

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
November 2, 2011

**WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
MEETING AGENDA
NOVEMBER 2, 2011**

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.

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.

Order of Business: **ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE**

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 Pledge of Allegiance

B.2 Welcome and Meeting Procedures

B.3 Roll Call

B.4 Presentation of Student Board Representative from El Cerrito High School

B.5 Report/Ratification of Closed Session

* **B.6 Agenda Review and Adoption (Public Comment)**

* **B.7 Minutes: October 19, 2011**

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 Grants/Awards/Agreements**

Comment:

Formal action is requested from the Board of Education to accept the grants/awards/agreements, as detailed, dated November 2, 2011.

Recommendation:

Recommend Approval

Fiscal Impact:

As noted per grants summary

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

Comment:

The District has received donations as summarized dated November 2, 2011. The estimated values for any non-cash donations are those provided by the donor. 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 2011-12 school year are summarized, dated November 2, 2011.

Recommendation:

Recommend Approval

Fiscal Impact:

Additional revenue for schools

***CI C.4 Contracted Services**

Comment:

Permission is requested of the Board of Education to approve contracts for services as detailed, dated November 2, 2011.

Recommendation:

Fiscal Impact:

***CI C.5 Resolution No. 71-1112: State and Federal Surplus Property Program**

Comment:

Officials of the District shall be authorized as District representatives to acquire government surplus property from the California Department of General Services.

Recommendation:

Recommend Approval

Fiscal Impact:

None

***CI C.6 Certificated Board Authorization - Education Code 44285.3**

Comment:

Ed Code 44285.3 allows the Governing Board of a school district to authorize the holder of a multiple subject, standard elementary, single subject or standard secondary, credential with his or her consent, to teach departmental classes in grades K-12 provided the teacher has adequate knowledge of subject matter.

Recommendation:

Recommend Approval

Fiscal Impact:

None

***CI C.7 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: \$349,021. Funding sources as noted.

***CI C.8 Ratification and Approval of Negotiated Change Orders**

Comment:

Staff is seeking ratification of Change Orders on the following current District construction projects: Ford ES New School, Nystrom Elementary School Multipurpose Room, Madera ES Portables and De Anza HS New Campus. 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: \$966,906.82

***CI C.9 Approval of Portola Middle School at Castro Elementary Site Construction Administration Fees**

Comment:

Portola Middle School Modernization is one of the listed projects in Measure D Bond program. Construction Documents have been completed by HY Architects and the project is expected to be out to bid by the end of December 2011. The scope of work includes bid support services, construction administration services by the architect and the architect's sub-consultants for the duration of construction, and final DSA closeout services.

Recommendation:

Approve proposed Portola Middle School at Castro Elementary Site Construction Administration Fees.

Fiscal Impact:

Total for this action: \$1,431,080. Portola Middle School at Castro ES is a project from the original Measure D, though the funds would be Measure J Bonds.

***CI C.10 Resolution No. 70-1112: Recognizing Contributions of Veterans to the Country**

Comment:

Resolution No. 70-1112 acknowledges the contributions of our veterans and encourages all citizens, staff, faculty, students and families to participate in the celebration of Veterans' Day.

Recommendation:
Recommend Approval

Fiscal Impact:
None

***CI C.11 Citizens' Bond Oversight Committee (CBOC) Appointment by the City of Hercules**

Comment:

The Hercules City Council has forwarded a recommendation that Mr. Gerard Boulanger be appointed to serve as the representative of the City of Hercules.

Recommendation:
Approve appointment as noted

Fiscal Impact:
None

D. AWARDS, RECOGNITIONS, AND REPORTS

*** D.1 The Ed. Fund Grant Winners for 2011**

Comment:

For the 28th year, the Ed. Fund will be awarding Mini-grants and School-wide grants to WCCUSD Schools. The Ed. Fund Grants program is designed to create a sustainable change in our classrooms and schools. Utilizing standards-based curriculum, these imaginative projects transform our students' academic, social, and emotional growth by making learning come to life. Each year The Ed. Fund Grants program affects the lives of nearly 10,000 students.

This year The Ed. Fund awarded \$54,000 in grant money to amazing projects destined to ignite imagination and create change in our schools. Through the generous contributions from private donors at our 23rd annual Excellence in Education banquet, The Ed. Fund was able to focus over \$12,000 specifically on Arts & Music through our grant making this year. Among these winners was, Education Though Music, a non-profit who will provide comprehensive music education at four elementary schools this year (Wilson, Peres, Lincoln, and Coronado).

School-wide grants (3 or more classrooms) made a larger percentage of our applications than ever before. We are thrilled by the enormous impact our grant making will have on large populations of students.

The Ed. Fund would like to thank our corporate, foundation, and private sponsors who have made our grants program possible for 28 years. We are proud of our continued support to WCCUSD teachers and students in the classroom. We wish all of our winners the best of luck in implementing their projects and thank them for their tireless dedication to our students.

Recommendation:
Recognize the Ed Fund grant awardees

Fiscal Impact:

None

* **D.2 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	Linked Learning – Multiple Pathways
Bayside Parent Teacher Association	Safety Committee
Citizens’ Bond Oversight Committee	Youth Commission
Community Budget Advisory Committee	Public Employees Local 1
Facilities Subcommittee	School Supervisors Association
Ivy League Connection	United Teachers of Richmond

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 agendaized, but may refer these to staff for response and/or placement on future agendas.

F. ACTION ITEMS

* **F.1 Naming the Gymnasium at John F. Kennedy High School in Memory of Dolly Felix**

Comment:

In accordance with Board Policy 7310, the subcommittee of the Board of Education unanimously and enthusiastically approved the recommendation to rename the John F. Kennedy Gym for Dolly Felix. Ms. Felix, who passed away on June 25, 2011, served as a teacher and athletic coach at Harry Ells and John F. Kennedy High Schools and was the first female Athletic Director in the West Contra Costa Unified School District. Ms. Felix will long be remembered as a kind, caring, and encouraging individual who was always ready to help people in academics, athletics or the teaching profession.

Recommendation:

Recommend renaming the Kennedy gymnasium for Dolly Felix

Fiscal Impact:

None

G. DISCUSSION ITEMS

*** G.1 Integrity Education Center Charter School**

Comment:

The Integrity Education Center, a nonprofit corporation, submitted a petition to West Contra Costa Unified School District (WCCUSD) on October 13, 2011, to establish an independent charter school known as Integrity Education Center. 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 receiving a petition, to hold a public hearing to consider the level of support for 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 regarding the Petition at a subsequent board meeting.

Recommendation:

Public hearing only

Fiscal Impact:

None

*** G.2 Project Status Report – Facilities Planning and Construction**

Comment:

The following are provided for review of Facilities Planning and Construction in the District’s Bond Program and for information regarding individual projects funded by the Measures J & D 2010:

- Portola Middle School
- Coronado Elementary School
- Nystrom Elementary School
- Overview of the status of the district eligibility for state funding.

Recommendation:

For Information Only

Fiscal Impact:

None

* **G.3 Project Status Report – Facilities Planning and Construction**

Comment:

The following are provided for review of Facilities Planning and Construction in the District's Bond Program and for information regarding individual projects:

- Engineering Officer's Report – Verbal Presentation
- Construction Status Reports – Current Construction Projects

Recommendation:

For Information Only

Fiscal Impact:

None

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 – November 16, 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

November 2, 2011

1. CONFERENCE WITH REAL PROPERTY NEGOTIATOR

2. CONFERENCE WITH LEGAL COUNSEL—EXISTING LITIGATION
[Government Code Section 54956.9(a)]

- a. WCCUSD v. Orrick
- b. Srago v. WCCUSD

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)

Expulsions

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

Certificated / Classified 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: November 2, 2011

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

Agenda Item: B.4

Subject: Presentation of Student Board Representative from El Cerrito High School

Background Information:

A Student Board Representative from El Cerrito High School will attend the Board of Education on November 2, 2011. 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.7

October 19, 2011

A. CLOSED SESSION

B. OPENING PROCEDURES

President Charles Ramsey called the meeting to order at 5:00 P.M. The Board recessed into Closed Session. President Ramsey called the Public Session to order at 6:27 P.M.

B.1 Pledge of Allegiance

President Ramsey led the pledge of allegiance.

B.2 Welcome and Meeting Procedures

President Ramsey offered welcome and instructions to the public regarding the meeting.

B.3 Roll Call

Board Members Present: Madeline Kronenberg, Antonio Medrano, Elaine Merriweather, Charles Ramsey, Tony Thurmond

Staff Present: Magdy Abdalla, Director Facilities Construction; Steve Collins SELPA Director; Lisa Erwin, Executive Director Fiscal Services; Otilia Espinoza, Interpreter; Bill Fay, Associate Superintendent for Operations; Luis Freese, Executive Director Maintenance and Operations; Sheri Gamba, Associate Superintendent for Business Services; Bruce Harter, Superintendent; Debbie Haynie, Executive Secretary; Joshua Herrera, Electronics Technician; David Johnston, Director of General Services; Joe Mayes, Maintenance Manager; Nia Rashidchi, Assistant Superintendent Educational Services; Ann Reinhausen, Assistant Superintendent Human Resources; Marin Trujillo, Coordinator Community Engagement

B.4 Presentation of Student Board Representative from John F. Kennedy High School

Ms. Claudia Campos provided a report of activities at Kennedy High School.

B.5 Report/Ratification of Closed Session

Superintendent Harter asked the Board to ratify the action taken in Closed Session regarding the October 19, 2011 recommendation to approve expulsion cases #001, #002 and #003.

Motion: Mr. Medrano moved to ratify the action taken in Closed Session regarding the recommendations of October 19, 2011 for expulsion cases #001 #002, and #003. Ms. Kronenberg seconded. Ms. Kronenberg, Mr. Medrano and President Ramsey voted yes, with Ms. Merriweather and Mr. Thurmond abstaining and no absences. Motion carried 3-0-2-0.

Superintendent Harter asked the Board to ratify the action taken in Closed Session regarding administrative appointments:

Mr. Madgy Abdalla, District Engineering Officer
Ms. Patricia Evans, Interim Principal at Grant

Motion: Mr. Medrano moved to ratify the action taken in Closed Session regarding the approval of the administrative appointments. Ms. Kronenberg seconded. Ms. Kronenberg, Mr. Medrano and President Ramsey voted yes, with Ms. Merriweather and Mr. Thurmond abstaining and no absences. Motion carried 3-0-2-0.

Superintendent Harter asked the Board to ratify the vote taken in Closed Session to approve the Superintendent's goals for the school year 2011-2012 and extend his contract by one year.

MOTION: Mr. Medrano moved to ratify approval of the vote taken in Closed Session to approve the Superintendent's goals for the school year 2011-2012 and extend his contract by one year through 2015. Ms. Kronenberg seconded. Ms. Kronenberg, Mr. Medrano, Ms. Merriweather Mr. Thurmond and President Ramsey voted yes, with no abstentions and no absences. Motion carried 5-0-0-0.

B.6 Agenda Review and Adoption

President Ramsey requested that the F items be moved to follow B.7 in order to accommodate the audience.

MOTION: Mr. Medrano moved approval of the agenda, with moving the F items to follow item B.7. Ms. Kronenberg seconded. Ms. Kronenberg, Mr. Medrano, Ms. Merriweather, Tony Thurmond, Student Representative Claudia Campus (advisory vote only), and President Ramsey voted yes with no abstentions no absences. Motion carried 5-0-0-0.

B.7 Minutes: October 4, 2011

MOTION: Ms. Kronenberg moved approval of the Minutes of October 4, 2011. Mr. Medrano seconded. Ms. Kronenberg, Mr. Medrano, Ms. Merriweather, Mr. Thurmond and Student Representative Claudia Campos (advisory vote only), and President Ramsey voted yes with no abstentions and no absences. Motion carried 5-0-0-0.

F.1 Approval of Wilson Elementary School Master Plan

Mr. Fay introduced architect Andrew Butt of Interactive Resources who presented the proposed plan for the new facility on the Wilson site.

Public Comment:

Maria Venegas, Estela DePaz, Cindia Quintana, Rachel Brainerd

Board Comment:

President Ramsey thanked the Facilities Subcommittee for the recommendation of this plan and encouraged the families and committee to continue to work toward this opportunity as funding comes available. He spoke about the Wilson and Valley View sites both in the process for final design development. Mr. Ramsey also spoke in support of an alternate site for students and teachers during construction.

Mr. Thurmond thanked the Wilson community for their enthusiasm and said that he appreciated the speakers' questions. He suggested that they might participate on the Citizens' Bond Oversight Committee (CBOC) to watch how construction and planning take place.

Mr. Medrano spoke in both Spanish and English to those in the audience urging volunteers to participate on the CBOC and Youth Commission.

MOTION: Ms. Kronenberg moved approval of the Wilson Elementary School Master Plan. Mr. Medrano seconded. Ms. Kronenberg, Mr. Medrano, Ms. Merriweather, Mr. Thurmond and Student Representative Claudia Campos (advisory vote only), and President Ramsey voted yes with no abstentions and no absences. Motion carried 5-0-0-0.

F.2 Public Hearing and Adoption, Initial Bargaining Proposal of West Contra Costa Unified School District for the 2011-2012 labor negotiations with Public Employees Union, Local 1

Ms. Reinhausen asked the Board to consider the sunshining of initial bargaining proposals with a public hearing followed by approval regarding the Local One agreement.

President Ramsey opened the public hearing.

Public Comment:

Scott Brown

President Ramsey closed the public hearing.

Board Comment:

None

MOTION: Ms. Kronenberg moved approval of the Initial Bargaining Proposal of West Contra Costa Unified School District for the 2011-2012 labor negotiations with Public Employees Union Local 1. Mr. Medrano seconded. Ms. Kronenberg, Mr. Medrano, Ms. Merriweather, Mr. Thurmond, Student Representative Claudia Campos (advisory vote only), and President Ramsey voted yes with no abstentions and no absences. Motion carried 5-0-0-0.

F.3 Public Hearing and Adoption, Initial Bargaining Proposal of School Supervisors Association for 2011-2012

President Ramsey opened the public hearing.

Public Comment:

Sandra Falk

President Ramsey closed the public hearing.

Board Comments:

None

MOTION: Mr. Medrano moved approval of the Initial Bargaining Proposal of School Supervisors Association for 2011-2012. Ms. Kronenberg seconded. Ms. Kronenberg, Mr. Medrano, Ms. Merriweather, Mr. Thurmond, Student Representative Claudia Campos (advisory vote only), and President Ramsey voted yes with no abstentions and no absences. Motion carried 5-0-0-0.

F.4 Public Hearing and Adoption, Initial Bargaining Proposal of West Contra Costa Unified School District for the 2011-2012 labor negotiations with the School Supervisors Association (SSA)

Ms. Reinhagen asked the Board to consider the sunshining of initial bargaining proposals regarding salary with a public hearing followed by approval for the School Supervisors Association (SSA) agreement.

President Ramsey opened the public hearing.

Public Comment:

None

President Ramsey closed the public hearing.

Board Comments:

None

MOTION: Mr. Medrano moved approval of the Initial Bargaining Proposal of West Contra Costa Unified School District for the 2011-2012 labor negotiations with the School Supervisors Association (SSA). Ms. Kronenberg seconded. Ms. Kronenberg, Mr. Medrano, Ms. Merriweather, Mr. Thurmond, Student Representative Claudia Campos (advisory vote only), and President Ramsey voted yes with no abstentions and no absences. Motion carried 5-0-0-0.

F.5 Special Education Annual Service Plan Revision and Public Hearing

Mr. Collins provided information regarding the annual service plan requirement to provide services to students up to age 22 who have not received a diploma by age 18 and who are in county jail. He said that a contract with the County Office of Education and Contra Costa SELPA will provide services.

Public Comment:

None

Board Comment:

None

MOTION: Mr. Medrano moved approval Special Education Annual Service Plan Revision. Ms. Kronenberg seconded. Ms. Kronenberg, Mr. Medrano, Ms. Merriweather, Mr. Thurmond, Student Representative Claudia Campos (advisory vote only), and President Ramsey voted yes with no abstentions and no absences. Motion carried 5-0-0-0.

C. BUSINESS ITEMS

C.1 Grants/Awards/Agreements

C.2 Acceptance of Donations

- C.3 Approval of Fund-Raising Activities**
- C.4 Contracted Services**
- C.5 Summary of Payroll and Vendor Warrant Reports**
- C.6 Notice of Completions: Bid J068280 Kennedy High School Admin Interiors Renovations, Bid J068278 Crespi Middle School Fire Restoration Project, Bid J068289 Collins Elementary School Portable Site Package, Bid J068281 Madera Elementary School Portable Site Package, Bid J068282 Mira Vista Elementary School Portables Site Package, Bid J068290 Collins Elementary School Parking & Driveway Improvements**
- C.7 Notification of Claims Rejected**
- C.8 CalPERS Retiree Health Care Vesting Resolutions – United Teachers of Richmond – for those retiring prior to July 1, 2010/Resolutions #26-1112, #27-1112**
- C.9 CalPERS Future Retiree Health Care Vesting Resolutions for those retiring July 1, 2010 or later – United Teachers of Richmond/Resolutions #28-1112, #29-1112**
- C.10 CalPERS Retiree Health Care Vesting Resolutions – Local 1 - for those retiring prior to July 1, 2010 Resolutions #30-1112, #31-1112**
Ms. Gamba noted a revision read into the record regarding Resolution No. 31-1112 striking the sentence referring to Blue Shield based on the request of the CalPers organization.
- C.11 CalPERS Future Retiree Health Care Vesting Resolutions for those retiring July 1, 2010 or later – Local One/Resolutions #32-1112, #33-1112, #34-1112, #35-1112**
- C.12 CalPERS Retiree Health Care Vesting Resolutions – West Contra Costa Administrators Association - for those retiring prior to July 1, 2010/Resolutions #36-1112, #37-1112**
Ms. Gamba noted a revision read into the record regarding Resolution No. 37-1112 striking the sentence referring to Blue Shield based on the request of the CalPers organization.
- C.13 CalPERS Future Retiree Health Care Vesting Resolutions for those retiring July 1, 2010 or later – West Contra Costa Association of Administrators/Resolutions #38-1112, #39-1112, #40-1112, #41-1112, #42-1112**
- C.14 CalPERS Retiree Health Care Vesting Resolutions – School Supervisor Association - for those retiring prior to July 1, 2010/Resolutions #43-1112, #44-1112**
Ms. Gamba noted a revision read into the record regarding Resolution No. 44-1112 striking the sentence referring to Blue Shield based on the request of the CalPers organization.
- C.15 CalPERS Future Retiree Health Care Vesting Resolutions for those retiring July 1, 2010 or later – School Supervisors Association/Resolutions #45-1112, #46-1112, #47-1112, #48-1112**
- C.16 CalPERS Retiree Health Care Vesting Resolutions – Classified Management (unrepresented) - for those retiring prior to July 1, 2010/Resolutions #49-1112, #50-1112, #51-1112**
Ms. Gamba noted a revision read into the record regarding Resolution No. 50-1112 striking the sentence referring to Blue Shield based on the request of the CalPers organization.
- C.17 CalPERS Future Retiree Health Care Vesting Resolutions for those retiring July 1, 2010 or later – Classified Management (unrepresented)/Resolutions #52-1112, #53-1112, #54-1112, #55-1112**
- C.18 CalPERS Retiree Health Care Vesting Resolutions – Certificated Management (unrepresented) - for those retiring prior to July 1, 2010/Resolutions #56-1112, #57-1112**
Ms. Gamba noted a revision read into the record regarding Resolution No. 57-1112 striking the sentence referring to Blue Shield based on the request of the CalPers organization.
- C.19 CalPERS Future Retiree Health Care Vesting Resolutions for those retiring July 1, 2010 or later – Certificated Management (unrepresented)/Resolutions #58-1112, #59-1112, #60-1112, #61-1112**
- C.20 CalPERS Retiree Health Care Vesting Resolutions – Confidential (unrepresented) - for those retiring prior to July 1, 2010/Resolutions #63-1112, #64-1112**
Ms. Gamba noted a revision read into the record regarding Resolution No. 64-1112 striking the sentence referring to Blue Shield based on the request of the CalPers organization.
- C.21 CalPERS Future Retiree Health Care Vesting Resolutions for those retiring July 1, 2010 or later – Confidential (unrepresented)/Resolutions #65-1112, #66-1112, #67-1112, #68-1112**
- C.22 Routine Personnel Changes - Certificated**
- C.23 Acceptance of Contracts for Placement of Student Teachers**
- C.24 Ratification and Approval of Engineering Services Contracts**
This item was pulled for comment.
- C.25 Ratification and Approval of Negotiated Change Orders**
- C.26 Approval of updated District Standards for Middle School Renovations and Reconstructions**
- C.27 Approval of awards of Ford Elementary School Furniture contract**
Mr. Fay read the following revision into the record:

The new construction of the Main Building at Ford 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 computer labs, special education, admin furnishings, offices and staff work areas.

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 October 6, 2011. Three vendors submitted proposals. They are as follows: Sierra School Equipment Co., \$401,335.98; Young Office Solutions, \$393,458.67; Contrax, \$343,256.21.

Recommendation: Contrax has been deemed nonresponsive and staff recommends the approval of the contract for Ford Elementary School Main Building furniture, setup and installation to Young Office Solutions.

Fiscal Impact: \$393,458.67, funded by the Measure J Bond, under the Ford Elementary School Furniture and Equipment Budget.

C.28 Approval of Valley View Elementary School Architectural fees

This item was pulled for comment.

C.29 Approval of contract for Furniture, set up and installation at Nystrom Elementary School Multipurpose Building

C.30 Williams Lawsuit Complaints Quarterly Report

C.31 Citizens' Bond Oversight Committee (CBOC) Appointments by Public Employees Union, Local One

C.32 Bond Litigation Expenses: Resolution No. 69-1112

C.33 Board Policy 3100 – Revision

C.34 NCLB Supplemental Educational Services (SES) Tutoring Contracts

MOTION: Mr. Medrano moved approval of Consent Items C.1 – C.23, C.25 – C.27, and C.29-C.34. Ms. Kronenberg seconded. Ms. Kronenberg, Mr. Medrano, Ms. Merriweather, Mr. Thurmond, Student Representative Claudia Campos (advisory vote only), and President Ramsey voted yes with no abstentions and no absences. Motion carried 5-0-0-0.

D. AWARDS, RECOGNITIONS, AND REPORTS

D.1 Standing Reports

School Supervisors Association. Sandra Falk spoke about her sixty years committed to the district and serving employees. She spoke of the commitment and contributions by employees who live in the community and priorities of the Board as it concerns bargaining.

Citizens Bond Oversight Committee. Robert Studdiford announced that the next meeting is planned for October 26th where discussion will include the project management staff, project update reports and capital assets management plan.

Safety Committee. Mr. Thurmond announced the next meeting for November 9, 6:00 p.m. at El Cerrito High. Discussion will include lights and gates on campuses.

Youth Commission. Mr. Thurmond announced the next meeting for October 24, 6:00 p.m. at the RYSE Center to discuss the youth perspective to a reduction of bullying.

Community Budget Advisory Committee. Ms. Gamba announced a special Board meeting on October 26 in lieu of the regular committee meeting.

Academic Subcommittee. Ms. Rashidchi spoke about the last meeting where discussion included preschool/transitional kindergarten and a summer school update. The next meeting, the first Academic Townhall Meeting, will be November 8, 6:30 p.m. at Helms.

Facilities Subcommittee. Mr. Medrano reported on the October meeting and the committee's recommendation to the Board regarding the Wilson master plan and approval of the adoption of the middle school education standards. The next meeting will be held November 15, 4:00 at the Facilities Operations Center.

Ivy League Connection. Mr. Ramsey spoke about a recent dinner with Vanderbilt University and their partnership opportunities with the students of the District and an upcoming admissions night with Brown University. Ms. Kronenberg will accompany three students to Brown University in November to attend the Women in Leadership

program. Cornell University will host its Bay Area information session at El Cerrito High. A Yale representative visited DeAnza to talk with District counselors about the substance of recommendation letters. President Ramsey concluded by saying that the Ivy League Connection has been certified as a finalist for the Golden Bell award from the California School Boards Association.

D.2 In Memory of Members of the School Community

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

Public Comment:

None

Board Comment:

None

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

E.1 Superintendent's Report

Superintendent Harter provided a report of activities in the District.

E.2 Request to Address the Board – Marshall Walker Jr. Heart Screening Foundation

Mr. Stanley Marshall spoke about the need for heart screening of student athletes to detect heart conditions. He urged the District to take advantage of the screening opportunity.

E.3 WCCUSD Public Comment

Sandra Falk

F. ACTION ITEMS

F.1 Approval of Wilson Elementary School Master Plan

This item was moved to follow consent items.

F.2 Public Hearing and Adoption, Initial Bargaining Proposal of West Contra Costa Unified School District for the 2011-2012 labor negotiations with Public Employees Union, Local 1

This item was moved to follow consent items.

F.3 Public Hearing and Adoption, Initial Bargaining Proposal of School Supervisors Association for 2011-2012

This item was moved to follow consent items.

F.4 Public Hearing and Adoption, Initial Bargaining Proposal of West Contra Costa Unified School District for the 2011-2012 labor negotiations with the School Supervisors Association (SSA)

This item was moved to follow consent items.

F.5 Special Education Annual Service Plan Revision and Public Hearing

This item was moved to follow consent items.

Ms. Campos left the meeting for the evening.

C.24 Ratification and Approval of Engineering Services Contracts

Mr. Ramsey asked for information regarding the HMC project on the Gompers site. Mr. Fay spoke about the foundation system for the project with the proposed driven pile system. He continued to discuss the site conditions and a work plan in the approval stage with Department of Toxic Substance and Compounds as well as the current construction schedule and projected cash flow. Mr. Fay introduced Cheryl Lentini of HMC and Beverly Prior Architects who spoke about the geotechnical data collected and the building demolition that revealed a previously undetected well and fuel tank.

Peter Conley, geotechnical expert with Ninyo & Moore Engineering, spoke about exploratory probes to further investigate the site. Mr. Ramsey asked additional questions. Staff and the consultants present responded.

Ms. Kronenberg asked questions about a second review of the plans by the state and the timeline for the District's eligibility for Qualified School Construction Bond (QSCB) funds. Ms. Lentini continued to provide further information about the Department of State Architects review and the California Geotechnical Study review. Mr. Thurmond asked about scenarios that reviewers might find. Mr. Conley responded. Tom Swayze, of Cornerstone Structural Engineering, spoke about negligible impacts to design schedules. President Ramsey asked Dave Olson of KNN Public Finance for his opinion about the risks of a delayed project and the extension of the QSCB funding. Mr. Olson said his expectation was that they will be able to keep more or less on the current schedule for bond sales. Mr. Adam Murphy, Construction Administrator for HMC Architects, spoke about the thoroughness of the planning team and responses to review queries. Mr. Ramsey asked Mr. Abdalla for his opinion and assurances. Mr. Abdalla spoke about the proactive team. Ms. Kronenberg asked questions about the proposed bond conference call with investors. Ms. Gamba said she had scheduled conference calls with investors that resulted in the delay of the posting of the Preliminary Official Statement (POS) and timeline in advance of November bond sale. Ms. Gamba suggested that they could be rescheduled with investors for next week. Mr. Olson and Mr. Scott Henry of E.J. De La Rosa & Company, said this should be accomplished by the November timeframe.

MOTION: Mr. Medrano moved approval of Ratification and Approval of Engineering Services Contracts. Ms. Kronenberg seconded. Ms. Kronenberg, Mr. Medrano, Ms. Merriweather, Mr. Thurmond, and President Ramsey voted yes with no abstentions and no absences. Motion carried 5-0-0-0.

C.28 Approval of awards of Valley View Elementary School architectural fees
Mr. Ramsey offered congratulation for moving the project forward.

Public Comment:
None

Board Comment:
None

MOTION: Ms. Kronenberg moved approval of the awards of Valley View Elementary School architectural fees. Mr. Medrano seconded. Ms. Kronenberg, Mr. Medrano, Ms. Merriweather, Mr. Thurmond, and President Ramsey voted yes with no abstentions and no absences. Motion carried 5-0-0-0.

G. DISCUSSION ITEMS
None

H. UNFINISHED REQUESTS TO ADDRESS THE BOARD (continued from Item E)
None

I. COMMENTS OF THE BOARD OF EDUCATION AND SUPERINTENDENT
Ms. Kronenberg spoke about the Academic Subcommittee meeting and the early learning challenge grant for the preschool program. Ms. Merriweather announced that the Governor had signed this bill into legislation.

Ms. Merriweather announced October 15 – November 16 as anti-bullying month. She spoke about the screening of the film *Not in Our Town* at DeJean on October 20th. She concluded by saying that the District is addressing the serious concern about bullying.

President Ramsey adjourned the meeting in memory of Regina Hutton.

J. THE NEXT SCHEDULED BOARD OF EDUCATION MEETING
Lovonya DeJean Middle School – November 2, 2011

K. ADJOURNMENT
President Ramsey adjourned the meeting at 8:28 P.M.


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

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: November 2, 2011

From: Sheri Gamba 
Associate Superintendent Business Services

Agenda Item: CI C.1

Subject: 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 November 2, 2011.

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
First 5 Contra Costa	\$36,500	First 5 Contra Costa Children and Families Commission	To help support the full day preschool
Resource # 9580	7/1/11 - 6/30/12		Contract # 12-009
Carl D Perkins Career and Technical Education Improvement Act	\$233,081	California Department of Education - Program and Administrative Support Office	Tech Ed Program
Resource # 3550	7/1/11 - 6/30/12		PCA # 14894-00
Head Start - Preschool Program	\$68,753	Contra Costa County - Employment and Human Services Department	Fund the extended day program at Lincoln and site to be determined.
Resource # 9609	7/1/11 - 6/30/12		Contract # 38-930-3
California State Preschool Program	\$2,111,016	California Department of Education - California State Preschool Program	Support the District Preschool Program
Resource # 6105	7/1/11 - 6/30/12		Contract # CAPP-1053
California State Preschool Program	\$61,447	California Department of Education - California State Preschool Program	Support the District Preschool Program
Resource # 6105	7/1/11 - 6/30/12		Contract # CAPP-1053

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: November 2, 2011

From: Sheri Gamba 
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 November 2, 2011. 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
November 2, 2011 Board Meeting

<u>Donor Name</u>	<u>Description or Purpose</u>	<u>Estimated Value</u>	<u>Receiving School or Department</u>
Wells Fargo Foundation Educational Matching Gift Program	Special Administrative Fund	\$300.00	Hanna Ranch Elementary
Fairmont PTA	For Play works	\$7,650.00	Fairmont Elementary
Mr. Joe Campbell	Materials and Supplies	\$300.00	Fairmont Elementary
Mr. Joe Campbell	Materials and Supplies	\$250.00	Fairmont Elementary
Mr. Joe Campbell	Materials and Supplies	\$75.00	Fairmont Elementary
Target Group	Supplies	\$257.74	Lupine Hills Elementary
Save Mart	Supplies	\$51.26	Lupine Hills Elementary
Wells Fargo Foundation Educational Matching Gift Program	Supplies	\$520.00	Madera Elementary
Ms. Emily Otson	Supplies	\$30.00	Cameron
Mr. Luz del Carmen Salas	Supplies	\$30.00	Cameron
Mr. Denise Logsdon	Supplies	\$30.00	Cameron
Mr. Luis Hernandez	Supplies	\$30.00	Cameron
Mother of Perpetual Help	Materials and Supplies	\$1,200.00	Cameron
Mr. Salvatore Morabito	Athletic Scholarship	\$1,000.00	Kennedy High
Mr. Daniel Wright	Athletic Supplies	\$1,273.78	Kennedy High
Adeline Services, Inc	Athletic Scholarship	\$500.00	Kennedy High
Mr. David Dansky	Student Association	\$100.00	Kennedy High
Wells Fargo Foundation Educational Matching Gift Program	Supplies	\$180.00	Pinole Valley High

*Estimated values for the non-cash donations are provided by the donor
Donation Précis 110211

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: November 2, 2011

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 2011-12 school year are summarized on the attached sheet dated November 2, 2011.

Recommendation: Recommend Approval

Fiscal Impact: Additional revenue for schools

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

West Contra Costa Unified School District
November 2, 2011 Board Meeting

APPROVAL OF FUND-RAISERS


<u>School</u>	<u>Fund-Raising Activity</u>	<u>Activity Sponsor</u>
Cameron School	Pasta Pomodoro	Pasta Pomodoro and Cameron
Dover Elementary	Raffle and Book Sales	Dover School
Harding Elementary	Book Fair	Harding PTA
Harding Elementary	Family Dinner Night at Rubio's	Harding PTA
Mira Vista Elementary	Chocolate Bar	Mira Vista PTA
Mira Vista Elementary	Family Dinner Night	Mira Vista PTA
Mira Vista Elementary	Fall Festival	Mira Vista PTA
Mira Vista Elementary	Spelling Bee	Mira Vista PTA
Mira Vista Elementary	Spring Catalog Sales	Mira Vista PTA
Nystrom Elementary	Advertise for Rubio's	Rubio's Restaurant
Pinole Middle	Family Fun Night	Pinole Middle PTSA
Pinole Middle	Spirit Wear Sales	Pinole Middle PTSA
Pinole Middle	Jamba Juice Card Sales	Pinole Middle PTSA
Pinole Middle	Spring Catalog Sales	Pinole Middle PTSA
Pinole Middle	Holiday Collection Catalog Sales	Pinole Middle PTSA
De Anza High	Round Table Pizza	Shimada Club
De Anza High	Barnes & Noble Bookfair	De Anza PTSA & Library
Pinole Valley High	Homecoming Dance Ticket Sales	Pinole Valley High

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: November 2, 2011

From: Sheri Gamba 
Associate Superintendent Business Services

Agenda Item: CI c.4

Subject: Contracted Services

Background Information: Permission is requested of the Board of Education to approve the following contracts for services as detailed on the attached sheets dated November 2, 2011.

Recommendation: Recommend Approval

Fiscal Impact: As noted per contracts summary

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

CONTRACTED SERVICES

The following professional consultant services are recommended for approval.


<u>DEPARTMENT</u>	<u>DATE OF SERVICE</u>	<u>CONSULTANT NAME</u>	<u>COST & FUNDING</u>	<u>PURPOSE</u>
Curriculum Federal Project	10/13/11 Thru 6/30/12	Angela Barra R31241	\$55,250 Title III	Increase existing contract of \$46,750 to provide an additional 65 days of consultant services, including coaching of individual English Language Development (ELD) Teachers (e.g. demonstration lessons, elbow teaching, collaborative lesson planning, effective ELD instructional strategies). ELD professional development including large groups, grade level and department meetings topics include review of data, including student work, curriculum mapping, ELD standards, effective use of ELD materials, effective ELD instructional strategies, effective ELD lesson planning etc.
Curriculum- Federal Project	11/3/11 Thru 6/30/12	University of California, Berkeley R31369	\$160,000 Title II	The coaching initiative is an urban district-capacity building initiative whose purpose is to build and support the skills, confidence, know-how, and courage of the urban district's site administrators to guide and direct instructional improvement at their schools, move their academic programs towards excellence for all students, and effectively advance district goals and outcomes. This will impact a combined number of approximately 180 staff members and 6,200 students from the following schools: Bayview, Dover, Grant, Harding, Lupine Hills, Olinda, Riverside, Stege, Valley View, Portola, El Cerrito and North Campus.

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: November 2, 2011

From: Sheri Gamba 
Associate Superintendent Business Services

Agenda Item: CI C.5

Subject: Resolution No. 71-1112: State and Federal Surplus Property Program

Background Information:

Officials of the District shall be authorized as District representatives to acquire government surplus property from the California Department of General Services.

Recommendation: Recommend Approval

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

WEST CONTRA COST UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 71-1112
State and Federal Surplus Property Program

BE IT RESOLVED by the Board of Education of the West Contra Costa Unified School District and hereby ordered that:

The officials and/or employees of the District whose names, titles and signatures are listed below, shall be and are hereby authorized as District representatives to acquire government surplus property from the California Department of General Services.

NAME	TITLE	SIGNATURE
Luis Freese	Executive Director Maintenance & Operations	<hr/>
David Johnston	Director of General Services	<hr/>
Jim Gant	Warehouse Supervisor	<hr/>
Joe Mayes	Maintenance Manager	<hr/>

PASSED AND ADOPTED this second day of November 2011 by the Board of Education of the West Contra Costa Unified School District, County of Contra Costa, State of California, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

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: November 2, 2011

From: Ann Reinhausen,
Assistant Superintendent Human Resources

Agenda Item: CI C.6

Subject: Certificated Board Authorization - Education Code 44285.3

Background Information: Ed Code 44285.3 allows the Governing Board of a school district to authorize the holder of a multiple subject, standard elementary, single subject or standard secondary, credential with his or her consent, to teach departmental classes in grades K-12 provided the teacher has adequate knowledge of subject matter.

Recommendation: Recommend Approval

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

Tabled _____

November 2, 2011

Waivers

<u>Name</u>	<u>Site</u>	<u>Assignment</u>
Tracey Singh	DeAnza High School	SH
Priscilla Freire	Itinerant	Speech
Benny Gill	Kennedy	Computer
Caroline Harris-Muchelle	DeAnza	Hospital Heath

Definition: Variable term waivers provide applicants with additional time to complete the requirements for the credential that authorizes the service or provide employing agencies with time to fill the assignment with an individual who either holds an appropriate credential or qualifies under one of the assignment options. (Assignment pending fingerprint clearance when applicable)

Consent

<u>Name</u>	<u>Site</u>	<u>Assignment</u>
Emily Davidson	Richmond High School	Physics
Marilyn Ahuna	Richmond High School	Engineering

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: November 2, 2011

From: Bill Fay
Associate Superintendent for Operations

Agenda Item: CI C.7

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: \$349,021. 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
Kennedy High School Science Wing Modernization Project Measure J Bond	November 2011 thru June 2012	Powell & Partners/HMC Architects	\$125,700	Design services of temporary housing including DSA submittal, construction administration, and closeout.
Ellerhorst, Bayview, Murphy, Cameron, DeJean, and Harding sites waterproofing and roofing issues. Measure J Bond	October 2011 thru December 2011	Grossmann Design Group	Hourly, not to exceed \$25,000.	Additional services for roofing, waterproofing consulting to prepare bid documents to correct know deficiencies
Harding Elementary School Exterior Repairs Project. Measure J Bond	October 2011 thru December 2011	Grossmann Design Group	Hourly, not to exceed \$17,500.	Construction administration services for project during construction.
Verde Elementary School Restroom Resurfacing Project Measure J Bond	October 2011 thru January 2012	W.J. Robinson & Associates	\$12,961	Construction administration services for project during construction.
Lupine Hills Elementary School Restroom Resurfacing Project Measure J Bond	October 2011 thru January 2012	W.J. Robinson & Associates	\$12,961	Construction administration services for project during construction.
De Anza High School Campus Replacement Project Measure J Bond	October 2011 thru June 2012	Deems Lewis McKinley	\$70,000	Additional design services to provide synthetic practice field, and flexible classroom responsive to Pathway program for Health, Law & Justice.

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

ENGINEERING & ARCHITECTURAL SERVICES CONTRACTS

High School Master Plan Education Specifications Measure J Bond	October 2011 thru November 2011	WLC Architects, Inc.	Hourly, not to exceed \$10,000	Additional design services to complete documents.
Pinole Valley High School Campus Replacement Project Measure J Bond	October 2011 thru December 2011	WLC Architects, Inc.	\$39,450	Additional design services, as well as coordination and meetings pertaining to mitigation of traffic on Pinole Valley Road.
Fairmont Elementary School Campus Replacement Project Measure J Bond	November 2011 thru January 2012	A3GEO.	\$35,449	Additional design-level geotechnical investigation and hazard study services.

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:** November 2, 2011
From: Bill Fay **Agenda Item:** CI C.8
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 ES New School, Nystrom Elementary School Multipurpose Room, Madera ES Portables and De Anza HS New Campus. 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: **\$966,906.82**

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

November 2, 2011 Change Order Ratification Summary

					Items Pending Board Action					
	Project	Company	Original Contract	Previously Approved CO's	CO's Pending Ratification	CO's Pending Approval	Total CO's	CO Percent of Original Contract	Adjusted New Contract	Change Order Numbers
1	Ford ES New School	Alten Construction, Inc.	\$16,734,206.00	\$1,549,675.00	\$88,491.00	\$0.00	\$1,638,166.00	9.79%	\$18,372,372.00	25
2	Nystrom ES Multi-Purpose Room	John Plane Construction	\$5,240,107.00	\$142,601.15	\$47,244.41	\$0.00	\$189,845.56	3.62%	\$5,429,952.56	Revised 9
3	Madera ES Portables	AM Woo Construction	\$149,000.00	\$0.00	-\$7,853.59	\$0.00	-\$7,853.59	-5.27%	\$141,146.41	1
4	De Anza HS New Campus	Wright Contracting, Inc.	\$62,508,000.00	\$1,316,752.00	\$839,025.00	\$0.00	\$2,155,777.00	3.45%	\$64,663,777.00	14,15

Pending Board Actions	Ratifications	\$966,906.82
	Approvals	\$0.00
	Total Board Action	\$966,906.82

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:** November 2, 2011
From: Bill Fay **Agenda Item:** CI C.9
Associate Superintendent for Operations
Subject: Approval of Portola Middle School at Castro Elementary Site Construction Administration Fees

Background Information:

Portola Middle School Modernization is one of the listed projects in Measure D Bond program. Construction Documents have been completed by HY Architects and the project is expected to be out to bid by the end of December 2011. The scope of work includes bid support services, construction administration services by the architect and the architect's sub-consultants for the duration of construction, and final DSA closeout services.

Recommendation: Approve proposed Portola Middle School at Castro Elementary Site Construction Administration Fees.

Fiscal Impact: Total for this action: \$1,431,080. Portola Middle School at Castro ES is a project from the original Measure D, though the funds would be 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 94801-3135
Office of Superintendent of Schools

ITEM REQUIRING ATTENTION----BOARD OF EDUCATION

To: Board of Education **Meeting Date:** November 2, 2011
From: Bill Fay **Agenda Item:** CI C.10
Associate Superintendent
Subject: Resolution No. 70-1112: Recognizing Contributions of Veterans to the Country

Background Information:

Resolution No. 70-1112 acknowledges the contributions of our veterans and encourages all citizens, staff, faculty, students and families to participate in the celebration of Veterans' Day.

Recommendation: Recommend adoption of resolution

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

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

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

Resolution No. 70-1112

RECOGNIZING CONTRIBUTIONS OF VETERANS TO THE COUNTRY

WHEREAS, tens of millions of Americans have served in the Armed Forces of the United States during the past century; and

WHEREAS, hundreds of thousands of Americans have given their lives while serving in the Armed Forces during the past century;

WHEREAS, the willingness of our citizens to give freely and unselfishly of themselves, even their lives, in the defense of our democratic principles, gives this great Nation continued strength and vitality; and

WHEREAS, the contributions and sacrifices of the men and women who served in the Armed Forces have been vital in maintaining the freedoms and way of life enjoyed by Americans; and

WHEREAS, on this special day, our hearts and thoughts also turn to those who were disabled while serving their country, their sacrifices and hardships endure, and daily earn additional honor and compassion of a grateful nation.

WHEREAS, Americans throughout this great nation set aside Veterans' Day for special remembrance of the men and women who have served to protect our freedom; and

NOW, THEREFORE, BE IT RESOLVED, that the President does recognize November 11, 2011, as Veterans' Day, and ask that on this day of honor, all citizens express their gratitude to our veterans; and

BE IT FURTHER RESOLVED, that the Governing Board of the West Contra Costa Unified School District does hereby support Veterans' Day, and encourages all citizens, staff, faculty, students and their families to participate in the celebration of Veterans' Day.

APPROVED, PASSED AND ADOPTED by the Governing Board of the West Contra Costa Unified School District on the second day of November, by the following vote:

AYES: _____

NOES: _____

ABSTENTIONS: _____

I DO 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 a public meeting of said Board held on November 2, 2011.

President of the Governing Board of the
West Contra Costa Unified School District

Clerk of the Governing Board of the
West Contra Costa Unified School District

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: November 2, 2011

From: Bruce Harter
Superintendent

Agenda Item: CI C.11

Subject: Citizens' Bond Oversight Committee (CBOC) Appointment by the City of Hercules

Background Information:

The Hercules City Council has forwarded a recommendation that Mr. Gerard Boulanger be appointed to serve as the representative of the City of Hercules.

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:** November 2, 2011
From: Nia Rashidchi **Agenda Item:** D.1
Assistant Superintendent Educational Services
Subject: The Ed. Fund Grant Winners for 2011

Background Information:

For the 28th year, the Ed. Fund will be awarding Mini-grants and School-wide grants to WCCUSD Schools. The Ed. Fund Grants program is designed to create a sustainable change in our classrooms and schools. Utilizing standards-based curriculum, these imaginative projects transform our students' academic, social, and emotional growth by making learning come to life. Each year The Ed. Fund Grants program affects the lives of nearly 10,000 students.

This year The Ed. Fund awarded \$54,000 in grant money to amazing projects destined to ignite imagination and create change in our schools. Through the generous contributions from private donors at our 23rd annual Excellence in Education banquet, The Ed. Fund was able to focus over \$12,000 specifically on Arts & Music through our grant making this year. Among these winners was, Education Though Music, a non-profit who will provide comprehensive music education at four elementary schools this year (Wilson, Peres, Lincoln, and Coronado).

School-wide grants (3 or more classrooms) made a larger percentage of our applications than ever before. We are thrilled by the enormous impact our grant making will have on large populations of students.

The Ed. Fund would like to thank our corporate, foundation, and private sponsors who have made our grants program possible for 28 years. We are proud of our continued support to WCCUSD teachers and students in the classroom. We wish all of our winners the best of luck in implementing their projects and thank them for their tireless dedication to our students.

Recommendation: Recognize the Ed Fund grant awardees

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:** November 2, 2011
From: Bruce Harter **Agenda Item:** F.1
Superintendent
Subject: Naming the Gymnasium at John F. Kennedy High School in Memory of Dolly Felix

Background Information:

In accordance with Board Policy 7310, the subcommittee of the Board of Education unanimously and enthusiastically approved the recommendation to rename the John F. Kennedy Gym for Dolly Felix. Ms. Felix, who passed away on June 25, 2011, served as a teacher and athletic coach at Harry Ells and John F. Kennedy High Schools and was the first female Athletic Director in the West Contra Costa Unified School District. Ms. Felix will long be remembered as a kind, caring, and encouraging individual who was always ready to help people in academics, athletics or the teaching profession.

Recommendation:

Recommend renaming the Kennedy gymnasium for Dolly Felix.

Fiscal Impact:

None

DISPOSITION BY BOARD OF EDUCATION

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

Biography of Dolores L. “Dolly” Felix

Dolores L. “Dolly” Felix was born on October 11, 1931 in Fresno, CA. She was a graduate of Richmond Schools (Market Street Elementary School in San Pablo, Roosevelt Jr, High, and Richmond Union High School). After obtaining her Teaching Credential at San Francisco State, she began teaching Physical Education at Harry Ells High School from 1956-1966, then helped open Kennedy High School. She taught at Kennedy until her retirement in 1993, but continued to coach at Kennedy until 2010. During her career, she coached Badminton, Basketball, Field Hockey, Gymnastics, Softball, and Volleyball, as well as mentoring the Cheerleading and Pom Pon Squads. She also taught First Aid and CPR to the other PE Coaches in the District.

In 1971, she became the first female Athletic Director in the West Contra Costa Unified School District. In 1981, she was named Coach of the Year by the Richmond-Berkeley Athletic League. In 1987 she was inducted into the SF State PE Hall of Fame. In 1987, she also was honored with a Resolution by the (then) Richmond Unified School District Board of Education for Outstanding Achievement in Teaching and Coaching. Dolly received the NCS (North Coast Section) Award for coaching Badminton and Softball, and in 2011 received the NCS Phillip Hempler Distinguished Service Award.

Dolly helped insure women’s sports were implemented and funded after the passage of Title 9, and continually and enthusiastically supported men’s sports teams and athletics throughout her entire life. She was a member of CAHPERD (California Association for Health, Physical Education, Recreation and Dance) for over 50 years, and was the Director of the NORCAL Gymnastics Camp (in both Gualala, CA and Santa Cruz, CA) for over 40 years.

The Felix and Eagle families lost Dolly after a courageous battle with ALS (Lou Gehrig’s Disease) on June 25, 2011. We will remember her passion for teaching, her love for her students and her loyalty to her schools. Her motto was “Once an Eagle, Always an Eagle”.

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: November 2, 2011

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

Agenda Item: G.1

Subject: Integrity Education Center Charter School

Background Information: The Integrity Education Center, a nonprofit corporation, submitted a petition to West Contra Costa Unified School District (WCCUSD) on October 13, 2011, to establish an independent charter school known as Integrity Education Center. 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 receiving a petition, to hold a public hearing to consider the level of support for 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 regarding the Petition at a subsequent board meeting.

Recommendation: Public hearing only

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____

Seconded by: _____

Approved _____

Not Approved _____

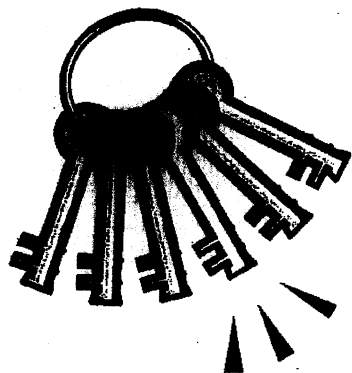
Tabled _____

CHARTER PETITION
For the
WEST CONTRA COSTA
UNIFIED
SCHOOL DISTRICT

I
NTEGRITY **E**
DUCATIONAL **C**
ENTER

2012/2013 school years

MOTTO: "A school where everybody is somebody"



Contact: James Madden
mediareeel@aol.com

Biography of Board Members

A. Founders' Statement

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

Harold Clemetson:

Is an educator, who has obtained a Masters Degree in Educational Administration, and a science credential in Biology. He has worked in education for more than five years.

Claudius Johnson:

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

Earl Patino:

Is the pastor of praise chapel church in Richmond, California for more than seven years. He has a bachelor's degree and has worked as an accountant for more than five years.

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A: EDUCATIONAL PROGRAM

DESCRIPTION:

Integrity Educational Center (herein referred to as "IEC") is a *dropout prevention school* for grades 10-12 and age's 16-18. There will be a small student to teacher ratio that will not exceed (24:1). It has a curriculum that emphasizes project-based technology in the core subject areas such as Math, Science, English, and Social Studies. The school bridges the gap between school and work by preparing students with career technical education and employment. The school will operate as an in-seat attendance school. This school is designed to meet the needs of students in the Richmond area.

TARGET POPULATION:

Our target region is Richmond, which includes neighborhoods such as San Pablo, El Cerrito and, Richmond. In this area, large amounts of the residents are from poor socio-economic communities. Among the 13,000 high school students in this target, area students are enrolled in neighboring public schools. The student demographics are as follows: 34% Latino, 19% African American, 7% White, 29 % Asian, 7% Filipino, 4% other, 13.3% students qualify for special education services and 25.3% are English Language Learners (ELL). Approximately 70% receives free or reduced priced meals. IEC aims to decrease the dropout rate of students from high school and at the same time re enroll young adults who have stopped going to school and increase the graduation rate, produce students and young adults who will be equipped with marketable skills and training to enter the workforce in the 21st century. Most often, African Americans and Latino students represent the sub-group that is in need of intervention to close the achievement gap. This group most often does not get the exposure of the link between education and career guidance.

A: EDUCATIONAL PROGRAM CONTINUED

TARGET POPULATION:

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

- ☐ Provide career guidance and job training
- ☐ Provide Individual Learning Plans for students & behavioral health services to students and families
- ☐ Hold student interest in education, by offering a project based- technology curriculum
- ☐ Reduce the dropout rate by offering career technical education
- ☐ Small class sizes (not to exceed 24:1 teacher to student ratio) to offer more support from the instructor
- ☐ Provide professional development training for teachers to use appropriate strategies

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

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

TARGET POPULATION:

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

GOALS:

The goals of Integrity Educational Center are to:

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

IEC will accomplish the goal that students become self-motivated, competent and lifelong learners in the following ways. IEC will implement gathering and analyzing of data specific to student engagement which will provide a powerful tool to improve student's involvement in their own learning. Sharing assessment data with students in the classroom can also enhance student's ownership of their goals and plans for improvement, and IEC will experiment with different ways of doing this. These efforts to improve teaching and learning through the use of data will invite students to play an active role in contributing to their academic growth and learning environment.

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

HOW LEARNING BEST OCCURS:

Both research and practice provide ample evidence that the current comprehensive high school model does not adequately or rigorously prepare students to face the personal, intellectual, and occupational demands of the 21st century (Newman, 1992: National Association of Secondary School principals, 1996, Noguera, 2002). Learning best occurs when students are engaged in the learning process, and are able to make a connection with it. Integrity Educational Center will utilize project/technology based instruction. It is within this environment that students will utilize multiple-intelligence skills (visual, audio, and textile) to work individually and in groups. Integrity Educational Center will be a small school reaching 420 students ages 16-18 and grades 10-12 at the end of its 5th year. The studies performed by Harvard University researchers show that smaller class sizes produce substantial improvement in learning: the effect of small class size on the achievement of minority children was about double that observed for majority children in the first four years of an experimental program in Tennessee.

At Integrity Educational Center, the number of students per class will not exceed 24, in order for the students and teachers to develop a positive report and begin to tailor instruction to the student's individual needs. Essentially, the connection between school and obtaining career goals will foster the drive for students to become lifelong-learners.

B: PHILOSOPHY AND APPROACH TO INSTRUCTION

VISION STATEMENT:

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

MISSION STATEMENT:

The mission of Integrity Educational Center is to serve students that have not been successful in a traditional school by:

- ☐ Using individual Learning Plans
- ☐ Using a competency –Based Academic Program
- ☐ Provide small class sizes not to exceed (24:1 ratio)
- ☐ Utilize a project/technology- based approach to core academic classes
- ☐ Inclusion of behavioral health services to support the whole student
- ☐ Provide employment to students via career center and implement career technical training.

HOW THE MISSION AND VISION STATEMENT ALIGN:

Accordingly, the mission and vision aligns with the needs of the target population by providing career training to a population of students that has a high dropout rate.

B: PHILOSOPHY AND APPROACH TO INSTRUCTION

HOW THE MISSION AND VISION STATEMENT ALIGN:

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

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

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

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

C: CURRICULUM FRAME WORK

Flexibility to Meet Diverse Needs:

Apex learning curriculum is a comprehensive, standards based, full scope and sequence curriculum that can be used for, credit recovery, independent study and more, which is ideal for this target population. For many students, the need to recover only one or two course credits is all that stands between them and graduation from high school. These students may have already satisfied seat time requirements for a course in which they were unsuccessful, and they may have learned a significant amount of what was expected of them. These students are seeking an opportunity to accelerate through the required course material to earn those final credits.

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

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

Individualized Instruction Fosters Student Success

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

Other curriculum programs may be used in the future to supplement the core curriculum after review by the development team such as “Character Based Literacy.”

C: CURRICULUM FRAME WORK

IEC will use state-approved textbooks to supplement the student's individual learning plan. The teaching methodology that IEC will use is an online, project-based curriculum. The California Content Standards will be the basis to define the knowledge, concepts, and skills that students should acquire at each grade level. Students are required to take core classes in Mathematics, Science, History-Social Science, P.E. and English- Language Arts. In addition to the core courses, the curriculum requires students to take three years of elective classes. IEC will also offer collaborations with community college classes that can be used for high school graduation, career training or transferability to a four-year college. Integrity Educational Center will seek its WASC accreditation in its third year. IEC will offer all "a-g" courses required for admission to the University of California. IEC will inform parents of the transferability of courses to other public high schools and eligibility of courses to meet college entrance requirements via parent meetings and through the school handbook or letters to parents. Parents of students seeking higher education admission will be notified in writing should any issues or problems arise regarding the eligibility of the charter school's courses to meet college entrance requirements.

Graduation Requirements

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

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

C: CURRICULUM FRAME WORK

ALIGNMENT:

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

10 th Grade	Time	<u>Schedule 10-1</u> <u>Rm1 (1-22)</u>	<u>Schedule 10-2</u> <u>Rm2 (23-45)</u>	<u>Schedule 10-3</u> <u>Rm3 (46-68)</u>	<u>Schedule 10-4</u> <u>Rm4 (69-93)</u>
P1	8:20-9:05	Science	Math	English	Social S
P2	9:09-9:54	Math	Science	Social S	English
Brunch	9:54-10:04				
P3	10:08-10:53	English	Social S	Science	Career C
P4	10:57-11:42	Social S	English	Math	P.E.-
Lunch	11:42-12:12				
P5	12:16-1:01	Career C	P.E.	Video Pr	Math
P6	1:05-1:50	Video Pr	Art	Career C	Construction
P7	1:54-2:29	P.E.	Video Pr	Art	Video Pr

All students will be assigned to cohorts that will be identified by career clusters. For example the first 10th grade section identified as 10-1 will be identified as Business Administration cluster. The 10-2 cohort will be identified as Engineering and Technology, 10-3 will be identified as Biotechnology, 10-4 accounting, 11-1 MRI Technicians, 11-2 Culinary Arts, 11-3 Health Care. All cohorts will produce a group project related to their career cluster using technology. The Career Center will ensure that every student enrolled in IEC has a career aptitude test and is pursuing a career path coupled with two career days each school year for students.

C: CURRICULUM FRAME WORK

11 th Grade	Time	<u>Schedule 11-1</u> <u>Rm5 (1-22)</u>	<u>Schedule 11-2</u> <u>Rm6 (23-45)</u>	<u>Schedule 11-3</u> <u>Rm7(46-57)</u>
P1	8:20-9:05	P.E	Career C	Video Pr
P2	9:09-9:54	Video Pr	P.E.- Robb	Career C- Franklin
Brunch	9:54- 10:04			
P3	10:08- 10:53	Construction	Art	P.E.- Robb
P4	10:57- 11:42	Science	Construction	Video Pr
Lunch	11:42- 12:12			
P5	12:16- 1:01	English	Science	Social S
P6	1:05-1:50	Social S	Math	Mouse Cert
P7	1:54-2:29	Career C	English	Construction

-
- D. Fortus et al. " Design-based student learning," Journal of research in Teaching, v. 41.no. 10, pp. 1081-1110.2004
- S.B. Mertens and N. Flowers, "High school practices improve student achievement in high poverty schools," High school journal, pp.33-43 Sep 2003
- F. Mosteller, "The Tennessee study of class size in school," Future Child, Summer-Fall, 5 (2): 113-127, 1995
-

C: CURRICULUM FRAME WORK

Initially, Integrity Educational Center plans to use a year round school calendar that consists of 209 instructional day's for the 2012-2013 school years. This equates to 64,085 instructional minutes. Teachers will receive training that uses appropriate ELL Strategies for ELL students & CLAD certification.

Staff Development	Dates
W workshop- Staff arrival	Wed, August 1, 2012
PD Professional development day/Non Student	Thurs. Fri September 2, 3, 2012
1 st day of school students	Mon. August 6, 2012
H Labor Day	Mon. September 3, 2012
CELDT Testing	Monday, September 17-Fri 21
O Back to school	WED, October 10, 2011-Min. day
*Six- Week Marking period	1 st report card Wed. September 5, 2012
*Six- Week Marking period	2 nd report card Wed. October 10, 2012
PD Staff Development/ELL Training /CLAD Certification +minimum days	Mon & Tuesday, October 15- 16, 2012
H Veterans Day	Mon. November 12, 2012
H Thanksgiving Recess	November 22-25, 2012
+minimum days	December 17-20, 2012
Winter Recess Students/Teachers	Friday, December 21, 2012- Friday, January 6, 2013
*Six- Week Marking period	3 rd report card Tuesday November 20, 2012
*Six- Week Marking period	4 th report card Tuesday, January 8, 2013
H-M.L.K JR. Day	Monday, January 21, 2013
CST Testing	Mon. February 4-8, 2013
Second Semester	February 4, 2013
*Six- Week Marking period	5 th report card February 12, 2013
H Presidents Day	Monday, February 18, 2013
CAHSEE ELA Testing	Tuesday, March 6, 2013
CAHSEE Math	Thursday, March 7, 2013
*Six- Week Marking period	6 th report card March 12, 2013
@open house: +min day	Thursday, March 21, 2013
H CESAR CHAVEZ DAY	Friday, March 29, 2013
Spring Recess	March 25-29, 2013
Memorial Day	May 27, 2013
+minimum days, June 17-21 last day students, report card June 21, 2013	Mon-Fri. June 17-21, 2013, 7 th Marking period, June 21, 2013
Last day staff	Mon. June 24, 2013

	Inst Days	Non Inst Days	Total contract days for teachers
Fall:	97	4	101
Spring:	112	0	112
Total Days=	209	4	213

(1st day of class is on Mon. August 6, 2012)

CURRICULUM FRAME WORK

IMPLEMENTATION:

Classes will be 45 minutes in length with a 4-minute passing break between classes (ON REGULAR SCHEDULE/& LATE WED). In order to fulfill the 64,000 minutes required, there are seven classes a day for at least 209 instructional days, which equals 64,085 instructional minutes.

Regular Schedule MON-TUES-THURS-FRIDAY

PERIOD 1.....	8:20- 9:05	
PERIOD 2.....	9:09-9:54	
Brunch.....	9:54-10:04	Common Teacher prep period 2:30pm-3:00pm
PERIOD 3.....	10:08-10:53	
PERIOD 4.....	10:57-11:42	
LUNCH.....	11:42 -12:12	
PERIOD 5.....	12:16-1:01	
PERIOD 6.....	1:05-1:50	
PERIOD 7	1:54-2:29	* 315 Instructional minutes

Late Arrival - Wednesday

Staff Meeting.....	8:00- 8:45
PERIOD 1.....	9:00- 9:40
PERIOD 2.....	9:44-10:24
Brunch	10:24-10:34
PERIOD 3.....	10:38-11:18
PERIOD 4.....	11:22-12:02
Lunch	12:02-12:32
PERIOD 5.....	12:36- 1:16
PERIOD 6.....	1:20-2:00
PERIOD 7.....	2:04-2:44

*note 280 instructional minutes

Common Teacher prep period 2:45pm-3:15pm

MINIMUM SCHEDULE

PERIOD 1.....	8:20- 9:00
PERIOD 2.....	9:05- 9:45
PERIOD 3.....	9:50-10:30
PERIOD 4.....	10:35-11:20
PERIOD 5	11:25-12:10
PERIOD 6.....	12:15-12:55
PERIOD 7.....	12:59-1:39
Lunch.....	1:39-2:09

*note 280 min

AFTER SCHOOL PROGRAM MON-TUES-THURS-FRIDAY
SNACK- 2:33-2:43 LEADERSHIP ASSEMBLY 2:44-3:00PM
AFTER SCHOOL PROGRAM COURSE OFFERINGS & TIME
3:00 PM- 4:00 PM = TUTORING (ALL CORE SUBJECTS), CHSPE, GED TEST
BEHAVIORAL HEALTH SERVICES, VIDEO PRODUCTION, CAREER CENTER
CONSTRUCTION

AFTER SCHOOL PROGRAM -WEDNESDAYS

SNACK- 2:45-2:55 LEADERSHIP ASSEMBLY 2:56-3:15 PM
AFTER SCHOOL PROGRAM COURSE OFFERINGS & TIME- NO AFTER SCHOOL PROGRAM ON MINIMUM DAYS
3:19 PM- 4:00 PM = TUTORING (ALL CORE SUBJECTS), CHSPE, GED TEST
BEHAVIORAL HEALTH SERVICES, VIDEO PRODUCTION, CAREER CENTER, CONSTRUCTION

D: SPECIAL POPULATIONS

STUDENTS WHO ARE LOW ACHIEVING

EVALUATION:

A distinctive feature of Integrity Educational Centers program is to provide early intervention as needed. The intervention supports the academic progress of under-performing students. IEC will offer a customized program to students depending on their academic achievement level. Low achievers are those students performing below their grade level in core subjects. These students will attend intensive obligatory after school programs concentrating on the subjects that they are weak. IEC will conduct regular assessment to chart the student's progress. Those demonstrating adequate improvement will advance to satisfactory level where IEC will provide them with moderate tutoring. The number of students in each tutoring group will not exceed seven. Volunteers from local universities that are enrolled in a teaching credentialing program and individuals working in businesses that will participate in our Career Day activities will be recruited. There will also be help with tutoring programs under the guidance of teachers. All volunteers will be required to obtain a finger print background check that must be screened with the Department Of Justice. Low achieving students will be identified through teacher recommendation based on in-class performance and regular assessments. An improvement plan will be prepared with the involvement of the teacher, parent/guardian and Dean of Academics. Improvement plans will include additional homework, readings and mandatory In-School tutoring. The teacher will evaluate the student progress in a timely manner. To narrow the achievement gap for low-achieving students, catch-up strategies will be implemented during and after school program. As part of the agreed student/ parent enrollment contract, students who have been identified as a low achievers will be required to attend the mandatory tutoring program which is from 3:00 -4:00 pm (M,TU,TH, and Wednesday 3:19pm - 4:00pm time for after school tutoring program is subject to change, teachers are scheduled to work from 8:00 am until 4:00 pm daily with a 30 minute duty free lunch which accounts for 7 ½ hours of work during an eight hour work day, teachers are available for after school program). All students can receive tutoring from faculty and volunteers. Tutoring sessions will occur after school. Teachers will fill out a progress report form on students. Teachers will also discuss student progress with students, parents and tutors.

D: SPECIAL POPULATIONS

STUDENTS WHO ARE LOW ACHIEVING

EVALUATION:

Teachers will also provide a brief summary of their methodology and supplementary efforts that they are using to help students reach their maximum potential in the beginning of the semester. IEC's after-school tutoring program will be adjusted to fit individual student's needs to maximize each student's potential. Thus, some students may require tutoring one afternoon a week, whereas others may require daily tutoring. The tutoring program will also benefit students who are not classified as low achievers. Tutors will be available to students performing at or above grade level upon request. Students who are not performing at their grade level will be assisted as outlined in this section "Students Who Are Academically Low Achieving" and strategies for teaching English Language Learners", so that they can catch up and achieve proficiency at their grade level. Improvement of academic success for these students will be monitored on a regular basis by in-class assessments. Parents may stay informed during this process through meetings and online grading.

D: SPECIAL POPULATIONS

STUDENTS WHO ARE HIGH ACHIEVING

IEC expects all students to reach high standards of academic achievement. Honors courses are designed for students who are high achieving. The courses from the Apex Learning Curriculum are courses that meet the needs of motivated students seeking to accelerate their learning and deepen conceptual understanding. With many opportunities to apply, extend, and synthesize knowledge, Honors courses are ideally suited to prepare students for the rigors of Advanced Placement courses. Each semester course offers 90-120 hours of interactive direct instruction, guided practice, and robust enrichment, with integrated formative, summative, and diagnostic assessment. Families and students, working with a counselor will design a learning plan tailored for the student. In order to qualify for "honors" marked classes, students must have received a grade of "B" or better in prior coursework. For example, in order for a tenth-grade student to take honors English, he or she would have needed to receive a "B" or better averaged across both semesters of ninth-grade English. Students at Integrity Educational Center will be offered a broad range of opportunities for high achieving students, such as students will be eligible to have concurrent enrollment in community college classes, and get accelerated credits towards high school graduation. IEC will work out an agreement with Merritt College or another college school associated with a college system to make courses available to eleventh and twelfth grade students who are academically prepared to successfully complete the course. Cost related to the courses will be paid by IEC. IEC will organize academic programs during the after school from 3:00pm-4:30pm (M, TU, TH, and Wednesday 3:19pm - 4:34pm). During this time there will be a continuation of some of the elective classes that will make a school wide impact for students such as the Career Center. Students will be participating in test to determine possible vocational interest, developing Job resume and interview skills to become competitive in the workforce, Students will get leads on jobs via the career center.

D: SPECIAL POPULATIONS

STUDENTS WHO ARE HIGH ACHIEVING

The video production class will be taking place for those student who are selected who will be developing broadcast journalism skills (video production, audio music mixing, writing for news) Student will produce a 30 minute video magazine show that is designed to be aired once a month on TV. Other school to work classes will take place such as computer repair, construction etc.

Some students will have signed an agreement to enroll in Regional Occupational Programs at another location or participate in business internships. Other students might enroll in other educational programs during the after school program like preparing to take the California High School Proficiency Exit Exam or (CHSPE). If they are 18 years of age or have completed the 10th grade. The test is also an option if a student has completed the 2nd semester of the 10th grade. Taking the GED test is an option if the student is 18 or within 60 days of 18th birthday (or within 60 days of when the student would have graduated from high school). Other options that are available for high achieving students are listed below:

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

The development team will conduct a feasibility study by the fourth year of the schools operation to determine the creation of an independent study program.

E: SPECIAL POPULATIONS

SPECIAL EDUCATION

SPECIAL EDUCATION:

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

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

STUDENT SUCCESS TEAMS:

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

E: SPECIAL POPULATIONS

STUDENT SUCCESS TEAMS

STUDENT SUCCESS TEAMS:

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

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

E: SPECIAL POPULATIONS

SPECIAL EDUCATION

SECTION 504:

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

A 504 team will be assembled by the IEC Principal or designee. The team shall include qualified persons who are knowledgeable about the student and have the ability to extrapolate the meaning of evaluation data and placement options and the legal requirements for least restrictive environment. IEC will make provisions for students who have exceptional needs such that they are not governed by the terms of the federal special education Law (IDEA) but may require accommodations or services pursuant to the terms of section 504 of the Rehabilitation Act. The petitioners intend to enter into an agreement with WCCUSD for provision of special education services. A Memorandum of Understanding (herein referred to as MOU) would need to be entered prior to July 1, 2012. The MOU would include the following:

- Child Find, identification and referral process
 - IEP development, review and revision
 - Complaints and due process
 - Non-Discriminatory enrollment
 - Interim placement of students with existing IEPs
 - Compliance oversight
 - Staffing, transportation
 - Staff training
 - Funding , including general fund contribution,
-
- Procedures for transferring between the charter school and district

E: SPECIAL POPULATIONS

PROVISION OF SERVICES

PROVISION OF SERVICES:

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

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

E: SPECIAL POPULATIONS

PROVISION OF SERVICES

PROVISION OF SERVICES:

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

IDENTIFICATION AND REFERRAL:

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

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

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

E: SPECIAL POPULATIONS

PROVISION OF SERVICES

PROVISION OF SERVICES:

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

ASSESSMENT:

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

INDIVIDUALIZED EDUCATION PLAN:

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

E: SPECIAL POPULATIONS
INDIVIDUALIZED EDUCATION PLAN

INDIVIDUALIZED EDUCATION PLAN:

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

CONCERNS /COMPLAINTS:

Steps to address parents/guardians concerns:

1. Unofficial parent /teacher meeting
2. Official IEP meeting that will include making changes to the active IEP
3. Request for an IEP by the parent /guardian can be made at any time of the year
4. If parent /District are still not satisfied other steps can be taken

In consultation with Integrity Educational Center, the district may initiate a due process hearing on behalf of a student enrolled in Integrity Educational Center as the district determines is legality necessary to meet a school agency's responsibilities under Federal and State law. The district and IEC shall work together to defend any due process hearing brought by a student enrolled in IEC. In the event that the district determines legal counsel representation is needed, the district and IEC shall be jointly represented by legal counsel.

E: SPECIAL POPULATIONS
CONCERNS /COMPLAINTS

CONCERNS /COMPLAINTS:

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

FUNDING:

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

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

E: SPECIAL POPULATIONS:

ENGLISH LANGUAGE LEARNERS

ENGLISH LANGUAGE LEARNERS:

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

IEC will provide direct instruction in English Language Development to ensure that every English learner gains at least one English Language proficiency level each year. Integrity Educational Center registration forms will request information regarding the language spoken at home. Students from homes where a language other than English is used will be asked to identify their primary language. IEC will use the California English Language Development Test (CELDT), unless the school has proper documentation of the student's re-designation as fluent English Proficient. The CELDT will also be used for the annual assessment of each student's ELD level, with scores on the California Standards Test (CST) in English Language Arts (ELA), teacher observation, and optional parent input as secondary factors. The CELDT will be administered annually to ELL students as required by the California Department of education. IEC will use annual CELDT and CST data, teacher observations and optional parent input to identify English Language Learners, determine their English Language Development (ELD) Levels and reclassify ELL students as English proficient when appropriate. Once an English Learner is identified, a conference will be scheduled with the parent to outline the instructional program, the teachers role in its implementation, and teachers, parents and school role in providing support.

Professional development training will be provided to our staff (as mentioned in our school calendar) to help teachers utilize scaffolding techniques that will be at or near the students reading level in their natural language. ~~All teachers will be required to have a clear CLAD certification by the end of their first year as a~~ condition of employment.

E: SPECIAL POPULATIONS:
ENGLISH LANGUAGE LEARNERS

ENGLISH LANGUAGE LEARNERS:

IEC will also provide instructional material for ELL students and provide a curriculum framework that is aligned to the standards. Monitoring the progress of ELL students on API and AYP scores is paramount to insuring that the school will meet its benchmarks. An over arching supplement to this will be the use of providing instructional support in the home language of students who have low ELD levels. For students classified as English Language Learners, the instructional program at IEC will be designed to promote fluent speech, listening, writing and reading in English. The program will be based on the English Language Development standards (found at <http://www.cde.ca.gov/re/pn/ld/documents/englangdev-std.pdf>).

Tutoring for ESL students will take place during the after school program.

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

F: PUPIL OUTCOMES

METHODS OF ASSESSMENT

METHODS OF ASSESSMENT:

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

ACADEMIC PERFORMANCE INDEX:

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

G: PUPIL PROGRESS

ASSESSMENT

ASSESSMENT:

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

ASSESSMENT:

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

Integrity Educational Center will use standardized testing and reporting tools including tests produced for public schools and California achievement tests, California English Language Development Test (CELDT), and California High School Exit Exam (CAHSEE).

G: PUPIL PROGRESS

MEASURABLE SCHOOL OUTCOME

MEASURABLE SCHOOL OUTCOME:

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

MEASURABLE SCHOOL OUTCOME GOALS:

Integrity Educational Center pursues the following school outcomes:

- ☐ IEC will meet or exceed the average performance levels of drop out recovery charter schools such as Siatech, which is located on Treasure Island in San Francisco., California.
- ☐ The school will demonstrate school-wide improvement on standardized tests.
- ☐ The school will maintain an attendance rate at least equal to WCCUSD.
- ☐ The school will have a lower dropout rate than the district norm.
- ☐ Students who are knowledgeable about educational pathways and career choices
- ☐ Produce quality work across the curriculum

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

G: PUPIL PROGRESS

EFFECTIVE COMMUNICATORS WHO:

- ☐ Demonstrate skills of speaking, listening, reading and writing in a variety of situations.
- ☐ Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings
- ☐ Express themselves effectively through writing

REPORTING OF DATA:

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

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

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

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

G: PUPIL PROGRESS

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

H: GOVERNANCE CAPACITY

ARTICLES OF INCORPORATION:

Articles of Incorporation have been approved by the Secretary of State.

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

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

ADEQUATE BYLAWS, POLICIES AND PROCEDURES FOR GOVERNING BODY OPERATION:

An important element of Integrity Educational Center's Board of Trustees is to possess the skill sets of organizational and technical designs. This will be accomplished by having all board members complete 16 hours of training in charter school governance and finance. All board members will have:

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

The Integrity Educational Board of Education agrees to voluntarily comply with the Ralph M. Brown Act (government Code 54950, et seq.) and Political Reform Act (government code 87100, et seq., IEC Board of Trustees will commit to compliance with the terms of government Code Section 1090 et seq., and the common law conflict of interest doctrine. An established conflict of interest policy has been developed, signed and enacted (see addendum 1 IEC, INC Conflict of Interest Policy.) Duties of the board members are listed in the signed bylaws agreement (see addendum 1. with reference to Bylaws, and Article 3 entitled Trustees, elements 1-9.) All board members will establish sub committees and delegate authority as needed. Board members will work on school policies such as student /parent handbook (the establishment and revision of the handbook). The governance board will develop and or revise bylaws and Articles of Incorporation for the school. The governance board will be the responsible agent for accountability requirements established by Senate Bill 1448 and the charter itself, as well as policies regarding staff and board responsibilities, budget development and approval.

H: GOVERNANCE CAPACITY

The school's bylaws will require an approval by a minimum of three Governance Board Members by the second board meeting. Potential Board members will complete an application and submit a letter of interest and a resume. Board members will reflect the student population and be of a diverse professional background. The governance board will meet at 7:00 p.m. on the third Thursday of every three months (this may change). The location will be determined later. The Board of Directors shall consist of a minimum of three (3) and a maximum of eleven (11) voting members. The board meets at least four times a year. Each board member will hold office for two years and until a successor, (board member) has been qualified, designated and appointed. The term of office of a board member shall be elected to fill a vacancy in the beginning of the date of the member's election. The term will continue: (1) For the balance of the unexpired term in the case of a vacancy created because of the resignation, removal or death of a Board member; or (2) for the term specified by the board in the case of a vacancy resulting from the increase of the number of directors authorized. Any subsequent vacancies on the Integrity Educational Center Board may be filled by a majority vote of a quorum of directors. Election of Board Members is governed by IEC bylaws.

GOVERNANCE EXPERIENCE/QUALIFICATIONS:

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

H: GOVERNANCE CAPACITY

OPERATING PLAN:

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

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

IEC will be governed in accordance with applicable Federal, State and Municipal laws and regulations relating to public agencies and charter schools. The school will be nonsectarian in its programs, admission policies, employment practices, and all other operations. It will not discriminate based on race, religion, ethnicity, national origin, disability, or gender.

SCHOOL SITE COUNCIL:

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

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

I: MANAGEMENT CAPACITY

OPERATING PLAN / PARENT INVOLVEMENT:

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

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

I: MANAGEMENT CAPACITY

OPERATING PROCEDURE:

The development team anticipates enrolling about 57 students in the 10th grade and 93 students 11th grade. The development team bases this estimate on the level of community interest in the school thus far. The intended grade level enrollment of Integrity Educational Center for the first 5 years is shown in the following table:

Grade	Year 1 2012/2013	Year 2 2013/2014	Year 3 2014/2015	Year 4 2015/2016	Year 5 2016/2017
10 th Grade	93	90	100	110	115
11 th Grade	57	95	98	149	150
12 th Grade		55	92	41	65
Total	150	240	290	300	330

I: MANAGEMENT CAPACITY

RACIAL AND ETHNIC BALANCE:

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

- Hold presentations, information sessions at libraries, community centers, existing schools
- Host open houses and schedule campus tours
- Distribute brochures and application materials at Community Centers, shopping malls and other places of broad public access
- Disseminate information about the school at other possible places where students and families of diverse backgrounds can be reached
- Advertise in the local media
- Post street signs in designated advertising locations
- Maintain an informative web page
- Integrity Educational Center will distribute recruitment materials, host open house events and provide tours of the school sites. In addition, advertise in the local media in other languages, such as Spanish, in addition to English.
- Integrity Educational Center will hire educators who have experience with underrepresented communities and neighborhoods. Integrity Educational Center teachers will be sensitive to the ethnic and racial backgrounds of the school's students. The teacher will be aware of learning techniques that may be different for each student. ~~The teacher shall when necessary, differentiate the instruction for~~ students in the classroom.

I: MANAGEMENT CAPACITY

ADMISSION REQUIREMENTS:

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

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

- A written application is required from each student. This application form will include contact information and available student record from the student's current school. Applicants are asked to complete an enrollment package, which includes medical records, parent-student compact, student pledge, parent involvement agreement, lunch application, and record release form.
- Students may apply for admission at any time during the year. If the school is at capacity, the applications will be held until the school's primary enrollment period (May/June). Application deadline for enrollment will be set on an annual basis by the school administration.

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

Day.

MANAGEMENT CAPACITY

ADMISSION REQUIREMENTS:

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

INTAKE/ORIENTATION:

With respect to the student target population that Integrity Educational Center will be serving, there will be online registration and a mandatory student/ parent (or guardian) 50-minute orientation bi-monthly after the first school wide orientation. This orientation will include:

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

I: MANAGEMENT CAPACITY

PROCEDURE TO ENSURE HEALTH AND SAFETY OF STUDENTS AND STAFF:

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

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

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

I: MANAGEMENT CAPACITY

PROCEDURE TO ENSURE HEALTH AND SAFETY OF STUDENTS AND STAFF:

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

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

I: MANAGEMENT CAPACITY

SUSPENSION AND EXPULSION:

A comprehensive and well-accepted set of disciplinary policies is essential to ensure a safe and effective educational environment. IEC will develop a student handbook before classes commence in the fall of 2012. The handbook will detail the school regulations and policies as well as the school's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. This handbook will be distributed to students, parents, teachers and community members. The school discipline policy will be reviewed with students and parents upon admission. In addition, the school discipline policy, including the list of offenses for which students are subject to suspension or expulsion, will be reviewed and amended from time to time based on California Education code updates, staff and parent's input as well as IEC Board of Directors, and student feedback. This policy will ensure that it will provide adequate safety for students, staff and visitors to the school and serve the best interests of the school's students and their parents/guardians. Written policies and procedures regarding student discipline shall be provided to students, parents and staff on an annual basis and whenever they are revised. Moreover, the IEC Board of Directors shall provide WCCUSD with a copy of student discipline policies and procedures.

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

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

I: MANAGEMENT CAPACITY

SUSPENSION AND EXPULSION CONTINUED:

In -school suspension will be utilized as an element of progressive discipline in some cases. The student will spend time with a staff member doing work at the reflection table. This action is part of a program that enables a student, who is being disruptive in class or on campus, to be removed from regular programs and remain in school. This is done to recognize the fact that there are times when students have difficulty controlling certain behaviors and the student needs to be away from regular activities to reflect on behavior, regain control, and maintain academic studies. While participating in, the in school suspension, students will be receiving regular assignments from their classroom teachers. If the behavior continues, the student will receive home suspension. The principal or deans of students will home suspend any student with 10 or more days of in school suspension.

With the target population in mind progressive discipline coupled with "Positive Behavior Support" is the underlining intervention that will be used to confront overarching issues such as alcohol and drug use and abuse, truancy, expressions of extreme anger, and repeated suspendable offenses. IEC will use due diligence with alternatives to suspension and behavioral health services.

A student will not receive more than 20 days of suspension in one year. IEC will use the School Accountability Report Card criteria for reporting Suspension and Expulsion as a way of informing district of disciplinary incidents. IEC has adopted the grounds for suspension and expulsion of students as enumerated in education Code Sections 48900, 48900.2, 48900.3, 48900.4, and 48900.7. These include:

- Cause, attempted to cause, or threaten to cause physical injury to another person or willfully use force or violence upon the person of another, except in self- defense.
- Posses or sell or otherwise furnish any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student has obtained written permission to posses the item from a certificated school employee, with the principal or designee's concurrence.

I: MANAGEMENT CAPACITY

SUSPENSION AND EXPULSION CONTINUED:

- Unlawfully offer, arrange, or negotiate to sell any controlled substance as defined in Health and safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sell, deliver or otherwise furnish to any person another liquid substance or material and represent same as controlled substance, alcoholic beverage or intoxicant.

Commit or attempt to commit robbery or extortion

- Cause or attempt to cause damage to school property or private property
- Stole or attempted to steal school property or private property
- Posses or use tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- Commit an obscene act or engage in habitual profanity or vulgarity.
- Unlawfully poses or unlawfully offer, arrange, or negotiate to sell any drug paraphernalia, as defined in health and safety code 11014.5
- Disrupt school activities or otherwise willfully defy the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- Knowingly receive stolen school property or private property
- Possess an imitation firearm, i.e., and a replica of a firearm that is so substantially similar in physical properties to an existing firearm.
- Commit a sexual assault as defined in penal code 261,266c,286,288,288a or 289, or commit a sexual battery as defined in Penal Code 243.4

I: MANAGEMENT CAPACITY

SUSPENSION AND EXPULSION CONTINUED:

- Harass, threaten, or intimidate a student who is a complaining witness or witness in a school disciplinary proceeding for preventing that student from being a witness and /or retaliating against that student for being a witness.
- Make terrorist threats against school officials and/or school property as defined in Education Code Section 48900.7
- Commit sexual harassment as defined in Education Code Section 212.5
- Cause or attempt to cause, threaten or intimidate a student or group of students.
- Unlawfully offer, arrange to sell, negotiate to sell or sold prescription drugs

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

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

PROCEDURE FOR SUSPENSION /INFORMAL CONFERENCE:

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

I: MANAGEMENT CAPACITY

SUSPENSION AND EXPULSION /NOTICE TO PARENTS/GUARDIANS:

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

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

Upon determination, either the student suspension will be extended, or the student will be informed of other educational options pending the expulsion hearing process.

APPEAL OF SUSPENSION:

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

PROCEDURE FOR EXPULSION:

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

- That the student has committed an expellable offence according to California Education Code
- That other means of corrections are not feasible or have repeatedly failed to bring about proper conduct

I: MANAGEMENT CAPACITY

PROCEDURE FOR EXPULSION:

- That due to the nature of the violations, the presence of the student causes a continuing danger to the physical safety of the student or others.

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

PROCEDURE FOR EXPULSION:

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

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

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

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

- The date and place of the hearing
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based
- A copy of the Integrity Educational Center disciplinary rules, which relate to the alleged violation
- Notification will be given to the parents/guardian's regarding their obligation to provide information about the student's status in IEC to any other district in which the student seeks enrollment.

I: MANAGEMENT CAPACITY

SUSPENSION AND EXPULSION CONTINUED:

- The opportunity for the student or the student's parent/guardian to appear in person or to employ representatives by a non-attorney or counsel at the sole cost and expense of the parent /guardian of the student recommended for the expulsion hearing.
- The right to inspect and obtained copies of all documents to be used at the hearing
- The opportunity to confront and question all witnesses who testify at the hearing
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

PROCEDURE FOR EXPULSION:

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

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

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

This notice shall include the following:

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

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

1: MANAGEMENT CAPACITY

APPEAL OF EXPULSION:

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

- Whether the IEC Board of Directors acted without or in excess of its jurisdiction
- Whether there was a fair hearing before the IEC Board of Directors
- Whether there was prejudicial abuse of discretion in the hearing reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the IEC Board of Directors

SUSPENSION- EXPULSION OF STUDENTS WITH EXCEPTIONAL NEEDS:

When suspensions involve a student who has been identified as an individual with a disability, or for whom the charter school has a basis on knowledge of a suspected disability pursuant to the individuals with disabilities Act ("IDEA") or who qualifies for services under section 504 of the Rehabilitation ACT of 1973 ("Section 504"), a manifestation determination meeting shall be held no later than the 10th suspension day (whether consecutive or cumulative for the school year) or upon the commencement expulsion proceedings. The manifestation determination meeting shall include WCCUSD, the parent and the relevant members of the student's IEP Team (as determined by the parent and WCCUSD). Integrity Educational Center will follow the requirements of State and Federal laws regarding suspension, expulsion of Special Education students, including but not limited to the requirements that a manifestation determination be made prior to any change of placement. While Special Education students are subject to suspension on the same grounds as general education students, special education students may be suspended for up to, but not more than ten consecutive school days if he or she poses an immediate threat to the safety of himself, herself, or others. Suspension will be imposed only when other means of correction fail to bring about proper conduct. This will be done through a positive behavior intervention plan developed by the IEP team. In the event that a special education student commits one of the acts enumerated in the grounds for suspension or expulsion, she or he is subject to expulsion only if all of the following conditions are met: The IEP team determines that misconduct was not caused by, or was not a direct manifestation of, the student's identified disability.

I: MANAGEMENT CAPACITY

SUSPENSION- EXPULSION OF STUDENTS WITH EXCEPTIONAL NEEDS:

- The team determines that the student had been appropriately placed at the time the misconduct occurred. In order to make this determination, a manifestation determination meeting will be held.

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

EXPULSION OF A STUDENT WITH DISABILITIES:

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

ATTENDANCE ALTERNATIVES:

Those students who chose not to attend Integrity Educational Center will have the right to attend other public schools or pursue a transfer in keeping with existing enrollment and transfer policies of their district or residence.

1: MANAGEMENT CAPACITY

Alternatives to Integrity Educational Center for these students living within WCCUSD attendance area will be the same as those offered to all other students currently residing in the district.

DISPUTE RESOLUTION PROCESS:

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

I: MANAGEMENT CAPACITY

DISPUTE RESOLUTION PROCESS:

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

Written responses ("Written response") shall be tendered to the other party within twenty (20) business days from the date of receipt of written notification. The parties agree to schedule a conference to discuss and resolve the controversy, claim, or dispute at issue ("issue Conference"). The issue conference shall take place within fifteen (15) business days from the date the written response is received by the other party. The written response may be tendered by personal delivery, facsimile, or by certified mail. The written response shall be deemed received (1) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (2) if by facsimile, upon electronic confirmation of receipt; or (3) if by mail, two (2) business days after deposit in the U.S. mail.

If the controversy, claim, or dispute cannot be resolved by mutual agreement at the issue conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with mediation. The mediators fees and the administrative fees of the mediation shall be shared equally amount the parties. Mediation proceedings shall commence within 120 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the control or claim at dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitrator Association. Mediation proceedings must be administered in accordance with mediation rules or guidelines of the American Arbitration Association.

I: MANAGEMENT CAPACITY

DISPUTE RESOLUTION PROCESS:

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

The district shall not intervene in any such internal disputes without the consent of the governing board of the school and shall refer any complaints or reports regarding such disputes to WCCUSD school site council and/or principal. The district agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreement has occurred, unless the district believes there may be an immediate threat to the health or safety of students or employees at the site, or unless the School Site Council has requested the district to intervene in the dispute.

I: MANAGEMENT CAPACITY

DISPUTES BETWEEN INTEGRITY EDUCATIONAL CENTER /WCCUSD:

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

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

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

I: MANAGEMENT CAPACITY

IMMEDIATE REVOCATION:

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

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

The principal of IEC shall have the responsibility of processing post-termination affairs on behalf of the charter School, and working with the business manager for returning restricted or categorical public funds to their original source. In the event that IEC closes, the WCCUSD, parents and students will be provided sufficient written notice to make appropriate arrangements to attend other schools. At a minimum, sufficient notice will be sixty calendar days prior to closure. IEC agrees to work cooperatively with the WCCUSD to place students in appropriate schools and to provide the names and addresses for further contact to the appropriate resident school district. IEC shall provide student records to the WCCUSD or other appropriate organization enrolling the students 45 (forty-five) calendar days prior to closure. Integrity Educational Center shall also provide the WCCUSD a financial update and proposed closing of the books for the school no later than thirty calendar days after closure and a final audit within ninety calendar days after closure. The final audit will include a report explaining IEC handling of assets and liabilities and will be prepared by an independent auditor. IEC and the independent auditor will verify that the final audit of the school assets and liabilities is performed. The IEC attorney would pay down all liabilities and transfer all remaining assets, as allowable by law, to another non-profit educational institution.

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

I: MANAGEMENT CAPACITY

ADEQUATE PLAN FOR INSURANCE:

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

1. Worker's compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect IEC from claims under Worker's Compensation Acts, which may arise from its operations.
2. General Liability, Comprehensive Bodily Injury, and Property Damage Liability for combined single limit coverage of not less than \$2,000,000 for each occurrence. The policy shall be endorsed to name the Richmond Unified School District and the Board of Education of WCCUSD as additional insured.
3. Fidelity Bond coverage shall be maintained by IEC to cover all charter school employees who handle , process, or otherwise have responsibility for charter school funds, supplies equipment or other assets . In addition, we will agree that WCCUSD shall have no responsibility for losses of student property, and IEC will hold WCCUSD harmless from any such losses resulted from the negligence of WCCUSD.

I: MANAGEMENT CAPACITY

INSURANCE CERTIFICATES:

IEC shall keep on file certificates that have the appropriate signatures of the authorized representatives of the insurance carrier. Certificates shall be endorsed as follows: The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits, or non-renewed except after 30 days prior written notice by certified mail, return receipt requested, has been given to the district. Facsimile or reproduced signatures are not acceptable. The district reserves the right to require complete certified copies of the required insurance policies.

OPTIONAL INSURANCE:

IEC will carry analyze the feasibility of having insurance coverage for damage or theft to school, employees of student property, for student accident, or any other type of insurance coverage not previously mentioned earlier, this insurance will not be provided by the district and it will be obtained at IEC's cost and is the responsibility of IEC charter school.

INDEMNIFICATION:

IEC shall comply with the law, hold harmless, indemnify and defend the district, its officers, directors, and employees from and against any and all claims, demands, actions, suits, losses, liability expenses and cost including, without limitation, attorney's fees and cost arising out of injury to any persons, including death or damage to any property caused by, connected with, or attributable to the willful misconduct, negligent acts, errors or omissions of IEC or its officers, employees, expenses and consultant, excepting only those claims, demands, actions, suits, losses, liability expenses and costs caused by the negligence or willful misconduct of the district, its officers, directors, and employees. The district shall be named as an additional insured under all insurance carried on behalf of IEC as outlined above.

I: MANAGEMENT CAPACITY

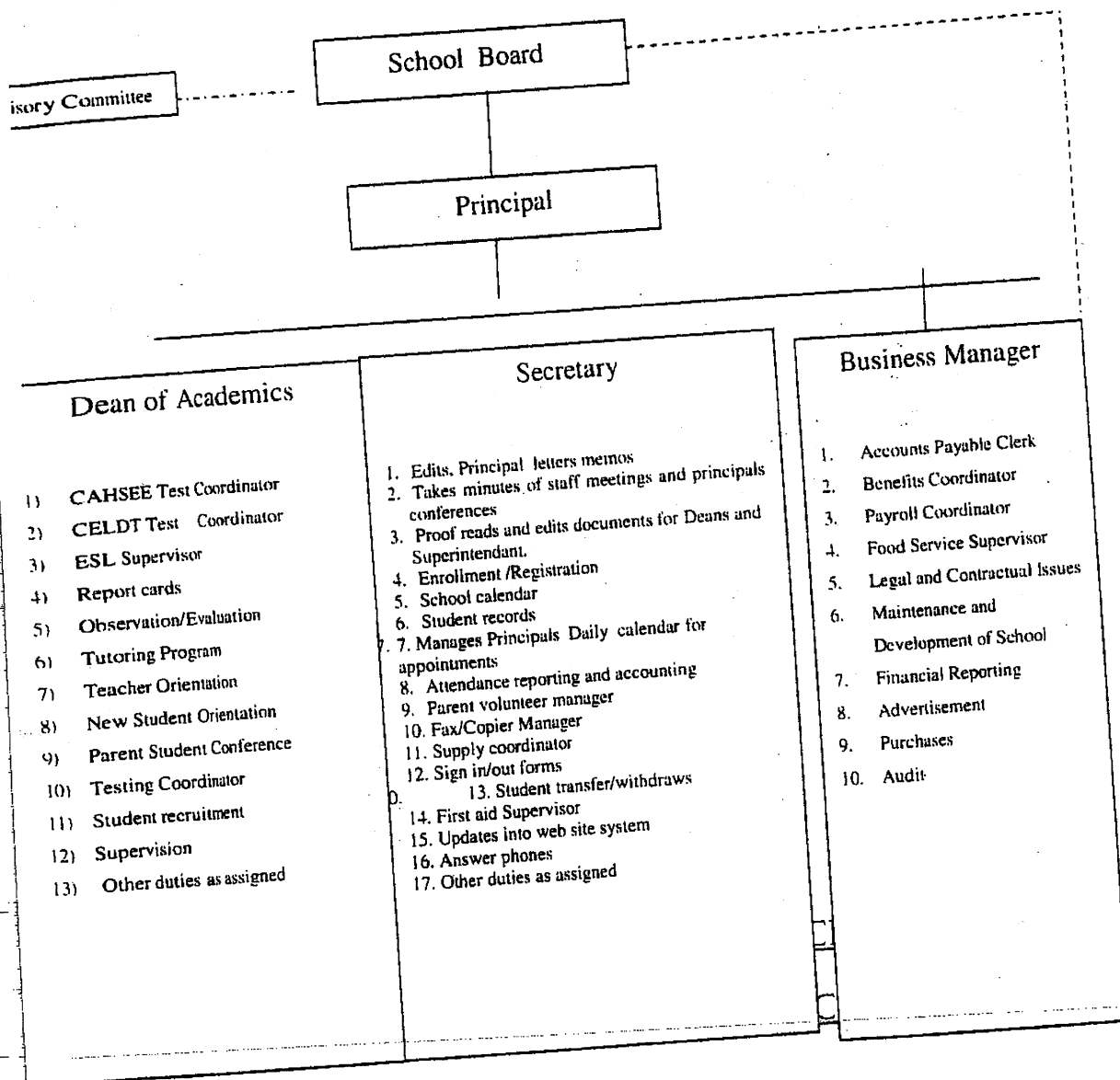
INDEMNIFICATION:

Under this charter, the district shall, to the fullest extent permitted by law, hold harmless, indemnify, and defend IEC, its officers, directors, and employees from and against any and all claims, demands, actions, suits, losses, liability expenses and costs including, without limitation, attorney's fees and cost arising out of injury to any persons, including death or damage to any property caused by, connected with, or attributable to the willful misconduct, negligent acts, errors or omissions of the district or its officers, employees, agents and consultants excepting only those claims, demands, actions, suits, losses, liability expenses and cost caused by the negligence or willful misconduct of IEC, its officers, directors, and employees.

I: MANAGEMENT CAPACITY

MANAGEMENT STRUCTURE:

INTEGRITY EDUCATIONAL CENTER ORGANIZATIONAL CHART



JOB TITLE: Principal
(Job Description)

Work Year: 225 Days

BASIC FUNCTION: The **Principal** will be the senior authority and will be responsible for reporting to the Board of Directors.

DUTIES AND RESPONSIBILITIES:

Manage use of school facilities. Supervise maintenance of facilities to ensure a clean, orderly and safe campus

- Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with the student handbook
- Direct and manage extracurricular and leadership programs
- Communicate with the chartering agency and attend necessary meetings
- Report to the chartering agency and the state when required
- Career Technical Education Coordinator/Teacher
- Daily Operations/Employee Compliance/Evaluation of personnel
- Accreditation/Renewal /PR& Media/Web page
- WCCUSD Liaison /Technology Coordinator.
- State reporting/prop 39/prop 49
- Human Resources/ Grant Management

MINIMUM QUALIFICATIONS, EDUCATION AND EXPERIENCE:

- Advanced Degree in education, Administrative Services Credential & Teaching Credential,
- Verifiable leadership experience and skills in K-12 Education.
- Commitment to the mission and goals of the school
- Experience in teaching the target population
- Experience in Vocational Education programs and/or using technology
- Possess or obtain upon employment , a valid California Drivers License
- Provide proof of automobile insurability

All applicants shall be accorded equality of consideration without discrimination or abridgement because of race, religious creed, color national origin, ancestry, physical handicap, sex, or age. New employees hired shall be required to take a drug screen test at IEC's cost and will be subject to department of Justice Clearance. Offers of employment will not be signed until after screening results and /or Department of Justice Clearances are received.

I: MANAGEMENT CAPACITY CONTINUED

JOB TITLE: Dean of Academics
(Job Description)

Work Year: 220 Days

BASIC FUNCTION: To assist the principal in fulfilling his/her chief responsibilities of promoting the educational well being of each student in the school.

DUTIES AND RESPONSIBILITIES:

- Coordinate facilities , direct and assists the counselors with services related to student support
- Coordinates the administration of the school-wide testing program and assist s the appropriate school personnel to analyze and interpret test results to the staff, parents and students.
- Assists in establishing discipline throughout the student body and supervise extracurricular activities and student s on and off campus.
- Works with parents , faculty and student groups in advancing educational and related activities
- Performs other duties as assigned by the principal.

MINIMUM QUALIFICATIONS, EDUCATION AND EXPERIENCE:

At least four years of successful teaching experience, and or counseling experience a valid certification as an administrator or supervisor or willingness to complete a program. A Master's Degree or equivalent is required.

- Possess or obtain upon employment , a valid California Drivers License
- Provide proof of automobile insurability

All applicants shall be accorded equality of consideration without discrimination or abridgement because of race, religious creed, color national origin, ancestry, physical handicap, sex, or age. New employees hired shall be required to take a drug screen test at IEC's cost and will be subject to department of Justice Clearance. Offers of employment will not be signed until after screening results and /or Department of Justice Clearances are received.

I: MANAGEMENT CAPACITY

JOB TITLE: **Business Manager**
(Job Description)

Work Year: 225 Days

BASIC FUNCTION: The Business Manager.

DUTIES AND RESPONSIBILITIES:

- Work under pressure of short deadlines and meet schedules and timelines
- Provide fiscal leadership to the principal and school board
- Perform complex calculations to prepare reports, verify reports and make accounting projections
- Supervise the payroll function
- Make salary and budget cost projections.
- Work with staff to prepare for audits

Responsible To: Principal/Board of Trustees

MINIMUM QUALIFICATIONS, EDUCATION AND EXPERIENCE:

- Completion of State Business Manager Certification
- Bachelor of science degree in Business Administration, accounting or related field of study
- Three years of verifiable experience in accounting
- Possess or obtain upon employment , a valid California Drivers License
- Provide proof of automobile insurability

All applicants shall be accorded equality of consideration without discrimination or abridgement because of race, religious creed, color national origin, ancestry, physical handicap, sex, or age. New employees hired shall be required to take a drug screen test at IEC's cost and will be subject to department of Justice Clearance. Offers of employment will not be signed until after screening results and /or Department of Justice Clearances are received.

I: MANAGEMENT CAPACITY CONTINUED

JOB TITLE:

TEACHERS
(Job Description):

Work Year:

213 Days – 8 Hours/Day

PRIMARY FUNCTION: Provides an educational program for students, to assist in other school programs as assigned, to maintain control, preserve suitable learning conditions, evaluate student progress, and implement teacher standards. Teachers will:

- Provide a quality, enriched and powerful curriculum
 - Meet with other teachers for mutual assistance and improvement of classroom activities
 - Obtain Cross Cultural Language and Academic Development Credential at the end of the first year of employment
- Maintain regular, punctual attendance.

Directly Responsible To: Principal

Minimum Qualifications: Valid and appropriate California single subject teaching credential

EDUCATION AND EXPERIENCE:

Experience working with at risk students is desirable and the ability to maintain an orderly classroom.

Knowledge and experience with project based instruction. The teacher must be able to produce a portfolio as a part of evaluation and student assessment.

All applicants shall be accorded equality of consideration without discrimination or abridgement because of race, religious creed, color national origin, ancestry, physical handicap, sex, or age. New employees hired shall be required to take a drug screen test at IEC's cost and will be subject to department of Justice Clearance. Offers of employment will not be signed until after screening results and /or Department of Justice Clearances are received.

I: MANAGEMENT CAPACITY CONTINUED

JOB TITLE: School Secretary
(Job Description)
Work Year: 12 months

BASIC FUNCTION: Under direction of a principal, coordinate and provide secretarial and clerical services in a high school office; provide public relations and communication service

DUTIES AND RESPONSIBILITIES:

Serve as secretary to the principal, preparing communications, making appointments and speaking on behalf of the principal; compose correspondence independently; type various reports memos and schedules. The secretary will operate a variety of office equipment, maintain the principal's confidential files and appointment schedule and coordinate meetings. Also included in this job is to greet substitutes and provide them with needed information and materials ensure adequate stocks of supplies, submit equipment repair and work orders and perform related duties as required.

MINIMUM QUALIFICATIONS, EDUCATION AND EXPERIENCE:

Any combination equivalent to training and experience that could likely provide the required knowledge, skills and abilities would be qualifying. Consideration is given to candidates that have a high school diploma, taken business courses and secretary experience.

- Possess a typing certificate
- Possess or obtain upon employment, a valid California Drivers License
- Provide proof of automobile insurability

All applicants shall be accorded equality of consideration without discrimination or abridgement because of race, religious creed, color national origin, ancestry, physical handicap, sex, or age. New employees hired shall be required to take a drug screen test at IEC's cost and will be subject to department of Justice Clearance. Offers of employment will not be signed until after screening results and /or Department of Justice Clearances are received.

J: EMPLOYMENT CAPACITY

QUALIFICATIONS OF SCHOOL EMPLOYEES:

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

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

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

J: EMPLOYMENT CAPACITY

PRINCIPAL:

The principal will handle the day-to-day operations, such as hiring all staff, decisions regarding curriculum and instruction, classroom management issues, student assessment and services.

The Principal will hire teachers who meet the requirements for employment. As a general policy, the IEC Principal will hire, train and employ part-time or full time non-certificated teachers to teach non-core classes if they have good subject area expertise and experience in teaching students.

Selection of teachers will be based on their teaching experience, the degree of subject matter expertise. The Principal will hire and terminate the administrative and teaching personnel. Demonstrate classroom instructional capabilities.

- Abide by the Employee handbook developed by the School Administration and the Principal

CLASSIFIED AND OTHER PERSONNEL:

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

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

J: EMPLOYMENT CAPACITY

COMPENSATION PLAN / CONTRACT:

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

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

Integrity Educational Center will hire, employ and treat all employees based on professional merits and performance-oriented monitoring. The school will not discriminate against any employee based on race, color, creed, age's national origin, disability, or marital status. IEC does plan on using a formal salary schedule developed below and on subsequent pages. The IEC principal will make recommendations to Board of directors who will have the authority to ratify or keep the proposed pay scale or future pay scales. In an effort to be competitive and retain qualified staff the following scale has been developed. Additional salary increases and bonus compensation may be provided to individual employees for their contribution to school and student success.

The standardized pay scale is as follows for Certificated Administration, and Classified Business Manager:

POSITION	Year 1	Year 2	Year 3	Year 4	Year 5
Principal	\$95,000	\$101,650	\$108,765.50	\$116,379.08	\$124,525.61
Dean	\$65,000	\$68,250	\$71,662.5	\$75,245.63	\$79,007.91
Business Manager	\$65,000	\$68,250	\$71,662.5	\$75,245.63	\$79,007.91

J: EMPLOYMENT CAPACITY

COMPENSATION PLAN CONTRACT:

The secretary's salary is documented below and is competitive:

POSITION	Year 1	Year 2	Year 3	Year 4	Year 5
School Secretary	\$40,000	\$40,960	\$42,066	\$43,328	\$44,671

Note: IEC's starting teacher salary is \$35,938 which is a competitive salary. \$52,471 is used for average staffing and operating cost projections. Five years work experience credit will be given (BA + 60 units). \$52,471 is the highest initial rate for instructors. Experience is based on 75% of a school year in a position requiring a credential. Certificated salary schedule reflects a work year of 213 days for teachers.

Teachers' salary scale:

STEP	I=BA	II=BA +15	III= BA + 30	IV= BA +45	V= BA + 60	VI=BA + 75	VII+BA+VII=BA+90
1	35,938	37,839	41,586	41,863			
2	37,772	39,750	42,681	43,924	46,108		
3	39,602	41,654	43,774	45,967	48,229		
4	40,410	43,558	45,743	48,017	50,336		
5	43,264	45,467	47,714	50,080	52,471		
6	45,102	47,362	49,692	52,123	54,588	56,873	
7	46,940	49,268	51,677	54,177	56,700	59,016	
8	48,771	51,169	53,647	56,240	58,816	61,162	
9		53,080	55,627	58,285	60,948	63,302	66,152
10			57,602	60,333	63,069	65,445	68,291
11			59,572	62,388	65,180	67,590	70,493
12			61,549	64,445	67,497	69,732	72,699

J: EMPLOYMENT CAPACITY

COMPENSATION PLAN/CONTRACT:

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

The employees of IEC may organize and choose to form a collective bargaining unit under the charter school. This unit will be independent of any other bargaining unit. If the employees form such a bargaining unit, the IEC Board will negotiate in good faith.

RETIREMENT BENEFITS:

IEC Board will make participating in STRS available to teachers and other eligible persons working at the school's sites. For contributing staff, Integrity Educational Center will make the appropriate employee STRS withholding from the employee's paycheck and will contribute the employer's portion. All of the employees who are not members of STRS, plan, must contribute to the federal social security system to the extent required by federal law. IEC will not participate in the PERS system. Other school sponsored retirement plans may be implemented according to policies developed by the board of directors and adopted as the school's employee policies. The business manager will be the IEC staff person responsible for coordinating these services at the site in accordance with Cal. Code regs., § tit. 511967.5 (f) (11). IEC anticipates working with WCCUSD or the County to create any reports required by STRS. The school shall pay the District or County its actual cost for the provision of such services.

J: EMPLOYMENT CAPACITY

MANDATORY BENEFITS:

Mandatory benefits, such as workers compensation, unemployment insurance, Medicare (and social security for non-STRS member) will be provided by Integrity Educational Center.

RIGHTS OF RETURN:

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

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

All school personnel will be evaluated annually.

EDUCATIONAL EMPLOYMENT RELATIONS ACT:

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

K: FINANCIAL CAPACITY

YEAR 1: 2012-2013

FINANCIAL AND PROGRAMMATIC AUDIT:

A start-up year plan with reasonable assessment costs.

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

Assumptions:	10 th	11 th	Total
Enrollment	93	57	150
Percent Students Who Attend on Average Day	86%	86%	
Estimate Average Daily Attendance (ADA)	79.98	49.02	129
Free/Reduced Price Lunch (95% of overall students)			143
English Language Learner (25% of overall students)			38
State Funding:			
General Purpose Funding per ADA	\$5,781	\$5,781	\$ 745,749
Categorical Block Grant per ADA	\$399	\$399	\$ 51,471
Economic Impact Aid per Eligible Student	\$313	\$313	\$ 26,996
Lottery Revenue per ADA funds flow starting Year 2	0	0	
Special Education Per eligible student based on ADA	\$402	\$402	\$ 51,858
Federal Funding:			
Title I Compensatory Education Per free /reduced lunch	\$216	\$216	\$ 30,780
Title 2 Teacher/ Principal Training /Recruit Per ADA	\$30.60	\$30.60	\$ 3,947
CDE PCSGP Grant			\$ 250,000
High Quality Grant			\$ 230,000
Loans and Fundraising:			
Charter School Cash Flow & Revolving Loan			\$ 250,000
Other Fundraising			\$ 20,000
Microsoft Education Technology Voucher per enrollment	\$5.31	\$5.31	\$ 797
Total Revenue			\$1,661,598

K: FINANCIAL CAPACITY

YEAR 1: 2012-2013

Table 2. Year 1 IEC Estimate Staffing Operating Cost **Note 22:1 during 1st year**

Assumptions:		
Classroom Teachers (average salary for teachers)	8	\$ 52,471
Substitute Cost/Day	48	125
Certificated Personnel:		
Teacher Salary		419,768
Principal	1	95,000
Counselors (salary the same as a teacher)	0.5	26,236
School Psychologist	0.3	18,900
Resource Specialist	0.5	30,000
Non-Certificated Personnel:		
Secretary	1	40,000
Campus Monitor	1	38,000
Substitute and Part-time Personnel:		
Substitute Teachers		6,000
Teen Peer Consultant	1	22,678
Contractors:		
Business Services	3% of Revenue	49,848
Technology Technician		25,000
Janitorial Service		23,400
Retirement & Benefits: (% of salary)		
Health Insurance	3.85%	25,714
Other Retirement (STRS)	8.25%	49,162
Social Security	6.20%	4,836
Workers Comp	5.053%	9,685
Medicare	1.45%	33,749
Unemployment Insurance	1.33%	8,883

K: FINANCIAL CAPACITY

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

Salary and Benefits Costs	Principal	Teachers	Certificated	Non-Certificated	Contractors	Substitutes	Teen Peer Consultant	Total
Base Salary	\$95,000	\$419,768	\$75,136	\$78,000	\$98,248	\$6,000	\$22,678	\$794,830
Health	3,658	16,161	2,893	3,003	0	0	0	\$25,715
Social Security				4,836	0		\$1,406	\$6,242
Other Retirement	7,838	34,631	6,199			\$495	0	\$49,163
Medicare	1,378	6,087	1,089	1,131	0			\$9,685
Workers Comp	4,800	21,211	3,797	3,941	0			\$33,749
Unemployment Insurance	1,264	5,583	999	1,037	0			\$8,883
Total	\$113,938	\$503,441	\$90,113	\$91,948	\$98,248	\$6,495	\$24,084	\$928,267

K: FINANCIAL CAPACITY

YEAR 2: 2013-2014

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

	10 th	11 th	12 th	Total
Assumptions:				
Enrollment	90	95	55	240
Percent Students Who Attend on Average Day	88%	88%	88%	
Estimate Average Daily Attendance (ADA)	79	84	48	211
Free/Reduced Price Lunch (95% of overall students)				143
English Language Learner (25% of overall students)				38
State Funding:				
General Purpose Funding per ADA	6.080	6.080	6.080	1,284.096
Categorical Block Grant per ADA	399	399	399	84,269
Economic Impact Aid per Eligible Student	409	409	409	56,442
Lottery Revenue per ADA funds flow starting Year 2	321	321	321	41,409
Special Education Per eligible student	412	412	412	87,014
Federal Funding:				
Title 1 Compensatory Education Per free /reduced lunch	221	221	221	49,248
Title 2 Teacher/ Principal Training /Recruit Per ADA	31.21	31.21	31.21	3,488
CDE PCSGP Grant				
High Quality Grant				
Loans and Fundraising:				
Charter School Cash Flow & Revolving Loan				
Other Fundraising				20,000
Microsoft Education Technology Voucher per enrollment	\$5.31	\$5.31	\$5.31	1,274
Total Revenue				\$ 1,827,241

YEAR 2: 2013-2014

Table 5. Year 2 IEC Estimate Staffing Operating Cost Note 24:1 during 2-5 year

Assumptions:		
Classroom Teachers (average salary for teachers)	10.5	\$ 53,760
Substitute Cost/Day	63	125
Certificated Personnel:		
Teacher Salary		564,480
Principal	1	101,650
Dean	1	65,000
Counselor	1	54,588
School Psychologist	0.3	19,051
Resource Specialist	1	61,400
Non-Certificated Personnel:		
Secretary	1	40,960
Campus Monitor	1	38,912
Substitute and Part-time Personnel:		
Substitute Teachers		7,875
Teen Peer Consultant	1	22,678
Contractors:		
Business Services	3% of Revenue	54,817
Technology Technician		25,600
Janitorial Service		24,350
Retirement & Benefits: (% of salary)		
Health Insurance	3.85%	36,423
Other Retirement (STRS)	8.25%	72,135
Social Security	6.20%	4,952
Medicare	1.45%	13,718
Workers Comp	5.053%	47,803
Unemployment Insurance	1.33%	12,582

K: FINANCIAL CAPACITY

YEAR 2: 2013-2014

Table 6. Year 2 IEC Staffing & Operating Cost (In Detail)

Salary and Benefits Costs	Principal	Teachers	Dean	Certificated	Non-Certificated	Contractors	Substitutes	Teen Peer Consultant	Total
Base Salary	\$ 101,650	\$ 564,480	\$ 65,000	\$ 135,039	\$ 79,872	\$ 104,767	\$ 8,190	\$ 22,678	\$1,081,676
Health	3,914	21,732	2,503	5,199	3,075	0	0	0	\$36,423
Social Security					4,952	0		1,406	\$6,358
Other Retirement	8,386	46,570	5,363	11,141			676	0	\$72,136
Medicare	1,474	8,185	943	1,958	1,158	0			\$13,718
Workers Comp	5,136	28,523	3,284	6,824	4,036	0			\$47,803
Unemployment Insurance	1,352	7,508	865	1,796	1,062	0			\$12,583
Total	\$ 121,912	\$676,998	77,958	\$ 161,957	\$ 94,155	\$ 104,767	\$ 8,866	\$ 24,084	\$1,270,697

K: FINANCIAL CAPACITY

YEAR 3: 2014-2015

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

Assumptions:	10th	11th	12th	Total
Enrollment	100	98	92	290
Percent Students Who Attend on Average Day	92%	92%	92%	
Estimate Average Daily Attendance (ADA)	92	90	85	267
Free/Reduced Price Lunch (95% of overall students)				276
English Language Learner (25% of overall students)				73
State Funding:				
General Purpose Funding per ADA	6,262	6,262	6,262	1,670,702
Categorical Block Grant per ADA	399	399	399	106,453
Economic Impact Aid per Eligible Student	420	420	420	70,035
Lottery Revenue per ADA funds flow starting Year 2	329	329	329	69,485
Special Education Per eligible student				112,856
	423	423	423	
Federal Funding:				
Title 1 Compensatory Education Per free /reduced lunch	225	225	225	60,886
Title 2 Teacher/ Principal Training /Recruit Per ADA	31.84	31.84	31.84	4,299
CDE PCSGP Grant				
High Quality Grant				
Loans and Fundraising:				
Charter School Cash Flow & Revolving Loan				
Other Fundraising				20,000
Microsoft Education Technology Voucher per enrollment	\$5.31	\$5.31	\$5.31	1,540
Total Revenue				\$ 2,266,256

K: FINANCIAL CAPACITY

YEAR 3: 2013-2014

Table 8. Year 3 IEC Estimate Staffing Operating Cost Note 24:1 during 3-5 years

Assumptions:		
Classroom Teachers (average salary for teachers)	12.5	\$ 55,212
Substitute Cost/Day	75	125
Certificated Personnel:		
Teacher Salary		
Principal	1	108,766
Dean	1	68,250
Counselor	1	56,700
School Psychologist	0.3	22,085
Resource Specialist	1.5	94,500
Non-Certificated Personnel:		
Secretary	1	42,066
Campus Monitor	1	39,963
Substitute and Part-time Personnel:		
Substitute Teachers		9,375
Teen Peer Consultant	1	22,678
Contractors:		
Business Services	3% of Revenue	67,988
Technology Technician		52,400
Janitorial Service		25,300
Retirement & Benefits: (% of salary)		
Health Insurance	3.85%	43,215
Other Retirement (STRS)	8.25%	86,642
Social Security	6.20%	5,086
Medicare	1.45%	16,276
Workers Comp	5.053%	56,719
Unemployment Insurance	1.33%	14,929

K: FINANCIAL CAPACITY

YEAR 3: 2013-2014

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

Salary and Benefits Costs	Principal	Teachers	Dean of Academics	Certificated	Non certificated	Contractors	Substitutes	Teen Peer Consultants	Total
Base Salary	\$ 108,766	\$690,150	\$ 68,250	\$ 173,285	\$82,029	\$98,248	9,750	\$22,678	\$ 1,253,
Health	\$4,187	\$26,571	\$ 2,628	\$ 6,671	3,158	0		0	\$ 43.2
Social Security	0		0	0	5,086	\$		1,406	\$ 6.
Other Retirement	STRS \$ 8,973	STRS \$56,937	STRS \$ 5,631	\$14,296		0	\$804	0	\$ 86.
Medicare	\$1,577	\$10,007	\$ 990	\$ 2,513	\$1,189	\$			\$ 16,276
Workers Comp	\$ 5,496	\$34,873	\$ 3,449	\$ 8,756	\$4,145	\$			\$ 56,715
Unemployment Insurance	\$ 1,477	\$9,179	\$ 908	\$ 2,305	\$1,091	\$			\$ 14,930
Total	\$130,446	\$827,717	\$81,856	\$207,826	\$96,698	\$98,248	\$10,554	\$24,084	\$ 1,477,

K: FINANCIAL CAPACITY

YEAR 4: 2014-2015

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

Assumptions:	10 th	11 th	12 th	Total
Enrollment	110	149	41	300
Percent Students Who Attend on Average Day	92%	92%	92%	
Estimate Average Daily Attendance (ADA)	101	137	38	276
Free/Reduced Price Lunch (95% of overall students)				285
English Language Learner (25% of overall students)				75
State Funding:				
General Purpose Funding per ADA	6,456	6,456	6,456	1,781,856
Categorical Block Grant per ADA	399	399	399	110,124
Economic Impact Aid per Eligible Student	432	432	432	74,520
Lottery Revenue per ADA funds flow starting Year 2	339	339	339	90,445
Special Education Per eligible student	435	435	435	120,060
Federal Funding:				
Title 1 Compensatory Education Per free /reduced lunch	229	229	229	64,125
Title 2 Teacher/ Principal Training /Recruit Per ADA	32.47	32.47	32.47	4,537
CDEPCSGP Grant				
High Quality Grant				
Loans and Fundraising:				
Charter School Cash Flow & Revolving Loan				20,000
Other Fundraising				
Microsoft Education Technology Voucher per enrollment	\$5.31	\$5.31	\$5.31	1,593
Total Revenue				\$ 2,267,260

K: FINANCIAL CAPACITY

YEAR 4: 2014-2015

Table 11. Year 4 IEC Estimate Staffing Operating Cost 24:1 during years 3-5

Assumptions:		
Classroom Teachers (average salary for teachers)	13	\$ 56,868
Substitute Cost/Day	78	125
Certificated Personnel:		
Teacher Salary		739,284
Principal	1	116,379
Dean	1	71,500
Counselor	1	56,873
School Psychologist	0.3	22,747
Resource Specialist	2	129,984
Non-Certificated Personnel:		
Secretary (Classified)	1	43,328
Campus Monitor	1	41,162
Substitute and Part-time Personnel:		
Substitute Teachers		9,750
Teen Peer Consultant	1	22,678
Contractors:		
Business Services	3% of Revenue	68,018
Technology Technician		53,600
Janitorial Service		26,250
Retirement & Benefits: (% of salary)		
Health Insurance	3.85%	47,018
Other Retirement (STRS)	8.25%	94,620
Social Security	6.20%	5,238
Medicare	1.45%	17,708
Workers Comp	5.053%	61,710
Unemployment Insurance	1.33%	16,243

FINANCIAL CAPACITY

YEAR 4: 2014-2015

Table12. Year 4 IEC Staffing & Operating Cost (In Detail)

Salary and Benefits Costs	Principal	Teachers	Dean	Certificated	Non-Certificated	Contractors	Substitutes	Teen Peer Consultant	Total
Base Salary	\$ 116,379	\$739,284	\$71,500	\$ 209,604	\$ 84,490	\$ 147,868	\$ 10,140	\$ 22,678	\$ 1,401,943
Health	4,481	28,462	2,753	8,070	3,253		0	0	\$47,019
Social Security					5,238			1,406	\$6,644
Other Retirement	9,601	60,991	5,899	17,292			837	0	\$94,620
Medicare	1,687	10,720	1,037	3,039	1,225				\$17,708
Workers Comp	5,881	37,356	3,613	10,591	4,269				\$61,710
Unemployment Insurance	1,548	9,832	951	2,788	1,124				\$16,243
Total	\$ 139,577	\$886,645	\$85,753	\$ 251,384	\$ 99,599	\$ 147,868	\$ 10,977	\$ 24,084	\$ 1,645,887

K: FINANCIAL CAPACITY

YEAR 5: 2015-2016

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

Assumptions:	10th	11th	12th	Total
Enrollment	115	150	65	330
Percent Students Who Attend on Average Day	92%	92%	92%	
Estimate Average Daily Attendance (ADA)	106	138	60	304
Free/Reduced Price Lunch (95% of overall students)				314
English Language Learner (25% of overall students)				83
State Funding:				
General Purpose Funding per ADA	\$6,650	\$6,650	\$6,650	2,018,940
Categorical Block Grant per ADA	\$399	\$399	\$399	121,136
Economic Impact Aid per Eligible Student	\$446	\$446	\$446	84,629
Lottery Revenue per ADA funds flow starting Year 2	\$350	\$350	\$350	96,600
Special Education Per eligible student	\$449	\$449	\$449	136,316
Federal Funding:				
Title 1 Compensatory Education Per free /reduced lunch	\$233	\$233	\$233	71,792
Title 2 Teacher/ Principal Training /Recruit Per ADA	\$32.98	\$32.98	\$32.98	5,090
CDE PCSGP Grant				
High Quality Grant				
Loans and Fundraising:				
Charter School Cash Flow & Revolving Loan				
Other Fundraising				20,000
Microsoft Education Technology Voucher per enrollment	\$5.31	\$5.31		1,752
Total Revenue				\$ 2,556,255

YEAR 5: 2015-2016

Table 14. Year 5 IEC Estimate Staffing Operating Cost 24:1 during years 3-5

Assumptions:		
Classroom Teachers (average salary for teachers)	13.5	\$ 58,631
Substitute Cost/Day	81	125
Certificated Personnel:		
Teacher Salary		791,519
Principal	1	124,526
Dean	1	74,750
Counselor	1	58,816
School Psychologist	0.3	23,452
Resource Specialist	2.5	167,518
Non-Certificated Personnel:		
Secretary	1	44,671
Campus Monitor	1	42,438
Substitute and Part-time Personnel:		
Substitute Teachers		10,125
Teen Peer Consultant	1	22,678
Contractors:		
Business Services	3% of Revenue	76,688
Technology Technician		54,800
Janitorial Service		27,200
Retirement & Benefits: (% of salary)		
Health Insurance	3.85%	51,116
Other Retirement (STRS)	8.25%	103,217
Social Security	6.20%	5,401
Medicare	1.45%	19,251
Workers Comp	5.053%	67,088
Unemployment Insurance	1.33%	17,658

K: FINANCIAL CAPACITY

YEAR 5: 2015-2016

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

Salary and Benefits Costs	Principal	Teachers	Dean	Certificated	Non-Certificated	Contractors	Substitutes	Teen Peer Consultant	Total
Base Salary	\$124,526	\$791,519	\$74,750	\$ 249,786	\$ 87,109	\$ 158,688	\$ 10,530	\$ 22,678	\$ 1,519,586
Health	4,794	30,473	2,878	9,617	3,354		0	0	\$51,116
Social Security					5,401			1,406	\$6,807
Other Retirement	10,273	65,300	6,167	20,607			869	0	\$103,216
Medicare	1,806	11,477	1,084	3,622	1,263				\$19,252
Workers Comp	6,292	39,995	3,777	12,622	4,402				\$67,088
Unemployment Insurance	1,656	10,527	994	3,322	1,159				\$17,658
Total	\$149,347	\$949,291	\$89,650	\$ 299,576	\$ 102,688	\$ 158,688	\$ 11,399	\$ 24,084	\$ 1,784,723

K: FINANCIAL CAPACITY

ADMINISTRATIVE SERVICES:

A financial plan is in place. It is anticipated that a progressive ADA rate will arise from year 1, such that 150 students enrolled in the school will equate to an 86% ADA rate. IEC anticipates reaching full enrollment of 330 student by year 5 (2016/2017) and having an ADA rate of 92% at this time. Progressive class size ratios will also be utilized that start at 22:1 in the first year and rise and stabilize at 24:1 for the second year and beyond. This allows IEC to hold true to its mission statement found on page 7. Title I funds will be pursued in an effort to hold true to our mission of keeping small class sizes that will not exceed 24:1 Student to teacher ratio. As mentioned on the previous IEC Estimated Funding Model and Categorical Funding Sources, IEC will use State Lottery generated money on instructional materials. Title II money would be used for staff development and conferences, such that IEC follows the guidelines allowable under Title II.

For the first five years, IEC plans to contract with outside sources before a business manager is hired to handle the business operations of the school. After the entity is selected and establishes an accounting system, they will then be given the responsibility of handling payroll and the tax withholdings procedure. One entity will be used for all business services to reduce confusion and have clear accountability. IEC will ensure that the vendor will have experience in charter school finances and/or school finances.

K: FINANCIAL CAPACITY

AUDIT ASSURANCE:

The Business Manager is the person who is responsible for contracting/overseeing the independent audit. Integrity Educational Center guarantees to provide reports required by the WCCUSD as outlined below.

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

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

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

FINANCIAL AUDIT

Integrity Educational Center will oversee the completion of an annual audit of the school's financial affairs. Integrity Educational Center will retain independent auditors with educational audit experience. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable office of management and budget circulars.

K: FINANCIAL CAPACITY

FINANCIAL AUDIT

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

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

PROGMATIC AUDIT:

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

K: FINANCIAL CAPACITY

REVENUE FLOW:

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

L: FACILITIES

IEC has contacted a real estate agent who is working with us to identify a building that fits the needs of Integrity Educational Center

Option: "B" IEC will apply for facilities financing assistance under the state's Charter School Facilities Grant program, which is structured to provide facilities assistance to charter schools serving a high percentage of free and reduced-priced lunch students by paying a portion of a charter school's monthly facilities costs. IEC anticipates seventy-five percent of its on-going facilities lease cost reimbursed as mentioned in our petition on page 8 we anticipate 70% of our students will be eligible free and reduced Lunch and will meet the requirements facility assistance from the school district as the last option under the proposition 39 requirements if another building isn't available.

Any facility selected will meet federal, state and local building codes and requirements applicable to California charter school before the building will be used by IEC.

M: IMPACT ON THE CHARTER AUTHORIZER

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

California Education Code Section 47605(g)

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

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

The IEC Board of Trustees does not foresee any civil liability in regards to IEC or WCCUSD, IEC will not access or rely on the District for favors, services, or support in the day-to-day operation of the charter school. The term of this charter will begin on July 1, 2012, and expire five years later on May 31, 2016.

COMMUNICATIONS CLAUSE:

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

mediareeel@aol.com

James E. Madden, Jr.

ADDENDUM

1

Approved Articles of Incorporation by the Secretary of State,
Approved EIN number, Signed Conflict Of Interest Policy, Signed Bylaws.
Evidence of Mailing to the IRS for 501 (C) (3) status

JUN 7 2011

**ARTICLE OF INCORPORATION
OF****INTEGRITY EDUCATIONAL CENTER, INC.**

I: The name of the corporation (hereinafter referred to as the "corporation") is:

INTEGRITY EDUCATIONAL CENTER, INC.**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 of California for public purposes. It is a public school/college.

B. The specific purpose of this corporation is to educate students 16 years old and above.

III:

The name and address in this State of the corporation's initial agent for service of process in accordance with section 5130(c). Is Harold Clemetson, California 94608.

IV:

The names and addresses of the persons appointed to act as initial directors are:

Name

Address

James Madden Jr.

Harold Clemetson

VI:

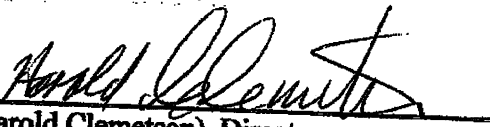
A. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3), Internal Revenue Code.

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.

VII:

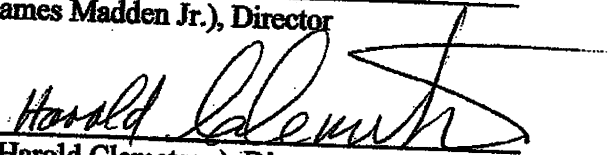
The property of this corporation is irrevocably dedicated to charitable purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person. Upon the dissolution or winding up of the corporation, 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 Section 501(c)(3), Internal Revenue Code.


(James Madden Jr.), Director


(Harold Clemetson), Director

We declare that we are the persons who execute the foregoing Articles of Incorporation which execution is our act and deed.


(James Madden Jr.), Director


(Harold Clemetson), Director

Signed on June 06, 2011



I hereby certify that the foregoing
transcript of 2 page(s)
is a full, true and correct copy of the
original record in the custody of the
California Secretary of State's office.

JUN 20 2011

Date: _____



DEBRA BOWEN, Secretary of State



Department of the Treasury
Internal Revenue Service
P.O. BOX 2508
CINCINNATI OH 45201

In reply refer to: 9999999999
Aug. 15, 2011 LTR 3367C SO
45-2600367 000000 00

00020604
BODC: TE

INTEGRITY EDUCATIONAL CENTER INC
C/O JAMES MADDEN

CA 94608

11/10/11

.77

Employer Identification Number: 45-2600367
Tax Form: 1023
Document Locator Number: 17053-209-31204-1
For assistance, call: 1-877-829-5500

Dear Applicant,

We received your application for exemption from Federal income tax and your user fee payment.

During the initial review process, applications for exemption are separated into three groups:

1. Those that can be processed immediately based on information submitted,
2. Those that need minor additional information to be resolved, and
3. Those that require additional development.

If your application falls in the first group or second group, you will receive your determination letter stating that you are exempt from Federal income tax or a request for information via phone, fax, or letter. If your application falls within the third group, you will be contacted when your application has been assigned to an Exempt Organizations specialist for technical review. You can expect to be contacted within approximately 90 days from the date of this notice.

IRS does not issue "tax exempt numbers" or "tax exempt certificates" for state or local sales or income taxes. If you need exemption from these taxes, contact your state or local tax offices.

General information about the application process and tax-exemption can be found by visiting our website, www.irs.gov/eo. If you are unable to locate the information needed, you may call our toll free number shown above Monday through Friday. When communicating with us, please refer to the employer identification number and document locator number shown above.

Sign up for Exempt Organizations' EO Update, a regular e-mail newsletter that highlights new information posted on the Charities pages of irs.gov. To subscribe, go to www.irs.gov/eo and click on "EO Newsletter."

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Aug. 15, 2011 LTR 3367C S0
45-2600367 000000 00
00020605

INTEGRITY EDUCATIONAL CENTER INC
C/O JAMES MADDEN
CA 94608

For other general information, tax forms, and publications, visit
www.irs.gov

Sincerely yours,

Robert Choi
Robert Choi, Director
EO Rulings & Agreement

**Department of the Treasury
Internal Revenue Service
Ogden, UT 84201**

In reply refer to: 0457769810
Jun 30, 2011 LTR 147C
45-2600367

INTEGRITY EDUCATIONAL CENTER

CA 94608-2216 282

Taxpayer Identification Number: 45-2600367

Form(s):

Dear Taxpayer:

This letter is in response to your telephone inquiry of June 30th, 2011.

Your Employer Identification Number (EIN) is 45-2600367. Please keep this number in your permanent records. You should enter your name and your EIN, exactly as shown above, on all business federal tax forms that require its use, and on any related correspondence documents.

If you have any questions regarding this letter, please call our Customer Service Department at 1-800-829-0115 between the hours of 7:00 AM and 10:00 PM. If you prefer, you may write to us at the address shown at the top of the first page of this letter. When you write, please include a telephone number where you may be reached and the best time to call.

Sincerely,



**Thomas Lofgren
1000247578
Customer Service Representative**

Integrity Educational Center, Inc.
Conflict of Interest

Article I - Purpose

The purpose of the conflict of interest policy is to protect the Integrity Educational Center, Inc. interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II - Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement.
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement.
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III - Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion.

of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV - Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V - Compensation

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI - Annual Statements

Each director, officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy.
- b. Has read and understands the policy.
- c. Has agreed to comply with the policy, and
- d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

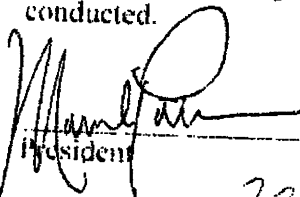
Article VII - Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

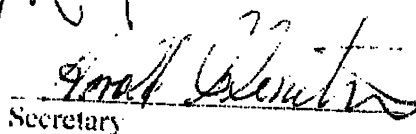
- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII - Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.


President

7/11/11
Date


Secretary

7/11/11
Date

Treasurer

Date

INTEGRITY EDUCATIONAL CENTER

A California nonprofit Public corporation

BYLAWS

ARTICLE 1 - NAME

The name of this corporation is Integrity Educational Center.

ARTICLE 2 - PRINCIPAL OFFICE

The principle office of the corporation shall be fixed and located at such a place within the State of California, as the Board of Trustees shall determine. The Board is granted full power and authority to change said principle office from one location to another within the state of California.

ARTICLE 2 - PURPOSE

Integrity Educational Center is organized exclusively for educational, and scientific purposes specified in Section 501(c)(3) of the Internal Revenue Code, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code.

ARTICLE 3 - TRUSTEES

Full Board

- a) The corporation shall have no fewer than three (3) and no more than fifteen (15) trustees who collectively shall be known as the Board of Trustees.
- b) The activities and affairs of this corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board of Trustees subject to the provisions of the law and any limitations in the Articles of Incorporation and these Bylaws. It shall be the duty of the trustees to:
 - i) Plan for the organization's future by setting strategic direction through short and long-term goals and monitoring the progress towards those goals;
 - ii) Provide policy governance for Integrity Educational Center through by-laws, financial policies, investment management and legal compliance;
 - iii) Monitor and assess the management, development, and program activities of Integrity Educational Center for consistency and alignment with mission and policies;

- iv) Evaluate the appropriateness and effectiveness of the corporation's mission and policies, and make changes as necessary;
 - v) Approve, monitor, and evaluate the organization's budgets and request changes be made as necessary;
 - vi) Enhance the organization's public image;
 - vii) Actively participate in the funding of the organization through fundraising activities;
 - viii) Appoint and remove, employ and discharge, and, except as otherwise provided in these Bylaws, prescribe the duties and fix the compensation of all officers and agents of the corporation;
 - ix) Meet at such times and places as required by these Bylaws.
- c) **Term of Office.** The Board of Trustees initial term shall be one year followed automatically by a second term of two year.
- d) **Compensation.** Trustees shall serve without compensation except that a reasonable fee may be paid to Trustees for attending regular and special meetings of the board. In addition, they shall be allowed reasonable advancement or reimbursement of expenses incurred in the performance of their duties.
- e) **Nominations of trustees.** Prior to the Annual Meeting, the chief organizers will appoint the trustee board members.
- a) **Election of trustees.** Trustees whose term expires shall be re-elected or replaced by elected successors at the annual meeting. Election shall be by a majority vote of the Board of Trustees. Votes may be cast by any method of communication in accordance with standard business practice. Each trustee shall cast one vote per candidate, and may vote for as many candidates as the number of candidates to be elected to the board. The candidates receiving the highest number of votes shall be elected to serve on the Board.
- A person so appointed shall also serve the duration of the term. If the number of Trustees then in office is less than a quorum, a vacancy on the board may be filled by approval of a majority of the Trustees then in office, or by a sole remaining Trustee.
- b) **Removal.** Trustees shall serve until the expiration of their term, resignation, or if they should become unable to act. A Trustee may be removed at any time by a majority vote of the Board of Trustees.

ARTICLE 4 - OFFICERS

- a) **Designation of Officers.** The elective officers of Integrity Educational Center shall be a President or Chief Executive Officer (CEO), one or more Vice President, a Secretary, and a Treasurer. The appointed officers shall be one or more Vice Presidents, Assistant Secretaries, Assistant Treasurers, and other such officers with such titles as may be determined from time to time by the elected officers and approved by the Board of Trustees.
- b) **Qualifications.** Any person of legal age may serve as officer.
- c) **Election and term of office.** Officers shall be elected by the Board of Trustees, as required, and each officer shall hold office until he or she resigns or is removed or is otherwise disqualified to serve, or until his or her successor is elected, whichever occurs first.
- d) **Removal and resignation.** Any officer may be removed, with or without cause, by a majority vote of the Board of Trustees, at any time. Any officer may resign at any time by giving written notice to the Board of Trustees or to the President or Secretary of the corporation. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The above provisions of this Section shall be superseded by any conflicting terms of a contract that has been approved or ratified by the Board of Trustees relating to the employment of any officer of the corporation.
- e) **Vacancies.** Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any officer shall be filled by the Board of Trustees. In the event of a vacancy in any office other than that of President, such vacancy may be filled temporarily by appointment by the President until such time as the Board shall fill the vacancy. Vacancies occurring in offices of appointed officers may or may not be filled at the discretion of the appointer and with the approval of the Board.
- f) **Duties of the Chairperson.** The Chairperson of the Board shall be the senior Board member of the Board of Trustees and shall have general responsibility for the functioning of Integrity Educational Center. He or she shall preside at meetings of the Board of Trustees and the Executive Committee.
- g) **Duties of the Office of the President.** The President shall be the Chief Executive Officer of the corporation and shall, subject to the control of the Board of Trustees, supervise and control the affairs of the corporation and the activities of the officers.

He or she shall perform all duties incident to his or her office and such other duties as may be required by law, by the Articles of Incorporation, or by these Bylaws, or which may be prescribed from time to time by the Board of Trustees. The President shall appoint any Vice-Presidents and shall delegate the duties of the Office of the President at his/her discretion. Duties of the Office of the President include:

- i) Providing leadership to the organization and delivering consistent achievement of the organization's mission, goals, and objectives;
 - ii) Direct responsibility for the operations, programs, and assets of the corporation;
 - iii) Periodic reporting to the Board of Trustees on the internal and external matters affecting the condition and performance of the organization;
 - iv) Execution of such deeds, mortgages, bonds, contracts, checks, or other instruments authorized by the Board of Trustees;
 - v) In the absence of the Chairperson of the Board of Trustees, the President shall preside at all meetings of the Board of Trustees.
- h) Duties of Office of the Secretary. The Secretary shall appoint any Assistant Secretaries and shall delegate the duties of the Office of the Secretary at his/her discretion. The duties of the Office of the Secretary include:
- i) Maintenance at the principal office of the corporation the original, or a copy, of these Bylaws as amended or otherwise altered to date.
 - ii) Maintenance at the principal office of the corporation or at such other place as the board may determine, a book of minutes of all meetings of the Trustees, and, if applicable, meetings of committees of Trustees, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof.
 - iii) Distribution and posting of all notices, agendas, and pertinent information in accordance with the provisions of these Bylaws or as required by law.
 - iv) Custody of the records and of the seal of the corporation and affix the seal, as authorized by law or the provisions of these Bylaws, to duly executed documents of the corporation.

- v) Maintenance at the principal office of the corporation a membership record containing the name and address of each and all members of the Board of Trustees, and in the case where any membership has been terminated, he or she shall record such fact in the membership record together with the date on which such membership ceased.
 - vi) Exhibit at all reasonable times to any Trustee of the corporation, or to his or her agent or attorney, on request there from, the Bylaws, the membership record, and the minutes of the proceedings of the Trustees of the corporation.
 - vii) All general duties incident to the office of Secretary and such other duties as may be required by law, by the Articles of Incorporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Trustees.
- i) Duties of the Office of the Treasurer. The Treasurer shall appoint any Assistant Treasurers and shall delegate the duties of the Office of the Treasurers to the Assistant Treasurers at his/her discretion. The duties of the Office of the Treasurer include:
- i) Charge, custody, and responsibility for, all funds and securities of the corporation, and deposit all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the Board of Trustees.
 - ii) Receipt of monies due and payable to the corporation from any source whatsoever.
 - iii) Disbursement of the funds of the corporation as may be directed by the Board of Trustees, taking proper vouchers for such disbursements.
 - iv) Maintenance of the accounts of the corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains and losses.
 - v) Exhibit at all reasonable times the books of account and financial records to any Trustee of the corporation, or to his or her agent or attorney, on request there from.
 - vi) Render to the President and Trustees, whenever requested, an account of any or all of his or her transactions as Treasurer and of the financial condition of the corporation.
 - vii) Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports.
 - viii) In general, perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation of the corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Trustees.

j) Compensation. The salaries of the officers, if any, shall be fixed from time to time by resolution of the Board of Trustees. In all cases, any salaries received by officers of this corporation shall be reasonable and given in return for services actually rendered to or for the corporation.

ARTICLE 5 - STAFF

Executive Director. The Board of Trustees and the President may jointly hire or appoint an Executive Director for the Corporation. If and when appointed, the Executive Director shall serve as the Chief Operating Officer (COO), shall report directly to the President, and shall be responsible for the Corporation's day-to-day operations. Specifically, the COO shall be responsible for the establishment and administration of financial procedures, including budgets and financial monitoring and reporting; the establishment and administration of human resources policies and procedures; and the establishment and administration of information and communication systems. The COO shall also be responsible for the management of all other hired personnel and shall work with the Board in the area of fundraising and development; programs; and marketing and public relations.

ARTICLE 6- MEETINGS

- a) Regular Meeting. Regular meetings shall be conducted by in person, on the same day of each month, as set at the first meeting of the calendar year. If the regular meeting day falls on a legal holiday, the regular meeting shall be held at the same hour and place on the next business day. No notice shall be given of any regular meeting but the Agenda, pertinent monthly reports, and other relevant materials shall be posted on the school's web site private directory no later than 7 days prior to the meeting.
- b) Annual Meeting. The Annual Meeting of the Board of Trustees shall take place during the last calendar quarter. The specific date, time, and place to be announced no earlier than 90 days and no later than 30 days prior to the meeting. The Annual Meeting shall be combined with the Annual Retreat and, to the extent possible, Trustees shall attend in person. The Annual Meeting Agenda, pertinent annual reports, and other relevant materials shall be posted on the school's web site private directory no later than 14 days prior to the meeting.
- c) Annual Retreat. The Annual Retreat of the Board of Trustees shall take place immediately following the Annual Meeting. The specific date, time, and place to be announced in conjunction with the Annual Meeting announcement.

The agenda and all relevant materials for the Annual Retreat shall be posted to the school's web site private directory no later than 30 days before the retreat.

- d) **Special Meetings.** Special meetings of the Board of Trustees may be called by the Chairperson of the Board, the President, the Vice-President, the Treasurer, the Secretary, or by any three Trustees. Such meetings shall be conducted by phone, or unless otherwise provided by the person or persons calling the special meeting. The Secretary shall give at least one-week prior notice to each Trustee for each special meeting. Such notice shall be sent via e-mail with return receipt requested, and shall state the place, date and time of the meeting and the matters proposed to be acted upon at the meeting.
- e) **Leave of Absence.** A Trustee may request a leave of absence from the Board of up to one year. If the leave of absence causes an undue burden to the Board or hinders the furtherance of the organization's goals and objectives, the Board may elect to consider the leave of absence a temporary vacancy, and fill that vacancy with the term of the temporary office expiring upon return of the Trustee taking the leave of absence.
- f) **Attendance.** Trustees shall attend a minimum of eight (8) meetings per calendar year. Failure to attend the minimum of meetings prescribed by these Bylaws will automatically result in a motion by the Chairperson to remove the Trustee from office. If the motion is not seconded, and passed, the Trustee shall be placed on leave of absence for a duration agreed upon by the Board.
- g) **Quorum.** A quorum shall consist of one half of the members of the Board of Trustees but not less than three (3) Trustees, whichever is greater, except in times where there is less than three (3) Trustees on the Board. Except as otherwise provided under the Articles of Incorporation, these Bylaws, or provisions of law, no business shall be considered by the Board at any meeting at which the required quorum is not present, and the only motion which The Chair shall entertain at such meeting is a motion to adjourn.
- a) **Majority action as Board action.** Every act or decision done or made by a majority of the Trustees present at a meeting duly held at which a quorum is present is the act of the Board of Trustees, unless the Articles of Incorporation, these Bylaws, or provisions of law require a greater percentage or different voting rules for approval of a matter by the board.
- b) **Meeting Conduct.** Meetings of the Board of Trustees shall be presided over by the Chairperson of the Board, or, if no such person has been so designated or, in his or her absence, the President of the corporation or, in his or her absence, by the Vice President

of the corporation or, in the absence of each of these persons, by a Chairperson chosen by a majority of the Trustees present at the meeting.

The Secretary of the corporation shall act as secretary of all meetings of the board, or, in his or her absence, shall appoint an Assistant Secretary or other Trustee to act as Secretary of the Meeting. Meetings shall be governed by **Robert's Rules of Order**, insofar as such rules are not inconsistent with or in conflict with the Articles of Incorporation, these Bylaws, or with provisions of law. All regular meetings shall make use of both, continuing and consent agendas.

ARTICLE 7 - FISCAL POLICY

- a) **Fiscal Year.** Integrity Educational Center's fiscal year shall be from January 1 of one year to December 31 of the same year.
- b) **Financial Planning.** The Board of Trustees shall be responsible for approving the annual budget; monitoring actuals against projected on a quarterly basis and making adjustments to the budget if required.
- c) **Quarterly Financial Reports.** Quarterly financial reports shall be compiled in conformity with standard business accounting practices and reviewed by the Board, within 30 days from each quarter end.
- d) **Annual Financial Statements.** Complete financial statements compiled in conformity with standard business accounting practices, and accompanied by an audit report from an independent CPA, shall be reviewed by the Board within [60 days] of the close of each fiscal year.
- e) **Audits.** There shall be an annual audit of Integrity Educational Center by an independent certified public accountant. The Board of Trustees may direct the audits of other accounts at such time and in such manner as it may specify.
- f) **Disbursements.** Disbursements shall be made only in accordance with specific authorization and consistent with the general budget approved annually by the Board of Trustees.

g) **Annual Report.** An annual report updating as required the Corporation's purpose, structure, programs, and financial condition shall be published in conjunction with the annual financial statements and made publicly available.

h) **Execution Of Instruments.** The Board of Trustees, except as otherwise provided in these Bylaws, may by resolution authorize any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances. Unless so authorized, no officer, agent, or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

i) **Checks And Notes.** Except as otherwise specifically determined by resolution of the Board of Trustees, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the corporation shall be signed by the Treasurer and countersigned by the President of the corporation.

j) **Deposits.** All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the Board of Trustees may select.

k) **Gifts.** The Board of Trustees may accept on behalf of the corporation any contribution, gift, bequest, or devise for the nonprofit purposes of this corporation.

ARTICLE 8 - INDEMNIFICATION

a) **Definitions.** For the purpose of this Article 8, the following definitions apply:

i) **"Agent"** means any person who is or was a trustee, officer, employee, or other agent of the Corporation, or is or was serving at the request of the Corporation as a trustee, officer, employee or agent;

ii) **"Proceeding"** means any threatened, pending, or completed action or proceeding, whether civil, criminal, administrative or investigative;

iii) **"Expenses"** includes, without limitations, attorney's fees and any expenses of establishing the right to indemnification under this Article 8.

b) **Personal Liabilities.** All agents of Integrity Educational Center shall be immune from civil liability in accordance with the California Corporations Code, Section 5231.

c) Indemnification by Corporation. All agents of the Corporation shall be indemnified by the corporation to the fullest extent permissible under the laws of the state of California, provided that the Corporation is authorized by a determination that indemnification of the agent is proper under the specific proceedings and circumstances. Such authorization and determination shall be made by:

- i) A majority vote of the Trustees who are not party to the proceedings;
- ii) The court in which such proceeding is or was pending.

d) Insurance for corporate agents. Except as may be otherwise provided under provisions of law, the corporation shall maintain a Directors and Officers (D&O) insurance policy against liabilities asserted against or incurred by agents, whether or not the corporation would have the power to indemnify the agent against such liability under the Articles of Incorporation, these Bylaws or provisions of law; provided however that the Corporation shall have no power to purchase and maintain insurance to indemnify any agent for a violation of Section 5233 of the California Corporations Code.

ARTICLE 9- CORPORATE RECORDS AND SEAL

a) Corporate Records. The corporation shall keep at its principal office:

i) Minutes of all meetings of Trustees, committees of the board and, if this corporation has members, of all meetings of members, indicating the time and place of holding such meetings, whether regular or special, how called, the notice given, and the names of those present and the proceedings thereof.

ii) Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains and losses.

iii) A record of its members, if any, indicating their names and addresses and, if applicable, the class of membership held by each member and the termination date of any membership.

iv) A copy of the corporation's Articles of Incorporation and Bylaws as amended to date, which shall be open to inspection by the members, if any, of the corporation at all reasonable times during office hours.

b) Corporate Seal. The signature of the Secretary and the Corporation's Seal, shall constitute the corporate seal.

c) Trustees' Inspection Rights. Every trustee shall have the absolute right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation and shall have such other rights to inspect the books, records and properties of this corporation as may be required under the Articles of Incorporation, other provisions of these Bylaws, and provisions of law.

ARTICLE 10-- IRC 501(c)(3) TAX EXEMPTION PROVISIONS

a) Limitations on activities. No substantial part of the activities of this corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation [except as otherwise provided by Section 501(h) of the Internal Revenue Code], and this corporation 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. Notwithstanding any other provisions of these Bylaws, this corporation shall not carry on any activities not permitted to be carried (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

b) Prohibition against private inurement. No part of the net earnings of this corporation shall inure to the benefit of, or be distributable to, its members, directors or trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of this corporation.

c) Distribution of assets. Upon the dissolution of this corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed for one or more exempt purposes within the meaning of Section 510(c)(3) of the Internal Revenue Code or shall be distributed to the federal government, or to a state or local government, for a public purpose. Such distribution shall be made in accordance with all applicable provisions of the laws of this state.

ARTICLE 11 - AMENDMENT OF BYLAWS

a) Amendment. Except as may otherwise be specified under provisions of law, these Bylaws, or any of them, may be altered, amended, or repealed and new Bylaws adopted by approval of the Board of Trustees.

ARTICLE 12 - APPLICATION OF LAW

a) Application of the law of the State of California. In matters not addressed by these Bylaws, this corporation shall be governed in accordance with the State of California Corporation Code for Nonprofit Public Benefit Corporations, Sections

ADOPTION OF BYLAWS

We, the undersigned, are all of the initial trustees or incorporators of this corporation, and we consent to, and hereby do, adopt the foregoing Bylaws, consisting of 11 preceding pages, as the Bylaws of this corporation.

Dated: 7/11/11

Mark P. [Signature]
Edward [Signature]

ADDENDUM

2

COURSE DESCRIPTIONS

CURRICULUM AND INSTRUCTIONS - IEC

Studies indicate that effective use of data to make decisions enhances the ability of schools to become learning organizations by directing continuous improvement efforts (Cromey, 2000; Datnow, Park, & Wohlstetter, 2007; Johnson, 2000; Lafee, 2002; Petrides & Nodine, 2005). First and foremost, data inform instructional Strategies. They help teachers decide how to pace their instruction, align their lessons to standards, identify lessons for re-teaching, guide their flexible grouping of students, and target students for intervention (Datnow et al., 2007; Dembosky et al., 2005; Marsh, Kerr, Ikemoto, Darilek, Suttorp, Zimmer, and Barney, 2005). Second, data help to set and refine concrete goals (Armstrong & Anthes, 2001; Datnow et al., 2007; Supovitz & Klein, 2003; Togneri & Anderson, 2003).

In addition, data can shed light on a discrepancy between grades and test scores which might indicate a need to reexamine grading practices.

Third, data driven practices can foster a culture of inquiry and work to reinforce school priorities by providing supplemental information that aids communication amongst teachers, students, parents, and the rest of the school community (Earl & Katz, 2002; Supovitz & Klein, 2002).

In addition to informing organizational and instructional decision making, emerging research on the use of data highlight their potential in improving teachers' expectations for students. In some instances when educators are

confronted with evidence that challenges their views about students' abilities, data can act as a potential catalyst for changing perceptions (Skrla & Scheurich, 2002).

For example, Armstrong and Anthes (2001) indicated that comparisons to high performing schools with similar student demographics helped teachers in lower achieving schools to stop blaming students' backgrounds for low academic results.

A "data-driven" teacher uses formative assessment data on a regular basis to make adjustments to his or her instructional plan. Moreover, a teacher truly committed to improving student achievement is not willing to settle, but expects all of his or her students to reach high standards.

We want to have a high-performing school and school system so we will use student data in all facets of work to continuously inform and improve instruction.

Because the reform of data-driven decision making cannot be implemented in isolation, we will invest time and resources to build a solid foundation for using data in a meaningful manner.

We aim to emphasize the importance of building a culture that value making instructional decisions on the basis of data and to make our school systems play a particularly important role in providing professional development, school networking opportunities, and structural supports in the form of information management systems and additional personnel to assist with data use. However, because numeric data can fall short of capturing some affective dimensions of student learning, teachers will often rely on their intuition and relationship-building efforts with students to help guide instructional decisions.

Gathering and analyzing data specific to student engagement could provide a powerful tool to improve students' involvement in their own learning. Sharing assessment data with students in the classroom can also enhance students' ownership of their goals and plans for improvement, and we will experiment with different ways of doing this. These efforts to improve teaching and learning through the use of data will invite students to play an active role in contributing to their academic growth and learning environment.

School leaders, department chairs and teachers, will play a key role in observing instruction on a continuous basis and in helping teachers become more reflective and willing to use data to inform their teaching. School administrators will also act as coaches especially to assist new teachers and invest in broad-scale professional development aimed at improving instruction. At the classroom level, there will be new instructional practices taking hold as a result of the use of these efforts.

Teachers will use a combination of formal and informal assessments to guide their instruction. Informal assessments, such as daily quizzes and "exit tickets" (given at the end of a class period to check student understanding of the day's lesson objectives), will give teachers immediate feedback to guide their day-to-day instruction, whereas formal assessments, such as benchmarks, will help to inform longer-term action planning.

IEC ENGLISH COURSES

Course Title: English 10

Grade Level: 10

Credit: 10

Fulfills Graduation Requirement: Yes

Prerequisite: None

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

Course Title: CAHSEE English

Grade Level: 10-12

Credit: 5

Fulfills Graduation Requirement: Yes

Prerequisite: Not Passing CAHSEE English Test

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

IEC ENGLISH COURSES

Course Title: English Language Development

Grade Level: 10-12

Credit: 10

Fulfills Graduation Requirement: Yes

Prerequisite: Limited Proficiency in English

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

Course Title: English Fundamentals

Grade Level: 10-12

Credit: 5

Fulfills Graduation Requirement: Yes

Prerequisite: None

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

IEC ENGLISH COURSES

Course Title: Reading Comprehension

Grade Level: 10-12

Credit: 5

Fulfills Graduation Requirement: Yes

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

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

Course Title: English 2

Grade Level: 11

Credit: 10

Fulfills Graduation Requirement: Yes

Prerequisite: None

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

IEC ENGLISH COURSES

Grade 10: A SURVEY OF WORLD LITERATURE

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

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

Grade 11: American Literature:

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

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

Grade 12: Literature in English:

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

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

IEC MATH COURSES

Course Title: Geometry 10

Grade Level: 10-12

Credit: 10

Fulfills Graduation Requirement: Yes

Prerequisite: Grade of "C" or better in Algebra

This is a year course of the study of points, lines, planes and figures. Students will learn about these topics and discover in lessons and context –based problem solving while continuing development of concepts taught in Algebra. Proofs spatial visualization, logical argumentation, similarity, trigonometry and probability are all introduced. Students will produce a Technology Project.

Course Title: Integrated Math

Grade Level: 10-12

Credit: 10

Fulfills Graduation Requirement: Yes

Prerequisite: Grade of "C" or better in Pre Algebra

This year course is designed to begin with algebra review. It will then begin integration of concepts potential previously learned and will progress into geometry steadily into the second semester. This class is designed provide a balance of problem solving, skill development, and conceptual understanding. The course is based on strengthening algebraic skills while introducing geometric skills. Students will produce a Technology Project.

IEC MATH COURSES

Course Title: Algebra II

Grade Level: 10-12

Credit: 10

Fulfills Graduation Requirement: Yes

Prerequisite: Grade of "C" or better in Algebra

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

Course Title: Pre Algebra

Grade Level: 10-12

Credit: 10

Fulfills Graduation Requirement: Yes

Prerequisite: Grade of "C" or better in General Math

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

Course Title: General Math

Grade Level: 10-12

Credit: 5

Fulfills Graduation Requirement: Yes

Prerequisite: None

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

IEC MATH COURSES

Course Title: CAHSEE Math

Grade Level: 10-12

Credit: 5

Fulfills Graduation Requirement: Yes

Prerequisite: Not Passed the CAHSEE Math test.

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

IEC SCIENCE COURSES

Course Title: Biology 1

Grade Level: 10

Credit: 10

Fulfills Graduation Requirement: Yes

Prerequisite: None

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

Course Title

2nd Year Integrated/Biological Science

Grade Level: 10-12:

Credit: 10

Fulfills Graduation Requirement: Yes

Prerequisite: None

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

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

IEC SCIENCE COURSES

Course Title: Earth Science

Grade Level: 12

Credit: 10

Fulfills Graduation Requirement: Yes

Prerequisite: None

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

IEC SOCIAL STUDIES COURSES

Course Title: Modern World History

Grade Level: 10

Credit: 10

Fulfills Graduation Requirement: Yes

Prerequisite: None

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

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

Students will produce a Technology Project.

IEC SOCIAL STUDIES COURSES

Course Title: Contemporary World Studies

Grade Level: 10

Credit: 5

Fulfills Graduation Requirement: Yes

Prerequisite: None

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

Course Title: United States History

Grade Level: 11

Credit: 10

Fulfills Graduation Requirement: Yes

Prerequisite: None

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

IEC SOCIAL STUDIES COURSES

Course Title: Anthropology

Grade Level: 10-12

Credit: 5

Fulfills Graduation Requirement: Yes

Prerequisite: None

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

Course Title: Economics

Grade Level: 12

Credit: 5

Fulfills Graduation Requirement: Yes

Prerequisite: None

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

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

IEC WORLD LANGUAGE COURSES

Course Title: Spanish 1

Grade Level: 10-12

Credit: 10

Fulfills Graduation Requirement: Yes

Prerequisite: None

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

Course Title: Spanish 2

Grade Level: 10-12

Credit: 10

Fulfills Graduation Requirement: Yes

Prerequisite: "C" or better in Spanish 1

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

IEC VISUAL ARTS COURSES

Course Title: Art 1

Grade Level: 10-12

Credit: 5

Fulfills Graduation Requirement: Yes

Prerequisite: None

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

Course Title: Art History

Grade Level: 10-12

Credit: 5

Fulfills Graduation Requirement: Yes

Prerequisite: None

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

IEC PHYSICAL EDUCATION COURSES

Course Title: General PE

Grade Level: 10-12

Credit: 10

Fulfills Graduation Requirement: Yes

Prerequisite: None

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

Course Title: Team Sports

Grade Level: 10-12

Credit: 5

Fulfills Graduation Requirement: Yes

Prerequisite: None

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

IEC ELECTIVE COURSES

Course Title: Video Production

Grade Level: 10-12

Credit: 10

Fulfills Graduation Requirement: Yes

Prerequisite: None

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

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

IEC ELECTIVE COURSES

Course Title: Career Center

Grade Level: 10-12

Credit: 10

Fulfills Graduation Requirement: Yes

Prerequisite: None

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

Course Title: Mouse Certification

Grade Level: 10-12

Credit: 10

Fulfills Graduation Requirement: Yes

Prerequisite: None

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

ADDENDUM
3
AFFIRMATIONS
&
ASSURANCES,
REQUIRED TEACHER
SIGNATURES

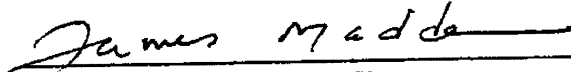
AFFIRMATION /ASSURANCES

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

- ☐ Meet all state wide standards and conduct the student assessments required, pursuant to education Code§ 60605, and any other state wide standards authorized in statute, or student assessments applicable to students in non-charter public schools ref. California Education Code §47605(c) (1)
- ☐ Be deemed the exclusive public school employer of the employees of the charter school for the purposes of the educational employment Act (Chapter 10.7) (Commencing with§3540) of Division 4 Title 4 of Title 1 of the government Code. Ref California Education Code§ 47605 (b) (5) (O)
- ☐ Be non-sectarian in its programs, admissions policies , employment practices, and all other operations [Ref. California Education Code§ 47605 (d) (1)]
- ☐ Not Charge tuition. [Ref. California Education Code §47605 (d) (1)]
- ☐ Not discriminate against any student on the basis of ethnic background, National origin , gender , or disability [Ref. California Education Code§ 47605 (d) (1)]
- ☐ Admit all students who wish to attend the school, and submit a timely application , unless the school receives a greater number of applications than there are spaces for students , in which case each applicant will be given equal chance of admission through a random lottery process [Ref. California education Code §47605 (d) (2) (B)]
- ☐ Adhere to all provisions of federal law relating to students with disabilities, including the IDEA, section 504 of the Rehabilitation ACT of 1974, and Title 11 of the Americans with disabilities Act of 1990, that are applicable to it.
- ☐ Meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Criteria for review §11967.5.1 (f) (5)]

AFFIRMATION /ASSURANCES

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


Authorized Representative Signature

CHARTER PETITION

INTEGRITY EDUCATIONAL CENTER

The charter school estimates that 9.5 teachers will be employed by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are eligible teachers as defined under Education Code § EC47605(1) and who are meaningfully interested in teaching at the School under the charter petition. Signatures are subject to verification.

I, the undersigned teachers, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the West Contra Costa Unified School District (WCCUSD) Board of Education to grant a charter term to INTEGRITY EDUCATIONAL ENTER pursuant to Education Code Section 47605 beginning July 1, 2012 or July 1, 2013 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, JAMES MADDEN, to make or negotiate amendments to the attached charter as necessary to secure approval by the WCCUSD Board of Education.

Teacher Name	Signature	Today's Date	Phone Contact	Credential Type	Expiration Date
Jopha Nunez	Steph Nunez	8-15-11	510/684-5966	Single Subject	2/13
Jose Lopez	Jose Lopez	8/19/11	916 271 5566	Single Subject	1/3/13
James Madden	James Madden	8/23/11	(408) 595 2180	California Life	Life
James Madden	James Madden	8/23/11	570 415 9135	California Life	Life
James Madden	James Madden	8/23/11	570 415 9135	California Life	Life
Salva Barzani	Salva Barzani	9/07/11	408 607-7226	SPED - Moderate/Severe	9/1/2016
Levy Oslus	Levy Oslus	9/07/11	415 564-1340	Adult Ed	10/12/2013

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

Form May Be Copied To Accommodate All Required Signatures

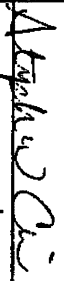




CHARTER PETITION

INTEGRITY EDUCATIONAL CENTER

The charter school estimates that 9.5 teachers will be employed by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are eligible teachers as defined under Education Code § 547605(i) and who are meaningfully interested in teaching at the school under the charter petition. Signatures are subject to verification.

We, the undersigned teachers, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the West Contra Costa Unified School District (WCCUSD) Board of Education to grant a charter term to INTEGRITY EDUCATIONAL CENTER pursuant to Education Code Section 47605 beginning July 1, 2012 or July 1, 2013 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, JAMES MADDEN, to make or negotiate amendments to the attached charter as necessary to secure approval by the WCCUSD Board of Education.

Teacher Name	Signature	Today's Date	Phone Contact	Credential Type	Expiration Date
Stephanie Cline		9/1/11	(916) 602 9137	Level 1 Specialist Multi-PLC 50b	9/21/12
Angela Aguilar		9/13/11	(408) 573-3252	PES	10/2014
MARCIE SUN		9/13/11	408 735 1747	SS-DEVELOPING	9/2015
Dr. Michael L. Santos-Mendoza		9/13/11	925-691-0155	High School Teacher	9/1/2012
Paul Scholck		9-30-11	(408) 494-3505	C-BES 30 Day	4-30-12

Education Code § 547605(a)(3) The petition has been signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation. A petition shall include a prominent statement that a signature on the petition means [...] that the teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition. (emphasis added)

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

INTEGRITY EDUCATIONAL CENTER

The charter school estimates that 9.5 teachers will be employed by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are eligible teachers as defined under Education Code § EC47605(f) and who are meaningfully interested in teaching at the school under the charter petition. Signatures are subject to verification.

We, the undersigned teachers, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the ~~St. Century~~ ^{St. Century} United School District (~~the~~) Board of Education to grant a charter term to INTEGRITY EDUCATIONAL CENTER pursuant to Education Code Section 47605 beginning July 1, 2012 or July 1, 2013 with the opportunity to request subsequent terms of the charter described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, JAMES MADDEN, to make or negotiate amendments to the attached charter as necessary to secure approval by the RUSD Board of Education.

Teacher Name	Signature	Today's Date	Phone Contact	Credential Type	Expiration Date
Arcle Brooks	Arcle Brooks	8/5/11	916-772-2393	Business, High School	Kind
Chris Webster	Chris Webster	8/10/11	(386) 473-4803	Ms. H. Middle	
James Madden	James Madden	8/10/11	510-415-9135	VOC ED Computers	11/1/2013

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

Form May Be Copied To Accommodate All Required Signatures

ADDENDUM

4

FINANCIAL PROJECTIONS
FOR YEARS 1-5

Table1: Five Year Operating Budget
Integrity Educational Center

REVENUES

	Year 1	Year 2	Year 3	Year 4	Year 5
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
State	\$ 876,074	\$ 1,553,230	\$ 2,029,531	\$ 2,177,005	\$ 2,457,621
Federal	514,727	252,736	215,185	68,662	76,881
Cash Flow & Revolving Loan	250,000	-	-	-	-
Other Fundraising	20,797	21,274	21,540	21,593	21,752
Other Local Revenues					
TOTAL REVENUES	\$ 1,661,598	\$ 1,827,241	\$ 2,266,256	\$ 2,267,260	\$ 2,556,255

EXPENDITURES

1000 - Certificated and Instructional Salaries	\$ 625,272	\$ 903,128	\$ 1,078,670	\$ 1,175,078	\$ 1,278,982
2000 - Non-Certificated Salaries	130,678	133,270	136,255	139,664	143,291
3000 - Retirement and Benefits	132,029	187,613	222,867	242,538	263,731
4000 - Books and Supplies	21,996	36,317	67,933	72,804	82,962
5000 - Utilities	38,000	46,800	55,600	64,400	73,200
5000 - Operating	107,850	128,227	165,364	170,692	179,161
5000 - Professional Service	116,320	168,315	207,202	215,790	242,449
5000 - Facilities	46,601	51,625	64,926	65,086	73,886
Start up and Expansion Expenses	156,917	49,500	27,500	5,500	16,500
Charter School Revolving Loan & Cash Flow Repayments		57,744	57,744	57,744	57,744
TOTAL EXPENDITURES	\$ 1,375,662	\$ 1,762,538	\$ 2,084,059	\$ 2,209,294	\$ 2,411,905

Operating Surplus/Deficit (excludes loans and fundraisir	\$ 15,140	\$ 43,429	\$ 160,657	\$ 36,373	\$ 122,597
Surplus/Deficit	\$ 285,936	\$ 64,703	\$ 182,197	\$ 57,966	\$ 144,350
Carry-Forward from Previous Year		\$ 285,936	\$ 350,640	\$ 532,836	\$ 590,802
Surplus/Deficit as a % of Total Revenue	17%	4%	8%	3%	6%

BUDGETED ENDING BALANCE	\$ 285,936	\$ 350,640	\$ 532,836	\$ 590,802	\$ 735,152
As a % of Total Revenues	17%	19%	24%	26%	29%

TOTAL EXPENDITURES PER STUDENT	\$ 9,171	\$ 7,344	\$ 7,186	\$ 7,364	\$ 7,309
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Table 2: Student Data Assumptions
Integrity Educational Center

Notes

	Year 1	Year 2	Year 3	Year 4	Year 5
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Enrollment by Grade									
	10	93	90	100	110	115			
	11	57	95	98	149	150			
	12		55	92	41	65			
		150	240	290	300	330			
Total Enrollment									

Daily Attendance Rate									
	Overall ADA Rate	86%	88%	92%	92%	92%			
		80	79	92	101	106			
		49	84	90	137	138			
		11	48	85	38	60			
		12	211	267	276	304			
Overall ADA for all grades									

Free/Reduced Price Lunch									
	Free Lunch	% of overall students	45%	45%	45%	45%	45%	45%	
	Reduced Lunch	% of overall students	50%	50%	50%	50%	50%	50%	
	Number of Students	number of free/reduced priced eligible students	143	228	276	285	314		

English Language Learners									
	Percentage of Students - EL	25%	25%	25%	25%	25%	25%	25%	
	Number of Students	38	60	73	75	83			

Table 3: Instructional Calendar Assumptions
Integrity Educational Center

Regular Instructional Days/Year

Notes

Year 1	Year 2	Year 3	Year 4	Year 5
2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

School Calendar	# of Days in School Year	209	209	209	209	209
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Supplemental Instructional Days/Year

Supplementary Programs	After School Sessions								
	Saturday Sessions								
	Summer Sessions								
Total		-	-	-	-	-	-	-	-

Supplemental Instruction Hours/Day

Supplementary Programs	After School Sessions								
	Saturday Sessions								
	Summer Sessions								

Supplemental Instructions: Total Hours Feasible

Supplementary Programs	After School Sessions								
	Saturday Sessions								
	Summer Sessions								
Total		-	-	-	-	-	-	-	-

Table 4: Staffing and Personnel Data
Assumptions
Integrity Educational Center

Notes

Year 1	Year 2	Year 3	Year 4	Year 5
2012-13	2013-14	2014-15	2015-16	2016-17

Staff Counts and Ratios

1000 - Certificated and Instructional

	# of Enrolled Students per Teach	22	24	24	24	24
Student to Teacher Ratio		8	10.5	12.5	13	13.5
1100 - Teachers		0.5	1	1.5	2	2.5
1100 - Resource Specialist Teacher						
1100 - Title I Teacher		1	1	1	1	1
1200 - Principal			1	1	1	1
1200 - Dean						
1400 - Librarian						
1500 - Guidance, Welfare, Attendance						
1600 - Nurse		0.5	1	1	1	1
1900 - Counselor		0.3	0.3	0.3	0.3	0.3
1900 - School Psychologist		10.3	14.8	17.3	18.3	19.3
Total Certificated FTEs		3	3	3	3	3
Number of Staff Development Days	per certificated employee					

2000 - Non-Certificated

		1	1	1	1	1
2100 - Peer Consultant						
2100 - Instructional Aides, SPED						
2200 - Controller						
2200 - Business Manager						
2300 - Attendance Technician						
2300 - Registrar		1	1	1	1	1
2300 - School Secretary						
2300 - Clerk						
2400 - Custodian		1	1	1	1	1
2900 - Campus Monitor		3	3	3	3	3
Total Non-Certificated FTEs		1	1	1	1	1
Number of Staff Development Days	per classified employee					

Salary Rate and Benefit Rate Assumptions

		\$ 52,471	\$ 53,760	\$ 55,212	\$ 56,868	\$ 58,631
1100 - Teachers		6	6	6	6	6
Average Annual Teacher Days Absent						
Supplemental Hourly Rate		125	130	130	130	130
Substitute Teacher Per Diem		15	15	15	15	15
Teacher Ratio, Supplemental Hourly	# of Enrolled Students /Teacher	90%	90%	90%	90%	90%
Teacher Attendance Rate Development Days		100	102	105	108	112
Teacher Per Diem		95,000	101,650	108,766	116,379	124,526
1200 - Principal			65,000	68,250	71,500	74,750
1200 - Dean			68,250	71,663	75,246	79,008
1400 - Librarian						
1500 - Guidance, Welfare, Attendance						
1600 - Nurse		52,471	54,588	56,700	58,873	58,816
1900 - Counselor		63,000	63,504	73,615	75,824	78,174
1900 - School Psychologist		60,000	61,400	63,000	64,992	67,007
1100 - Resource Specialist Teacher						
1100 - Title I Teacher		22,678	22,678	22,678	22,678	22,678
2100 - Peer Consultant						
2100 - Instructional Aides, SPED						
2200 - Controller						
2200 - Business Services	3% of all revenues	3%	3%	3%	3%	3%
2300 - Attendance Technician						
2300 - Registrar		40,000	40,960	42,066	43,328	44,671
2300 - School Secretary						
2300 - Clerk						
2400 - Custodian		38,000	38,912	39,963	41,162	42,438
2900 - Campus Monitor		10,000	10,240	10,516	10,832	11,168
3000 - Reserve for Coaches, Extracurricular		19.93%	19.93%	19.93%	19.93%	19.93%
3000 - Certificated Retirement, Mandatory Benefits	% of Salary	17.88%	17.88%	17.88%	17.88%	17.88%
3000 - Non-Certificated Retirement, Mandatory Benefits	% of Salary	8.25%	8.25%	8.25%	8.25%	8.25%
3000 - Substitute Teacher Taxes and Mandatory Benefits	% of Salary					

Table 5: Revenues
Revenue and Economic Assumptions
Integrity Educational Center

Notes

COLAS

Year 1	Year 2	Year 3	Year 4	Year 5
2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

COLA, State	drives general purpose revenue growth, below	2.10%	2.40%	2.70%	3%	3.10%
COLA, Federal	drives federal revenue growth, below	0%	2%	2%	2%	2%
COLA, Personnel Costs	drives personnel costs increase	0%	2.40%	2.70%	3%	3.10%
COLA, Rapid Increase	drives expenses increase	0%	2.90%	3.20%	3.50%	3.60%
State						
General Purpose	per ADA	5,781	6,080	6,262	6,456	6,550
Categorical Block Grant	per ADA	399	399	399	399	399
Economic Impact	per eligible (ELL and poverty) student-equivalent	313	409	420	432	446
Lottery	prior year ADA	125	321	329	339	350
Supplemental Hourly Instruction, CAHSEE	per student-hour served					
Supplemental Hourly Instruction, core subject	per student-hour served					
Proposition 39 Facilities Program	if applicable	yes	yes	yes	yes	yes
Facilities Incentive Grant Program	based on nonprofit status, high free/reduced counts	not eligible	not eligible	not eligible	not eligible	not eligible
SB 740 Rent re-imbursement program	if > 70% free/reduced priced lunch students	not eligible	not eligible	not eligible	not eligible	not eligible
Special Education	likely eligible for additional programs, conservative assumption	402	412	423	435	449
Federal						
Title I - Compensatory Education	per free/reduced price lunch enrollment	216	221	225	229	233
Title II - Teacher/Principal Train/Recruit	per ADA	30.60	31.21	31.84	32.47	32.98
Title III - LEP/Immigrant	1.8% of Title I, per ADA	91.80	93.64	95.51	97.42	99.31
Title IV - Safe and Drug Free Schools	per ADA	4.08	4.16	4.24	4.33	4.42
CDE PCSGP Grant		250,000	200,000	150,000		
High Quality Grant						
IDEA - Special Education		230,000	100.00	102.00	104.04	106.12
Loans and Fundraising						
Cash Flow & Revolving Loan		\$ 250,000				
Other Fundraising		\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Microsoft Education Technology Voucher	per enrollment	5	5	5	5	5

Table 6: Revenues
State, Federal and Fundraising
Integrity Educational Center

Notes

Year 1	Year 2	Year 3	Year 4	Year 5
2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

State

General Purpose	per ADA	745,749	1,284,096	1,670,702	1,781,856	2,018,940
Categorical Block Grant	per ADA	51,471	84,269	106,453	110,124	121,136
Economic Impact	per eligible (ELL and poverty) student-equivalent	26,996	56,442	70,035	74,520	84,628
Lottery	Year 1 funds flow starting in Year 2		41,409	69,485	90,445	96,600
Supplemental Hourly Instruction, CAHSEE	per student-hour served					
Supplemental Hourly Instruction, core subject	per student-hour served					
Proposition 39 Facilities Program	if applicable	yes	yes	yes	yes	yes
Facilities Incentive Grant Program	based on nonprofit status, high free/reduced counts					
SB 740 Rent re-imbursment program	if > 70% free/reduced priced lunch students					
Special Education	likely eligible for additional programs, conservative assumption	51,858	87,014	112,856	120,060	136,316
Subtotal State Revenues		\$ 876,074	\$ 1,553,230	\$ 2,029,531	\$ 2,177,005	\$ 2,457,621

Federal

Title I - Compensatory Education	per free/reduced price lunch enrollment	30,780	49,248	60,886	64,125	71,792
Title II - Teacher/Principal Train/Recruit	per ADA	3,947	3,488	4,299	4,537	5,090
Title III - LEP/Immigrant	1.8% of Title I per ADA					
Title IV - Safe and Drug Free Schools	per ADA					
CDE PCSGP Grant		250,000	200,000	150,000		
High Quality Grant		230,000				
IDEA - Special Education						
Subtotal Federal Revenues		\$ 514,727	\$ 252,736	\$ 215,185	\$ 68,662	\$ 76,881

Loans and Fundraising

Cash Flow & Revolving Loan		250,000				
Other Fundraising		20,000	20,000	20,000	20,000	20,000
Microsoft Education Technology Voucher	per enrollment	797	1,274	1,540	1,593	1,752
Subtotal Fundraising Revenues		\$ 270,797	\$ 21,274	\$ 21,540	\$ 21,593	\$ 21,752
TOTAL REVENUES		\$ 1,661,598	\$ 1,827,241	\$ 2,266,256	\$ 2,267,260	\$ 2,556,255

Table 7: Personnel Expenditures
Personnel and Staffing
Integrity Educational Center

1000 - Certificated and Instructional Salaries

Notes

	Year 1	Year 2	Year 3	Year 4	Year 5
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

1100 - Teachers					
Substitute Teachers	\$ 419,768	\$ 564,480	\$ 690,150	\$ 739,284	\$ 791,519
Teachers, Supplementary Hourly	6,000	8,190	9,750	10,140	10,530
Teachers, Staff Development	-	-	-	-	-
Teachers, Other Extra Duty	2,700	2,100	1,800	1,500	1,200
1200 - Principal					
1200 - Dean	95,000	101,650	108,766	116,379	124,526
1400 - Librarian	-	65,000	68,250	71,500	74,750
1500 - Guidance, Welfare, Attendance	-	-	-	-	-
1600 - Nurse	-	-	-	-	-
1900 - Counselor	-	-	-	-	-
1900 - School Psychologist	26,236	54,588	56,700	56,873	58,816
1100 - Resource Specialist Teacher	18,900	19,051	22,085	22,747	23,452
1100 - Title I Teacher	30,000	61,400	94,500	129,984	167,518
Substitute Title I / CSR Teachers	-	-	-	-	-
Certificated Staff Development	22,678	22,678	22,678	22,678	22,678
	3,990	3,991	3,992	3,993	3,994
Subtotal Certificated and Instructional Salaries	\$ 625,272	\$ 903,128	\$ 1,078,670	\$ 1,175,078	\$ 1,278,982

2000 - Non-Certificated Salaries

2100 - Teen Peer Consultant	\$ 22,678	\$ 22,678	\$ 22,678	\$ 22,678	\$ 22,678
2100 - Instructional Aides, SPED	-	-	-	-	-
2200 - Controler	-	-	-	-	-
2200 - Business Manager	-	-	-	-	-
2300 - Attendance Technician	-	-	-	-	-
2300 - Registrar	-	-	-	-	-
2300 - School Secretary	\$ 40,000	\$ 40,960	\$ 42,066	\$ 43,328	\$ 44,671
2300 - Clerk	-	-	-	-	-
2400 - Custodian	-	-	-	-	-
2900 - Campus Monitor	-	-	-	-	-
2900 - Reserve for Coaches, Extracurricular	38,000	38,912	39,963	41,162	42,438
After School Tutors	\$ 30,000	\$ 30,720	\$ 31,548	\$ 32,496	\$ 33,504
Subtotal Non-Certificated Salaries	\$ 130,678	\$ 133,270	\$ 136,255	\$ 139,664	\$ 143,291

TOTAL ALL SALARIES

3000 - Retirement and Benefits

Certificated Retirement & Benefits	\$ 117,585	\$ 172,654	\$ 207,393	\$ 226,592	\$ 247,285
Non-Certificated Retirement & Benefits	13,949	14,284	14,669	15,109	15,578
Substitute Teacher Benefits	405	676	804	837	869
Subtotal Retirement, Benefits and Taxes	\$ 132,029	\$ 187,613	\$ 222,867	\$ 242,538	\$ 263,731
TOTAL ALL SALARIES & BENEFITS	\$ 887,979	\$ 1,224,011	\$ 1,437,792	\$ 1,557,280	\$ 1,686,004

Table 8: Expenditures Assumptions Integrity Educational Center

NOTES

Year 1 2012-2013	Year 2 2013-2014	Year 3 2014-2015	Year 4 2015-2016	Year 5 2016-2017
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4000 - Books and Supplies									
4100 - Approved Textbooks and Core Curricular Materials	replacement per enrolled student								
4100 - Approved Textbooks and Core Curricular Materials	per enrolled student	77.18	79.64	82.43	85.40	88.19	83.21		
4200 - Instructional Books Other Than Textbooks	per enrolled student	51.45	53.10	54.95	56.93	59.72	11.58		
4300 - Instructional Materials and Supplies	per enrolled student	10.29	10.62	10.99	11.39	11.58	5.75		
4400 - Non-capitalized Equipment	per enrolled student	5.15	5.31	5.50	5.69	5.85	2.95		
4500 - Other Supplies	per enrolled student	2.57	2.65	2.75	2.85	2.95	1.47		
4500 - Postage and Shipping	per enrolled student	1.29	1.33	1.37	1.42	1.47	0.59		
4500 - Meeting Support, Food	per enrolled student	0.51	0.53	0.55	0.57	0.59			
4500 - Meeting Support, Printing	per enrolled student								
5000 - Utilities									
5500 - Electricity	Estimated annual	24,400	26,600	28,800	31,000	33,200			
5500 - Gas/Propane	Estimated annual	5,200	7,400	9,600	11,800	14,000			
5500 - Water	Estimated annual	4,400	6,600	8,800	11,000	13,200			
5500 - Telephone	Estimated annual	4,000	6,200	8,400	10,600	12,800			
5000 - Operating									
5200 - Travel and Conferences	Estimated annual	2,000	2,055	2,110	2,165	2,220			
5300 - Dues and Memberships	Estimated annual	2,500	2,559	2,618	2,677	2,736			
5400 - Insurance	Estimated annual	15,000	15,052	15,104	15,156	15,208			
5500 - Janitorial Service	Estimated annual	23,400	24,350	25,300	26,250	27,200			
5600 - Copier and Office Equipment Lease	Estimated annual	5,000	5,058	5,116	5,174	5,232			
5800 - Printing and Reproduction	Estimated annual	1,000	1,155	1,310	1,465	1,620			
5800 - Staff Training and Development	per Teacher	900	700	600	500	400			
5800 - Staff Training and Development	per enrolled student	125	129	133	137	142			
5800 - Student Testing and Assessment	Estimated annual	3,000	3,088	3,176	3,264	3,352			
5800 - Transportation	Estimated annual	5,000	6,000	7,000	8,000	9,000			
5900 - Student Data Software	Estimated annual	5,000	5,000	5,160	5,341	5,533			
5900 - Technology, Operating	Annual for ongoing updates								
5900 - Technology, Operating Technician	Estimated annual	25,000	25,600	26,200	26,800	27,400			
5000 - Professional Service									
5100 - Advertising	Estimated annual	2,000	2,059	2,118	2,177	2,236			
5100 - Legal	Estimated annual	4,000	4,115	4,230	4,345	4,460			
5100 - Audit	Estimated annual	7,000	7,000	7,215	7,430	7,645			
5100 - Special Education Services & NPS	Estimated annual	350	361	372	383	394			
District Title I Oversight Charge	per enrolled student	0%	0%	0%	0%	0%			
District Title I Oversight Charge	% of Title I Revenue	1%	1%	1%	1%	1%			
District Oversight Charge	% of Gen Purpose & Categorical Block	3%	3%	3%	3%	3%			
5000 - Business Services									
5100 - Facilities	% of all Revenue	3%	3%	3%	3%	3%			
5600 - Rent	Estimated annual	3%	3%	3%	3%	3%			
5600 - Facilities Maintenance Fees	% of all Revenue	3%	3%	3%	3%	3%			
5600 - Repair and Equipment Replacement	Estimated annual	5,000	5,000	5,075	5,150	5,225			
5800 - Security Services	Estimated annual	2,000	2,055	2,110	2,165	2,220			

Table 2: Operating Expenditures
Supplies, Utilities, Operating, Service and Materials
Integrity Educational Center

INVCES

	Year 1 2012-2013	Year 2 2013-2014	Year 3 2014-2015	Year 4 2015-2016	Year 5 2016-2017
4000 - Books and Supplies					
4100 - Approved Textbooks and Core Curricular Materials	\$ -	\$ -	\$ 22,513	\$ 24,126	\$ 27,459
4200 - Instructional Books Other Than Textbooks	11,577	19,114	23,905	25,620	29,103
4300 - Instructional Materials and Supplies	7,718	12,744	15,936	17,079	19,708
4400 - Noncapitalized Equipment	1,544	2,549	3,187	3,417	3,821
4500 - Other Supplies	773	1,274	1,595	1,707	1,896
4600 - Postage and Shipping	386	636	798	855	974
Subtotal Books and Supplies	\$ 21,996	\$ 36,317	\$ 67,933	\$ 72,804	\$ 82,967
5000 - Utilities					
5100 - Electricity	\$ 24,400	\$ 26,600	\$ 28,800	\$ 31,000	\$ 33,200
5200 - Gas/Propane	\$ 5,200	\$ 7,400	\$ 9,600	\$ 11,800	\$ 14,000
5300 - Water	\$ 4,400	\$ 6,600	\$ 8,800	\$ 11,000	\$ 13,200
5400 - Telephone	\$ 4,000	\$ 6,200	\$ 8,400	\$ 10,600	\$ 12,800
Subtotal Utilities	\$ 38,000	\$ 46,800	\$ 55,600	\$ 64,400	\$ 73,200
5000 - Operating					
5200 - Travel and Conferences	Estimated annual \$ 2,000	\$ 2,055	\$ 2,110	\$ 2,165	\$ 2,220
5300 - Dues and Memberships	Estimated annual \$ 2,500	\$ 2,559	\$ 2,618	\$ 2,677	\$ 2,736
5400 - Insurance	Estimated annual \$ 15,000	\$ 15,052	\$ 15,104	\$ 15,156	\$ 15,208
5500 - Janitorial Service	Estimated annual \$ 23,400	\$ 24,350	\$ 25,300	\$ 26,250	\$ 27,200
5600 - Copier and Office Equipment Lease	Estimated annual \$ 5,000	\$ 5,058	\$ 5,116	\$ 5,174	\$ 5,232
5700 - Printing and Reproduction	Estimated annual \$ 1,000	\$ 1,155	\$ 1,310	\$ 1,465	\$ 1,620
5800 - Staff Training and Development	per Teacher \$ 7,200	\$ 7,350	\$ 7,500	\$ 7,650	\$ 7,800
5900 - Student Testing and Assessment	per enrolled student \$ 18,750	\$ 30,960	\$ 38,570	\$ 46,180	\$ 53,790
5900 - Transportation	Estimated annual \$ 3,000	\$ 3,088	\$ 3,176	\$ 3,264	\$ 3,352
5900 - Student Data Software	Estimated annual \$ 5,000	\$ 6,000	\$ 7,000	\$ 8,000	\$ 9,000
5900 - Technology, Operating	Annual for ongoing updates \$ -	\$ 5,000	\$ 5,160	\$ 5,341	\$ 5,533
5900 - Technology, Operating Technician	Estimated annual \$ 25,000	\$ 25,600	\$ 26,200	\$ 26,800	\$ 27,400
Subtotal Operating	\$ 107,850	\$ 128,227	\$ 148,604	\$ 168,982	\$ 189,360
5000 - Professional Services					
5100 - Advertising	Estimated annual \$ 2,000	\$ 2,059	\$ 2,118	\$ 2,177	\$ 2,236
5100 - Legal	Estimated annual \$ 4,000	\$ 4,115	\$ 4,230	\$ 4,345	\$ 4,460
5100 - Audit	Estimated annual \$ -	\$ 7,000	\$ 7,215	\$ 7,430	\$ 7,645
5100 - Special Education Services & NPS	per enrolled student \$ 52,500	\$ 86,640	\$ 107,880	\$ 129,120	\$ 150,360
5100 - District Title I Oversight Charge	% of Title I Revenue \$ -	\$ 13,684	\$ 17,772	\$ 21,860	\$ 25,948
5100 - District Oversight Charge	% of Gen Purpose and Categorical Block \$ 49,848	\$ 54,817	\$ 67,988	\$ 81,159	\$ 94,330
5100 - Business Services	% of all Revenue \$ 116,320	\$ 166,315	\$ 207,202	\$ 248,190	\$ 289,178
Subtotal Services	\$ 116,320	\$ 166,315	\$ 207,202	\$ 248,190	\$ 289,178
5000 - Facilities					
5600 - Rent	Estimated annual \$ -	\$ -	\$ -	\$ -	\$ -
5600 - Facilities Maintenance Fees	% of all Revenue \$ 39,601	\$ 44,570	\$ 57,741	\$ 70,912	\$ 84,083
5600 - Repairs and Equipment Replacement	Estimated annual \$ 5,000	\$ 5,000	\$ 5,075	\$ 5,150	\$ 5,225
5800 - Security Services	Estimated annual \$ 2,000	\$ 2,055	\$ 2,110	\$ 2,165	\$ 2,220
Subtotal Facilities	\$ 46,601	\$ 51,625	\$ 64,926	\$ 78,237	\$ 92,538
TOTAL OPERATING EXPENDITURES	\$ 330,767	\$ 431,284	\$ 561,024	\$ 688,771	\$ 811,658

Table 7-42: Personnel Expenditures Continuation...
Personnel and Staffing
Integrify Educational Center

Year 1	Year 2	Year 3	Year 4	Year 5
2013-2013	2013-2014	2014-2015	2015-2016	2016-2017

Notes

2000 - Non-Certificated Salaries

7300 - School Secretary

Health Insurance	3.85%	\$ 40,000	\$ 40,960	\$ 42,066	\$ 43,328	\$ 44,671
Social Security	6.20%	\$ 1,540	\$ 1,577	\$ 1,620	\$ 1,668	\$ 1,720
Medicare	1.45%	\$ 580	\$ 594	\$ 610	\$ 628	\$ 648
Workers Comp	5.05%	\$ 2,021	\$ 2,070	\$ 2,126	\$ 2,189	\$ 2,257
Unemployment Insurance	1.33%	\$ 532	\$ 545	\$ 559	\$ 576	\$ 594
Total Percentage per employee	17.88%	\$ 7,153	\$ 7,325	\$ 7,523	\$ 7,748	\$ 7,989

7900 - Campus Monitor

Health Insurance	3.85%	\$ 38,000	\$ 38,912	\$ 39,963	\$ 41,162	\$ 42,438
Social Security	6.20%	\$ 1,463	\$ 1,498	\$ 1,539	\$ 1,585	\$ 1,634
Medicare	1.45%	\$ 551	\$ 564	\$ 579	\$ 597	\$ 615
Workers Comp	5.05%	\$ 1,920	\$ 1,966	\$ 2,019	\$ 2,080	\$ 2,144
Unemployment Insurance	1.33%	\$ 505	\$ 518	\$ 532	\$ 547	\$ 564
Total Percentage per employee	17.88%	\$ 6,796	\$ 6,959	\$ 7,147	\$ 7,361	\$ 7,589

Substitute Teacher Benefits

Substitute Teachers

Other Retirement (STRS)	8.25%	\$ 495	\$ 676	\$ 804	\$ 837	\$ 869
Total Percentage per employee	8.25%	\$ 495	\$ 676	\$ 804	\$ 837	\$ 869

3000 - Retirement and Benefits

Certificated Retirement & Benefits

Non-Certificated Retirement & Benefits

Substitute Teacher Benefits

TOTAL Retirement, Benefits and Taxes

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2000 - Non-Certificated Personnel

Base salary	\$ 3,05%	\$ 3,00%	\$ 4,95%	\$ 5,08%	\$ 5,23%	\$ 7,76%
Health Insurance	\$ 4,83%	\$ 4,83%	\$ 4,95%	\$ 5,08%	\$ 5,23%	\$ 7,76%
Social Security	\$ 6,20%	\$ 6,20%	\$ 1,131	\$ 1,158	\$ 1,189	\$ 4,702
Medicare	\$ 1,45%	\$ 1,45%	\$ 3,941	\$ 4,036	\$ 4,145	\$ 4,269
Workers Comp	\$ 5,05%	\$ 5,05%	\$ 1,037	\$ 1,062	\$ 1,091	\$ 1,124
Unemployment Insurance	\$ 1,31%	\$ 1,31%	\$ 13,949	\$ 14,284	\$ 14,669	\$ 15,109
Total Percentage per employee	\$ 17,88%	\$ 17,88%	\$ 13,949	\$ 14,284	\$ 14,669	\$ 15,578

Table 7-42: Personnel Expenditures Continuation...
Personnel and Staffing
Integrity Educational Center

Notes

Year 1	Year 2	Year 3	Year 4	Year 5
2013-2013	2013-2014	2014-2015	2015-2016	2016-2017

Health Insurance	3.85%	\$ 25,714	\$ 36,423	\$ 43,215	\$ 47,018	\$ 51,116
Other Retirement (STRS)	8.25%	\$ 49,162	\$ 72,135	\$ 86,642	\$ 94,620	\$ 103,217
Social Security	6.20%	\$ 4,836	\$ 4,952	\$ 5,086	\$ 5,238	\$ 5,401
Medicare	1.45%	\$ 9,685	\$ 13,718	\$ 16,276	\$ 17,708	\$ 19,251
Workers Comp	5.05%	\$ 33,749	\$ 47,803	\$ 56,719	\$ 61,710	\$ 67,088
Unemployment Insurance	1.33%	\$ 8,883	\$ 12,582	\$ 14,929	\$ 16,243	\$ 17,658
Total		\$ 132,029	\$ 187,613	\$ 222,867	\$ 242,538	\$ 263,731

Contractors	Base Salary	\$ 98,248	\$ 104,767	\$ 145,688	\$ 147,868	\$ 158,688
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Table 7-42: Personnel Expenditures
Personnel and Staffing
Integrity Educational Center

Notes

Year 1	Year 2	Year 3	Year 4	Year 5
2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

1000 - Certificated and Instructional Salaries

1100 - Teachers		Year 1	Year 2	Year 3	Year 4	Year 5
		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Health Insurance	\$ 419,768	\$ 564,480	\$ 690,150	\$ 739,284	\$ 791,519	\$ 842,753
Other Retirement (STRS)	\$ 16,161	\$ 21,732	\$ 26,571	\$ 28,462	\$ 30,473	\$ 32,500
Medicare	\$ 8,258	\$ 46,570	\$ 56,937	\$ 60,991	\$ 65,300	\$ 69,995
Workers Comp	\$ 6,087	\$ 8,185	\$ 10,007	\$ 10,720	\$ 11,477	\$ 12,282
Unemployment Insurance	\$ 21,211	\$ 28,523	\$ 34,873	\$ 37,356	\$ 39,995	\$ 42,727
Total Percentage per employee	\$ 1.33%	\$ 5.583	\$ 7.508	\$ 9.179	\$ 9.832	\$ 10.527
Total Percentage per employee	\$ 19.93%	\$ 83,672	\$ 112,518	\$ 137,568	\$ 147,361	\$ 157,173
1200 - Principal		Year 1	Year 2	Year 3	Year 4	Year 5
		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Health Insurance	\$ 95,000	\$ 101,650	\$ 108,766	\$ 116,379	\$ 124,536	\$ 132,750
Other Retirement (STRS)	\$ 3,658	\$ 3,914	\$ 4,187	\$ 4,481	\$ 4,794	\$ 5,127
Medicare	\$ 8,258	\$ 7,836	\$ 8,386	\$ 8,973	\$ 9,601	\$ 10,273
Workers Comp	\$ 1,458	\$ 1,378	\$ 1,474	\$ 1,577	\$ 1,687	\$ 1,806
Unemployment Insurance	\$ 5,058	\$ 4,800	\$ 5,136	\$ 5,496	\$ 5,881	\$ 6,292
Total Percentage per employee	\$ 1.33%	\$ 1,264	\$ 1,352	\$ 1,447	\$ 1,548	\$ 1,656
Total Percentage per employee	\$ 19.93%	\$ 18,936	\$ 20,262	\$ 21,680	\$ 23,198	\$ 24,822
1200 - Dean		Year 1	Year 2	Year 3	Year 4	Year 5
		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Health Insurance	\$ -	\$ 65,000	\$ 68,750	\$ 71,500	\$ 74,250	\$ 77,000
Other Retirement (STRS)	\$ -	\$ 2,503	\$ 2,628	\$ 2,753	\$ 2,878	\$ 3,003
Medicare	\$ 8,258	\$ 5,363	\$ 5,631	\$ 5,899	\$ 6,167	\$ 6,435
Workers Comp	\$ -	\$ 943	\$ 990	\$ 1,037	\$ 1,084	\$ 1,131
Unemployment Insurance	\$ 5,058	\$ 3,284	\$ 3,449	\$ 3,613	\$ 3,777	\$ 3,941
Total Percentage per employee	\$ 1.33%	\$ 851	\$ 908	\$ 965	\$ 1,022	\$ 1,079
Total Percentage per employee	\$ 19.93%	\$ -	\$ 12,956	\$ 13,604	\$ 14,252	\$ 14,900
1100 - Resource Specialist Teacher		Year 1	Year 2	Year 3	Year 4	Year 5
		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Health Insurance	\$ 30,000	\$ 61,400	\$ 94,500	\$ 125,984	\$ 167,518	\$ 218,052
Other Retirement (STRS)	\$ 1,155	\$ 2,364	\$ 3,638	\$ 5,004	\$ 6,449	\$ 7,973
Medicare	\$ 8,258	\$ 2,475	\$ 5,066	\$ 7,796	\$ 10,724	\$ 13,820
Workers Comp	\$ 435	\$ 890	\$ 1,370	\$ 1,885	\$ 2,429	\$ 2,993
Unemployment Insurance	\$ 1,516	\$ 3,103	\$ 4,775	\$ 6,568	\$ 8,465	\$ 10,372
Total Percentage per employee	\$ 1.33%	\$ 399	\$ 817	\$ 1,257	\$ 1,729	\$ 2,228
Total Percentage per employee	\$ 19.93%	\$ 5,980	\$ 12,239	\$ 18,837	\$ 25,910	\$ 33,391
1100 - Counselor		Year 1	Year 2	Year 3	Year 4	Year 5
		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Health Insurance	\$ 26,236	\$ 54,588	\$ 56,700	\$ 58,873	\$ 61,046	\$ 63,219
Other Retirement (STRS)	\$ 1,010	\$ 2,102	\$ 2,182	\$ 2,262	\$ 2,342	\$ 2,422
Medicare	\$ 8,258	\$ 2,164	\$ 4,504	\$ 4,678	\$ 4,852	\$ 5,026
Workers Comp	\$ 380	\$ 792	\$ 2,865	\$ 2,874	\$ 2,883	\$ 2,892
Unemployment Insurance	\$ 1,326	\$ 726	\$ 754	\$ 782	\$ 810	\$ 838
Total Percentage per employee	\$ 1.33%	\$ 329	\$ 726	\$ 754	\$ 782	\$ 810
Total Percentage per employee	\$ 19.93%	\$ 5,230	\$ 10,881	\$ 11,302	\$ 11,336	\$ 11,724
1100 - School Psychologist		Year 1	Year 2	Year 3	Year 4	Year 5
		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Health Insurance	\$ 18,900	\$ 19,051	\$ 22,085	\$ 22,747	\$ 23,409	\$ 24,071
Other Retirement (STRS)	\$ 728	\$ 733	\$ 850	\$ 876	\$ 903	\$ 929
Medicare	\$ 8,258	\$ 1,559	\$ 1,572	\$ 1,822	\$ 1,877	\$ 1,935
Workers Comp	\$ 274	\$ 276	\$ 320	\$ 330	\$ 340	\$ 350
Unemployment Insurance	\$ 955	\$ 963	\$ 1,116	\$ 1,149	\$ 1,185	\$ 1,221
Total Percentage per employee	\$ 1.33%	\$ 251	\$ 253	\$ 294	\$ 303	\$ 312
Total Percentage per employee	\$ 19.93%	\$ 3,767	\$ 3,797	\$ 4,402	\$ 4,534	\$ 4,675

Table 15: Startup and Expansion Expenses
Integrity Educational Center
Summer before each school year

Notes

	Summer Year 1	Summer Year 2	Summer Year 3	Summer Year 4	Summer Year 5
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Organization Structure Expenditures					
Reserve for Closing Fund		\$ 2,500			
School Director	Early start for school set-up	15,833			
Curricular Stipends		8,334			
Board Orientation Fees		1,500			
School Policies		750			
Subtotal		\$ 28,917	-	-	-

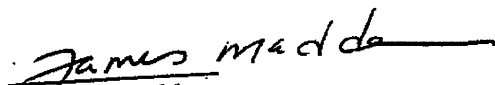
Asset Purchases						
Furniture	\$100 per new enrollment for misc. furnishing & furniture	15,000	9,000	5,000	1,000	3,000
Technology	Includes computers, printers, installation, networking	40,000				
Curriculum	\$450 per new enrollment	67,500	40,500	22,500	4,500	13,500
Classroom Furnishings	Non-furniture items such as whiteboards, clocks, etc.	4,000				
Miscellaneous Supplies		1,500				
Subtotal		\$ 128,000	49,500	27,500	5,500	16,500
Total		\$ 156,917	49,500	27,500	5,500	16,500

Integrity Educational Center Summary

Integrity Educational is requesting permission to open a charter school within the WCCUSD jurisdiction. IEC is a drop out prevention start up charter school that would serve students in grades ten through twelve and ages 16-18. The student population that will be served often times reflect, academically, low-achieving students. Section 47605 of the Charter Schools Act of 1992 provides that, in reviewing petitions for the establishment of charter schools within the district's governing board scope. Preference should be given to petitions that demonstrate the capability to provide comprehensive learning experiences, to students identified by the petitioners as academically low achieving pursuant to the standards established by the State Department of Education under education Code section 54032. The maximum capacity will be 330 students in its fifth year. The school will be developing career technical classes as part of its school to work program.

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

Contact Information


James Madden

Phone: (510) 415-9135

Email mediareeel@aol.com

ADDENDUM

6

ABSTRACT

Integrity Educational Center

Abstract

Integrity Educational Center (herein referred to as "IEC") target population is students who have dropped out of school or at risk of dropping out of high school in grades ten through twelve and ages 16 and older. Research has shown that there is a co-relationship between a persons earning capacity with a high school diploma, job training and Bachelors degree, as well as incarceration rates of juveniles and young adults without an education.

IEC will bridge the gap between school and work by offering career training and occupational classes that this target population often is not associated with.

IEC will offer a school environment tailored to this population as such that there would be a reduced bell schedule. Grading periods will be every six weeks in an effort to accelerate credit recovery. A program will be implemented to address the psychological and emotional overarching issues often times associated with this population such as low self-esteem, teen pregnancy, anti-violence and anti-gang issues. There will be rewards for good attendance like employment in the student run career center as well as video production skills in our T.V magazine show.

This school will utilize a small student to teacher ratio not to exceed (24:1) that allows teachers to learn the student's academic characteristic and develop strategies for success. The curriculum will be predicated on a Project Technology Based program that will be individualized for students in the core classes.

ADDENDUM

7

EVIDENCE OF LEAD PETITIONERS QUALIFICATIONS



State of California
Commission on Teacher Credentialing

issues this document to

JAMES EARL MADDEN

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

DOCUMENT NUMBER: 070363270

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

SUBJECT(S) AND AUTHORIZATION(S):

Computer Systems Operation

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

RENEWAL CODE(S):

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

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

P. David Pearson

P. David Pearson
Chair, Commission on Teacher Credentialing

Arnold Schwarzenegger

Arnold Schwarzenegger
Governor, State of California

Dale A. Janssen

Dale A. Janssen
Executive Director, Commission on Teacher Credentialing

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



State of California
Commission on Teacher Credentialing

issues this document to

JAMES EARL MADDEN

VALID: 06/16/2005

DOCUMENT NUMBER: 050194094

DOCUMENT TITLE: Clear Crosscultural, Language and Academic Development Certificate

SUBJECT(S) AND AUTHORIZATION(S):

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

RENEWAL CODE(S):

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

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

Arnold Schwarzenegger
Governor, State of California

Leslie Peterson Schwarze
Chair, Commission on Teacher Credentialing

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

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



State of California Commission on Teacher Credentialing

issues this document to

JAMES EARL MADDEN

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

DOCUMENT NUMBER: 070383475

DOCUMENT TITLE: Preliminary Administrative Services Credential

SUBJECT(S) AND AUTHORIZATION(S):

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

RENEWAL CODE(S):

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

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

P. David Pearson
Chair, Commission on Teacher Credentialing

Arnold Schwarzenegger
Governor, State of California

Dale A. Janssen
Executive Director, Commission on Teacher Credentialing

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

The Trustees of

The California State University

on recommendation of the faculty of

San Francisco State University
have conferred upon

James Earl Madden

the degree of

Master of Arts

Education (Educational Administration)

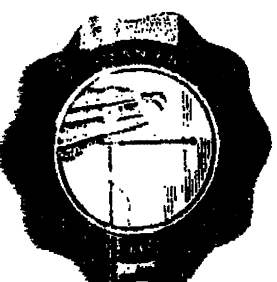
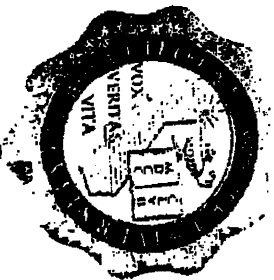
with all rights and privileges pertaining thereto
Given on this twenty-seventh day of May, two thousand six.

Donald S. Brown
Governor and President
of the Trustees

Alvin S. Lee
Chancellor

Wm. J. P.
Chancellor of the
Board of Trustees

Robert G. Brown
President of the Faculty



ADDENDUM

8

COLLABORATION



DEPARTMENT OF THE AIR FORCE
HEADQUARTERS 129th RESCUE WING (ACC)
MOFFETT FEDERAL AIRFIELD, CA 94035

5 May 20

MEMORANDUM FOR The Integrity Educational Center

FROM: 129th RQW/HRA

SUBJECT: Program Field Trips to the 129th Rescue Wing

1. Annually, the 129th Rescue Wing of the California Air National Guard opens our doors to organizations from the surrounding communities to tour our facilities. Included on the lists of organizations that usually tour our facilities are schools and educational programs. As such and when our schedule permits, we would love to have the staff and students from the Integrity Educational Center tour our organization to get an understanding of what it is we do as well as provide career options for their students upon completion of the high school educational requirements.
2. The 129th Rescue Wing is located at Moffett Federal Air Field in Mountain View, California. If there are any questions regarding tours of the 129th Rescue Wing contact me at (650)603-9432

Very Respectfully,

Christopher D. Underwood, SMSgt, CA ANG
Human Resource Advisor, 129th Rescue Wing

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: November 2, 2011

From: Bill Fay
Associate Superintendent for Operations

Agenda Item: G.2

Subject: Project Status Report – Facilities Planning and Construction

Background Information:

The following are provided for review of Facilities Planning and Construction in the District's Bond Program and for information regarding individual projects funded by the Measures J & D 2010:

- Portola Middle School
- Coronado Elementary School
- Nystrom Elementary School
- Overview of the status of the district eligibility for state funding.

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
1108 Bissell Avenue
Richmond, California 94801
Office of the Superintendent

ITEM REQUIRING ATTENTION---BOARD OF EDUCATION

To: Board of Education **Meeting Date:** November 2, 2011
From: Bill Fay **Agenda Item:** G.3
Associate Superintendent for Operations
Subject: Project Status Report – Facilities Planning and Construction

Background Information:

The following are provided for review of Facilities Planning and Construction in the District's Bond Program and for information regarding individual projects:

- Engineering Officer's Report – Verbal Presentation
- Construction Status Reports – Current Construction Projects

Recommendation: For information only

Fiscal Impact: None

DISPOSITION BY BOARD OF EDUCATION

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

PROJECT STATUS REPORT

De Anza High School - Replacement Campus

Period Ending: 10/19/2011

Scope: Replacement Campus

Construction Status:

Architect: DLM Architects
 Project Manager: Jose Chapa, SGI Construction Management
 Project Engineer: Jemil Sahle, SGI Construction Management
 Contractor: Wright Contracting Inc.
 Inspector: Steve Cayson
 WCCUSD Mgr: Keith Holtslander

Contract Status:

Notice to Proceed: 05/17/2010

	Original	Approved	Projected
Construction Schedule (days):	1,080		
Original Completion Date:	05/01/2013		
Projected Completion:	05/01/2013		

Buildings:

Building 1	Administration & Library
Building 2 & 3	Theater & Arts/Delta School
Building 4	Special Education
Building 5	Science
Building 6 & 7	Classrooms
Building 8	Gymnasium
Building 9	Cafeteria
Building 11, 12, & 13	Lobby, Breezeway, & Entrance Structure

Progress This Period:

- Building 4, 5, 6 & 8 --Install Built-Up Roof System Cont.
- Building 1, 2, 3 & 4--Install Interior Wall Framing & MEP Rough-Ins Cont.
- Building 6 & 7--Install Exterior Wall Framing Cont.
- Building 4, 5 & 6--Install Exterior Wall Sheathing Cont.
- Building 1, 2, 8 & 9--Install HVAC Ducts & Equipment Cont.
- Building 1, 8 & 9-- Install Wall Insulation & Drywall Cont.
- Building 8 & 9-- Apply Plaster
- Building 2, 3 & 4-- Install Waterproofing & Metal Lath
- Building 8 & 9--Install Interior Doors & Storefront Doors & Windows
- Building 8 & 9--Apply Paint to Parapet Walls & Ceilings.
- Building 12--Erect Structural Steel

Anticipated Progress Next Period:

- Building 6, 7, 8--Install Built-Up Roof System Cont.
- Building 2, 3 & 4--Install Interior Wall Framing
- Building 2, 3, 4, 5 & 6--Install MEP Rough-Ins
- Building 7--Install Exterior Wall Framing Cont.
- Building 6 & 7--Install Exterior Wall Sheathing
- Building 1, 2, 3, 8 & 9--Install HVAC Ducts & Equipment Cont.
- Building 1, 2 & 8-- Install Wall Insulation & Drywall Cont.
- Building 8 & 9-- Apply Plaster Cont.
- Building 9--Install Tile in Bathrooms
- Building 12--Erect Structural Steel Cont.

Schedule Assessment/Update:

Construction Duration (Calendar Days):	1,080
Construction Calendar Days Elapsed:	520
Construction Calendar Days Remaining:	560
Percent of Contract Calendar Days Elapsed:	48%
Percent of Construction Completed:	46%

Percentage of Work Done	46%	Total Project
--------------------------------	------------	----------------------

Proposed Changes:

General Comment:

Progress Photos: 10/19/2011



Building 12-Breezeway: Erection of Structural Steel



Building 6: Installation of Built-Up Roof



Building 9: Installation of Storefront Doors & Windows

PROJECT STATUS REPORT

Dover Elementary School -

Period Ending: 10/19/2011

Scope: Increment 2

Construction Status:

Architect: HY Architects, Inc.
Project Manager: Robert Vargas, SGI Construction Management
Project Engineer: Rod Sias, SGI Construction Management
Contractor: Alten Construction, Inc.
Inspector: Kris Gilbert
WCCUSD Mgr: Keith Holtslander

Contract Status:

Notice to Proceed: 06/15/2009

	Original	Approved	Projected
Construction Schedule (days):	1,110	119	1,229
Original Completion Date:	06/29/2012		
Projected Completion:	10/23/2012		

Buildings:

Building A Main Admin. Building & Classrooms - COMPLETED
Building B Pre-School/Kindergarten - IN PROGRESS
Building C Multi Purpose Building - IN PROGRESS
Site Work Rough Site Work & Underground Utilities

Progress This Period:

- Slab Reinforcing (Bldg. C) – COMPLETED.
- Install Vapor Barrier (Bldg. C) – COMPLETED.
- Install Bolts & Pour Slab (Bldg. C) – COMPLETED.
- Pour to PIV (Site work) – COMPLETED.
- Power to Light Underground (Site work) – COMPLETED.
- Lime Treatment (Site work) – COMPLETED.
- Begin AB – COMPLETED.
- Grade Rock Site (Bldg. B & C) – COMPLETED.
- Grade City Sidewalk – COMPLETED.
- Set Forms/pour City Sidewalk – COMPLETED.
- Excavate & Install Trash Footings – COMPLETED.

Anticipated Progress Next Period:

- Frame Walls (Bldg. B & C) – IN PROGRESS.
- Form & Pour Trash Curb – IN PROGRESS.
- Prep & Place Trash Slab – IN PROGRESS.
- Install Block – IN PROGRESS.

Schedule Assessment/Update:

Construction Duration (Calendar Days):	1,229
Construction Calendar Days Elapsed:	855
Construction Calendar Days Remaining:	374
Percent of Contract Calendar Days Elapsed:	69%
Percent of Construction Completed:	69%

Percentage of Work Done	69%	Total Project
Phase 1--Demolition & Site Work	Increments 1 & 1A	100%
Phase2--Building "A"	Increment 2	100%
Phase 3--Building "B" & "C"	Increment 3	32%
Phase 4--Site Work & Playground	Increment 3	0%

Proposed Changes:

General Comment:

Progress Photos: 10/19/2011



West Side of Site-Building B



North Side of Site-Building B



East Side of Site- Building C

PROJECT STATUS REPORT

ECHS - Multi-Use Sport Fields

Period Ending: 10/19/2011

Scope: Multi-Use Sport Fields

Construction Status:

Architect: WLC Architects
Project Manager: Hector DeLeon, SGI Construction Management
Project Engineer: N/A
Contractor: Michael Paul Company Inc.
Inspector: Kris Gilbert
WCCUSD Mgr: Andrew Mixer

Contract Status:

Notice to Proceed:	02/21/2011		
	Original	Approved	Projected
Construction Schedule (days):	180	60	95
Original Completion Date:	8/22/2011		
Projected Completion:	11/15/2011		

Buildings:

Synthetic Field	Soccer, Baseball and Softball Synthetic Field
Tennis Courts	Five new Tennis Courts w Ball Wall
Batting Cage	New Batting Cage on Southeastern corner of project

Progress This Period:

The Artificial Turf is 60% installed. Irrigation lines and heads have been testing and signed off. The landscape planting is underway. Electrical site lighting is being connected and all perimeter fencing fabric is 90% due to accessibility for other trades. The vehicular path of travel from the school to the football is complete and will be ready to use for Homecoming festivities. Base rock for tennis court in being installed.

Anticipated Progress Next Period:

Completion the synthetic turf, landscaping around the field and vehicular access to the existing football field will be turned over to the school for use. The tennis court will be paved and the tennis court coating, striping and interior fencing installed. The new stairway and concrete flatwork will be completed and joined with the pedestrian and vehicular access lane.

Schedule Assessment/Update:

Construction Duration (Calendar Days):	275
Construction Calendar Days Elapsed:	240
Construction Calendar Days Remaining:	35
Percent of Contract Calendar Days Elapsed:	87%
Percent of Construction Completed:	73%

Percentage of Work Done

73%

Total Project

Synthetic Turf Installation	60%	20%
Landscape Planting	10%	10%
Utility Trenching and Installation	100%	8%
Cast in place-retaining walls	95%	12%
Irrigation system installation	100%	10%
Fencing & Post installation	90%	10%
Perimeter concrete flatwork	85%	12%
Shotcrete retaining wall	100%	9%

Proposed Changes:

The school staff requested the project team explore changes to the baseball backstop to prevent foul ball from going over the backstop into the neighbors yard. The project team met with the previous baseball coach and community member to review the existing design and proposed changes.

General Comment:

There are currently on average 35 to 40 workers on site daily working on finishing the project. Sub-contractors from all of the project trades are working on completing the synthetic turf, landscaping, front concrete stair flat work and getting prepared for asphalt paving in the tennis court.

Progress Photos: 10/19/2011



Installation of synthetic turf



New landscaping planting adjacent to synthetic field



Pedestrian and Vehicular access concrete flatwork completed

PROJECT STATUS REPORT

Ford Elementary School - Building

Period Ending: 10/19/2011

Scope: Pre-K, K-5 Elementary School with Computer Laboratory, Library, Administration, Kitchen, Multi-Purpose Room & Stage; with Playgrounds & Parking

Construction Status:

Architect: Sally Swanson Architects, Inc.
 Project Manager: Lewis Brower, SGI Construction Management
 Project Engineer: Rod Sias, SGI Construction Management
 Contractor: Alten Construction, Inc.
 Inspector: Mark Eriksen
 WCCUSD Mgr: Keith Holtslander

Contract Status:

Notice to Proceed: 10/12/2009

	Original	Approved	Projected
Construction Schedule (days):	600	89	689
Original Completion Date:	06/04/2011		
Projected Completion:	12/1/2011		

Buildings:

Site Development	Rough Site Work & Underground Utilities
Building: Area A	Classrooms, Administration, Library, Computer Lab
Building: Area B	Pre-Kindergarten, Kindergarten, Classrooms
Building: Area C	Multi-Purpose Room, Stage, Kitchen
Site Finish	Hardscape, Landscape, Irrigation, Accessories

Progress This Period:

- Area A - Interior and Exterior Painting, Roofing, Sheetmetal, Flooring, Casework, Millwork and Tackboard near completion. Ceilings, Bathroom Accessories and Elevator Construction continues.
- Area B - Interior and Exterior Painting, Roofing, Sheetmetal, Flooring, Casework, Millwork and Tackboard near completion. Ceilings and Bathroom Accessories continues.
- Area C - Interior and Exterior Painting, Roofing and Sheetmetal near completion. Ceilings, Tackboard & Corkboard continue.
- Utility Finish Construction continues.
- Site - Underground Utilities near completion. Hardscape Development, Perimeter Sidewalk, Irrigation System continues.

Anticipated Progress Next Period:

- Areas A & B - Roofing, Sheetmetal, Flooring, Millwork, Tackboard/ Corkboard, Bathroom Accessories and Casework complete. Ceiling, Elevator nears completion. Utilities & Equipment near completion, activation, and Commissioning to commence.
- Area C - Roofing, Sheetmetal, Millwork, Tackboard/Corkboard, Bathroom Accessories and Casework complete. MPR and Stage Floor commences. Kitchen Equipment, Utilities & Equipment near completion, activation, and Commissioning to commence.
- Site Work - Utilities complete. Sidewalk nears completion. Hardscape Development and Irrigation System Construction is well advanced.

Schedule Assessment/Update:

Construction Duration (Calendar Days):	689
Construction Calendar Days Elapsed:	737
Construction Calendar Days Remaining:	-48
Percent of Contract Calendar Days Elapsed:	106%
Percent of Construction Completed:	92%

Percentage of Work Done 92% Total Project

Site Development	78%
Building: Area A	92%
Building: Area B	92%
Building: Area C	92%
Site Finish	40%

Proposed Changes:

General Comment:

Overall, progress continues toward completion during the Fall of 2011.

Progress Photos: 10/19/2011



1st Floor Corridor of Building A (West) near completion



View to the East from 26th Street Parking Lot Entrance



HVAC Units Mounted at the Rear of Building Areas A & B

PROJECT STATUS REPORT

Kennedy High School - ADA Upgrades and Elevator

Period Ending: 10/19/2011

Scope: ADA Upgrades and Elevator Project

Construction Status:

Architect: HMC Architects
Project Manager: Herman Blackmon Jr., Amanco, Inc.
Project Engineer:
Contractor: CF Contracting
Inspector: Brad Williamson

Contract Status:

Notice to Proceed:	08/15/2011
	Original Approved Projected
Construction Schedule (days):	210
Original Completion Date:	3/13/2012
Projected Completion:	3/13/2012

Buildings:

Progress This Period:

- Excavated for Elevator Lift
- Removed Trees
- Re-routed Sewer and Storm Drain Lines Interfering with Elevator Footprint
- Demolition for Wheel Chair Lifts in Multipurpose and Drama Rooms
- Framed and Poured Concrete Elevator Pit Slab and Walls
- Began Framing for ADA Bus Stop
- Rough-In Electrical for Elevator and Wheel Chair Lifts - 50%

Anticipated Progress Next Period:

- Excavate for Elevator Mechanical Room
- Frame and Pour Concrete for Mechanical Room
- Concrete Pour for Wheel Chair Lifts
- Complete Rough-In Electrical
- Complete Construction for ADA Bus Stop

Schedule Assessment/Update:

Construction Duration (Calendar Days):	210
Construction Calendar Days Elapsed:	65
Construction Calendar Days Remaining:	145
Percent of Contract Calendar Days Elapsed:	30%
Percent of Construction Completed:	12%

Percentage of Work Done	12%	Total Project
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Proposed Changes:

General Comment:

Progress Photos: 10/19/2011



Framing for Elevator Pit



Concrete Pour at Elevator Pit



Trenching to Re-locate Storm Drain

PROJECT STATUS REPORT

Kennedy High School - Concession Stand and Lights

Period Ending: 10/19/2011

Scope: Concession Stand and Lights

Construction Status:

Architect: Powell & Partners Architects
Project Manager: Herman Blackmon Jr., Amanco, Inc.
Project Engineer:
Contractor: B-Side Construction
Inspector: Brad Williamson

Contract Status:

Notice to Proceed:	4/4/2011		
		Original	Approved Projected
Construction Schedule (days):	210		
Original Completion Date:	10/28/2011		
Projected Completion:	11/28/2011		

Buildings:

Concession Stand
Field Lighting

Progress This Period:

- 2nd Grout Pour
- Site Electrical - 70%
- Asphalt Patching - 70%
- Rough Electrical - 45%
- Rough Plumbing - 70%
- Site Drainage - 20%
- C-Channel Erection - 33%
- CMU Block - Final Course
- Installation of Door Frames
- Installation of Parking Lot Lights
- Installation of Field Light Bases
- Framing for Roof - 50%
- Concrete Pour for Parking Lot Light Poles
- Asphalt Patching in Parking Lot

Anticipated Progress Next Period:

- Final CMU Grout Pour
- Install Remaining C-Channels
- Construct Roof
- Complete Asphalt Patching
- Install Field Lights
- Connect Data lines
- Pour Interior Concrete Slab
- Install Interior Walls
- Install Partitions
- Complete Rough-In Plumbing and Electrical
- Install Plumbing Fixtures
- Install Finish Electrical

Schedule Assessment/Update:

Construction Duration (Calendar Days):	210
Construction Calendar Days Elapsed:	201
Construction Calendar Days Remaining:	9
Percent of Contract Calendar Days Elapsed:	95%
Percent of Construction Completed:	52%

Percentage of Work Done	52%	Total Project
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Proposed Changes:

- Install 2 Additional Electronic Hand Dryers
- Modify Casework to Accommodate Industrial Size Refrigerator and Ice Maker
- Determine Security Lights and Speakers to Install on Field Light Poles
- Add Fiber optic Lines for Data

General Comment:

Progress Photos: 10/19/2011



Concession Stand - Floor Slab Pour



Concession Stand - CMU 2nd Grout Pour



Field Lighting - Mounting of Field Light Bases

PROJECT STATUS REPORT

King Elementary School - Increment 2 New Construction

Period Ending: 10/19/2011

Scope: Milestone 1: Const. of (N) School Bldgs. & Site Work; Milestone 2: Teacher & Staff Move; Milestone 3: Demo. of (E) School and site work.

Construction Status:

Architect: Quattrocchi Kwok Architects
Project Manager: Alaric Robinson, Amanco Inc.
Project Engineer: Eddie Law, SGI Construction Management
Contractor: West Bay Builders
Inspector: Mark Eriksen
WCCUSD Mgr: Andrew Mixer

Contract Status:

Notice to Proceed:	03/25/2009		
	Original	Approved	Projected
Construction Schedule (days):	720		129
Original Completion Date:	03/15/2011		
Projected Completion:	03/15/2011		

Buildings:

A	Single Story- Classrooms, library and admin. areas
B	Two Story- Classrooms
C	Single Story- Multi-Use With Stage and Kitchen

Progress This Period:

All Buildings:

- GC completing Back Punch List and Owner requested Change orders. Marquee Sign programming. School in use and operational.

Site:

- Phase 3 demolition work: GC has begun Rough Grading.
- SWPP has been installed by GC.
- Underground utilities have been staked.

Anticipated Progress Next Period:

All Buildings:

- Back Punch-list- completed by GC and accepted by AOR.
- All previously approved owner requested change orders to be completed.
- Top AC Units to be provided and installed by GC as directed by the AOR and approved by the District.

Site:

- Rough Grading completed.
- Rough Underground work completed.
- Additional side walk demolition work completed.

Schedule Assessment/Update:

Construction Duration (Calendar Days):	720
Construction Calendar Days Elapsed:	938
Construction Calendar Days Remaining:	-218
Percent of Contract Calendar Days Elapsed:	130%
Percent of Construction Completed:	98%

Percentage of Work Done	98%	Total Project
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Site Work

Proposed Changes:

General Comment:

Progress Photos: 10/19/2011



PROJECT STATUS REPORT

Nystrom Elementary School - Multipurpose Room

Period Ending: 10/19/2011

Scope: Construction of a new 13,800 SF Multipurpose Room, demolition of existing upon completion, related site work and playground improvements

Construction Status:

Architect: Interactive Resources
 Project Manager: Sonya Perkins, SGI Construction Management
 Project Engineer: Eddie Law, SGI Construction Management
 Contractor: John Plane Construction
 Inspector: Kris Gilbert / Brad Williamson
 WCCUSD Mgr: Andrew Mixer

Contract Status:

Notice to Proceed: 07/26/2010

	Original	Approved	Projected
Construction Schedule (days):	515	24	
Original Completion Date:	12/23/2011		
Projected Completion:	1/16/2012		

Buildings:

Single Story Multi-use - library, classroom, computer lab & kitchens

Progress This Period:

Interior: Finishes including final coat of paint, acoustical ceiling panels, P-Lam panels and wood trim, epoxy floor at kitchen, light fixtures, window frames and glazing, clocks, emergency call buttons, speakers, kitchen equipment, doors and hardware, water heater.
 Exterior: Fire line to building connection; site grading and flat work; weather resistant barrier (WRB) and lath.

Anticipated Progress Next Period:

Continuation of interior finishes - light fixtures, telecommunications, HVAC controls, flooring, floor mats, doors and hardware, kitchen equipment
 Exterior: Weather resistant barrier - Tyvek; storefront glazing; lath, scratch and brown coat; metal wall panels; canopy metal roofing; grade and site concrete for planters

Schedule Assessment/Update:

Construction Duration (Calendar Days):	524
Construction Calendar Days Elapsed:	450
Construction Calendar Days Remaining:	74
Percent of Contract Calendar Days Elapsed:	85%
Percent of Construction Completed:	77%

Percentage of Work Done	77 %	Total Project
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Proposed Changes:

General Comment:

Window frame shop drawings and mock-up completed. Building will be fully enclosed pending one more window install and glazing at storefronts.

Progress Photos: 10/19/2011



Window Frame/Glazing w/ On-going Site Work



MRP Stage Lighting & Under-stage Doors



Kitchen Equipment

PROJECT STATUS REPORT

Ohlone Elementary School - West Campus

Period Ending: 10/19/2011

Scope: West Campus

Construction Status:

Architect: Powell & Partners
Project Manager: Alex Gourtzelis, SGI Construction Management
Project Engineer: Marcus Blackmon, Amanco, Inc.
Contractor: Zovich Construction
Inspector: Mark Eriksen
WCCUSD Mgr: Keith Holtslander

Contract Status:

Notice to Proceed:	08/01/2011	Original	Approved	Projected
Construction Schedule (days):	720			
Original Completion Date:	09/19/2013			
Projected Completion:	09/19/2013			

Buildings:

Building A	Two story building.
Building B	Single story building.

Progress This Period:

Progress this period for the Ohlone Phase I & II West Campus Project is as follows: installed rebar for footings at Building B, completed trenching for underground utilities at Building B, proceeded to layout templates for anchor bolts at Building B, continued formation of Bioswale, and formed curb at temporary play structure.

Anticipated Progress Next Period:

Progress this period for the Ohlone Phase I & II West Campus Project is as follows: continue rebar Building A footings, proceed to lay out and install anchor bolt templates at Building B, pour concrete for footings at Building B, form perimeter curbs at Building B, install muddsill bolts at Building B, and continue with underground utilities at Building A.

Schedule Assessment/Update:

Construction Duration (Calendar Days):	720
Construction Calendar Days Elapsed:	79
Construction Calendar Days Remaining:	641
Percent of Contract Calendar Days Elapsed:	10%
Percent of Construction Completed:	5%

Percentage of Work Done	5%	Total Project
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Proposed Changes:

General Comment:

Progress Photos: 10/19/2011



Rebar Installation for Building B Footings



Forming Curbs at Temporary Play Structure



Bioswale