

E. Authority to Expel

A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Panel should consist of at least three members. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

F. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

The expulsion hearing will be presided over by the Board President or the chair of the Administrative Panel. In the event a Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- 1) The date and place of the expulsion hearing;
- 2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- 3) A copy of the School's disciplinary rules which relate to the alleged violation;
- 4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- 5) The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or an advocate;
- 6) The right to inspect and obtain copies of all documents to be used at the hearing;
- 7) The opportunity to confront and question all witnesses who testify at the hearing;

- 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing.

I. Written Notice to Expel

The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's findings of fact, to the student or parent/guardian. This notice shall include the following:

- 1) Notice of the specific offense committed by the student.
- 2) Notice of any right to appeal the expulsion to the County Board of Education. If this Board will not hear such appeals, the Charter School may establish a new panel of retired or current school administrators or teachers who are not related to the Charter School to hear expulsion appeals but who will follow the expulsion appeal procedures outlined in Education Code Sections 48921-48924.
- 3) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

The Principal or designee shall send written notice of the decision to expel to the Student's District of residence and the State Board of Education or designee.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student.

J. Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available for the Chartering Agency's review upon request.

K. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including but not limited to programs within the County or their school district of residence.

L. Rehabilitation Plans

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

M. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission or admission.

Appendix J - Lead Petitioner Resume

5441 ALLISON LANE • EL SOBRANTE, CA 94803
 PHONE 510.219.2367 • E-MAIL ZAINULABEDINSHAH@HOTMAIL.COM

Z A I N U L A B E D I N S H A H

PROFESSIONAL EXPERIENCE

Fireman's Fund (Allianz of America) Novato, CA Sep 2009

– Present

Finance Manager

- Oversee \$120M in expenses under management for Claims and Resolution Services businesses
- Construct and manage annual budgets including expense and income (premium) plan and forecast.
- Develop complex financial models to influence decisions for senior business leaders
- Coordinate and lead financial analysis and reporting supporting legal portfolio program
- Design, write, and modify SAS and SQL codes for data supporting monthly and ad hoc reporting

Liberty Mutual Group San Francisco, CA Aug 2008

– Sep 2009

Senior Risk Management Consultant

- Provided risk management expertise for book of business totaling over \$100M in annual revenue
- Analyzed and forecasted loss trends and cash flow projections for Fortune 500 sized clients
- Created and utilized financial models for drill down analyses of data to improve customer outcomes
- Translated actuarial data into actionable information for C-level executives and senior management
- Composed and directed Microsoft Excel training program across Commercial Sales organization

Liberty Mutual Group San Francisco, CA Dec 2005

– Aug 2008

Risk Management Consultant

- Formulated cost allocation system for nation's largest property manager yielding \$1M in savings
- Led consulting group in new sales bonus earnings nationwide for both 2007 and 2008
- Streamlined financial reporting techniques for delivery of outcome metrics to regional customers
- Drafted strategies with Account Executives which in 2008 resulted in sales of 135% of plan

- Crafted industry benchmarks including real estate, healthcare, construction, and manufacturing

Jaamay
Dec 2005

Dallas, TX

Oct 2002 –

Managing Partner/Finance & Business Development

- Managed apparel import startup company including supervision of a team of ten employees
- Shaped and monitored company-wide budgets including cash flow and working capital management
- Negotiated terms with overseas manufacturers, domestic buyers, and logistics providers
- Generated customer accounts resulting in profits ranging between 100% to 250% margin over cost
- Sold to retailers in Atlanta, Dallas, Houston, Kansas City, Los Angeles, Philadelphia, and St. Louis

Abengoa Bioenergy
Jun 2005

Saint Louis, MO

Jun 2004 –

Global Business Development Analyst – MBA Intern

- Researched and forecasted global demand for ethanol and ethanol derivatives
- Built financial models linking demand forecasts with production schedules and cost of production
- Evaluated production and market opportunities in Brazil, India, Russia, and the United States
- Contributed to Chicago Mercantile Exchange Ethanol Advisory Group

Homes4Bid.com
Apr 2001

San Jose, CA

Nov 1999 –

Co-Founder/ Technical Lead

- Worked as organizational technical lead to launch internet-real estate auction startup company
- Assembled and managed a team of web developers to simplify online customer interface
- Authored and presented business plan to raise funding through venture capital
- Established corporate partnerships and managed relationships with national homebuilders

Shah Enterprise
Nov 1999

Dallas, TX

May 1998 –

Wholesale Salesperson and Assistant Buyer

- Evolved and executed sales strategies including retail distribution, trade shows, and the web
- Communicated with suppliers domestically as well as those in India, Thailand, and Italy
- Broadened sales area to include South Texas, Central Missouri, and Southern and Central Illinois
- Coordinated production of seasonal merchandise catalogs and initial website

EDUCATION

- | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------|
| Saint Louis University
2005 | Saint Louis, MO | May |
| <i>Masters of Business Administration</i> | | |
| <ul style="list-style-type: none"> ▪ Emphases in Finance and International Business ▪ Boeing Fellowship and John Cook School of Business MBA Scholarship Recipient ▪ Masters of Business Students Association (Executive VP), Net Impact (Chapter Leader) | | |
| University of Texas
2003 | Austin, TX | August |
| <i>Masters of Arts Political Science/Masters of Arts Islamic Studies</i> | | |
| <ul style="list-style-type: none"> ▪ Summa Cum Laude | | |
| University of Texas
1998 | Austin, TX | May |
| <i>Bachelor of Arts Political Science/Bachelor of Arts History</i> | | |
| <ul style="list-style-type: none"> ▪ Liberal Arts College Honors Graduate | | |

VOLUNTEER ACTIVITIES (PRO BONO CONSULTING)

- Donate time as strategic consultant for Non-Profit organizations through the Taproot Foundation
- Strategy Consultant - Girls Inc. of the Island City (2010)
- Strategy Consultant - Center for Independent Living (2009)

PROFESSIONAL DESIGNATIONS & ORGANIZATIONS

- Certified Risk Manager International (CRM Designation)
- Chartered Financial Analyst (CFA Level I Candidate)
- Turnaround Management Association

TECHNICAL SKILLS

- Microsoft Excel, Access, PowerPoint, Word, SAP, Hyperion, Essbase
- SQL, SAS, SPSS, VB, C/C++, XML, HTML, JavaScript, Cold Fusion

LANGUAGES

- English (Native Speaker), Urdu/Hindi (Fluent), Arabic, Portuguese, French, Spanish (Literate)
- US Citizen

Appendix K- Board of Directors & Community Support Group Biographies

Jawaid Ijaz, SCF President

Mr. Ijaz holds an MBA degree in management from University of San Francisco. He is retired Director of Fiscal Operation of Vacaville Unified School District. He worked as Payroll Manager of San Francisco Unified School District. He has vast experience in fiscal as well education fields.

Dr. Firas Jandali, SCF Vice President

Graduated from University of Illinois at Urbana-Champaign with a Doctor of Philosophy in Civil Engineering in 1978. He brings a pragmatic approach to the management of SCF from his thirty year experience in practicing consulting engineering in the power industry working for power design and design-build corporations; and in industrial, commercial and infrastructure design and construction in the company he founded in 1983 and continues to manage it; JEDCO Engineering and Construction, Inc. In JEDCO Dr. Jandali formed corporate structure, put together project teams, and company activities task teams to cover short and long term planning, marketing and business development as well as project execution and quality control.

Moinuddin Ahmed, SCF Secretary

Mr. Ahmed has a PhD in Chemical Engineering from the University of Florida in Gainesville and has worked in Chemical and Petroleum industry for over 30 years. He currently works for Chevron Corp. as a Senior Staff Research Engineer. He founded Sunday school at West Virginia and was Principal of Sunday school for 15 years before moving to California. He has experience in education.

Ms. Uzma Latief, SCF Treasurer

Uzma Latief holds 4-year degree in nutrition and dietetics and ten years of experience within the various health care facilities in managing the daily activities of clinical dietetics, food service operation and nutrition education. She has been a project coordinator with the United Nations as nutritional expert. Currently, she is working as **Nutrition Services Director** in a health care facility at San Pablo, California. She is registered and certified with three National Health care Organizations (ADA, DMA, NRA,).

Awni Alsharif SCF Trustee

Awni Alsharif has a bachelor degree from abroad. He is the Principal of Sunday school. He has educational experience overseas. He is a community activist and has great foresight and vision about the community.

SCF Community Support Team

Ms. Karen (Zulaikha) Soltész a graduate with multiple credentials: SB2042 ELL NCLB from Sonoma State. Currently she is teaching sixth grade at Vallejo Unified School District. She is an affiliate with NCTM-National Council of teachers of Mathematics, NSTA-National Science Teachers Association and IRA-International Reading Association. Ms. Karen Soltész is a seasoned professional with broad range of teaching experience with a math and science background. She has a lifelong passion of learning and teaching to children by addressing individual learning styles, interests, and needs of students.

Ms. Kendra Blaskowski graduated from University of Wisconsin – Stevens Point with a Bachelor of Science degree in Elementary Education with an emphasis in Reading. She has over thirteen years experience in teaching in the United States as well as overseas. For the past two years she is

volunteering in Sunday school as assistant teacher and secretary. Ms. Blaskowski is also volunteers as library assistant in her children's school

Ms. Hala Bassam Salman is a graduate in science from Contra Costa College. For the past ten years she is working with special need children with Albany Children Center. She brings in a needed experience of Special Need Children for the Shining Crescent Charter School.

Mrs. Shabana Shahbaz has a bachelor of art degree with English and mathematics overseas. She is the wife of a journalist. She is a community activist and a great organizer of all types of events. She has organized the Sunday school activities.

Doaa Soliman Hagar holds a Bachelor's degree in Dental and Oral Surgery from Cairo University in Cairo, Egypt. She has 3 years of experience in dentistry and is currently studying to earn her Master's Degree in Restorative Dentistry. She has served as a volunteer teaching in Sunday school children (ages 5 to 13) for the past 12 years. She has two children who are currently attending Bentley School.

Miss Haila Albgal is currently in her final year of undergraduate studies at the University of California, Berkeley with a major in Social Welfare. She has four years of educational experience as a teacher assistant, mentoring and tutoring high school students across the bay area. She has worked with Berkeley High School, CALWORKS, Contra Costa middle college and Dejean Middle School. She is also vice president of a student led organization of 300 members at UC Berkeley.

Sama Medhkour is a student at Berkeley City College. She has a diploma in art and her goal is to be a teacher in art. She taught art in high school overseas.

Mr. Dawud Dirbas has an electronic degree from overseas. He owns a retail business and has twenty years of experience in management and leadership.

Miss Nehayah Alnajar is currently a freshman at Contra Costa College. She has a great interest in education field. She has taught at elementary school at Richmond, California. She is a volunteer teacher at Sunday school.

Mr. Adnan Qadeer has masters of art design from University of California, Berkeley. Mr Qadeer did a study of about fifty suspension bridges around the world and presented his theory about safety of suspension bridges on CNN, National Geography and various other television and newspapers. He also worked on child labor, under United Nation and held a photo session on the subject in Paris, France in 1979. He brings a good knowledge of presentation to the group.

Ms. Daad Aljalili has a bachelor degree and associate pre school teacher permit. Currently working as head teacher for preschool age children at Child Development Center, YMCA. She is familiar with lesson plans as she writes and implements it on daily basis. She interact with children and guide them in all areas of development. She also worked as Associate Pre School Teacher at Early Learning Center, San Pablo, California.

Appendix L - Articles of Incorporation

3250904

PUBLIC BENEFIT SAMPLE

ARTICLES OF INCORPORATION

In the County of San Diego
of the State of California
JUL 14 2004

I

The name of the corporation is Shining Crescent Foundation

II

- A. This corporation is a nonprofit Public Benefit Corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for:
 - () public purposes;
 - or () charitable purposes;
 - or (X) public and charitable purposes.

B. The specific purpose of this corporation is to To manage, operate, guide, direct and promote one or more California public charter school.

III

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

Name Jawaid Ijaz
 Address 562 Marista Road
 City Pineole State CALIFORNIA Zip Code 94564

IV

- A. This corporation is organized and operated exclusively for charitable purposes within the meaning of Internal Revenue Code section 601(c)(3).
- B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.

V

The property of this corporation is irrevocably dedicated to charitable purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable purposes and which has established its tax exempt status under Internal Revenue Code section 601(c)(3).

Jawaid Ijaz
 (Jawaid Ijaz), Incorporator

If an individual is designated as the initial agent for service of process, include the agent's business or residential street address in California (a P.O. Box address is not acceptable). If another corporation is designated as the initial agent for service of process, do not include the address of the designated corporation.

This sample is provided to be used as a guideline ONLY in the preparation of the original document for filing with the Secretary of State.

**BYLAWS
OF
SHINING CRESCENT FOUNDATION**
(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. NAME. The name of this Foundation is Shining Crescent Foundation.

**ARTICLE II
PRINCIPAL OFFICE OF THE FOUNDATION**

Section 1. PRINCIPAL OFFICE OF THE FOUNDATION. The principal office for the transaction of the activities and affairs of this Foundation is 3564 San Pablo Dam Road, El Sobrante, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE FOUNDATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this Foundation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The specific purposes for which this Foundation is organized are to manage, operate, guide, direct and promote one or more California public charter schools ("Charter Schools"). Also in the context of these purposes, the Foundation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Foundation.

The Foundation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c) (3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c) (2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Foundation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Foundation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the

preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This Foundation's assets are irrevocably dedicated to public benefit purposes as set forth in the Charter Schools' Charters. No part of the net earnings, properties, or assets of the Foundation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Foundation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Foundation shall be distributed to a nonprofit fund, corporation, or foundation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI FOUNDATIONS WITHOUT MEMBERS

Section 1. FOUNDATIONS WITHOUT MEMBERS. This Foundation shall have no voting members within the meaning of the Nonprofit Corporation Law. The Foundation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Foundation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board"). The Board may delegate the management of the Foundation's activities to any person(s), corporation, management company or committees, however composed, provided that the activities and affairs of the Foundation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

1. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
2. Change the principal office or the principal business office in California from one location to another; cause the Foundation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place within the jurisdiction of the Charter Schools, in California, for holding any meeting.

3. Borrow money and incur indebtedness on the Foundation's behalf and cause to be executed and delivered for the Foundation's purposes, in the foundation name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

4. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be at least five (5) and no more than seven (7), unless changed by amendments to these bylaws. All directors shall be designated by the existing Board of Directors. All directors are to be designated at the Foundation's annual meeting of the Board of Directors. The Board of Directors shall consist of at least five directors unless changed by amendment to these bylaws.

Each director shall hold office unless otherwise removed from office in accordance with these bylaws for three (3) years or for the remainder of the term of the current charter, whichever is longer (so long as a single term of service does not exceed six (6) years in accordance with Corporations Code § 5220) and until a successor director has been designated and qualified by the existing Board.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the Foundation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the Foundation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERM. Each director may be elected for an unlimited number of terms or until a successor director has been designated and qualified.

Section 6. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no Foundation funds may be expended to support a nominee without the Board's authorization.

Section 7. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death or resignation of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting; and (e) termination of employment with any of the Charter Schools.

Section 8. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President or the Secretary of the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective

at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 9. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the Foundation would be left without a duly elected director or directors.

Section 10. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given as provided in Section 19. Any vacancy caused by the removal of a director shall be filled as provided in Section 11.

Section 11. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (1) the unanimous consent of the directors then in office, (2) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (3) a sole remaining director.

Section 12. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 13. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Foundation. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 14. MEETINGS BY TELEPHONE OR OTHER ELECOMMUNICATIONS EQUIPMENT. Any Board of Directors meeting may be held by conference telephone, video screen communication, or other communications equipment. Participation in a meeting under this Section shall constitute presence in person at the meeting if all of the following apply:

- (a) Each director participating in the meeting can communicate concurrently with all other directors.
- (b) Each director is provided the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the Foundation.
- (c) The Board of Directors has adopted and implemented a means of verifying both of the following:
 - (1) A person communicating by telephone, video screen, or other communications equipment is a director entitled to participate in the Board of Directors meeting.
 - (2) All statements, questions, actions or votes were made by that

director and not by another person not permitted to participate as a director.

(d) The meeting is held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. MEETINGS; ANNUAL MEETINGS. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Directors.

All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation. The Board may hold regular, special and emergency meetings, subject to the notice provisions of the Brown Act.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. AUTHORITY TO CALL SPECIAL MEETINGS. Special and emergency meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board, if any, or the President, or a majority of the directors.

Section 18. NOTICE OF SPECIAL OR EMERGENCY MEETINGS. Notice of the time and place of special or emergency meetings shall be given to each director by (a) personal delivery of written notice; (b) first-class mail, postage prepaid; (c) telephone, including a voice messaging system or other system or technology designed to record and communicate messages, either directly to the director or to a person at the director's office who would reasonably be expected to communicate that notice promptly to the director; (d) telegram; (e) facsimile; (f) electronic mail; or (g) other electronic means. All such notices shall be given or sent to the director's address or telephone number as shown on the Foundation's records and shall be sent with at least such notice as is required in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation which are applicable to the type of meeting called.

In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Notice of the time and place of special or emergency meetings shall be given to all media who have provided written notice to Shining Crescent Foundation. The notice shall state the time of the meeting and the place, if the place is other than the Foundation's principal office and the business to be transacted at the meeting.

All notice requirements will comply with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 19. QUORUM. A majority of the authorized number of directors then in office shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority of the directors present at a duly held meeting at which a quorum is present shall be an act of the Board, subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law, including, without limitation, those provisions relating to (a) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (b) approval of certain transactions between foundations or corporations having common directorships, (c) creation of and appointments to committees of the Board, and (d) indemnification of directors.

Section 20. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the directors who were not present at the time of the adjournment and to the public in the manner prescribed by the Brown Act.

Section 21. COMPENSATION AND REIMBURSEMENT. Directors may receive a reasonable stipend for their services as directors. This stipend shall be offered in lieu of reimbursement of expenses related to getting to and from board meetings. Directors may be separately reimbursed for duties conducted as members of the Board of Directors *other than* travel to and from board meetings. The stipend shall be approved by the Board of Directors, established by resolution to be just and reasonable as to the Foundation at the time that the resolution is adopted.

Section 22. CREATION OF POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, to serve at the pleasure of the Board. Committees may be structured so that they report to a Charter School's Executive Director. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. However, no committee may consist of a majority of directors from the Board of Directors. Any such committee shall only have those powers designated by the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

(a) Take any final action on any matter that, under the California Nonprofit Public Benefit corporation Law, also requires approval of the members or approval of a majority of all members;

(b) Fill vacancies on the Board of Directors or any committee of the Board;

(c) Fix compensation of the directors for serving on the Board of Directors or on any committee;

(d) Amend or repeal bylaws or adopt new bylaws;

(e) Amend or repeal any resolution of the Board of Directors that by its terms is not so amendable or subject to repeal; express

(f) Create any other committees of the Board of Directors or appoint the members of committees of the Board;

(g) Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or

(h) Approve any contract or transaction to which the Foundation is a party and in which one or more of its directors has a material financial interest, except as special approval is provided for in Corporations Code section 5233(d)(3).

Section 23. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 24. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of this Foundation.

Section 25. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter Schools and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII

OFFICERS OF THE FOUNDATION

Section 1. OFFICES HELD. The officers of this Foundation shall be a President, a Secretary, and a Treasurer. The Foundation, at the Board's direction, may also have a Chairman of the Board, one or more Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The officers in addition to the corporate duties set forth in this Article VIII shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this Foundation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the Foundation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Foundation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no President, the Chairman of the Board of Directors shall also be the Chief Executive Officer and shall have the powers and duties of the President of the Foundation set forth in these bylaws. If a Chairman of the Board of Directors is elected; there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. PRESIDENT. Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, if any, and subject to the control of the Board, and subject to President's contract of employment, the President shall be the general manager of the Foundation and shall supervise, direct, and control the Foundation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall preside at all members' meetings and, in the absence of the Chairman of the Board, or if none, at all Board of Directors' meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require. The President shall also be known as "Executive Director."

Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the Foundation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board, and of committees of the Board.

The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of persons present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of members, of the Board, and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 12. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Foundation's properties and transactions. The Treasurer shall send or cause to be given to the members and directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Treasurer shall work with another director or officer or a Board-designated representative to (i) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Foundation with such depositories as the Board of Directors may designate; (ii) disburse the Foundation's funds as the Board of Directors may order; (iii) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the Foundation; and (iv) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require. If required by the Board, the Treasurer shall give the Foundation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Foundation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. No director of this Foundation nor any other Foundation, firm, association, or other entity in which one or more of this Foundation's directors are directors have a material financial interest, shall be interested, directly or indirectly, in any contract or transaction with this Foundation, unless (a) the material facts regarding that director's financial interest in such contract or transaction or regarding such common directorship, officer ship, or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all members of the Board of Directors prior to the Board's consideration of such contract or transaction; (b) such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose without counting the votes of the interested directors; (c) before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the Foundation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and (d) the Foundation for its own benefit enters into the transaction, which is fair and reasonable to the Foundation at the time the transaction was entered into. This Section does not apply to a transaction that is part of an educational or charitable program of this Foundation if it (a) is approved or authorized by the Foundation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this Foundation.

**ARTICLE X
LOANS TO DIRECTORS AND OFFICERS**

Section 1. LOANS TO DIRECTORS AND OFFICERS. This Foundation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the Foundation may advance money to a director or officer of the Foundation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Foundation.

**ARTICLE XI
INDEMNIFICATION**

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this Foundation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Foundation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporation Code. On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

**ARTICLE XII
INSURANCE**

Section 1. INSURANCE. This Foundation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

**ARTICLE XIII
MAINTENANCE OF CORPORATE RECORDS**

Section 1. MAINTENANCE OF CORPORATE RECORDS. This Foundation shall keep:

- (a) Adequate and correct books and records of account;
- (b) Written minutes of the proceedings of the Board and committees of the Board; and
- (c) Such reports and records as required by law.

ARTICLE XIV

INSPECTION RIGHTS

Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the Foundation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.**

This Foundation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection at all reasonable times during office hours.

ARTICLE XV REQUIRED REPORTS

Section 1. **ANNUAL REPORTS.** The Board of Directors shall cause an annual report to be sent to the Board of Directors within 120 days after the end of the Foundation's fiscal year. That report shall contain the following information, in appropriate detail:

- (a) The assets and liabilities, including the trust funds, or the Foundation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds;
- (c) The Foundation's revenue or receipts, both unrestricted and restricted to particular purposes;
- (d) The Foundation's expenses or disbursement for both general and restricted purposes;
- (e) Any information required under these bylaws; and
- (f) An independent accountant's report or, if none, the certificate of an authorized officer of the Foundation that such statements were prepared without audit from the Foundation's books and records.

Section 2. **ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND**

INDEMNIFICATIONS. As part of the annual report, or as a separate document if no annual report is issued, the Foundation shall, within 120 days after the end of the Foundation's fiscal year, annually prepare and furnish to each director a statement of any transaction or indemnification of the following kind:

- (a) Any transaction (i) in which the Foundation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the

aggregate, more than \$50,000. For this purpose, an "interested person" is either:

- (1) Any director or officer of the Foundation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
- (2) Any holder of more than 10 percent of the voting power of the Foundation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Foundation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE XVI BYLAW AMENDMENTS

The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the charters for the schools operated by this Foundation or make any provisions of these Bylaws inconsistent with the charters, the Foundation's articles of incorporation, or any laws.

ARTICLE XVII GREATER VOTE REQUIREMENT

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

ARTICLE XVIII FISCAL YEAR

Section 1. FISCAL YEAR OF THE FOUNDATION. The fiscal year of the Foundation shall begin on July 1st and end on June 30th of each year.

CERTIFICATION

This is to certify that these bylaws were adopted on June 25, 2010 at Pinole, Contra Costa County, State of California.

Appendix N- Budget and Budget Narrative

Budget Narrative
Shining Crescent Charter School

ENROLLMENT/EMPLOYMENT RELATED DATA

Average Daily Attendance (ADA) Calculation: 95 percent ADA percentage estimated for current and all future years.

Percentage of Free and Reduced-Price Lunch for Students: The percentage that is being used is 20 percent.

Number of Teachers: Shining Crescent Charter School will have 19 teachers plus one principal in the first year and will add one more teacher next year and expect to maintain this number for following years.

INCOME

Principal Apportionment: Based on current estimated ADA.

Special Education: Included in 5100 Consultant Services

Federal Revenue:

8220 Series Child Nutrition Program: \$2.70 per day per eligible student x 190 days

8290 Series Other Federal Income: Charter School Federal Start-up is calculated \$375,000.

Other Revenue:

8700 Grants/Foundation/Fundraisers: Shining Crescent Charter School is expected to raise \$100,000 through fund raising activities.

EXPENDITURESCertificated Salaries:

1100 Series Teachers' Salaries: Average certificated salaries for the school's first year is the following: \$52,736. There will be a COLA increase of 2% in the following years.

1200 Series School Administrative Salaries: The salary for the principal starts at \$74,000, and will have COLA of 2% every year.

Classified Salaries:

2100 Instructional Aid Salaries: SCCS will add an instructional aid in the 5th year of its operation at @25,000 with COLA of 2% every year.

2200 Administrative Salaries: SCCS will add a classified management position in 4th year of its operation at \$60,000 with COLA of 2% every year.

2300 Series Clerical/Office Salaries: SCCS will hire one receptionist, a bookkeeper, a food service worker and a custodian in the first year. Starting salary for receptionist and bookkeeper will be \$30,000 each with COLA of 2% every year.

2400 Series Maintenance and Operations Salaries: A full-time maintenance person will be hired in FY 2011. That employee will start at a salary of \$25,000, with a 2% COLA annually. Maintenance services in the schools will be outsourced, if needed.

2500 Series Food Service Salaries: Food Service worker will be at \$25,000 each with COLA of 2% every year.

Employee Benefits:

3000 Series: SCCS has assumed published rates for STRS (8.5%), PERS (12%), Medicare (1.45%), FICA (6.2%), Unemployment Insurance (.72%), Workers Compensation (6%), and Health benefits of \$13,789 for family, with a 70% 30% split, per employee will increase by 7% every year.

Books and Supplies:

4000 Series Textbooks & Other Books SCCS will buy most of the text books through start up cost. \$1,500 is budgeted to buy work books and additional material.

5000 Series: \$60,000 for consultants; \$1,000 for travel and conferences; \$500 for dues and membership annually; \$3,275 for insurance; \$7,000 for housekeeping, utilities, and water with increases or decreases.

5600 Series Rentals, Leases; Buildings: SCCS lease cost is budgeted at \$60,000.

5800 Series Other Services and Operating Expenditures: Budgeted at \$1,000 in the first year.

Capital Outlay:

Facilities Costs Down Payment and Other One-Time Costs: Most of the items will be bought under start up cost.

Other Outgo

7350 Series Direct Support/Indirect Costs: 1 percent of revenue limits and block grant is budgeted for District oversight.



SHINING CRESCENT CHARTER SCHOOL PLANNING BUDGET
MULTI YEAR

Charter School Number: Charter School Name: Charter School Authorizer:	TBA				
	Shining Crescent Charter School				
	WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT				
	2011-12	2012-13	2013-14	2014-15	2014-15
Revenue & Resources					Total
Projected Enrollment K-3 *	0	0	0	0	0
Projected Enrollment 4-6 *	0	0	0	0	0
Projected Enrollment 7-8 *	0	0	0	0	0
Projected Enrollment 9-12 *	0	0	0	0	0
Total Projected Enrollment	0	0	0	0	0
Estimated Average Daily Attendance (ADA) from Enrollment	286.90	296.40	306.85	316.35	327.75
Projected General Purpose Entitlement	\$ 1,222,049	\$ 1,565,654	\$ 1,664,747	\$ 1,767,552	\$ 1,868,424
Projected Charter School Categorical Block Grant	\$ 133,553	\$ 167,280	\$ 172,823	\$ 177,573	\$ 183,909
Sub-total General Purpose & Cat Block Grant Revenue	\$ 1,355,602	\$ 1,732,934	\$ 1,837,570	\$ 1,945,125	\$ 2,072,333
Percent of Revenue/Resources	69.00%	96.95%	87.34%	87.73%	98.16%
Average General Purpose and Categorical Block Grant per ADA	\$ 4,725	\$ 5,847	\$ 5,988	\$ 6,149	\$ 6,323
California Lottery	\$ -	\$ 42,461	\$ 43,867	\$ 45,414	\$ 46,820
Special Education Local Plan Area (SELPA)	\$ 88,122	\$ 100,453	\$ 104,010	\$ 106,852	\$ 110,304
Class Size Reduction					
Sub-total All Other State & Categorical Revenue	\$ 98,122	\$ 142,914	\$ 147,877	\$ 152,266	\$ 157,124
Percent of Revenue/Resources	4.99%	7.17%	7.03%	6.87%	6.68%
Federal Revenue (include Public Charter School Grant Program (PCSGP) Start-Up and Implementation Grants)	\$ 375,000				
Other Revenue	\$ 30,985	\$ 32,180	\$ 33,489	\$ 34,705	\$ 36,142
Total all Other Public Revenue	\$ 1,858,709	\$ 1,908,028	\$ 2,018,936	\$ 2,132,096	\$ 2,265,599
Percent of Revenue/Resources	94.96%	95.74%	96.96%	96.17%	96.38%
Start-Up Capital	\$ 5,000				
Other Verifiable Revenue - Private Foundation/Grant Funding					
Other Verifiable Fund-Raising	\$ 100,000	\$ 85,000	\$ 85,000	\$ 85,000	\$ 85,000
Total Revenue & Resources	\$ 1,964,709	\$ 1,993,028	\$ 2,103,936	\$ 2,217,096	\$ 2,350,599
					\$ 10,629,368

SHINING CRESCENT CHARTER SCHOOL PLANNING BUDGET
MULTI YEAR

	TBA					Total
	Shining Crescent Charter School					
	2011-12	2012-13	2013-14	2014-15	2014-15	
Charter School Number:						
Charter School Name:	WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT					
Charter School Authorizer:						
1000 Certified Salaries						
Projected Certified FTE	20.00	21.00	21.00	21.00	21.00	
1100 Teachers' Salaries	\$ 1,077,182	\$ 1,156,726	\$ 1,178,960	\$ 1,203,457	\$ 1,227,527	
1200 School Administrators' Salaries	\$ 80,046	\$ 81,947	\$ 83,280	\$ 84,945	\$ 86,644	
1300 Supervisors' Salaries						
1400 Librarians' Salaries						
1500 Guidance, Welfare, and Attendance Salaries						
1600 Physical and Mental Health Salaries						
1700 Superintendents' Salaries						
1800 Administrators' Salaries						
1900 Other Certified Salaries	\$ 2,921	\$ 3,000	\$ 3,050	\$ 3,100	\$ 3,200	
Total Certified Salaries	\$ 1,160,148	\$ 1,241,372	\$ 1,266,190	\$ 1,291,503	\$ 1,317,371	\$ 6,276,584
Percent of Revenue/Resources	59.05%	62.29%	60.18%	58.25%	56.04%	59.06%
2000 Classified Salaries						
Projected Classified FTE	4.00	4.00	4.00	5.00	6.00	
2100 Instructional Aides' Salaries	\$ -				\$ 25,000	
2200 Administrators' Salaries					\$ 61,200	
2300 Clerical and Other Office Salaries	\$ 68,622	\$ 69,994	\$ 71,394	\$ 72,822	\$ 74,279	
2400 Maintenance and Operations Salaries	\$ 28,593	\$ 29,184	\$ 29,748	\$ 30,343	\$ 30,949	
2500 Food Services Salaries	\$ 25,000	\$ 25,500	\$ 26,010	\$ 26,530	\$ 27,061	
2600 Transportation Salaries						
2900 Other Classified Salaries						
Total Classified Salaries	\$ 122,215	\$ 124,659	\$ 127,152	\$ 130,695	\$ 134,840	\$ 782,209
Percent of Revenue/Resources	6.22%	6.25%	6.04%	8.56%	9.30%	7.36%
3000 Employee Benefits						
3100 State Teachers' Retirement System	\$ 98,613	\$ 105,517	\$ 107,626	\$ 109,778	\$ 111,977	
3200 Public Employees' Retirement System	\$ 14,751	\$ 15,046	\$ 15,347	\$ 15,648	\$ 15,949	
3300 Old Age, Survivors, Disability, and Health Insurance	\$ -	\$ -	\$ -	\$ -	\$ -	
3400 Health and Welfare Benefits	\$ 255,569	\$ 267,249	\$ 278,929	\$ 290,609	\$ 302,289	
3500 State Unemployment Insurance	\$ 9,233	\$ 9,335	\$ 9,437	\$ 9,539	\$ 9,641	
Other Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Employee Benefits	\$ 378,166	\$ 417,647	\$ 440,362	\$ 466,000	\$ 491,846	\$ 2,252,018
Percent of Revenue/Resources	19.25%	20.96%	20.93%	21.92%	22.54%	21.19%

SHINING CRESCENT CHARTER SCHOOL PLANNING BUDGET
MULTI YEAR

Charter School Number:	TBA					
	Shining Crescent Charter School					
	WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT					
Charter School Name:	2011-12	2012-13	2013-14	2014-15	2014-15	Total
Charter School Authorizer:						
4000 Books and Supplies						
4100 Approved Textbooks and Core Curricular Materials	\$ 1,500	\$ 1,575	\$ 1,600	\$ 1,675	\$ 1,750	
4200 Instructional Books Other Than Textbooks	\$ 1,500	\$ 1,500	\$ 1,575	\$ 1,650	\$ 1,700	
4300 Instructional Materials and Supplies						
4400 Noncapitalized Equipment	\$ 1,000	\$ 1,100	\$ 1,275	\$ 1,500	\$ 1,575	
4500 Other Supplies	\$ 1,500	\$ 5,000	\$ 6,000	\$ 7,500	\$ 8,675	
Total Books and Supplies	\$ 5,500	\$ 9,175	\$ 10,450	\$ 12,325	\$ 13,700	\$ 51,150
	0.28%	0.46%	0.50%	0.56%	0.58%	0.48%
Percent of Revenue/Resources						
5000 Services and Other Operating Expenditures						
5100 Personal Services of Consultants, Lecturers, & Others	\$ 35,000	\$ 35,000	\$ 35,250	\$ 35,500	\$ 40,000	
5200 Travel and Conferences	\$ 1,000	\$ 1,250	\$ 1,300	\$ 1,325	\$ 1,500	
5300 Dues and Memberships	\$ 500	\$ 750	\$ 750	\$ 750	\$ 750	
5400 Insurance	\$ 3,275	\$ 3,750	\$ 3,900	\$ 4,000	\$ 4,750	
5500 Utilities and Housekeeping Services	\$ 7,000	\$ 7,250	\$ 7,575	\$ 7,965	\$ 8,000	
5600 Rentals, Leases, and Repairs	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	
5800 Other Services and Operating Expenditures	\$ 1,000	\$ 1,250	\$ 1,275	\$ 1,425	\$ 1,575	
Total Services and Other Operating Expenditures	\$ 107,775	\$ 109,250	\$ 110,950	\$ 110,965	\$ 116,575	\$ 554,615
	5.49%	5.48%	5.23%	5.00%	4.96%	5.22%
Percent of Revenue/Resources						
6000 Capital Outlay						
6100 Sites and Improvement of Sites	\$ 1,200	\$ 1,200	\$ 1,500	\$ 1,575	\$ 2,100	
6200 Buildings and Improvement of Buildings						
6300 Books and Media for New or Expanded Libraries	\$ 2,000	\$ 2,200	\$ 2,375	\$ 3,795	\$ 4,000	
6400 Furniture Fixtures and Equipment	\$ 2,500	\$ 2,500	\$ 2,750	\$ 3,000	\$ 3,200	
Total Capital Outlay	\$ 5,700	\$ 5,900	\$ 6,625	\$ 8,370	\$ 9,300	\$ 38,895
	0.29%	0.30%	0.31%	0.36%	0.40%	0.34%
Percent of Revenue/Resources						

SHINING CRESCENT CHARTER SCHOOL PLANNING BUDGET
MULTI YEAR

		TBA				
Charter School Number:		Shining Crescent Charter School				
Charter School Name:		WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT				
Charter School Authorizer:		WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT				
		2011-12	2012-13	2013-14	2014-15	2014-15
						Total
7000 Other Outgo						
District Oversight		\$ 13,556	\$ 17,329	\$ 18,376	\$ 19,451	\$ 20,723
Reserve 3%		\$ 40,668	\$ 51,988	\$ 55,127	\$ 58,354	\$ 62,170
Total Other Outgo		\$ 54,224	\$ 69,317	\$ 73,503	\$ 77,805	\$ 82,893
	Percent of Revenue/Resources	2.76%	3.48%	3.49%	3.51%	3.53%
Total Budgeted Expenditures		\$ 1,833,728	\$ 1,977,321	\$ 2,034,331	\$ 2,176,662	\$ 2,288,172
		93.33%	99.21%	96.69%	98.18%	97.34%
Summary of Budget						
Total Revenue & Resources		\$ 1,964,709	\$ 1,993,028	\$ 2,103,936	\$ 2,217,096	\$ 2,360,599
Total Budgeted Expenditures		\$ 1,833,728	\$ 1,977,321	\$ 2,034,331	\$ 2,176,662	\$ 2,288,172
Annual Operating Surplus (Deficit)		130,981.11	16,707.47	69,604.96	40,433.48	62,427.16
	Percent of Expenses	7.14%	0.79%	3.42%	1.88%	2.73%
Cumulative Operating Surplus (Deficit)		130,981.11	146,688.59	216,293.53	256,727.01	319,154.16
	Percent of Expenses	7.14%	7.42%	10.63%	11.79%	13.95%

SHINING CRESCENT CHARTER SCHOOL
START UP CASH FLOW

(For Charter Schools in their first year of operation only)

Charter School Number:	780
Charter School Name:	SHINING CRESCENT CHARTER SCHOOL
Charter School Auth:	WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
	2011-12

Start-up Cash Flow Template Year 1 of Operations:

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
BEGINNING CASH	\$ -	\$ -	\$ -	\$ 460,905	\$ 460,905	\$ 460,905	\$ 786,250	\$ 786,250	\$ 976,034	\$ 1,070,926	\$ 1,165,818	\$ 1,260,710	\$ -
RECEIPTS													
Federal Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
General Purpose Enrollment - State Aid Portion	\$ -	\$ -	\$ 415,467	\$ -	\$ -	\$ 285,292	\$ -	\$ 171,087	\$ 85,543	\$ 85,543	\$ 85,543	\$ 85,544	\$ 1,222,049
General Purpose Enrollment - Local Revenue (in Lieu of Property Tax)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Charter School Categorical Block Grant	\$ -	\$ -	\$ 45,408	\$ -	\$ -	\$ 32,053	\$ -	\$ 18,697	\$ 9,349	\$ 9,349	\$ 9,349	\$ 9,349	\$ 133,553
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal State Funding	\$ -	\$ -	\$ 460,905	\$ -	\$ -	\$ 325,345	\$ -	\$ 189,784	\$ 94,892	\$ 94,892	\$ 94,892	\$ 94,892	\$ 1,355,802
Other Verifiable Grant Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Verifiable Fund-Raising	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Verifiable Start-Up Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL RECEIPTS	\$ -	\$ -	\$ 460,905	\$ -	\$ -	\$ 325,345	\$ -	\$ 189,784	\$ 94,892	\$ 94,892	\$ 94,892	\$ 94,892	\$ 1,355,802
TOTAL RECEIPTS	\$ -	\$ -	\$ 460,905	\$ -	\$ -	\$ 325,345	\$ -	\$ 189,784	\$ 94,892	\$ 94,892	\$ 94,892	\$ 94,892	\$ 1,355,802
DISBURSEMENTS													
1000 Certificated Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2000 Classified Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3000 Employee Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4000 Books and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000 Services and Other Operating Expenditures	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6000 Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7000 Other Outgo	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL DISBURSEMENTS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ACCURAL TRANSACTIONS													
Accounts Receivable	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Accounts Payable	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL Accrual Transactions	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
NET INCREASE/DECREASE	\$ -	\$ -	\$ 460,905	\$ -	\$ -	\$ 325,345	\$ -	\$ 189,784	\$ 94,892	\$ 94,892	\$ 94,892	\$ 94,892	\$ 1,355,802
ENDING CASH	\$ -	\$ -	\$ 460,905	\$ 460,905	\$ 460,905	\$ 786,250	\$ 786,250	\$ 976,034	\$ 1,070,926	\$ 1,165,818	\$ 1,260,710	\$ 1,355,602	\$ 1,355,602
ENDING CASH, PLUS ACCRUALS	\$ -	\$ -	\$ 460,905	\$ 460,905	\$ 460,905	\$ 786,250	\$ 786,250	\$ 976,034	\$ 1,070,926	\$ 1,165,818	\$ 1,260,710	\$ 1,355,602	\$ 1,355,602

SHINING CRESCENT CHARTER SCHOOL
START UP CASH FLOW

Charter School Number:	TBD
Charter School Name:	SHINING CRESCENT CHARTER SCHOOL
Charter School Auth:	WEST CENTRAL COSTA MOUNTAIN SCHOOL DISTRICT
	2012-13

Start-up Cash Flow Template Year 2 of Operations:

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
BEGINNING CASH	\$ 1,355,902	\$ 1,438,938	\$ 1,599,610	\$ 1,708,058	\$ 1,816,506	\$ 1,924,954	\$ 2,033,402	\$ 2,141,850	\$ 2,250,298	\$ 2,358,746	\$ 2,467,193	\$ 2,575,641	\$ 1,565,602
RECEIPTS													
Federal Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
General Purpose Entitlement - State Aid Portion	\$ 73,323	\$ 146,646	\$ 293,293	\$ 586,586	\$ 1,173,173	\$ 2,346,346	\$ 4,692,692	\$ 9,385,384	\$ 18,770,768	\$ 37,541,536	\$ 75,083,072	\$ 149,166,144	\$ 1,565,654
General Purpose Entitlement: Local Revenue (In Lieu of Property Tax)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Charter School Contractual Work Grant	\$ 8,013	\$ 16,026	\$ 32,052	\$ 64,104	\$ 128,208	\$ 256,416	\$ 512,832	\$ 1,025,664	\$ 2,051,328	\$ 4,102,656	\$ 8,205,312	\$ 16,410,624	\$ 172,980
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal State Funding	\$ 81,336	\$ 162,672	\$ 325,344	\$ 650,688	\$ 1,301,376	\$ 2,602,752	\$ 5,205,504	\$ 10,411,008	\$ 20,822,016	\$ 41,644,032	\$ 83,288,064	\$ 166,576,128	\$ 1,732,934
Other Verifiable Grant Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Verifiable Fund-Raising	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Verifiable Start-Up Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL RECEIPTS	\$ 81,336	\$ 162,672	\$ 325,344	\$ 650,688	\$ 1,301,376	\$ 2,602,752	\$ 5,205,504	\$ 10,411,008	\$ 20,822,016	\$ 41,644,032	\$ 83,288,064	\$ 166,576,128	\$ 1,732,934
TOTAL RECEIPTS	\$ 81,336	\$ 162,672	\$ 325,344	\$ 650,688	\$ 1,301,376	\$ 2,602,752	\$ 5,205,504	\$ 10,411,008	\$ 20,822,016	\$ 41,644,032	\$ 83,288,064	\$ 166,576,128	\$ 1,732,934
DISBURSEMENTS													
1000 Certificated Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2000 Classified Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3000 Employee Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4000 Books and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5000 Services and Other Operating Expenditures	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6000 Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7000 Other Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL DISBURSEMENTS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ACCRUAL TRANSACTIONS													
Accounts Receivable	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Accounts Payable	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL Accrual Transactions	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
NET INCREASE/DECREASE	\$ 81,336	\$ 162,672	\$ 325,344	\$ 650,688	\$ 1,301,376	\$ 2,602,752	\$ 5,205,504	\$ 10,411,008	\$ 20,822,016	\$ 41,644,032	\$ 83,288,064	\$ 166,576,128	\$ 1,732,934
ENDING CASH	\$ 1,438,938	\$ 1,599,610	\$ 1,708,058	\$ 1,816,506	\$ 1,924,954	\$ 2,033,402	\$ 2,141,850	\$ 2,250,298	\$ 2,358,746	\$ 2,467,193	\$ 2,575,641	\$ 2,684,089	\$ 3,098,536
ENDING CASH, with ACCRUALS	\$ 1,438,938	\$ 1,599,610	\$ 1,708,058	\$ 1,816,506	\$ 1,924,954	\$ 2,033,402	\$ 2,141,850	\$ 2,250,298	\$ 2,358,746	\$ 2,467,193	\$ 2,575,641	\$ 2,684,089	\$ 3,098,536

GENERAL PURPOSE ENTITLEMENT BLOCK GRANT WORKSHEET

A. Block Grant (General Purpose Entitlement)

1. Charter ADA in Kindergarten and Grades 1-3	160.55	194.35	170.05	174.80	180.50
2. General Purpose Funding per ADA for K-3	4,317	5,229	5,370	5,531	5,702
3. Total K-3 Funding (Line A-1 times Line A-2)	677,089	859,386	913,189	968,819	1,029,211
4. Charter ADA in Grades 4-6	91.20	95.00	97.85	100.70	104.50
5. General Purpose Funding per ADA for Grades 4-6	4,279	5,905	5,449	5,611	5,786
6. Total Grades 4-6 Funding (Line A-4 times Line A-5)	390,245	503,975	533,185	565,028	604,637
7. Charter ADA in Grades 7 and 8	35.15	37.05	38.95	40.85	42.75
8. General Purpose Funding per ADA for Grades 7 and 8	4,403	5,460	5,607	5,770	5,955
9. Total Grades 7 and 8 Funding (Line A-7 times Line A-8)	154,765	202,293	218,393	235,705	254,576
10. Charter ADA in Grades 9-12	-	-	-	-	-
11. General Purpose Funding per ADA for Grades 9-12	6,767	6,767	6,767	6,767	6,767
12. Total Grades 9-12 Funding (Line A-10 times Line A-11)	-	-	-	-	-
13. Total Block Grant Funding (add Lines A-3, A-6, A-9 and A-12)	1,222,049	1,565,654	1,664,747	1,767,552	1,888,424

B. Local Revenue (in lieu of Property Taxes)

1. Local Property Taxes: (Line A-1, School District Local Revenue Report)**	-	-	-	-	-
2. District and Charter Total ADA: (Line B-1, School District Local Revenue Report)**	-	-	-	-	-
3. Per ADA Property Tax: (Line B-2 divided by Line B-2)	-	-	-	-	-
4. Charter School Block Grant ADA: (Add Lines A-1, A-4, A-7, and A-10)	286.90	296.40	306.85	316.35	327.75
5. Calculated Preliminary in lieu Property Taxes for Charter School: (Line B-3 times Line B-4)	-	-	-	-	-
6. Actual in lieu Property Taxes to be Received by Charter School: (E.C. 47635 (e)) (The lesser of A-13 or B-5)	-	-	-	-	-
7. State Aid Portion of Block Grant (Line A-13 minus Line B-6)	1,222,049	1,565,654	1,664,747	1,767,552	1,888,424

** School District Local Revenue report using CDE Revenue Software - Obtain amounts from Sponsoring District.

CATEGORICAL BLOCK GRANT FUNDING WORKSHEET

A. Categorical per ADA Block Grant:

Charter ADA in Kindergarten through Grades 1-12	286.90	296.40	306.85	316.35	327.75
Categorical Funding per ADA for Kindergarten through Grades 1-12	399	500	500	500	500
Total Categorical per ADA Block Grant Funding (Line A-1 times Line A-2)	114,473	148,200	153,425	158,175	163,875

B. Educationally Disadvantaged Students (EDS) Block Grant:

Economically Disadvantaged Pupils - Prior Year	60	60	61	61	63
English language learners - Prior Year	0	0	0	0	0
Pupil Enrollment (CBEDS) - Prior Year	0	0	0	0	0
Prior Year Enrollment (B-3 / 2), (if B-3=0, B-4=0)	0	0	0	0	0
Weighted pupil concentration calculation ((B-1 + B-2) - B-4) / (if B-3=0, B-5=0)	0	0	0	0	0
Weighted pupil concentration factor (if B-5 > 0, B-5* 0.5; else 0)	0	0	0	0	0
Total Disadvantaged Pupils (B-1 + B-2 + B-6)	60	60	61	61	63
Amount per Disadvantaged Pupil	318	318	318	318	318
Funding for Disadvantaged pupils (B-7 * B-8)	19,080	19,080	19,398	19,398	20,034
Minimum Block Grant for Disadvantaged Pupils (11+)	8,676	8,676	8,676	8,676	8,676
Total Economic Impact Aid Block Grant (if B-9 > B-10, B-11=B-9; else B-11=B-10)	19,080	19,080	19,398	19,398	20,034

C. Total Categorical Block Grant (Line A-3 plus Line B-11)

Total Categorical Block Grant	133,553	167,280	172,823	177,573	183,909
-------------------------------	---------	---------	---------	---------	---------

D. State Proration Factor

State Proration Factor	1.0000000000	1.0000000000	1.0000000000	1.0000000000	1.0000000000
------------------------	--------------	--------------	--------------	--------------	--------------

E. Adjusted Total Categorical Block Grant (C * D)

Adjusted Total Categorical Block Grant	133,553.00	167,280.00	172,823.00	177,573.00	183,909.00
----------------------------------------	------------	------------	------------	------------	------------

SHINING CRESCENT CHARTER SCHOOL START UP COST ESTIMATOR

California Department of Education, July 2007

Category	Startup Cost	Assumptions
Charter School #:		
Charter School Name: Shining Crescent Charter School		
Charter School Auth: West Contra Costa Unified School District		
Enrollment Projections by Grade Level		
Projected Enrollment K-3	161	
Projected Enrollment 4-6	91	
Projected Enrollment 7-8	35	
Projected Enrollment 9-12	0	
Total Projected Enrollment	287	
Certificated and classified staffing projections:		
Certificated Teachers FTE	19	
Instructional Aides		
Administrations and Management	1	
Classified Staff	4	
Sub Total - Mgmt/Admin-classified	5	
Total Staffing Startup	24	
Administrative Salaries		
Director	\$ 360,695	2-6 months Admin Salary 3 MONTH SALARY FOR ENTIRE STAFF
Admin Support	\$ -	2-6 months PT Admin support
Sub-total	\$ 360,695	
Facilities		
Lease Deposit, prepaid rent & rent	\$ 7,000	Contingent on lease plus 2-3 months occupancy
Site preparation, Tenant Improvement	\$ 5,000	Contingent on lease, may be incorporated into lease.
Interior Decorating	\$ 3,000	Contingent on lease, may be incorporated into lease.
Network Wiring	\$ 2,500	Contingent on lease, may be incorporated into lease.
Power & ventilation for Computer Server	\$ 5,000	Contingent on lease, may be incorporated into lease.
Sub-total	\$ 22,500	
Initial Staff Development		
Staff Orientation	\$ 15,000	Contingent on grades and classes, 5-10 teacher days per class grade @ \$150
Instructional Consultation		
Sub-total	\$ 15,000	
Furniture, Fixtures & Equipment		
Student Work Stations, Desks & Tables	\$ 10,193	Contingent on grades, classrooms & enrollment: 1desk/student @ \$135; 1 table/4 students @\$100
Students Chairs	\$ 5,285	2 chairs per student @ \$20 - \$50 each
Staff Workstations, Desks & Chairs	\$ 9,000	Two chair(s)/one desk per staff or teacher @ \$300-500
Book shelves	\$ 2,000	One - Two per certificated teacher Mgmt/classified staff @ \$100
File Cabinets	\$ 9,000	One per certificated teacher & one per classified staff @ \$300-500
Fire Proof Storage - Student Records & MIS Backup	\$ 3,000	One @ \$500-\$1000
Bulletin Boards, Dry Erase Boards	\$ 3,000	One - Two per certificated teacher \$150
Storage Cabinets		As needed
Sub-total	\$ 41,478	
Instructional Materials & Equipment		
Textbook(s) & Curriculum(s)	\$ 75,500	\$200-300 per student
Teacher/Students Computer(s)	\$ 83,000	One per every 10-20 students, One per certificated teacher @\$1500-2000
Classroom Printer(s)	\$ 4,900	One per every 5-7 Computers @ \$500-1000
Classroom Software License(s)	\$ 14,000	One license for each workstation utilized not to exceed site license authority. \$350-500/computer
Classroom Fax Machine(s)	\$ 1,000	One fax machine for instructional communications @ \$350-\$750
Television(s)	\$ 4,000	One for every 5 certificated teachers @ \$350-\$500
VCR(s)/DVD(s)	\$ 2,400	One for every 5 certificated teachers @ \$180-\$200
Overhead Projector(s)	\$ 1,200	One for every 5 certificated teachers @ \$250-\$400
Video Display Projection System(s)	\$ 5,200	One for every 5 certificated teachers @ \$1000-\$1500
Projection Screen(s)	\$ 1,800	One for each classroom @ \$150
Public Address System	\$ 1,000	One for the school @ \$750-1500
Sub-total	\$ 174,000	
Office Equipment & Supplies		
First Aid Kit(s)	\$ 600	One -two per school @ \$300
Copier Lease or Purchase?	\$ 1,200	Assumption - Lease
Initial Office Supplies & Equipment	\$ 3,000	
Fire Extinguishers	\$ 600	As required by Occupancy Assumes one per classroom @ \$50
Cleaning Equipment/Supplies	\$ 500	
Telephone System	\$ 1,500	One for the school @ \$500-1500
Admin Computer(s)	\$ 4,000	one per admin staff @ \$1500
Admin Printer(s)	\$ 2,000	One public & one secure printer @ \$500-1000
Admin Software License(s)	\$ 2,000	One license for each workstation utilized not to exceed site license authority. \$350-500/computer
Admin Fax Machine(s)	\$ 750	One for admin communications @ \$350-\$750
Tool Kit	\$ 350	One for the school @ \$150-\$350
Misc	\$ 2,500	
Sub-total	\$ 19,000	
Professional Services & Consultants		
Legal	\$ 5,000	Assumes contracts @ \$2500-\$7500
Testing, Accountability & Assessment	\$ 5,000	Assumes contracts @ \$2500-\$7501
Finance & Operations	\$ 5,000	Assumes contracts @ \$2500-\$7502
Special Education	\$ 7,500	Assumes contracts @ \$2500-\$7503
Technology	\$ 3,000	Assumes contracts @ \$2500-\$7504
Sub-total	\$ 25,500	
Total	\$ 858,173	

**Shining Crescent Charter School
Budget Assumptions**

Class Size Reduction	COLA				
	K	G1	G2	G3	Total
2011-12	508.00 48	613.00 46	610.00 45	603.00 30	98,122.00
2012-13	24,892 49	28,198 46	28,670 47	18,693 31	100,453.00
2013-2014	25,400 50	29,424 48	29,890 49	19,296 32	104,010.00
2014-2015	26,416 52	30,037 49	30,500 50	19,899 33	106,852.00
2015-16	27,432 54	30,650 50	31,720 52	20,502 34	110,304.00

COLA	K-3				4 to 6		7 to 8	
	2010-11	2011-12	2012-13	2013-2014	2014-15	2015-2016	2010-11	2011-12
Deficit	5,054.00 (236.00)	5,139.92 923.28	6,373.50 1,144.87	6,545.58 1,175.78	6,840.67 1,228.79	7,040.76 1,264.73	5,278.00 (247.00)	5,367.73 964.20
Net	4,818.00	4,216.63	5,228.63	5,369.80	5,611.88	5,776.03	4,888.00	4,403.52

Enrollment Projections Appx 3% increase every year projected to whole Numbers

Grade	2011-12								2012-13								2013-14								2014-15								2015-16							
	K		G1		G2		G3		Total		K		G1		G2		G3		Total		K		G1		G2		G3		Total		K		G1		G2		G3		Total	
K	48	49	50	52	54	56	58	60	62	64	66	68	70	72	74	76	78	80	82	84	86	88	90	92	94	96	98	100	102	104	106	108	110	112	114	116	118	120		
G1	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82		
G2	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	
G3	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	
G4	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	
G5	35	37	39	41	43	45	47	49	51	53	55	57	59	61	63	65	67	69	71	73	75	77	79	81	83	85	87	89	91	93	95	97	99	101	103	105	107	109		
G6	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68		
G7	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57		
G8	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53			
Total	302	312	323	333	345	357	369	381	393	405	417	429	441	453	465	477	489	501	513	525	537	549	561	573	585	597	609	621	633	645	657	669	681	693	705	717	729	741		

Grade K-3 9	160.55	164.35	170.05	174.80	180.50
Grade 4-6 9	91.20	95.00	97.85	100.70	104.50
Grade 7-8	35.15	37.05	38.95	40.85	42.75

Shining Crescent Charter School
 Health Benefit Cost
 70/30 Split
 FY 2011-2012

Staff	Health	Dental	Vision	Total
1	4,473.50	924.00	252.00	5,649.50
2	4,473.50	924.00	252.00	5,649.50
3	4,849.57	924.00	252.00	6,025.57
4	4,849.57	924.00	252.00	6,025.57
5	8,947.01	924.00	252.00	10,123.01
6	8,947.01	924.00	252.00	10,123.01
7	8,947.01	924.00	252.00	10,123.01
8	9,699.14	924.00	252.00	10,875.14
9	9,699.14	924.00	252.00	10,875.14
10	9,699.14	924.00	252.00	10,875.14
11	8,947.01	924.00	252.00	10,123.01
12	11,631.14	924.00	252.00	12,807.14
13	11,631.14	924.00	252.00	12,807.14
14	11,631.14	924.00	252.00	12,807.14
15	12,613.94	924.00	252.00	13,789.94
16	12,613.94	924.00	252.00	13,789.94
17	12,613.94	924.00	252.00	13,789.94
18	12,613.94	924.00	252.00	13,789.94
19	12,613.94	924.00	252.00	13,789.94
20	9,699.14	924.00	252.00	10,875.14
21	12,613.94	924.00	252.00	13,789.94
22	9,699.14	924.00	252.00	10,875.14
23	12,613.94	924.00	252.00	13,789.94
24				
Total	213,506.99	20,328.00	5,544.00	255,568.93
			In Lieu	2,400.00
			70% of Cost	

Appendix O- Proposed Calendar and Bell Schedule

Shining Crescent Charter School
Instructional Minutes

Grade	Class	Instructional Minutes	WCCUSD Stewart School	WCCUSD Hercules	WCCUSD Mira Vista
K	48	220	200		200
1st	45	360	290		290
2nd	46	360	290		290
3rd	30	360	290		290
4th	30	360	290		300
5th	35	360	290		300
6th	31	400	310	300	310
7th	20	400	310	300	310
8th	17	400	310	300	310

Schedule

Kindergarten: Always 8:00 to 11:40 (10 Minute Recess)

Grade 1 – 5

8:00 - 8:45 Period 1
8:45 - 9:30 Period 2
9:30 - 9:40 Recess
9:40 - 10:25 Period 3
10:25 - 11:05 Period 4
11:05 - 11:50 Lunch
11:50 - 12:35 Period 5
12:35 - 1:20 Period 6
1:20 - 1:30 Recess
1:30 - 2:05 Period 7
2:05 - 2:50 Period 8

Grade 6 - 8

8:00 – 8:50
8:50 – 9:40
10:30 – 10:40
9:40 – 10:30
10:40 – 11:30
12:20 – 1:00
11:30 – 12:20
1:00 - 1:50
1:50 - 2:40
2:40 - 3:30

Fridays and all Minimum Days

Grade 1 – 5











8:00 - 8:45 Period 1
8:45 - 9:30 Period 2
9:30 - 9:40 Recess
9:40 - 10:25 Period 3
10:25 - 11:05 Period 4
11:05 - 11:50 Lunch
11:50 - 12:35 Period 5

Grade 6 - 8

8:00 – 8:50
8:50 – 9:40
10:30 – 10:40
9:40 – 10:30
10:40 – 11:30
12:20 – 1:00
11:30 – 12:20

Shining Crescent Charter School Calendar
2011-2012

School Month	Mon	Tue	Wed	Thur	Fri	Mon	Tue	Wed	Thur	Fri	Mon	Tue	Wed	Thur	Fri	Mon	Tue	Wed	Thur	Fri	Total	
Aug 16 - Sep 2			10					17	18		22	23	24	25		29		31	1			12
Sep 5 - Sep 30			7	8			13	14	15		19	20	21	22		26	27	28	29			19
Oct 3 - Oct 28	3	4	5	6				12	13		17	18	19	20		24	25	26	27			20
Oct 31 - Nov 25	31	1	2	3		7	8	9	10		14	15	16	17		21	22	23	24			17
Nov 28 - Dec 23		29	30	1		5	6	7	8		12	13	14	15			17	18	19			15
Dec 26 - Jan 20							3	4	5		9	10	11	12		13	14	15	16			14
Jan 23 - Feb 17	23	24	25	26		30	31	1	2		6	7	8	9		13	14	15	16			20
Feb 20 - March 16											5	6	7			12	13	14	15			19
March 19 - April 13	19	20	21	22		27	28	29	1								10	11	12			15
April 16 - May 11	16	17	18	19		26		24	25		30	1	2	3		7	8	9	10			20
May 14 - June 8	14	15	16	17		21	22	23	24				30	31		4	5	6	7			19

	School Start Day		School End Day
	Holidays		Minimum Days
No School	Aug 30th		Family Orientation Day
Labor Day	September 5th		Professional Development Days
Veterans Day	November 11th		End of First Quarter 51 days
Thanks Giving	November 23-24-25		End of 2nd Quarter 46 days
Winter Recess	December 19-30th		End of 3rd Quarter 54 days
Martin Luther King	January 16th		End of 4th Quarter 39 days
President's Day	February 20th		
Spring Recess	April 2 - 6		
Memorial Day	May 30th		

Appendix - P Signature of Parents

PETITION FOR THE APPROVAL OF A CHARTER SCHOOL

We the undersigned believe that the attached charter petition merits consideration and hereby petition the governing board of the West Contra Costa Unified School District to approve of the Shining Crescent Charter School pursuant to Education Code Section 47605. Shining Crescent Charter School agrees to operate the school pursuant to the terms of The Charter Schools Act of 1992 and the provisions of the school's charter. Shining Crescent Charter School will comply with applicable state and federal laws, regulations, and codes during its operations.

Shining Crescent Charter School will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of ethnicity, nationality, race, gender, disability, religion, sexual orientation, and/or association with individuals in one or more of the above actual or perceived characteristics.

The petitioners listed below certify that they are meaningfully interested in having their children attend the Shining Crescent Charter School.

By the Lead Petitioner:

Zainulabedin Shah  11/7/10
 Name (please print) Signature Date

By the Petitioners:

Syed Basit Razvi  10-31-10
 Name (please print) Signature Date

4953 San Pablo Dam Rd, El Sobrante Ca 510-222-0826
 Address Phone number

Dawud M Dirbas  10-31-10
 Name (please print) Signature Date

6201 Baywood Drive richmond ca 94803 262-0924
 Address Phone number

PETITION FOR THE APPROVAL OF A CHARTER SCHOOL

We the undersigned believe that the attached charter petition merits consideration and hereby petition the governing board of the West Contra Costa Unified School District to approve of the Shining Crescent Charter School pursuant to Education Code Section 47605. Shining Crescent Charter School agrees to operate the school pursuant to the terms of The Charter Schools Act of 1992 and the provisions of the school's charter. Shining Crescent Charter School will comply with applicable state and federal laws, regulations, and codes during its operations.

Shining Crescent Charter School will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of ethnicity, nationality, race, gender, disability, religion, sexual orientation, and/or association with individuals in one or more of the above actual or perceived characteristics.

The petitioners listed below certify that they are meaningfully interested in having their children attend the Shining Crescent Charter School.

By the Lead Petitioner:

Zainulabedin Shah  11/7/10
Name (please print) Signature Date


By the Petitioners:

Syed Basit Razvi  10-31-10
Name (please print) Signature Date

4953 San Pablo Dam Rd, El Sobrante Ca 510 222-0826
Address Phone number

Dawud M Dirbas  10-31-10
Name (please print) Signature Date

6201 Baywood Drive richmond ca 94803 262-0924
Address Phone number

RAHMANED IOBOL  11/16/10
Name (please print) Signature Date

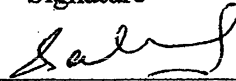
6521 MIRA AVE #2 EL CERRITO CA 94530 (510) 478-8718
Address Phone number

Name (please print)

Signature

Date

SABEELA SHAH



10/17/10

Address

Phone number

5441 ALLISON LN, EL SOBRANTE, CA 94803

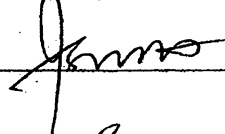
510-864-1301

Name (please print)

Signature

Date

ISMA KHAN



10/17/10

Address

Phone number

2531 Edward Avenue, El Cerrito CA.

Name (please print)

Signature

Date

Ahmad Popal



10/29/10

Address

Phone number 510 860 9710

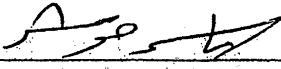
1860 olive ave Richmond CA 94805

Name (please print)

Signature

Date

YASER HOUSHYA



10/29/10

510-4723754

Address

Phone number

Ahmed Zarkhan



10/29/10

Name (please print)

Signature

Date

12834 San Pablo Rd

Address

Phone number

Muhammad Ashraf



10/29/10

Name (please print)

Signature

Date

1249 Everett St

Address

(510) 685-4824

Phone number

EL CERRITO CA 94530

Name (please print) Signature Date
Hala B Salman Hala Salman 510-799-0628
Address Phone number

Bassam A Salman B. Sal 10/4/10
Name (please print) Signature Date

819 Coral Dr Rodeo CA 94572 510-232-6153
Address Phone number

Hala A Salman Hala Salman (510) 799-035
Name (please print) Signature Date

1032 Viewpoint Blvd Rodeo CA 94572
Address Phone number

Abdallah A. Salman ~~Aballa~~ 10/3/2010
Name (please print) Signature Date

Name (please print) Signature Date
1032 Viewpoint Blvd Rodeo CA 94572 (510) 799-0350
Address Phone number

Ekbal Z Salman Ek 10/4/10
Name (please print) Signature Date

1211 Donald Dr Rodeo CA 94572 510-948-8375
Address Phone number

Zahi A Salman Zahi Sal 510-948-8375
Name (please print) Signature Date

1211 Donald Dr Rodeo CA 94572
Address Phone number

Name (please print) ^{Amha} Gram Khan Signature Gram KH Date 10.17.10
Address Phone number

510.816.1000

Name (please print) 2079 Junction Electricito (CA) (94530) Signature Signature Date 10.17.10
Address Phone number

Name (please print) Zahid Khan Signature Zahid Date 10.17.10

Name (please print) 2079 Junction Electricito (CA) 94530 Signature Signature Date 10.17.10
Address Phone number

510.501.7000

Name (please print) Shabana Andaleeb Signature A Date 10-17-2010
Address Phone number

Name (please print) 4159 Fran Way El Sobrante CA 94803 (510) 417-2964. Signature Signature Date 10-17-2010
Address Phone number


Name (please print) Uzma Latif Signature Signature Date 10-17-2010
Address Phone number

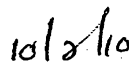
Name (please print) 941 Page St Berkeley CA 94712 Signature Signature Date 10-17-10
Address Phone number

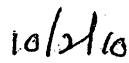
Name (please print) YASMIN KHAN Signature Signature Date 10-17-10
Address Phone number

4670 Hill Top Dr El Sobrante (510) 508-80276

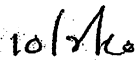
CA 94803

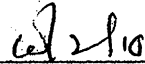
Name (please print) Signature Date
Fathima F. Mujahed  10/2/10
Address Phone number


1067 45th St #16 Emeryville CA 94608 (510) 597-1034
Name (please print) Signature Date
Fahidah Zarkhan  10/2/10
Address Phone number

1067 45th St #20 Emeryville CA 94608 (510) 594-7442
Name (please print) Signature Date
Sana Nooreen  10/2/10
Address Phone number

330 Summit place #B Richmond CA 94801 (510) 868-5944

Name (please print) Signature Date
Jennifer  10/2/10
Address Phone number

330 Summit place #C Richmond CA 94801 (510) 12-0107
Name (please print) Signature Date
Zulpha  10/2/10
Address Phone number

330 Summit place #A Richmond CA 94801 (510) 684-3084
Name (please print) Signature Date
Sharmila  10/2/10
Address Phone number

1067 45th St #16 Emeryville CA 94608 (510) 712-2183

①

- Name (please print) Mohammed Elzofri Signature *Arwa Elzofri* Date 10/14/2010
 Address 2630 Dundee Rd. San Pablo, Ca. 94806 Phone number (510) 741-5564
- Name (please print) Saeed Sharif Signature *[Signature]* Date 10-14-10
 Address 575 23rd St - Richmond, Ca. 94804 Phone number (510) 367-2211
- Name (please print) Mohammed Hugaib Signature *[Signature]* Date 10/14/2010
 Address 2942 Gilma Dr. Richmond - Ca. - 94805 Phone number 510 - 860 - 2500

Name (please print) Saif Alsamir Signature *[Signature]* Date Oct 14/2010
 Address 1025 S. 47th St - Richmond - CA - 94804 Phone number (510) 837-1613

Name (please print) Esmail Alghazali Signature *[Signature]* Date Oct. 14 - 10
 Address 125 S. 40th St. #10 Richmond, 94804 Phone number 510 - 260 - 0073

Name (please print) Mohammad Rawaid Signature *[Signature]* Date 10-15-2010
 Address 1700 Olive Ave Richmond CA 94804 Phone number (510) 230-5772

(6)

Name (please print) Signature Date
 - HARUN MOHAMED *[Signature]* 10/13/10
 Address Phone number mitoharun@gms.com

356 Montalvin Drive San Pablo CA 94806 510-932-4884
 Name (please print) Signature Date

- NAGEEB-ALNAGAR *[Signature]* HIALNAGAR 10/13/2010 510-234-1030
 Address Phone number

6171 PLYMOUTH AVE RICHMOND CA 94805
 Name (please print) Signature Date

- James Tama *[Signature]* 10-13-2010
 Address Phone number

65 North Rancho Pl EL Sobrante CA 510-758-0732

Name (please print) Signature Date
 ✓ M Hocine MERZOUKE *[Signature]* 10/14/10
 Address Phone number

2501 CHARLES AVE, PFTWOLE, CA 94520 510-495-7020

Name (please print) Signature Date
 - Atef sabbah *[Signature]* 10/14/10
 Address Phone number

4530 Julie Court EL Sobrante CA 94803 510-758-7400
 Name (please print) Signature Date 10/14/10

- MOHAMMED ALNAGAR *[Signature]* 510-932-1165
 Address Phone number
 6167 PLYMOUTH AVE RICHMOND CA 94805

5

Name (please print) Nasyr Alkundi Signature [Signature] Date 10-10-10
 Address 554 Harbor Way - Richmond - Ca - 94801 (510) 712-9342 Phone number

Name (please print) Jdel Isa Waleh Signature [Signature] Date 10-11-10
 Address 686 Kengy Dr. San Pablo. Ca. 94806. 510. 724-1015 Phone number

Name (please print) Salah Ali Dumah Signature [Signature] Date Oct 11-10
 Address 913 Barrett Ave / Richmond, Ca / 94801 / 510-233-7185 Phone number

Name (please print) Yasi AL-Krizy Signature [Signature] Date 10-11-2010
 Address 1053 McLaughlin st / Richmond / ca / 94805 (510) 776-4079 Phone number

Name (please print) Haroon Noman / Karina Elghayadi Signature [Signature] Date 10/3/2010
 Address 138 Boniba at Rodeo 94572-707-477-9821 Phone number

Name (please print) YAD ALITI + AALA MARTAI Signature [Signature] Date 10/13/10
 Address 1160 Bonnevillc ct, 94806 510-243-0985 Phone number halah harti

4.

Name (please print) Abdullah Alammari Signature [Signature] Date 10-10-10
 Address 14718 San Pablo / San Pablo 94806 Phone number (510) 233-7896

Name (please print) Fahd Alnagar Signature [Signature] Date 10-10-2010
 Address 770 Carlson Blvd #2 Richmond Ca 94804 Phone number (510) 236-1813

Name (please print) Adel Somaha Signature [Signature] Date Oct 10-10
 Address 024 San Pablo Dam Rd / El Sobrante / Ca / 94803 Phone number 510-978-1885

Name (please print) Ibrahim Hugaiss Signature [Signature] Date 10-10-2010
 Address 500 Ohio Ave - Richmond - Ca - 94804 Phone number (510) 2535304

Name (please print) Ucky Braimah Signature [Signature] Date October/10/2010
 Address 00 Market Ave / Richmond / CA / 94801 Phone number (510) 395-7156

Name (please print) SALIH ALQABLANI Signature [Signature] Date 10-10-10
 Address 6507 S Arlington - Richmond - Ca - 94805 Phone number 510 236-9620

3

[Signature]

Name (please print)

Signature

Date

- Abdo Alnajjar

Abdo

10-10-10

Address

Phone number

95 Macdonald Ave Richmond Ca 94801 (510) 235-5786

Name (please print)

Signature

Date

- Abdo Fadel

Abdo Fadel

10-10-10

Address

Phone number

1614 Viseta Ave Richmond Cy 94801 (510) 837-0545

Name (please print)

Signature

Date

- ABDUL Fatah Dabwan

Abdul Fatah Dabwan

10-10-2010

Address

Phone number

6171 Plymankh Ave Richmond Ca 94805 (510) 234-1030

Name (please print)

Signature

Date

- Fakhre Gawhar Eulani

Fakhre Gawhar Eulani

10-10-10

Address

Phone number

765 Point Pind Ct San Pablo Ca 94806 (510) 435-5353

Name (please print)

Signature

Date

- Hezam Mohammed

Hezam

10-10-2010

Address

Phone number

6507 Arlington Blvd Richmond 94805 (510) 236-9820

Name (please print)

Signature

Date

- Khalid Alummari

Khalid

10-10-10

Address

Phone number

2611 Yuba Ave. El Cerrito Ca 94530 510-237-2531

2

- Name (please print) Nail AL Ragyis Signature Mu ORIL Date 10-8-10
 Address 2451 Paloma St. Pindole, ca, 94564 Phone number (510) 691-9528
- Name (please print) ELFEKY AGNE Signature RAKY AGNE Date 10-8-10
 Address 7 Greenview Lane El Sobranse Ca 94803 Phone number (510) 846-3217
(510) 847-8505
- Name (please print) A. Ghafoor 23 Signature Shahida Ghafoor Date 10-8-10
 Address 2306 Actway Rd San Pablo Ca 94806 Phone number (510) 724-6724

Name (please print) Samey Samad Signature SA Date 10-10-10
 Address 973 Potxid Dr Richmond Ca 94803 Phone number (510) 685-9935

Name (please print) Salik Alammari Signature SA Date 10-10-10
 Address 684 Yuba St Richmond Ca 94805 Phone number (510) 932-4544

Name (please print) Yahya Alammari Signature Y Date 10-10-10
 Address 929 Yuba St Richmond Ca 94805 Phone number (510) 236-0472

Name (please print)

~~Mohamed~~ Sulaiman

Signature Mohamed.

Date 10-29-10

Address

~~510-334-4752~~

Phone number

AMIN SHAIKH

Amin

510-758-3899

Name (please print)

Signature

Date

2785 RUFF CT. PINOLE CA. 94564

Address

Phone number

HASSAN RIAZ

Hassan

Name (please print)

Signature

Date

5832 - SAN JOSE AV

415-286-2996

Address

Phone number

Feroze HUSSAIN

Name (please print)

Signature *Feroze*

Date

10-29-10

6521 Manila Ave #4 EL Cerrito

510-232-0083

Address

Phone number

Shazia Zafar

Name (please print)

Signature

Date

Same AS

Address

Phone number

Name (please print)

Signature

Date

Sobhi M. Sobhi Eq (415) 987-5617

Address

Phone number

1125 Brookside Ave, San Pablo - CA 94805

1

- Name (please print) DAHAN ALANMAISE Signature [Signature] Date 10-8-10
 Address 1885 23rd St San Pablo 94806 (510) 232-9094 Phone number 232-9094
- Name (please print) WEDAL Saaidah Signature [Signature] Date 10-8-10
 Address 5008 Barrett Ave Richmond Ca 94805 Phone number (510) 478-3393
- Name (please print) Abdusamed Saleh Signature Abdusamad Date 10-8-10
 Address 2509 Barrett Ave Richmond Ca 94804 (510) 375-9989 Phone number 94805

Name (please print) Sobhi M. Sobhi Signature [Signature] Date 10-8-10
 Address 1125 Brookside Ave, Richmond, Ca 94805 Phone number (415) 987-5617

Name (please print) Adil Alxig Signature [Signature] Date 10-8-10
 Address 326 Haverbridge Dr San Pablo 94806 (510) 964-7064 Phone number 94805

Name (please print) Awni Al Sherif Signature [Signature] Date 10-8-10
 Address 2021 Harper St, El Cerrito, Ca, 94530 (510) 234-8006 Phone number 94805

Name (please print)

Signature

Date

- Dawud M Dirbas *Dawud Dirbas* 10-10-10

Address

Phone number

(510) 262-0924

6201 Baywood Drive richmond ca 94803

Name (please print)

Signature

Date

- Rams; Frugs Ramel / S.L.

10-10-10

Address

Phone number

(510)

564 Herbow Way, Richmond, Ca, 94801 233-3313

Name (please print)

Signature

Date

- Omar Ahmed Alrahimee *Omar A.A.*

10-10-10

Address

Phone number

510-965 1650

625 Berk Ave # 7 / Richmond / CA / 94804

Name (please print)

Signature

Date

- Muhamed Almutarreb *Sophia Almutarreb*

10/21/10

98 Villa Dr San Pablo Ca 94806

Address

Phone number

Name (please print)

Signature

Date

- ADWAN QADEER *Adwan Qadeer*

10-24-10

Address

Phone number

2225 DWIGHT WAY # A BERKELEY CA 94704

Name (please print)

Signature

Date

Mohand Khe *Mohand Khe*

10/29/2010

962 Cedar St San Jose

11-2-10

Address

Phone number

Name (please print) Signature Date
SAMAIKA PERVEEN *Samaika* 10/29/10
Address Phone number

1249 EVERETT AVE EL CERRILLO, CA 94530

Name (please print) Signature Date
FANAD IMHIZ (*Fanad*) 685-4842
Address Phone number

5832 SAN JACQUE AVE *Fanad* 10-29-10 56-525-1573

Name (please print) Signature Date
MOHAMMAD HUSSAIN *Mohammad Hussain* 10/29/10 510-253-5598
Address Phone number

729- WINDWARD DRIVE REDRO CA 94522-


Name (please print) Signature Date
ESMAIL ALGAZALI *Esmail* 10-29-10
Address Phone number

725 S. 40 ST. APT 10 2600073

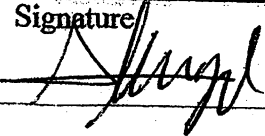
Name (please print) Signature Date
NOORIH - - *Noorih* 10-29-10
Address Phone number

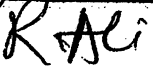
Name (please print) Signature Date
Mohammad Khan *M. Khan* 10/29/10
Address Phone number

92 Cedar St Berkeley 94710

Name (please print) Signature Date
Khaled Alansi  10-29-10
Address Phone number
3100 Florida ave - (510) 234-1814

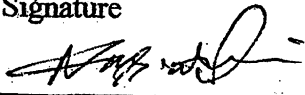
Name (please print) Signature Date
Address Phone number
~~3100 Florida ave (510) 234-1814~~

Name (please print) Signature Date
Said Manjal  10-29-10
Address Phone number
810 Bodega way Rodeo, 94572 510-245-3122

Name (please print) Signature Date
RUKHAR Aji RAli  10/29/10
Address Phone number
808 Everette St. El Cerrito CA 94530

Name (please print) Signature Date
Rithwan S. Dobash  10/29/10
Address Phone number
564 Harbor way (510) 773-8258

Name (please print) Signature Date
Richmond CA 94801 U.S.A
Address Phone number

Name (please print) Signature Date
Noor-Ul-Lamin  10/29/10
Address Phone number
1513 LIBERTY ST EL CERRITO CA-94530

Name (please print)

Signature

Date

MUHAMMAD
Address

MUNISIF

510-417-2964
Phone number

4159 FRAI WAY EL-SORBANTO CA 94803

Name (please print)

Signature

Date

KHALID
Address

MALIE

ELACOLINAR

510-776-7143
Phone number

4001

ELACOLINA RD EL-SORBANTO

EL-SORBANTO

Signature

10/29/2010
Date

Address

Phone number

Asif Khan

Asif Khan

Name (please print)

Signature

Date

1103
Address

Williams Hercules, CA. 94547

510-367-4760
Phone number

Name (please print)

Signature

Date

Address

Khalid

[Signature]

10/29/10
Date

Name (please print)

Signature

Date

355
Address

HUMPHREY AVE RICHMOND

510-860-2898
Phone number

510-620-9010
Phone number

Name (please print) Signature Date
Faika ALSharif Faika ALSharif 10-3-10
Address Phone number

Name (please print) Signature Date
Awni ALSharif Awni ALSharif 10-3-10
Address Phone number
2021 Harper St. El Cerrito Ca (510) 234-8006

Name (please print) Signature Date
Fouzia Popal Fouzia Popal 10-3-2010
Address Phone number
1325 Tapestry Ln 925 609-7624
Concord CA 94520

Name (please print) Signature Date
Daia Aljalili Daia Aljalili 10/3/10
Address Phone number

Name (please print) Signature Date
3600 Sierra Ridge, #1202
Address Phone number

Name (please print) Signature Date
FAIZ M. ALGHARZI FAIZ M. ALGHARZI 10/29/2010
Address Phone number

Name (please print) Signature Date
516-25 SHS RICHMOND
Address Phone number

Name (please print) Signature Date
518 25th ST Richmond CA 94804 (510) 375-4186

Address Phone number
Wadhaan Yahya Wadhaan Yahya 10-08-2010
Name (please print) Signature Date

518 25th ST Richmond CA 94804 (510) 236-8392
Address Phone number

Entekhab Nasheer Entekhab Nasheer 10-08-2010
Name (please print) Signature Date

2296 - ASHBY AVE Berkeley CA (510) 7178808
Address Phone number

Name (please print) Signature Date
Adem kha [Signature] (10-08-2010)
Address Phone number

Abdelazeem YUSUF [Signature] 10-28-10
Name (please print) Signature Date

5081 Mozart Dr, EL Sobrante, CA 94803 (510) 375-6338
Address Phone number

JAVED JADWON [Signature] 10-29-2010
Name (please print) Signature Date

5115 PRATHER AVE 510-459-2607
Address Phone number

RICHMOND CA 94805

Name (please print)

Signature

Date

Khawaja Ahsan

Khawaja

10-17-10

Address

Phone number

1009 South Shelter Bay Hercules CA 94547 510 734 7116

Name (please print)

Signature

Date

Ambreen Khawaja

A. Khawaja

10-17-10

Address

Phone number

1009 South Shelter Bay Hercules CA 94547 510 734 2458

Name (please print)

Signature

Date

Altaf Sarker

Altaf

10-17-10

Address

Phone number

431 Kenney St

510-334-6966

Name (please print)

Signature

Date

ABDO ISA

Abdo

10/17/10

Address

Phone number

642 CAROLLA CIR PLUMER CA 94564

Name (please print)

Signature

Date

ASIF NAVEED

Asif Naveed

510-778-8537

Address

Phone number

5510 SOLAN AVE RICHMOND CA 94805

Name (please print)

Signature

Date

Ali ASGHAR

ali asghar

10-17-10

Address

Phone number

5511 SOLANO AVE RICHMOND CA 94805

edit

Name (please print)

Signature

Date

SALAH A. Deumah



10-10-10

Address

Phone number

1913 Barrett Ave, Richmond Ca 94801 (510) 734-1247

Name (please print)

Signature

Date

Mohamed Alammari

10-10-10

Address

Phone number

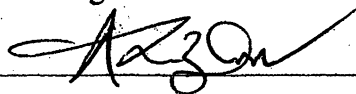
(415) 205-9549

Name (please print)

Signature

Date

Anwar Zama



10/29/10

Address

Phone number

106 spinner cr, Hercules, CA 94547

MIRZA TAHIR

Signature

Date

10.29.2010

Name (please print)

6521 MANILA AVE apt #1

(510) 478-4898

Address

Phone number

EL-Cerrillo CA 94530

Name (please print)

Signature

Date

Address

Phone number

Name (please print)

Signature

Date

Address

Phone number

Name (please print)

Signature

Date

Noor Khan



10/29/10

Address

Phone number

2709 Kevin rd SAN Pablo CA 94806

Name (please print)

Signature

Date

Usman Khan



10/29/10

Address

Phone number

Fatima Khan 2709 Kevin rd SAN Pablo CA 94806

Name (please print)

Signature

Date

Address

Phone number

Name (please print)

Signature

Date

Address

Phone number

Name (please print)

Signature

Date

Address

Phone number

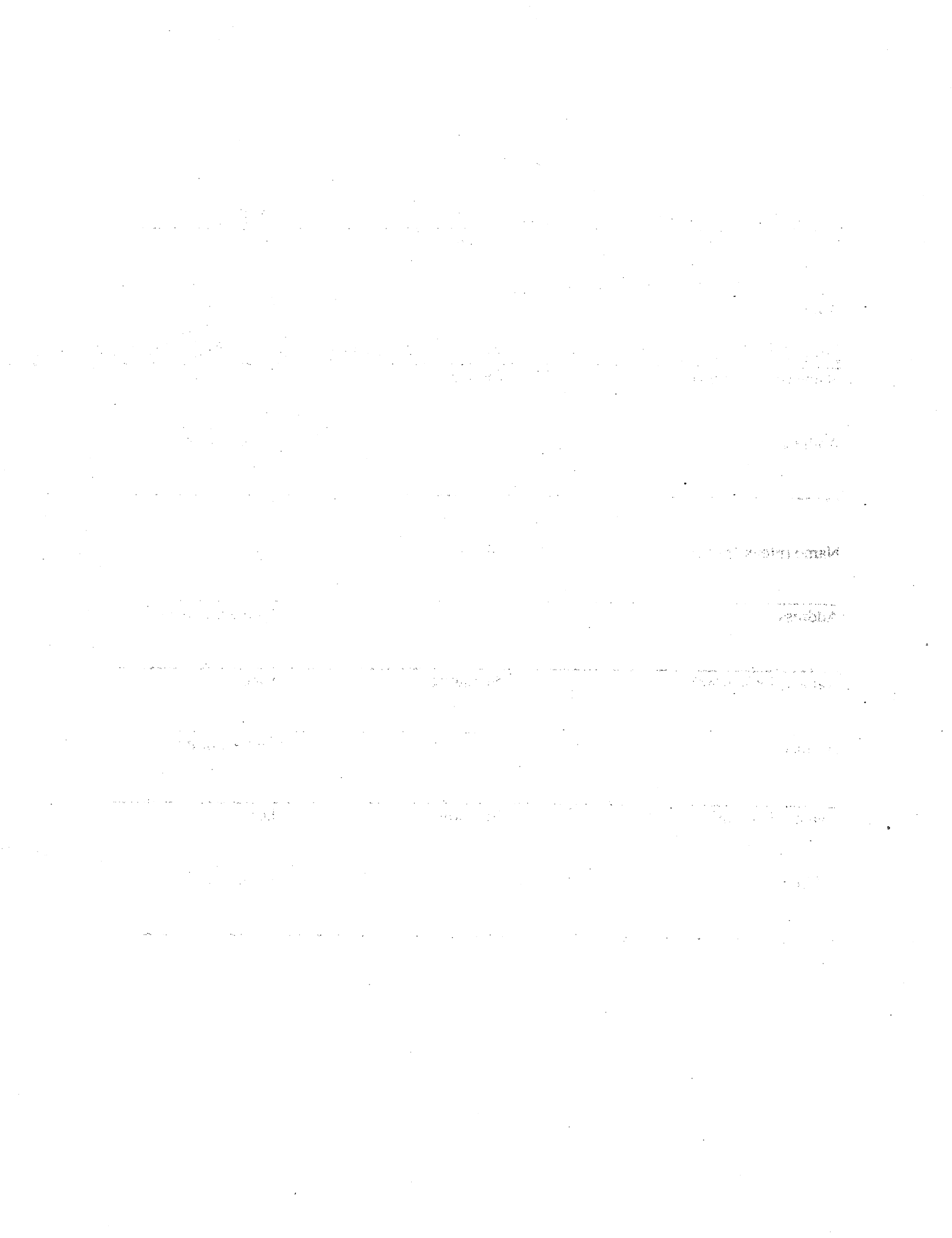
Name (please print)

Signature

Date

Address

Phone number



Appendix Q - Signature of Community Support

PETITION FOR THE APPROVAL OF A CHARTER SCHOOL

We the undersigned believe that the attached charter petition merits consideration and hereby petition the governing board of the West Contra Costa Unified School District to approve the Shining Crescent Charter School pursuant to Education Code Section 47605. Shining Crescent Charter School agrees to operate the school pursuant to the terms of The Charter Schools Act of 1992 and the provisions of the school's charter. Shining Crescent Charter School will comply with applicable state and federal laws, regulations, and codes during its operations.

Shining Crescent Charter School will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of ethnicity, nationality, race, gender, disability, religion, sexual orientation, and/or association with individuals in one or more of the above actual or perceived characteristics.

The petitioners listed below certify that they strongly support Shining Crescent Charter School, as community members.

By the Petitioners:

DEEB SULTAN Deeb 10.31.2010
 Name (please print) Signature Date

2566 Sheldon Dr El Sobrante CA 94803 - (510) 958-5453
 Address Phone number

RAFIQUE ALSARI R Alsari 11/5/2010
 Name (please print) Signature Date

1999 OBSIDIAN WAY, HEALING CA 510-799-5438
 Address Phone number

TALIYA B. ALSARI Talib Alsari 11/5/2010
 Name (please print) Signature Date

1999 Obsidian Way, Healdsburg CA 510-719-5438
 Address Phone number

FAROSA Ibrahem Farosa
 Name (please print) Signature Date

2600 Appleway Farosa 11/5/10
 Address Phone number

Pine CA 94864 510 322 1178

PETITION FOR THE APPROVAL OF A CHARTER SCHOOL

We the undersigned believe that the attached charter petition merits consideration and hereby petition the governing board of the West Contra Costa Unified School District to approve the Shining Crescent Charter School pursuant to Education Code Section 47605. Shining Crescent Charter School agrees to operate the school pursuant to the terms of The Charter Schools Act of 1992 and the provisions of the school's charter. Shining Crescent Charter School will comply with applicable state and federal laws, regulations, and codes during its operations.

Shining Crescent Charter School will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of ethnicity, nationality, race, gender, disability, religion, sexual orientation, and/or association with individuals in one or more of the above actual or perceived characteristics.

The petitioners listed below certify that they strongly support Shining Crescent Charter School, as community members.

By the Petitioners:

DEEB SULTAN *Deeba* 10.31.2010
Name (please print) Signature Date

2566 Sheldon Dr El Sobrante CA 94803 510 758-5453
Address Phone number

RAFIQUE AWSARI *Rafique* 11/5/2010
Name (please print) Signature Date

199 OBSIDIAN WAY, HERCULES, CA 510-799-5438
Address Phone number

TALIYA B. AWSARI *Talaya Anwar* 11/5/2010
Name (please print) Signature Date

199 Obsidian way Hercules CA 510-799-5438
Address Phone number

Farooq Ibrahim
Name (please print) Signature Date

2600 Appian way 11/5/10
Address Phone number
Pinole CA 94564 510 222 1175

Name (please print)

Signature

Date

Anne Meyer
Address

Anne Meyer

10/29/2010
Phone number

1724 11th St. # A, Oakland, CA 94607

Name (please print)

Signature

Date

SANOBEL QUERESHY
Address

[Signature]

(510) 691-9700
Phone number

4792 BROOKSIDE CIR. FF CA 94534

Name (please print)

Signature

Date

Maureen R. R.
Address

Phone number

Name (please print)

Signature

Date

Maureen Reed Parkhurst
Address

Maureen R. Parkhurst

11/9/10
Phone number

570 Marlesta Rd., PINOLE, CA 94569

510-367-9409

Name (please print)

Signature

Date

Roger Power
Address

[Signature]

11/13/10
Phone number

227 3rd Ave San Francisco, CA 94118

415-730-1997

Name (please print)

Signature

Date

Asim H. SEHGAL
Address

[Signature]

11/13/10
Phone number

510-243-6757

5729 OAKMONT DR. RICHMOND CA 94806

Name (please print) Signature Date
Saad Syed [Signature] 10/29/10
Address Phone number
643 Parisio Cir, Fairfield, CA, 94534 707-631-8199

Name (please print) Signature Date
Sajid Syed [Signature] 11/29/10
Address Phone number
643 Parisio Cir, Fairfield, CA, 94534 707-864-5560

Name (please print) Signature Date
Basir Syed [Signature] 10/29/10
Address Phone number
643 Parisio Cir, Fairfield, CA, 94534 707-864-5560

Name (please print) Signature Date
Haron Mohamed [Signature] 11/29/2010 510-932-4884
Address Phone number
356 Montalvin Drive San Pablo CA 94806 510-932-4884

Name (please print) Signature Date
RUBIWA SEHORAL [Signature] 11/13/10
Address Phone number
5729 Oakmont DR Richmond, CA 94806 510-243-6757

Name (please print) Signature Date
JAWAD IJAZ [Signature] 11/14/2010
Address Phone number
562 Maclester Road, Pinole, CA 94564 510-724-3906

Name (please print)

Signature

Date 10-30-2010

Hanan
Address

Hana

4153403290
Phone number

~~4153403290~~

Name (please print)

Signature

Date

Abdul Hfeez
Address

Abdul Hfeez

10/28/10
Phone number

2564, Henry Av - Pinole

576-722-5771

Name (please print)

Signature

Date

SHABANA SHAHBAZ
Address 7338 Schmidt Lane

S. Shahbaz

Nov 14, 2010
Phone number

EL Cerrito 94530

415 786-2116

Name (please print)

Signature

Date

Address

Phone number

Name (please print)

Signature

Date

Address

Phone number

Name (please print)

Signature

Date

Address

Phone number

Name (please print)

Signature

Date

Fayzeh Nijem

Fayzeh Nijem

10-29-10

Address

Phone number

2121 Vale Rd #9 San-Rabls Ca 94806

Name (please print)

Signature

Date

Address

Phone number

Name (please print)

Signature

Date

Address

Phone number

Name (please print)

Signature

Date

Address

Phone number

Name (please print)

Signature

Date

Address

Phone number

Name (please print)

Signature

Date

Address

Phone number

Name (please print) Signature Date
MAXHAR RASHID *Maxhar* 10/29/10
Address Phone number
1050 S 56th St Richmond CA 94804 925-727-7123

Name (please print) Signature Date
ANWAR NAWAZ AHMAD
Address Phone number

5832 San Jose Ave Richmond CA 94804

Name (please print) Signature Date
SHAKEEL SHADEEL ABDULLAH *Shakeel* Oct 27 2010
Address Phone number
5027 San Pablo Dam Rd. Apt # 10
El Cerrito, Ca. 94803 510 478-2302

Name (please print) Signature Date
Muhammad Farooq *M Farooq* 10.29.10
Address Phone number

6521 Manila Ave Apt 3 EL CERRITO CA 94530

Name (please print) Signature Date
Farhan Farooq *F Farooq* 10.29.10
Address Phone number

6521 Manila Ave 3 510 926-7076

Name (please print) Signature Date
Arslan Farooq *Arslan* 10-29-10
Address Phone number

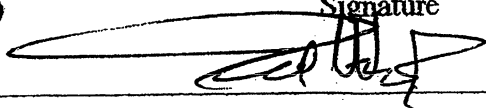
6521 Manila Ave 3 EL CERRITO 510 734 7900

Name (please print)

Signature

Date

Hamid
Address



10-29-2010
Phone number

510-222-6000

Name (please print)

Signature

Date

CALI WARFA
Address



10-29-10
Phone number

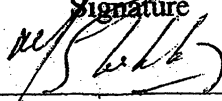
225 16 ST. APT # F RICHMOND, CA 510 323-5110

Name (please print)

Signature

Date

MIAN SHAHBAZ
Address



Phone number

7338 SHAMIDI LN El Cerrito CA 94530 510-222-3898

Name (please print)

Signature

Date

FAROOQ MARIAT
Address



10/29/10
Phone number

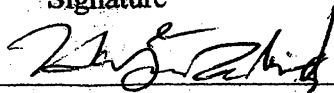
2077 Junction Ave El Cerrito CA 94530 510 827 8282

Name (please print)

Signature

Date

Hasan Zahid
Address



510-827-8942
Phone number

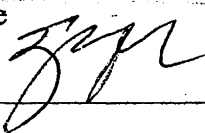
1343 Liberty St El Cerrito, CA 94530 10/29/10

Name (please print)

Signature

Date

ZAFAR KHAN
Address



10/29/10
Phone number

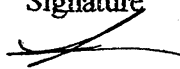
5847 Arlington Blvd Richmond CA 94805 510 875 5984

Name (please print)

Signature

Date

Yousef Alyad



10/29/10

Address

Phone number

2727 Mcmorrow Rd

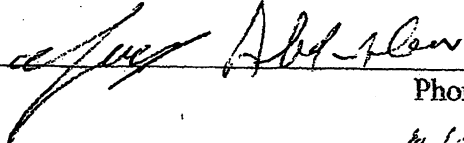
510-964-9628

Name (please print)

Signature

Date

Yasin Abdul-Azem



510-847-5420

Address

Phone number

2115 Haste St Apt 103

10/29/10

Name (please print)

Signature

Date

Muazza Alomran



(510) 604-2090

Address

Phone number

427 Falcon Way Hercules Ca 94744

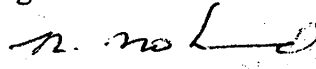
ca 94744

Name (please print)

Signature

Date

Naz Mohammed



10/28/10

Address

Phone number

427 Falcon Way Hercules

(510) 795201

Name (please print)

Signature

Date

Esmail Latif



10/29/10

Address

Phone number

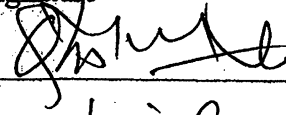
2927 Tulare Ave Richmond

Name (please print)

Signature

Date

MOHAMAD Y QAZI



10/29/2010

Address

Phone number

505 Kenmare Ct. Folsom, CA 9564 (510) 724-0535

Name (please print) Signature Date
5312, CHINTON AV. M. Kurnashan 10/29/10
Address Phone number

Name (please print) Signature Date
MORUFY ANIMASHAUN 94805 10/29/10

Address Phone number
4231 S.P. Dan Rd. #3 El Sobrate Ca 94803 510-222-6763

Name (please print) Signature Date
Z. AHMAD Z. Ahmad 10-29-10

Address Phone number
Mohammed Ashraf Mann m.a. mann 10/29/10

Address
2918 Mendocino Ct. Pinole, CA 94564 (510)243-7589

Name (please print) Signature Date
Sultan Shohzad Sultan 10-29-2010

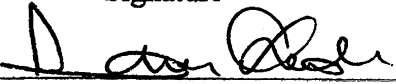
Address Phone number
2546 Sheldon Dr Esobrate Cal 94803


Name (please print) Signature Date
MAHMOUD 510 758 5453
10/29/10 510/223 2682

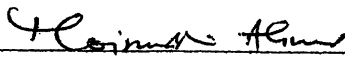
Address Phone number

Name (please print) Signature Date
Abdul Aziz Chaudhry 10/29/10

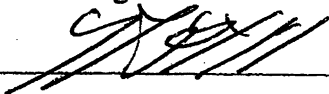
Address Phone number
2411 Greenwood Dr. San Pablo CA 94770

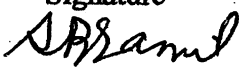
Name (please print) ADNAN QADEER Signature  Date 10.17.10
Address 2225 DWIGHT WAY # A, BERKELEY CA 94704 Phone number

Name (please print) SEAN-STAFIOLIS Signature  Date 10/17/10
Address 916 MANOR RD. EL-SOBRANTE 510-758-2837 Phone number

Name (please print) Moinuddin Ahmed Signature  Date 10/29/10
Address 518 Laurelwood Dr. Hercules, Ca 94547 Phone number 510-7992657

Name (please print) Mustafa Rahimi Signature  Date 10/29/10
Address 180 Willow St Redwood Phone number

Name (please print) MARWAN AKRAWI Signature  Date 10/29/10
Address Address Phone number

Name (please print) SYED B. ZAMIL Signature  Date Oct/29/10
Address 176 HEMLOCK CT HERCULES CA 94547 Phone number 510 799-5281

