February 4, 2015

TO: Santa Clara County Board of Education

FROM: Toni Cordova
    Chief Strategy Officer

VIA: Jon R. Gundry
    County Superintendent of Schools

SUBJECT: Decision on Wei Yu International Charter School Petition

Associated Goal:
Improve student equity and reduce access discrepancies to high quality education

Background:
On November 24, 2014, the Santa Clara County Office of Education, Office of Innovative Schools (OIS) received a charter petition from Jun Dong, Lead Petitioner, seeking approval to open Wei Yu International Charter School. This petition was submitted on appeal from Moreland Unified School District, having been denied by the District’s Board of Education on November 18, 2014.

Within 30 days of receiving a petition, the Board must “hold a public hearing on the provisions of the charter, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the district, other employees of the district, and parents.” (Ed. Code, § 47605(b).) A public hearing was held on December 10, 2014. The Board must “either grant or deny the charter within 60 days of receipt of the petition.” (Ed. Code, §47605, subd. (b).)

The Charter Schools Act of 1992 (“Act”) permits school districts to grant charter petitions, authorizing the operation of charter schools within their geographic boundaries. (Ed. Code, §47600, et seq.) In enacting the Act, the California Legislature intended for teachers, parents, and community members to establish charter schools in order to, among other things, increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving, encourage the use of different and innovative teaching methods and programs, and provide new professional opportunities for teachers as well as expanded choice in the types of educational opportunities for parents and students. (Ed. Code, § 47601.)

Charter schools are established through submission of a petition by proponents of the charter school to the governing board of a public educational agency, usually a school district, and approval of the petition by the school district. The governing board must grant a charter “if it is satisfied that granting the charter is consistent with sound educational practice.” (Ed. Code, §47605, subd. (b).) Nevertheless, a governing board may deny a petition for the establishment of a charter school if it finds that the particular petition fails to meet enumerated
statutory criteria and it adopts written findings in support of its decision to deny the charter. (Ibid.) Once authorized, charter schools “are part of the public school system,” but “operate independently from the existing school district structure.” (Ed. Code, §§ 47615(a)(1) and 47601.)

If the Board grants the Petition, Wei Yu International Charter School will become a separate legal entity. If SCBOE grants the charter, it becomes the supervisory agency over the charter school. If the County denies the petition, then Petitioners may appeal to the State Board of Education (“SBE”). (Ed. Code,§47605(j)(1).)

Analysis
Staff reviewed the charter petition using the criteria established in California Education Code 47605 (b) and County Board Policy 0420.4 (c) and found:

1. **Required Signatures**
   The petition meets the requirement.

2. **Affirmation that the charter school shall be nonsectarian**
   The petition contained the required affirmation.

3. **Affirmation that the charter school shall not discriminate against pupils**
   The petition contained the required affirmation.

4. **Affirmation that the charter school shall not charge tuition**
   The petition contained the required affirmation.

5. **Reasonably Comprehensive Description**
   Staff found that the petition did not contain a sufficiently comprehensive description of all of the required elements.

6. **Unsound Educational Program**
   Staff found indicators of an unsound educational program.

7. **Demonstrably Unlikely to Implement the Program**
   Staff found facts that demonstrate petitioners are unlikely to implement the program.

8. **Grade Level, Location, Students Served**
   The petition meets requirements to serve students in the grade levels offered by Moreland Unified School District.
9. **Other Criteria in Statute**

a. **Racial and Ethnic Balance**
   The Education Code for charter approval addresses racial balance in two separate criteria.
   - Education Code Section 47605 (e) (1) states: “In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability.”

   The petition meets this requirement.

   - Education Code 47605 (b) (5) (G) requires that the charter petition contain a reasonably comprehensive description of the “means by which the school will achieve racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.”

   The petition does not meet this requirement.

b. **Preference for Serving Academically Low Achieving Students**
   California Education Code 47605 (h) states: “In reviewing petitions for the establishment of charter schools within the school district, the governing board of the school district shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioner or petitioners as academically low achieving pursuant to the standards established by the department under Section 54032.”

   The petition does not meet the requirement for preference.

**Fiscal Implications**
There are substantial costs to the County Office of Education for reviewing and overseeing any charter school. Those costs have not been calculated for this petition review nor do those costs constitute a condition for granting or denying a charter petition.

**Staff Report and Recommendation to the County Board**
Staff reviewed the petition utilizing the criteria for approval set forth in Education Code Section 47605. Through the attached Staff Report, Staff has provided the Board with an assessment of the sufficiency of the charter petition with respect to all criteria for approval. Staff finds that the Petitioners present an unsound educational program for the pupils to be enrolled in the charter school; are demonstrably unlikely to successfully implement the program as presented in the Petition and its supporting documents; and, that the Petition does not provide a reasonably comprehensive description of several essential charter elements. Accordingly, staff recommends that the Board adopt the Resolution to Approve with noted requirements or conversely adopt the Resolution to Deny with noted findings.
The Santa Clara County Office of Education (SCCOE) staff has reviewed the charter school petition from Wei Yu International Charter School (WYICS) submitted to the Santa Clara County Board of Education (SCCBE) on appeal from denial by the Moreland Unified School District. The proposed charter seeks to establish the Wei Yu International Charter School (grades K-8), with a projected first year enrollment of 150 students.

Education Code §47605 (j)(1) grants county boards the authority to review a charter petition on appeal from a denial consistent with the “same guidelines and standards as apply to an initial submission, set forth in Education Code 47605 (b). The county board reviews and considers the charter petition de novo “on its own merits, without weighing the validity of the denial by the school district.” Notwithstanding its review of the charter petition, the county board “is not required to ignore, and may be informed of, the school district’s reasons for denial of the charter petition.” [See 5 Cal. Code Regs. §11967 (b) (2).] Specific findings of fact are required if the county board takes action to deny the charter. [Ed. Code §47605 (b).]

Procedural Status

The Office of Innovative Schools (OIS), Santa Clara County Office of Education (County Office of Education) received a charter petition (Petition) dated September 15, 2014, from the Wei Yu International Charter School on November 24, 2014. In accordance with Education Code § 47605 (j) (1), the Petition was submitted to the County Office of Education on appeal from the Moreland Unified School District whose Board of Education voted unanimously (5-0) on November 18, 2014, to deny Wei Yu International Charter School’s request to operate a charter school for kindergarten to eighth grade students (grades K-8) based on its findings that the charter petition (Education Code §47605 (b):

- Presents an unsound educational program;
- The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition;
- The petition does not contain reasonably comprehensive descriptions of each of the required elements of a charter petition.

On December 10, 2014, in compliance with Education Code 47605 (b), the Santa Clara County Board of Education (County Board) held a public hearing to “consider the level of support for the petition by teachers employed by the district, other employees of the district, and parents.” Education Code 47605 (b) requires that the Santa Clara County Board of Education render its decision on the Wei Yu
International Charter School “within 60 days of receipt of the petition,” unless “both parties agree to an extension.”

**Education Code Requirements for Charter Review**

Education Code § 47605 (b) makes clear that governing boards are to be aware of the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged. The [county board of education] shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice. The [county board of education] shall not deny a petition for the establishment of a charter school unless it makes written factual findings to support one of more of the following findings:

(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.
(2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
(3) The petition does not contain the number of signatures required by statute.
(4) The petition does not contain an affirmation of each of the conditions required by statute.
(5) The petition does not contain reasonably comprehensive descriptions of the required elements.

**Review of the Petition**

The County Board’s Policy 0420.4 – Charter Schools lists nine criteria for the approval or denial of a charter petition. Staff reviewed the petition using the nine criteria established in California Education Code and listed in Board Policy 0420.4 – Charter Schools. Staff from the Office of Innovative Schools, as well as other members of the SCCOE, conducted a review of the charter petition. The results of the staff review are presented below.

1. **Required signatures**
   Staff found that the petition contains the required signatures.

2. **Affirmation that the charter school shall be nonsectarian**
   Staff found that the petition contains the required affirmation.

3. **Affirmation that the charter school shall not discriminate against pupils**
   Staff found that the petition contains the required affirmation.

4. **Affirmation that the charter school shall not charge tuition**
   Staff found that the petition does contain the required affirmation.

5. **Reasonably comprehensive description of the required elements**
   Staff found that the petition does not provide a sufficiently comprehensive description of the required elements.
A. Element One: Description of the Educational Program/Plan for Student Academic Achievement

According to the Petition, the educational model "integrates language immersion, social-emotional learning and a California Common Core State Standards-aligned curriculum that incorporates the STEAM (Science, Technology, Engineering, Arts, and Mathematics) framework via project-based learning..." In addition, to the Mandarin Immersion program, the instructional methodology will also consist of constructivism and differentiated learning. The scope of the educational program as outlined is very large and ambitious and the Petition does not provide reasonably comprehensive descriptions of some of the primary program elements as detailed below.

a. Curriculum Maps

The Petition only addresses K-1st curriculum. While the Petitioner anticipates serving students in kindergarten through 8th grade, the Petition lacks curriculum maps and instructional materials for grades 2nd through 8th. As a result, staff is unable to appropriately assess how the proposed immersion program will evolve to serve students in language acquisition as well as in all academic areas.

Furthermore, in the Petition, it states, "The Mandarin teachers at WYICS will develop California Common Core State Standards-aligned curriculum for the core subjects taught in Mandarin. Teachers at WYICS will meet once per month during early release days or during the day-long teacher work day to collaborate and develop Mandarin curricula for Mandarin Language Arts, Mathematics, Social Science, and Science by using instructional materials adopted by the California State Board of Education. The principal will participate in the process by reviewing the developed curricula and provide guidance and suggestions for refinement." Given that further in the Petition, under Employee Qualifications and Job Descriptions, the Executive Director, Principal and Teacher Qualifications only requires as a "preference" proficiency in written and oral Mandarin and English, it is difficult to ascertain how this oversight will occur with fidelity to the language and proposed program of instruction. Additionally, the time allocated to teachers to develop the curriculum is insufficient.

b. English Language Arts

With regard to the instruction in English Language Arts, the Petition states, "due to the nature of the Mandarin immersion curriculum, students will have limited English language arts time in the early grades." Not only is this a concern, as presented, in addition, the Petition does not contain a reasonably comprehensive description of how WYICS would deliver two separate curricula simultaneously within the confines of its proposed instructional schedule.

c. English Language Learners

The instructional strategies described, Sheltered English Observation Protocol (SIOP) and Specifically Designed Academic Instruction in English (SDAIE), provide support for English learners to learn content and develop literacy skills, but not to develop English language as described in the ELD standards. The only targeted time identified for ELD-specific instruction is in the "Literacy Support" section. It states that teachers "may group EL students to specifically address EL needs." It is unclear how teachers will be
held accountable for this instruction or how feasible it will be to regularly pull small
groups during English language arts instruction. Also, there is no reference to using the
ELD standards to guide the instruction. Furthermore, there is no indication that teachers
will have access to instructional materials for English Language Development to guide
their instruction of “Designated ELD” for ELs.

A significant concern is that the Petition lacks any reference or acknowledgement of the
benefits and challenges posed to non-Mandarin speaking English Learners learning both
Mandarin and English as additional languages. Although the Petition does state a
commitment to have Spanish-language support for students and families as needed;
there is no process in place to ensure that there will be an employee hired who is
bilingual in English and Spanish.

In addition, there is a lack of clarity in the “Student Identification” section regarding
process and procedures for identifying a student as “Initially Fluent English Proficient”
(IFEP). As stated in the Petition, “EL students who score above the established cut-off on
the CELDT/ELPAC will be reclassified from EL status and be considered English
proficient.” The lack of clarity either indicates the incorrect process for reclassification or
is incorrectly referring to the process of initially identifying a student as IFEP. The
designation of IFEP is never mentioned in the petition.

Furthermore, the Petition lacks details regarding the monitoring of EL progress in all
subjects with the exception of language arts. Additionally, the Petition is unclear if EL
student progress in language arts will be monitored in Mandarin, English or both.

Although the Petition states, “All EL students will be fully integrated into the regular
classroom setting,” it is unclear that the charter school will provide access to the grade
level core curriculum for English Learners. In the Proposed Schedule and Calendar,
Sample Kindergarten/1st Grade Schedule, there is no mention of English Language
Development instruction for English learners.

d. Mandarin Education Program
Staff has concerns regarding the Mandarin education program proposed. In the
Mandarin Language Arts section, it states that “Students’ Mandarin education will begin
in traditional characters.” It is unclear which phonetic system (Pinyin, BoPoMoFo, Han
Yu Pin Yin or Zhuyin) will be used to teach traditional and simplified Chinese characters
or if WYICS is using a different approach. In other Mandarin Immersion Programs,
students are introduced to Mandarin language arts curriculum with a phonetic written
system before transitioning into the teaching of Chinese characters. WYICS does not
indicate if the educational program will include a written phonetic system prior to
introducing students to learning Chinese characters.

WYICS plans on offering instruction with both traditional and simplified characters,
without introducing a written phonetic system first. Not only may this cause confusion
for the students, it may also impact the ability of the Petitioner to hire Mandarin
teachers that are fluent in both Chinese character systems. In addition, the Petition does
not identify textbooks that include both characters systems.
The Petition fails to identify the language of the instructional materials that will be used and if instructional materials in Mandarin will be in traditional or simplified characters. The Mandarin Language Arts section states that Social Science will be taught in Mandarin. Further in the petition, it states that WYICS may use the Houghton Mifflin History-Social Studies textbook for American History Studies and Social Science units in English. It also states that Taiwanese texts will be used to teach Asian History, Geography and Social Science concepts. Further, the Petition states that students will increasingly be exposed to literature and non-fiction texts written in simplified characters. Finally, a related concern is that the WYICS budget does not have sufficient funds to purchase all the instructional materials that are referenced in the petition.

e. Special Education
The Petition only provides the minimally required “boiler plate” language with regard to Special Education and has no acknowledgement or provision for the program being proposed and how students with special needs will be served within the context of a one-way Mandarin immersion program. The Petition does not identify any provisions for Mandarin speaking special education teachers or supports for students.

f. Professional Support for Proposed Instructional Program

1. Teacher Collaboration & Mentorships
Wei Yu’s intention is for teachers to be accountable for their own growth as well as that of their peers. This self-directed learning will also color the staff evaluation process/document. It is not entirely clear how staff will be empowered to come to these conclusions, how the evaluation will be developed surrounding these focus areas, and how Wei Yu administration will guide and facilitate the entire process. This expectation is not accompanied anywhere in the petition with any sort of description of what areas teachers will plan professional development for or how WYICS leadership will provide resources and training for teachers to enact quality professional development.

In addition, it is unclear from the sample daily calendar provided when and how teachers are afforded the time for collaboration/planning. Moreover, there is no description of how this time will be specifically structured, how teachers will be supported in defining the goals of this time, and how WYICS administration will follow-up and ensure this growth is reflected in student achievement. The Petition contends that, “…teachers must have time to... mentor one another...” There is no evidence of how these mentoring relationships will be cultivated, supported, or supervised. Allowing that Wei Yu will be able to hire the Mandarin teachers needed (Wei Yu desires to hire six for the 2015-20116 school year), the Petition does not adequately address how and when the specific training and guidance will take place to empower the teachers to properly plan their own PD and mentor each other, particularly given the ambitious scope of the educational program being proposed.

2. Individualized Development
WYICS’s teacher development plan is also highly individualized. The petition does not offer specifically how teachers will be guided/assisted in determining what individual professional learning goals they will focus on. Also, there is no description
of how the Principal will support the ongoing monitoring and reflection of the teachers with these goals. It should also be noted that while WYICS plans to open this school, it also plans to open a site in Menlo Park. One of the Principals selected will also double as Executive Director of Bay Area Language International Schools (BALIS). The demands of this dual role could possibly stretch this principal thin in providing individual and accountable mentorship, leadership, and support to each teacher.

WYICS also requires teachers “to participate in on-going staff development in order to stay current with research in best teaching practices”, yet is does not describe how teachers will be exposed to these opportunities, how their regular work/class load will be covered in their absences (if these take part during the school day), and how teachers will be supported (and required) to apply this learning for the success of students and the school.

WYICS’s plan for individual teacher development and overall staff/team efficacy is not clearly defined. “Like our educational model, our professional development model will be inquiry-based... In our first year of operation, the theme will probably focus on language immersion strategies, project-based learning, STEAM, social-emotional learning, and/or curriculum.” The use of the word “probably” is concerning. While areas of need will need to be defined as the actual school year begins and as the student population reveals areas, it is most certain that topics such as language immersion strategies and curriculum should be the initial areas of focus.

3. Calendar and Time

Wei Yu’s school day “is structured so that staff members have time during school hours for professional development... To permit this flexibility, the length of the school year and/or the length of the school day may be extended beyond the state-mandated minutes.” For teachers/staff, this provides a level of uncertainty as to a daily/weekly/monthly schedule. An unclear expectation/plan for time and work hours can impact staff satisfaction and efficacy. The expectations of teachers is unclear with regard to the number of work hours per day and number of work days per year and is not addressed in terms of compensation. This makes it difficult to assess how appropriate the proposed salaries are within the current and surrounding labor market. Furthermore, again, it is unclear how this collaboration time will be structured and facilitated to ensure effective application.

Regarding a “week-long summer institute”... The petition offers no agenda, plan, or list of resources to be used for this. It also does not outline who specifically would be planning and facilitating this training (and what qualifications this person may have to do so). WYICS plans to offer “four designated whole-group professional development days throughout the year”. It is difficult to determine where these are designated on the calendar. Early Release Development days are listed, but no days are listed as “Whole-Group Professional Development Days.”
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B&C. Elements Two and Three: Measurable Student Outcomes and Measurement of Student Progress

The Petition fails to contain a reasonably comprehensive description of whether assessments in writing and mathematics will be in English or Mandarin, and in both instances is dependent upon teacher creation and development. The Petition identifies leveled English reading assessments but does not identify similar assessments in Mandarin, therefore lacking a description of how students will be assessed relative to their academic progress in Mandarin. The assessments that are noted in the Petition are specifically developed for grades 2-7 (Chinese Children Competency Certificate and Student Oral Proficiency Assessment [SOPA]) or for adult learners, Hanyu Shuiping Kaoshi. Given that the Petitioner intends to open with kindergarten and first grade, there are no provisions for assessments at those grade levels. Furthermore, the Petition does not provide a reasonably comprehensive description of the professional development, training and additional time required to create, and conduct the identified assessments, nor are there any provisions fiscally for such work to occur.

D. Element Four: Governance Structure

The Petition does not address the Board’s responsibility to annually review and approve the Local Control Accountability Plan (LCAP) and annual update.

E. Element Five: Employee Qualifications

a. Credentialing

Wei Yu, in the first year, plans to hire seven (7) teachers. Of this first group, six (6) will be bilingual teachers. The petition (teacher job description) states, “Teachers hired to teach Mandarin would preferentially (emphasis added) hold a Bilingual Authorization in Mandarin (formerly known as a BCLAD certificate).” The Petition states that “Subjects taught in Mandarin will be taught by teachers with native proficiency in Mandarin. Subjects taught in English will be taught by teachers with native English proficiency.” The fact that the proposed job description only indicates a preference and not a requirement for bilingual authorization calls into question how instruction would be delivered appropriately according to the proposed model. Under the proposed staffing plan, the majority of the teachers would need to have BCLAD authorization, in addition to possibly holding various credentials. The Petition lacks a reasonably comprehensive description of the credentialing requirements and staffing configuration for its proposed educational program.

b. Recruitment

While the Petitioner has provided a recruitment plan, it is a basic “boilerplate” model. It does not address the unique demands of finding bilingual Mandarin teachers. There is no specific strategy outlined for connecting with and hiring these candidates. Nor is there a listing of any relationships Wei Yu has built with teacher preparation, bilingual, and cultural organizations that would help them tap into Mandarin teaching candidates. Given that the supply of teachers who possess the credentialing (Multiple Subject with BCLAD Mandarin authorization) is quite limited, with only 40 identified in the state of California as having these qualifications; it is questionable that the teacher pool is readily available. Exacerbating the ability to recruit are the numerous demands placed upon the teachers, including a longer school year, writing a Mandarin core curriculum and modest proposed starting
salaries in relationship to those offered in area districts. The proposed salary of the principal is also questionable as they may not only be serving in the capacity of principal but also as Executive Director of Bay Area Language Immersion Schools (BALIS) and potentially as the principal of a second charter school.

c. Capacity
The Petition states that “The Executive Director will also act as the Principal of WYICS until the hiring of a full-time Executive Director. In the capacity of Principal, s/he will be responsible for all day-to-day operations and the requisite duties required of a Principal.” Staff’s concern is that given that the Executive Director in this instance is designated as the Chief Executive Officer (CEO) of the Bay Area Language Immersion Schools (BALIS), a similar petition currently on appeal before San Mateo COE, also contains the identical language, effectively making this individual the principal for two schools, in two counties at the same time.

F. Element Six: Procedures to Ensure Health and Safety of Students and Staff
A detailed emergency preparedness plan is not present in the petition.

G. Element Seven: Racial and Ethnic Balance
The Petition states that “WYICS aims to enroll students whose racial and ethnic diversity is representative of the MSD” (Moreland School District.) However, the Petition does not provide any data from the MSD community specifically that demonstrates the level of interest or demand for a one-way Mandarin Immersion school or how the Petitioner will achieve the racial and ethnic balance of the local school district. The Petition lacks sufficient detail to illustrate their ability to serve a student population reflective of the MSD – 35 percent socio-economically disadvantaged, 34 percent Hispanic with 28 percent English-Learners. The Petition’s description to serve English-Learners is limited and deficient. Further, the Petition lacks evidence of the intention to participate in the federally subsidized school lunch, when 34 percent of MSD students participate in the free and reduced lunch program.

H. Element Seven: Admission Requirements
This section appears to meet minimal legal requirements.

I. Element Nine: Financial Audit
This section appears to meet minimal legal requirements.

J. Element Ten: Student Suspension/Expulsion Procedures
The Petition fails to identify procedures for notifying the home district of expulsion of students without disabilities.

K. Element Eleven: Retirement System
This section appears to meet minimal legal requirements. However, within the financial projections, the Petition incorrectly calculates retirement plan contribution rates in the budget.
I. **Element Twelve: Student Attendance**
   This section appears to meet minimal legal requirements.

M. **Element Thirteen: Employee Rights**
   This section appears to meet minimal legal requirements.

N. **Element Fourteen: Dispute Resolution**
   This section appears to meet minimal legal requirements.

O. **Element Fifteen: Exclusive Public School Employer**
   This section appears to meet minimal legal requirements.

P. **Element Sixteen: Closure Protocol**
   This section appears to meet minimal legal requirements.

Fiscal/Budget
I. **Startup Year**
   Staff has significant concerns with regard to the availability of funds for the startup budget. The WYICS startup budget is unique in that it is comprised of $75K fundraising revenue, which has been pledged by seven founding team members. It is currently not in hand. Although there are signed affirmations that the money will be made available, currently WYICS has no available cash to pay for any startup costs. In addition, there is an error in the total expenditure calculation, which resulted in fund balance being overstated by $12K. The school projects that it will begin its first year of operation with a cash balance of $17K.

II. **Revenues, Expenditures, Cash Flow and Fund Balance**
   a. **Revenues**
      Total budgeted revenues do not appear reasonably estimated, as the following exceptions were noted:

      WYICS records $100K as Other Financing Sources in year 1 from a Revenue Anticipation Note (RAN) issued by Charter School Capital. The RAN is a short-term loan from the sale of revenue receivables that must be reported as a liability, and not as Other Financing Sources in the budget, as the revenue has already been reported as part of the school’s LCFF entitlement. This overstatement has a significant impact on the school’s reserves:
The Petitioners are proposing to obtain donations or fundraise approximately ten (10) percent of its revenue, or $100,000, in its first year of operation. WYICS assumes this amount can be raised based on the $75K estimated startup year fundraising revenue. However, the startup fundraising revenue is derived of donations from a small group of founding members, and may not reflect future donations or the petitioner’s ability to raise local revenue. In subsequent years, fundraising is estimated on a $500 per pupil basis. A description of how the per pupil rate was determined is not provided.

Furthermore, if the Petitioners realize the student enrollment they’ve proposed, mirroring the Moreland USD student population, of 34% of students enrolled being eligible for Free or Reduced Lunch, it is unrealistic to expect families to donate $500 per year. This expectation also could cause a chilling effect on applications resulting in under enrollment and/or a student population that does not reflect the district’s student enrollment, both of which present concerns.

Finally, the budgeted lottery revenue is inconsistent with calculated amounts using projected rates and prior year ADA.

b. Expenditures
   The budgets do not provide clear assumptions how expenditures were determined and annually adjusted, and several expenditures do not appear reasonably estimated. Examples include:

   Employee benefits have been underestimated, as the budgets do not reflect the current annual STRS increases. The petitioner estimates the fiscal impact to the bottom line as follows: -$11K year 1, -$22K year 2, -$32K year 3, -$39K year 4, and -$48K year 5.

   The budget narrative does not specify who WYICS will contract with for back office financial services, and what specific services (i.e. financial accounting, attendance accounting, payroll, budget services, etc.) would be provided. The methodology for estimating these costs, which are typically determined as a percentage of revenue and vary depending on the level of contracted services, were not provided. The budgeted back office expenditures as a percentage of LCFF revenue decreases from 5% in year 1 to 2% in year 3.

   Special education expenditures are budgeted as a Transfers of Apportionments to LEAs, which is appropriate for a school of the district (County) to reflect the
contribution from the general fund for excess costs. However, WYICS plans to join a SELPA in year 2 and would be responsible for all costs associated with providing special education services. Because the budgets and narrative do not reflect individual costs associated with providing special education services, it cannot be determined if the costs are reasonably estimated.

c. Cash Flow

WYICS plans to receive $450K in July of 2015: $250K from the charter school revolving loan (CSRL), $100K from the sale of the receivable (Charter School Capital), and $100K from fundraising. The receipt of the entire budgeted $100K for fundraising appears optimistic. WYICS has yet to receive IRS 501(c)(3) status, which greatly impedes the school’s ability to fundraise. The proceeds from the sale of the receivable are likely to be received after July, as the terms of the contract are based on Average Daily Attendance (ADA) estimations from the Pupil Estimates for New or Significantly Expanding Charters (PENSEC) report, which are due to the California Department of Education (CDE) mid-August.

The cash flow analysis shows the receipt from the sale of the receivable in year one, but the repayment is spread out over multiple years; the entire $100K would be due in year one. Also, the loan repayments for the Charter School Revolving Loan (CSRL) are recorded on the cash flow in varying annual amounts paid in July of each year; CSRL payments are a fixed monthly amount that the CDE deducts from the school’s monthly apportionments.

WYICS has not secured any commercial working capital; the founding members have pledged to provide up to $100K in loans for cash flow purposes. This amount is in addition to the pledged $75K in donations the members plan to contribute. While laudable, the anticipated donation of over $25,000 per founding family may be unrealistic.

6. Unsound educational program

Staff concluded that the Wei Yu International Charter School provided insufficient information to substantiate all of the required elements for a sound educational program as previously outlined above.

7. Petitioners demonstrably unlikely to successfully implement the program

Staff reviewed the charter petition and found that the petitioners are demonstrably unlikely to successfully implement the program as evidenced in the concerns outlined above. An additional concern is the first year enrollment. Staff attempted to reach all parents of kindergarten and first grade students who had signed the petition. The results are presented below:

138 phone calls attempted;
69 parents reached;
42 still interested;
23 no longer interested;
4 unsure; and
69 parents were unreachable for the following reasons:
- No answer
- Wrong number
- No phone number listed
- Phone number illegible
- Phone disconnected

Even when taking into account the number of parents who were not reached and extrapolating the same results of those contacted; only 84 students can be identified as potentially enrolling next year. The financial plans presented are predicated on an enrollment of 150 students and without meeting that target would jeopardize the fiscal viability of the school.

8. Requirements for grade levels served, facility location, and students served

Staff found that this criterion is met based on petitioner’s proposal to operate a K-8 school within the boundaries of the Moreland Unified School District. The Petitioner has filed a Prop 39 facility request with the district. The request is in dispute and unresolved at the time of this writing.

9. Any other criteria set forth in statute

a. Racial and Ethnic Balance

The Education Code for charter approval addresses racial balance in two separate criteria.

EC 47605.6 (e)(1) states: “In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of...” ethnicity, national origin, gender, or disability.

EC 47605(b)(5)(G) requires that the charter petition contain a reasonably comprehensive description of “the means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” The charter may be revoked or non-renewed if the school fails to achieve the required level of diversity.

The charter petition does not contain a reasonably comprehensive description of the practices or policies the Wei Yu International Charter School will use to achieve a racial and ethnic balance reflective of the Moreland Unified School District.

b. Preference for Serving Academically Low Achieving Students

California Education Code 47605(h) states: “In reviewing petitions for the establishment of charter schools within the school district, the school district governing board shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioner or petitioners as academically
low achieving pursuant to the standards established by the State Department of Education under Section 54032."

The Petition does not target students who are underserved. The charter's educational program is limited in meeting the needs of low academic students and lacks research based system approach such as RTI.

**Conclusion**

Staff reviewed the petition utilizing the criteria for approval set forth in Education Code Section 47605. Based upon its comprehensive review and analysis of the Petition, staff finds that the charter school presents an unsound educational program for the pupils to be enrolled in the charter school; the petitioners are demonstrably unlikely to successfully implement the program set forth in the petition; and, the petition does not contain reasonably comprehensive descriptions of the required elements of a charter petition, including but not limited to the Education Program, Measurable Pupil Outcomes, Method of Measuring Measurable Pupil Outcomes, and Employee Qualifications. Accordingly, staff recommends that the Board adopt the Resolution to Approve with noted conditions or conversely adopt the Resolution to Deny with identified findings.
RESOLUTION APPROVING THE CHARTER PETITION
OF WEI YU INTERNATIONAL CHARTER SCHOOL

SANTA CLARA COUNTY BOARD OF EDUCATION
RESOLUTION NO.________

RESOLVED by the Santa Clara County Board of Education, County of Santa Clara, State of California, that:

WHEREAS, pursuant to the procedures set forth in Education Code Section 47605 and its implementing regulations, petitioners for the Wei Yu International Charter School presented their Petition to establish a charter school to the County Office of Education on November 24, 2014, having been denied by the District’s Board of Education on November 18, 2014; and the County Board of Education held a public hearing on this matter on December 10, 2014; and

WHEREAS, the County Board of Education reviewed the Petition taking into consideration the testimony and documents submitted, including the Wei Yu International Charter School Petition to the County Board of Education; the testimony presented at the public hearing; additional materials received from petitioners, the Moreland School District and the public; and the review of County Office of Education staff; and

WHEREAS, the County Board of Education finds that the deficiencies identified by staff review can be addressed by specific action, plans, and information;

NOW, THEREFORE, the County Board of Education does hereby approve the petition, and does hereby grant the charter, with the stipulation that the petitioners meet the following requirements prior to opening the school in fall 2015:

I. By May 1, 2015 the petitioners must provide:

Enrollment
1. Evidence of at least 125 applications for kindergarten and first grade enrollment in the 2015-16 school year as condition of opening. Without evidence of these applications, the school will not be allowed to open.

Fiscal
2. Evidence that a bank account in the school’s name has been established and that an equity line of credit of $100K is available.

3. Evidence that the $75K of fundraising pledges have been deposited into the school’s account.

Educational Program
4. Curriculum maps and lists of instructional materials for grades 2nd through 5th
5. A plan to support non-Mandarin speaking students in the early years (K-1) in the core subject area of English Reading Language Arts.
6. An instructional plan to support English learners (ELs) with the instruction of English Language Development (ELD).
7. A list of specific instructional materials for English Language Development to guide instruction of “Designated ELD” for ELs.
8. A plan to support Spanish-language students and families.
9. Clarify “Student Identification” section (p. 70) regarding the process and procedures for identifying and “designating” a student as “Initially Fluent English Proficient” (IFEP).
10. A plan for identifying progress for English Learners in all core curricular areas (not just Language Arts). Also, petitioners must clarify reference to Language Arts on page 71 to include specific language that will be used for instruction; Mandarin language arts, English language arts, or both.
11. A plan for access to grade level core curriculum for English Learners, and include specific support for ELs explaining how they will be fully integrated into the regular Mandarin classroom setting. (clarify page 71 of the petition).
12. A revised daily schedule for Kindergarten/1st Grade Schedule, to include English Language Development instruction for English learners in the proposed schedule. (see pages 42 and 43 of the petition)
13. A plan for addressing the needs of academically low achieving students.
14. A description of the week-long summer institute for the preparation of newly hired teachers to implement the Wei Yu Educational Program. The plan should include specific timing and duration of the training activities.
15. A plan on how students with special needs will be served in the Mandarin Immersion program.

State Priorities (LCFF/LCAP)
16. Identify the State numerically significant subgroups other than English Learners (EL) and include “specific” annual actions for each subgroup to achieve these goals to comply with the State Priorities under LCFF/LCAP. Wei Yu’s subgroups should be similar to the subgroups that reside in Moreland School District.

Pupil Suspension and Expulsion
17. Provide written assurance that the charter school will implement procedures for notifying home district of expulsion of students without disabilities.

II. Memorandum of Understanding

Wei Yu International Charter School and the County Office of Education shall enter into a Memorandum of Understanding that will govern the County Office of Education’s oversight of Wei Yu International Charter School’s operations (hereinafter “MOU”). Failure to successfully negotiate and execute the Contract by May 1, 2015, shall be considered grounds for revocation of the charter. To the extent that there are any inconsistencies between the MOU and the approved charter, the MOU controls.
The charter is approved for an initial period of school operation, commencing on February 4, 2015, and continuing through June 30, 2019.

Passed and adopted by the Santa Clara County Board of Education at a meeting held on this 4th day of February, 2015 by the following vote:

AYE:

NO:

ABSTENTION:

ABSENT:

Darcie Green, President
Santa Clara County Board of Education

Jon R. Gundry
County Superintendent of Schools
Santa Clara County Office of Education
RESOLUTION DENYING THE CHARTER PETITION
OF WEI YU INTERNATIONAL CHARTER SCHOOL

SANTA CLARA COUNTY BOARD OF EDUCATION
RESOLUTION NO.__________

RESOLVED by the Santa Clara County Board of Education, County of Santa Clara, State of California, that:

WHEREAS, pursuant to the procedures set forth in Education Code Section 47605 and its implementing regulations, petitioners for the Wei Yu International Charter School presented their Petition to establish a charter school to the County Office of Education on November 24, 2014, having been denied by the District’s Board of Education on November 18, 2014; and the County Board of Education held a public hearing on this matter on December 10, 2014; and

WHEREAS, the County Board of Education reviewed the Petition taking into consideration the testimony and documents submitted, including the Wei Yu International Charter School Petition to the County Board of Education; the testimony presented at the public hearing; additional materials received from petitioners, the Moreland School District and the public; and the review of County Office of Education staff; and

WHEREAS, the County Board of Education finds that the proposed charter school does not meet the criteria established by Education Code 47605(b), specifically:

(1) “The charter school presents an unsound education program for the pupils to be enrolled in the charter school.
(2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
(3) The petition does not contain reasonably comprehensive descriptions [of the required elements.]”

NOW, THEREFORE, for the foregoing reasons, the County Board of Education DENIES the Petition.
Passed and adopted by the Santa Clara County Board of Education at a meeting held on this 4th day of February, 2015 by the following vote:

AYE:

NO:

ABSTENTION:

ABSENT:

Darcie Green, President  
Santa Clara County Board of Education

Jon R. Gundry  
County Superintendent of Schools  
Santa Clara County Office of Education
February 4, 2015

TO: Santa Clara County Board of Education

FROM: Toni Cordova
Chief Strategy Officer

VIA: Jon R. Gundry
County Superintendent of Schools

SUBJECT: Additional materials submitted regarding Wei Yu International Charter School Petition

Associated Goal:
Improve student equity and reduce access discrepancies to high quality education

Background:
On January 26th the Office of Innovative Schools received additional materials and information as well as the presentation the Wei Yu Petitioner intends to present to the Board on February 4. In addition, we received a letter dated January 28 from Mark Barmore, Superintendent, Moreland School District, titled Wei Yu International Charter School Petition, Moreland School District’s Clarification of the Record.

All of the above referenced documents are provided following this transmittal. Please note that the information provided by Wei Yu International Charter School and Moreland Unified School District were not considered in staff’s analysis of the Petition.
WEI YU INTERNATIONAL CHARTER SCHOOL

A Mandarin Immersion Public Charter School

Presented to Santa Clara County Board of Education
February 4, 2015
Innovative Programs

Bilingual Education: English and Mandarin

STEAM Framework Incorporating Project Based Learning

Social Emotional Learning
WYICS is Committed to Serve All Students

- Socioeconomically Disadvantaged
- Students with Special Needs
- English Learners
- Monolingual Background
- Bi/Multilingual Background
- Low/High Academic Achievers
- Admits All Who Wish to Attend
Plan for English Learners

Integrated and Designated English Language Development (ELD)

- Sheltered Instruction Observation Protocol (SIOP)
- Full day, year round program
- Homework club
- Adapt schedule to accommodate additional ELD time
Plan for Students with Special Needs

Individuals with Disabilities Education Improvement Act (IDEIA)

- Free and Appropriate Public Education (FAPE)
- Least Restrictive Environment (LRE)
- Individualized Education Plan (IEP)
# Plan for Socioeconomically Disadvantaged

## Free and Reduced Price Meal Cost Model

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## Transportation
- School Pool
- Walking School Bus

## Additional Information
- Assume FRPM Population %: 34%
- Student Population: 150, 225, 275, 325, 375
- FRPM Population: 51, 76.5, 93.5, 110.5, 127.5
- Total Cost Each Year ($): 15,213, 22,820, 27,891, 32,962, 38,033
- Net Increase to the Budget ($): 12,213, 18,820, 22,891, 26,962, 31,033

---

Ending cash balance including reserve:
- Year 1: $267,571
- Year 5: $446,408
Admissions

- Admit all who wish to attend
- Mandarin Language Review to inform parents about the level of Mandarin proficiency their child possesses compared to other students
Why Wei Yu

- Board of Directors with background in Mandarin immersion curriculum
- Advisory Board with members dedicated to Mandarin language acquisition
- Overwhelming demand for Mandarin immersion in Moreland and Santa Clara County
Outreach Plan

- Targeted to reach all of Moreland, racially and economically
- Door to door efforts
- Online and social media
“Educating speakers of other languages in English, and encouraging mastery of multiple languages, has long been important to America’s competitiveness – and will be increasingly vital in the years to come. We challenge our schools and communities to invest in our future leaders with biliteracy and multiliteracy skills.”

U.S. Education Secretary, Arne Duncan and Assistant Deputy Secretary and Director, Office of English Language Acquisition, Libia Gil
JANUARY 26, 2015

Ms. Darcie Green, Board of Education President
Jon R. Gundry, Superintendent of Schools
Ms. Toni Cordova, Chief Strategy Officer
Mr. Don Bolce, Program Director, Special Projects
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131-2304

Re: Wei Yu International Charter School Responses to Questions from Santa Clara County Board of Education and Santa Clara County Staff

Dear Board President Green, Superintendent Gundry, Ms. Cordova, and Mr. Bolce:

The purpose of this letter is to respond in writing to questions posed by Board Trustees on December 10, 2014 and by County Staff on January 20, 2015.

Our mission at Wei Yu International Charter School (WYICS) is to provide a complementary public education choice for parents, while also preparing students for the 21st century by being bilingual and biliterate in English and Mandarin. Our school extends beyond Mandarin immersion because the language is the medium used to deliver our Common Core-aligned curriculum, which will incorporate Project-Based Learning via the STEAM (Science, Technology, Engineering, Arts, and Math) framework, as well as Social-Emotional Learning.

In our responses below, we hope to convey to you that we remain 100% committed to serving all students, committed to providing educational choice to parents, and committed to finding and retaining high quality teachers.

<table>
<thead>
<tr>
<th>Question: Free and Reduced Price Meals</th>
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<tr>
<td><strong>WYICS Response:</strong></td>
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<tr>
<td>We apologize for the confusion surrounding Free and Reduced Price Meals (FRPM) at WYICS. We were advised that we should apply for FRPM funding once we understand the exact number of eligible students. It was and continues to be our intention to provide FRPM for our students. In the latest revised budget attached below, WYICS assumes 34% of its student population will qualify for FRPM, similar to the population of Moreland School District. WYICS will also seek funding both at the federal and state level. The current federal funding is at $2.93 per student per day and the current state funding is at $0.25 per student per day. WYICS has also reached out to</td>
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several healthy service providers to provide the most nutritional meals to our students. The estimated cost to acquire the meals is at $4.75 per student per day.

With 190 instruction days per year, the total additional cost (net out the funding received at the federal and state level) would be at around $15,000 for the first year growing to $38,000 by the fifth year. The total impact to our latest budget is going to be around $12,000 for the first year growing to $31,000 by the fifth year. As the result of this revision, the ending cash balance including reserve will be $446,000 by Year 5.

### Wei Yu International Charter School
Free and Reduced Price Meal Cost Model
#### 2015-2020

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Please see Attachment A for our Five Year Operating Budget.

**Question:** Plan for English Learners: Integrated and Designated English Language Development
**WYICS Response:**
Our ELA units interweave reading, writing and oral language, providing integrated ELD during this time. The units are aligned with the CCSS for ELA and the California ELA/ELD Framework. Integrated ELD will also occur throughout the day across all subject areas that are taught in English.

We will be highly strategic and focused with our ELA instruction time, particularly in the primary grades, and will implement a rigorous literacy program beginning with a strong focus on foundational skills (i.e., concepts of print, phonemic awareness, phonics, word study, etc.). Lessons are differentiated through flexible reading groups and independent reading, driven by on-going formative and summative assessments, which also allows us the opportunity to provide designated ELD during this time. The precise schedule may vary from year to year, dependent upon the group of students currently enrolled. As any strong educational program, WYICS is committed to providing student-driven, assessment-based instruction in all content areas.

During designated ELD, there will be a continuum of meaningful literacy activities/centers to allow for strategic practice. English Learners will be grouped by proficiency so that teachers can strategically target their language learning needs. During designated ELD instruction, foundational literacy practices, strategies, and skills students are learning will be reinforced. Depending on the number of ELs and their proficiency level, designated ELD could occur at the horseshoe table illustrated in the diagram on p. 33 of the petition and/or in the library. If the number of ELs is large enough across a grade level, then we may combine these students and dedicate an entire classroom for designated ELD instruction.

WYICS will also adapt our schedule to accommodate additional designated ELD instruction time as needed by carving out 30 minute blocks each week from the Electives or Assembly time. We will also provide Homework Club 3x/week to provide additional support after school. Homework Club will be staffed by teachers and parent volunteers. If necessary, we may ask EL students to participate in the two week long intersessions so that they have additional designated ELD instruction time.

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**Question: Meeting the Needs of a Non-Mandarin and Non-English Speaking Student**

**WYICS Response:**
Our Mandarin immersion program is based on a one-way model, which assumes our primary student population has little to no proficiency in Mandarin. The decision to implement a one-way model is intentional by design to be inclusive of all student populations, regardless of native language. As a result, we expect that most students will be learning Mandarin as a new language. Therefore, we will employ the following strategies (described in detail on pp.41-42 of the petition) and techniques specific to teaching in an immersion classroom to ensure that ALL students gain access to the curriculum, regardless of their home language:
1. Explicit Instruction
2. Guided and Independent Practice
3. Small Group Instruction
4. Inquiry and Problem-Solving Approach
5. Technology
6. Specialized Language Acquisition Strategies (e.g., SIOP, SDAIE, GLAD, TPR)

Furthermore, we will differentiate instruction and provide support through small groups or individual lessons. We will also offer optional Homework Club 3x/week as additional support after school. Homework Club will be staffed by teachers and parent volunteers.

Specific to EL students (most likely from Spanish-speaking households), all ELs will be fully integrated into the regular classroom setting. Our educational program is designed to reach all learners, including ELs. We value the knowledge and experience that every student brings to the classroom. Teachers will encourage students to share that knowledge in a variety of forms so that even students with very little English proficiency can participate.

We also recognize and appreciate the particular needs of EL students and will continually evaluate our educational program with those needs in mind. As part of our Professional Development program, teachers will be trained in a variety of English Language Development techniques and strategies that may include the Sheltered Instruction Observation Protocol (SIOP) Model and Specifically Designed Academic Instruction in English (SDAIE). Additionally, teachers will regularly discuss the needs and performance of our EL students, based on recent assessment information, during professional development days and weekly faculty collaboration meetings.

We plan to implement a structured immersion program for our EL students. The over-arching structure of our plan for EL students will be based on the SIOP Model. The SIOP Model is a research-based model of effective instructional strategies for EL students. Using the SIOP Model teachers will design and evaluate three components of every lesson: preparation, instruction, review/assessment. Teachers will be trained in the SIOP Model as part of their professional development. Specific support strategies for our ELs will include the following, which are described in detail on pp. 71-73 of the petition:

1. Inquiry-Based Teaching
2. Scaffolding
3. SDAIE
4. Literacy Support
5. On-Going Assessment

In addition, one of the most compelling conclusions in the research on bilingualism is that
learning an additional language actually improves the students’ ability to learn English and increases their capacity to learn additional languages. This phenomenon is due to a concept known as metalinguistic awareness, which refers to explicit knowledge of different aspects of language (sounds, words, grammar structure, etc.).

**Question: Plan for Special Education Students**

**WYICS Response:**
We are 100% committed to serving all children, including those with special needs, and providing them with a free appropriate public education in the least restrictive environment by mainstreaming them whenever feasible. WYICS intends to provide Special Education instruction and related services in accordance with the Individual with Disabilities Education Improvement Act of 2004 (IDEIA), Education Code requirements, and applicable policies and practices of our SELPA. Some Special Education services may initially be outsourced, but as our school grows and depending on our Special Education needs, we may choose to hire in-house resource specialists.

Special needs encompass a wide range of conditions, so service delivery would also vary based on the condition and defined in the IEP. For example, some students may have speech issues, which would require work with a speech therapist. Others may have a hearing challenge, so service delivery might entail equipping the teacher with a microphone and the child with a hearing device. Some students may require mental health counseling and others with more severe conditions may need a personal aide to assist the student in the classroom.

Regardless of the need, service delivery will be determined within the context of the IEP. Every Special Education student will require an IEP, which will be jointly developed by the teachers, Principal, parents and specialists. The IEP process will determine the specific plan that is most appropriate for serving that student and WYICS will deliver on that plan.

**Question: Common Core State Standards**

**WYICS Response:**
The Common Core State Standards (CCSS) will be integrated into our curriculum through the instructional materials that we purchase. Where possible, we will select materials that have been adopted by the State Board of Education (SBE):

- **Mathematics:** We will use Math in Focus, which is a Common Core-aligned Mathematics textbook that is included on the SBE’s adoption list.

- **English Language Arts (ELA):** Although the timing for ELA materials adoption isn’t scheduled to occur until the end of this year, the curriculum we’ve identified at this point is correlated to the Common Core State Standards (CCSS), such as Saxon Phonics and Spelling, Reading A-Z and Step Up to Writing. We may also adopt the Cupertino Language Immersion Program’s model of using the Readers/Writers Workshop program

www.weiyucharter.org
in both English and Mandarin. Once the ELA materials adoption is approved, we may modify our curriculum to pull from this list. In addition, the CCSS for ELA will also be integrated throughout the week during Mandarin Language Arts (MLA), Social Science, Mathematics and Science/STEAM time. For ELA CCSS that will be covered during MLA time, we may need to adapt some of these standards into Mandarin, depending on the MLA curriculum selected.

- **History-Social Science**: History-Social Science content will be integrated into MLA. We may use the Houghton Mifflin History-Social Studies textbook for American History Studies and Social Science units, which is included on the SBE’s adoption list.
- **Science**: We plan to use Full Option Science System (FOSS), which is aligned with the Next Generation Science Standards, and also adopted by the SBE.
- **Mandarin Language Arts (MLA)**: We may use Mei Zhou Hua Yu, a US-published curriculum, as a starting point for planning lessons. Another option is Better Immersion (from the publishers Better Chinese), which is Common Core-aligned. We will also supplement with materials from teacher-designed units and may incorporate instructional materials from a variety of other sources (i.e., Sheng Huo Hua Yu, Singapore textbooks, materials from the Taiwan Department of Education and The People’s Republic of China’s Department of Education, etc.).

It will also be the responsibility of the Principal to monitor and provide feedback to the teaching staff for effective implementation of the key instructional shifts from the 1997 Standards to the current Common Core State Standards. These instructional shifts in Language Arts encompass:

- Balancing informational and literacy texts
- Staircase of complexity
- Text-based answers
- Writing from sources
- Academic vocabulary

In Mathematics, the additional standards of mathematical practice and the effective implementation of such, alongside content changes, will be the primary responsibility of the Principal. The mathematical practices include:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
• Look for and express regularity in repeated reasoning

Curriculum development and lesson planning is a continuous process that will be fully initiated once we hire our Principal and teaching staff. We will leverage Common Core-aligned curriculum developed and/or translated by established Mandarin immersion programs wherever feasible and will work with our partners and teachers to jointly develop/translate curriculum during the summer months, or earlier as we build out the school.

We have also designed our schedule to allow collaboration after the school day for grade level teams, in addition to monthly early release days, providing further opportunities for joint curriculum development and lesson planning.

In adherence to best practice, we provided detailed curriculum maps for our first year of operation, which includes scope and sequence for kindergarten and 1st grade (pp. 34-54 of the petition appendix).

We are supported by a number of individuals and institutions that have Mandarin immersion curriculum experience. One of our Board members (Helen Wong) has extensive curriculum development experience specific to Mandarin immersion programs. Our advisors also include Merry Kuo, Foreign Language Director at Bullis Charter School, and Benson Zhao, the Director of Chinese Language Education Research Center (CLERC). Furthermore, we have established collaborative relationships with Cupertino Language Immersion Program (CLIP), Yu Ming Charter School (Oakland), College Park Elementary School (San Mateo), Mandarin Immersion Program at John Gill Elementary School (Redwood City), and the Multilingual Pathways Department at San Francisco Unified School District (host of multiple Mandarin immersion programs). Along with our teachers and partners, we will be able to develop a strong curriculum design plan for future years as well.

**Question:** Student Population Reflective of the District

**WYICS Response:**
As stated on pp.126-128 of our petition, “WYICS is committed to maintaining a racially and economically diverse student population reflective of the general population residing in the Moreland School District and surrounding areas”. Since the submission of our petition to the Moreland School District on September 15, 2014, we have continued to execute on our outreach plan on pp. 126-128 of our petition. For example, we have held three English informational workshops at West Valley Library on October 4, October 11, November 9, 2014 and one Spanish informational workshop at Starbird Community Center on January 24, 2015.

We partnered very early on with Starbird Community Center, which is the community center in the high density, high Hispanic concentration neighborhood of Moreland. The Director of the Youth Center and the neighborhood association are in strong support of our school as an
additional educational option for students in the neighborhood. In an effort to reach parts of the community who prefer in-person outreach, we have gone door to door with Spanish speakers, visited parks, spoke to Spanish speaking businesses in the area to put up flyers, and have volunteered at Starbird neighborhood events.

Please see Attachment B1-4 for examples of our outreach materials (executive summary, WYICS informational sheets, flyers) in Spanish.

**Question: Entering WYICS Grade 2 or Above**

**WYICS Response:**

Although many public immersion schools in the Bay Area assess for language proficiency starting from entry in Grade 1 and mandate that students must pass certain benchmarks prior to entry\(^1\), WYICS does not have such a requirement. To ensure success in our program, we highly recommend that children enrolling for Grade 2 or above have knowledge of Mandarin at a level similar to that of their classmates. Students will be scheduled for a Mandarin Language Review to establish the student’s level of Mandarin proficiency. We will use the findings from the Mandarin Language Review to inform parents about the level of Mandarin proficiency their child possesses compared to other students in the class they are seeking admission to. As a school of choice, we will honor parents’ wishes and accept all students who wish to attend.

Should an incoming student be identified as needing help with Mandarin language, we will use the specific techniques as described on pp. 3-4 of this letter to ensure the student will gain access to the curriculum. Furthermore, the teacher will differentiate instruction and provide support through small groups or individual lessons. We may adapt the student’s schedule to accommodate additional designated Mandarin foundational skills time by carving out 30 minute blocks each week from the Electives or Assembly time. We will ask the student to attend Homework Club, offered 3x/week, and also the two week long intersessions for additional designated Mandarin foundational skills time.

WYICS will encourage the PTO to form a committee to provide suggestions of how parents can support their child’s Mandarin immersion experience. For example, the committee may provide lists of Mandarin books and media appropriate for students, and community events where students can have an opportunity to practice Mandarin outside of the classroom.

We understand that attrition and our ability to backfill students is also a concern. Yu Ming

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\(^1\) Yu Ming Charter School in Alameda County, a Mandarin immersion charter school, assesses for Mandarin proficiency for entry, and in fact assesses for proficiency starting from entry for Grade 1. Students applying to Bachrodt Charter Academy, a Spanish dual-immersion charter school in San Jose, must score at a certain benchmark on language assessments to be admitted after the beginning of 1st grade. Furthermore, the same Grade 1 proficiency requirement is also used at Cupertino Language Immersion Program and various other public school language immersion programs.
Charter School and the Cupertino Language Immersion Program have both personally informed us that attrition has not been a problem for them, because the rates have been so low. Until WYICS is in operation, we will have to rely on other schools’ data for attrition rates, and we have no reason to believe that WYICS will be different from other public Mandarin immersion schools. We believe demand for Mandarin immersion continues to be high, and families who are unable to enter into Mandarin immersion seek ways to maintain high levels of Mandarin ability by attending Mandarin after schools. These same families may choose to backfill available spaces. WYICS appeals to families not only because we offer Mandarin immersion, but also because we offer Project-Based Learning via the STEAM (Science, Technology, Engineering, Arts, and Math) framework, as well as Social-Emotional Learning.

**Question:** Finding and Retaining High Quality Teachers

**WYICS Response:**

We understand that finding and retaining high quality teachers is always a difficult endeavor. We have established relationships with organizations that will enable us to reach teachers who hold a California multiple subject teaching credential and preferentially also hold a Bilingual Authorization in Mandarin (formerly known as BCLAD). These organizations are:

- Advocates for Chinese Education (ACE)
- Confucius Institute at San Francisco State University
- Chinese Language Education Research Center (CLERC)
- San Francisco State University, Multiple Subject Credential Program with Bilingual Authorization in Mandarin
- California State University, Long Beach, Asian Bilingual Authorization Program

Our proposed salaries are competitive with other charter schools. WYICS will create its own salary range for our various positions. Compensation will be based on experience, skill sets, position demand, and other factors. WYICS will not be using a step and column salary schedule, but will pay stipends to attract and retain teachers who have demonstrated successful experience working with language immersion program. From Year 3 to Year 5, the WYICS’ team budgets a bonus line for founder teachers and high performance teachers for retention purpose.

Furthermore, we seek to retain teachers by providing WYICS teachers the opportunity to grow as educators through professional development provided by external and internal experts. Our budget for professional development is robust as we have allocated almost $24,000 for Year 1 professional development.

As stated earlier, we wish to reaffirm that we are 100% committed to serving to all students, committed to providing educational choice to parents, and committed to finding and retaining high quality teachers. Currently, the only public options for Mandarin immersion are
only available to those who live in Palo Alto or Cupertino. We believe WYICS is one way to improve Mandarin immersion equity in Santa Clara County.

Wei Yu International Charter School looks forward to any additional questions from the Santa Clara Office of Education, and collaboration with your office regarding its Charter Petition. Should you wish to discuss our responses to any of the above findings or require additional information, please do not hesitate to contact me at (408) 533-2518 or ted.dong@gmail.com anytime.

Sincerely,

Jun Dong

Jun Dong
Lead Petitioner
Wei Yu International Charter School
# Wei Yu International Charter School
## Five Year Operating Budget
### 2015-2020

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<thead>
<tr>
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| Federal Revenues |             |         |           |           |           |           |           |
| 8290 | No Child Left Behind (Title I) | $- | $- | $- | $- | $- | $- |
| 8110 | CDE PCS Grant | $275,000 | $100,000 | $- | $- | $- | $- |
| 8190 | ESEA/Math & Science | $- | $- | $- | $- | $- | $- |
| 8220 | Child Nutrition - Federal | $30,814 | $46,221 | $56,493 | $66,764 | $77,036 |
| **Total, Federal Revenues** |             | $275,000 | $130,814 | $46,221 | $56,493 | $66,764 | $77,036 |

| Other State Revenues |             |         |           |           |           |           |           |
| 8480 | LCFF additional increment towards target | $115,084 | $285,618 | $514,784 | $804,647 |
| 8321 | Special Education | $109,125 | $133,375 | $157,625 | $181,875 |
| 8556 | State Lottery | $45,105 | $34,370 | $42,680 | $51,247 |
| 8545 | SB 740 Facility Grant | $- | $- | $- | $- | $- |
| 8584 | Economic Impact Aid (EIA) | $- | $- | $- | $- | $- |
| **Total, Other State Revenues** |             | $- | $269,314 | $453,563 | $715,089 | $1,037,769 |

| Other Local Revenue |             |         |           |           |           |           |           |
| 8600 | Transfers from Sponsoring LEA | $- | $- | $- | $- | $- | $- |
| 8660 | Interest | $- | $- | $- | $- | $- | $- |
| 8696 | Fundraising | $75,000 | $100,000 | $112,500 | $137,500 | $162,500 | $187,500 |
| 8700 | Other Grants | $- | $- | $- | $- | $- | $- |
| 8710 | All Other Local Revenues | $- | $- | $- | $- | $- | $- |
| 8679 | Loan Financing | $- | $350,000 | $- | $- | $- | $- |
| **Total, Local Revenues** |             | $75,000 | $450,000 | $112,500 | $137,500 | $162,500 | $187,500 |

| **TOTAL REVENUES** |             | $350,000 | $1,544,606 | $1,896,554 | $2,471,502 | $3,134,415 | $3,869,731 |

| **EXPENDITURES** |             |         |           |           |           |           |           |
| Certificated Salaries | 1100 | Teacher Salaries | $47,110 | $363,320 | $502,722 | $660,000 | $792,168 | $928,299 |
| 1170 | Substitute Teacher Salaries (7% of Teacher Salaries) | $25,432 | $35,191 | $46,200 | $55,452 | $64,981 |
| 1200 | Supplemental/Enrichment Based Certificated Staff | $41,250 | $83,787 | $120,000 | $162,808 | $278,490 |
| 1300 | Certificated Supervisor and Administrator Salaries | $120,000 | $121,872 | $123,773 | $125,704 | $127,665 |
| | Founding Teacher and Performance Bonuses | $- | $- | $- | $- | $- |
| **Total, Certificated Salaries** |             | $47,110 | $550,602 | $743,572 | $989,973 | $1,198,132 | $1,448,435 |

| Classified (non-certificated) Salaries | 2100 | Instructional Aide Salaries | $5,495 | $88,135 | $125,681 | $170,500 | $204,843 | $239,811 |
| 2200 | Non-certificated Support Salaries | $- | $- | $- | $- | $- | $- |
| 2300 | Non-certificated Supervisor and Administrator Salaries | $25,000 | $25,390 | $54,000 | $54,842 | $55,698 |
| 2400 | Clerical and Office Salaries | $- | $- | $- | $26,188 | $26,597 |
| **Total, Non-certificated Salaries** |             | $5,495 | $113,135 | $151,071 | $224,500 | $285,674 | $322,105 |

| Employee Benefits |             |         |           |           |           |           |           |
| 3101-3302 | STRS for Certified Employees Annual Salaries (with Medicare) | $59,150 | $99,386 | $149,871 | $202,597 | $270,880 |
| 3401-3402 | Health and Welfare Benefits | $78,700 | $136,125 | $174,250 | $223,125 | $270,000 |
| 3501-3502 | Unemployment Insurance (1.61%) | $10,677 | $14,404 | $19,553 | $23,886 | $28,506 |
| 3601-3602 | Workers' Compensation Insurance (4%) | $26,525 | $35,786 | $48,570 | $50,352 | $70,822 |
| 3701-3702 | Other Retiree Benefits (4.5% for 401k) | $13,746 | $18,355 | $27,277 | $34,709 | $39,136 |
| 3901-3902 | Other Employee Benefits | $- | $- | $- | $- | $- |
| **Total, Employee Benefits** |             | $- | $188,846 | $304,055 | $419,530 | $543,673 | $679,343 |

| Books and Supplies | 4100 | Approved Textbooks and Core Curricula Materials | $39,724 | $- | $27,300 | $24,700 | $20,900 | $29,900 |
| 4200 | Books and Other Curriculum Materials | $- | $- | $- | $- | $- |
| 4300 | Enrichment Materials, Classroom & Office Supplies | $19,561 | $- | $20,250 | $24,750 | $26,250 | $33,750 |
| 4400 | Non-capitalized Equipment/computers, printers, servers | $53,580 | $- | $28,125 | $27,500 | $32,500 | $37,500 |
| **Total, Books and Supplies** |             | $112,865 | $- | $75,875 | $76,950 | $91,650 | $101,150 |
### Wei Yu International Charter School
#### Five Year Operating Budget
##### 2015-2020

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<td>Buildings and Improvements of Buildings</td>
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<td>Equipment (computers, servers, etc. over $5,000)</td>
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<td><strong>$227,372</strong></td>
<td><strong>$144,834</strong></td>
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<td><strong>$76,127</strong></td>
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RESUMEN EJECUTIVO

La Escuela Charter Internacional Wei Yu (WYICS por sus siglas en Inglés) será una escuela charter pública que servirá a estudiantes de Kinder a 8º grado en el Distrito Escolar de Moreland - West San Jose (pendiente de aprobación).

El modelo educativo de WYICS se enfoca en la integración del idioma Chino Mandarin, en el aprendizaje social y emocional, y en un plan de estudios alineados con los estándares common core que incorpora el sistema STEAM (Ciencia, Tecnología, Ingeniería, Artes y Matemáticas) así como en el aprendizaje basado en proyectos, asegurando que nuestros estudiantes estén preparados para sobresalir y prosperar en el siglo 21.

En un programa de inmersión lingüística, el idioma objetivo (Chino Mandarin) se utiliza como medio o herramienta para impartir el plan de estudios. Por lo tanto, se tiene una oportunidad única para integrar el idioma con un plan de estudios innovador y métodos de enseñanza progresiva, sin añadir costo o tiempo significativo. La escuela tiene previsto abrir en el otoño del 2015, con tres clases de Kinder y tres clases de 1er. grado.

VISIÓN Y OBJETIVO

Visión: Crear un ambiente de aprendizaje progresivo para estudiantes de Kinder a 8º grado, preparándolos para obtener aptitudes de aprendizaje permanentes y convirtiéndolos en ciudadanos comprometidos de nuestra sociedad globalizada.

Objetivo: Ofrecer una educación bilingüe que promueva un alto rendimiento académico y cultive la inteligencia emocional y la curiosidad de los alumnos, equipándolos con las herramientas esenciales para prosperar en nuestra sociedad globalizada y dinámica.

CARACTERÍSTICAS DEL PROGRAMA

El programa de instrucción de WYICS integrará el desarrollo de las habilidades bilingües y la alfabetización en Inglés y Chino Mandarin, con un plan de estudios alineado a los estándares common core de California. Incorporará el sistema STEAM a través de aprendizaje basado en proyectos, nutriendo el desarrollo social y emocional del niño.

Crearemos un ambiente de aprendizaje que sea significativo e intensivo, despertando la curiosidad natural de nuestros estudiantes y explorando sus pasiones, con el fin de alcanzar su máximo potencial. Nuestros métodos de enseñanza y la estructura de la escuela se enfocarán en las necesidades del siglo 21. Así, los estudiantes desarrollarán habilidades de pensamiento crítico, resolución de problemas, creatividad, comunicación, colaboración, responsabilidad cívica y conciencia cultural, además del idioma Chino Mandarin.
Nuestro programa estará basado en los siguientes elementos:

- **Inmersión en Chino Mandarin**: Las estándares educativos *common core* de California serán impartidos en Chino Mandarin a través de un modelo en el que la relación de Chino Mandarin-Inglés será de 90:10 en los primeros dos años. A partir del 2° grado, se introducirá más Inglés progresivamente, hasta que se alcance y se mantenga en la escuela secundaria una proporción de 30:70.

- **Enseñanza basada en Proyectos incorporando el sistema STEAM**: Los estudiantes participarán en proyectos de colaboración, de experiencias e interdisciplinarios en Ciencias, Tecnología, Ingeniería, Artes y Matemáticas para investigar y responder a preguntas, problemas y desafíos del *mundo real*. Estos proyectos integrarán las disciplinas STEAM con un enfoque para crear soluciones únicas.

- **Aprendizaje Diferenciado**: Con el fin de ofrecer un enfoque más personalizado, se implementará el aprendizaje diferenciado para satisfacer necesidades individuales del estudiante a través de agrupamientos flexibles y aprendizaje semipresencial.

- **Aprendizaje Social y Emocional**: Con el fin de preparar mejor a los estudiantes para ser ciudadanos del mundo inter-conectado del siglo 21, tendrán que ser competentes en sus aptitudes académicas, así como sus habilidades sociales y emocionales, de auto-conciencia, auto-gestión y autodirección. Pondremos en práctica estas aptitudes socio-emocionales con el programa Auto-Ciencia y ofreceremos oportunidades para la práctica durante todo el día escolar.

Para preguntas y más información, por favor visite nuestra página web o contáctenos:

**WPAGINA WEB** | **WWW.WEIYUCHARTER.ORG**

**FACEBOOK** | **WEIYUCHARTER**

**EMAIL** | **WEIYUCHARTER@GMAIL.COM**

**GOOGLE GROUP** | **WEIYUCHARTER-DISCUSS**

**TELEFONO** | **(408) 785-0274**

[wwwecal.org](http://wwwecal.org)
WEI YU DE UN VISTAZO

- Wei Yu será una escuela bilingüe (Inglés y Chino Mandarin) que servirá a niños desde Kindergarten hasta 8º grado
- Se planea abrir en el Otoño del 2015 con clases de Kindergarten y 1er grado
- Se está peticionando en el Distrito Escolar de Moreland
- Programa académico que incluirá el sistema STEAM (Ciencia, Tecnología, Ingeniería, Artes y Matemáticas) a través del aprendizaje basado en proyectos.
- No se requiere conocimiento previo del idioma Chino

Escuela Charter International
Wei Yu (WYCIS)

La Escuela Internacional Charter de Wei Yu (Wei Yu International Charter School, WYCIS) será una escuela pública que servirá a estudiantes de Kindergarten hasta 8º grado en el Distrito Escolar de Moreland (pendiente de aprobación).

Nuestra Visión:
Crear un ambiente de aprendizaje progresivo para estudiantes de Kinder a 8º grado, preparándolos para obtener aptitudes de aprendizaje permanentes y convirtiéndolos en ciudadanos comprometidos de nuestra sociedad globalizada.

Nuestra Misión:
Ofrecer una educación bilingüe que promueva un alto rendimiento académico y cultive la inteligencia emocional y la curiosidad de los alumnos, equipándolos con las herramientas esenciales para prosperar en nuestra sociedad globalizada y dinámica.

Para más información, por favor contáctenos a weiyucharter@gmail.com o al teléfono (408) 785-0274
La educación bilingüe tiene el potencial de ser una práctica educativa transformativa, capaz de educar a todos los niños en formas en las que su intelecto e imaginación se expanda, mientras adquieran formas de expresión y tengan acceso a las diferentes formas de ser en el mundo."

"Ofelia García, Profesor y autor de "Educación Bilingüe en el siglo 21. Una perspectiva global".

**Bilingüismo**

por que aprender otro idioma?

por qué chino

"un idioma te posiciona en un corredor de por vida. Dos idiomas te abren cada puerta en el camino." Frank Smith

**Por que Chino Mandarin**

- Chino Mandarin es el primer idioma de cerca de 1 billón de personas, o 15% de las personas en el mundo. Mas que cualquier otro idioma por mas del doble
- Es el idioma Nacional de China, Taiwan y Singapur y es usado en la comunidad empresarial a través de todo el sur de Asia
- Las investigaciones indican que Mandarin se usa en primer lugar después del Inglés en el mercado internacional
- Es considerado por el Departamento de Estado de EUA como 1 de los 2 idiomas críticos
- En el ano fiscal del 2011, 12 de 13 departamentos en el Gobierno federal de EUA identificaron al Chino Mandarin como el primer idioma recomendado para aprender o es recomendado entre los primeros 5 idiomas
- Para el 2020 es estimado que el 50% de los Estados Unidos será bilingüe (con un porcentaje superior en las zonas costeras y urbanas)
Los estudiantes jóvenes tienen una capacidad natural para aprender la cual es evidente cuando se involucran en el aprendizaje de otros idiomas. Estos estudiantes aprenden a ser abiertos y receptivos de la gente que habla otros idiomas y provienen de otras culturas.

Martha G. Abbott, Directora de Educación para el Concejo Americano de Enseñanza de Lenguas Extranjeras, Lenguas (ACTFL).

PROGRAMA DE INMERSION

Los niños pequeños aprenden idiomas sin mayor esfuerzo. Entre más temprano se introduce un segundo o tercer idioma, más fácil será para los niños absorber un nuevo idioma desde su ambiente. Sin embargo, esta ventana de oportunidad solo existe hasta la edad de 7 u 8 años. Después de esta edad, es considerables más difícil hablar el segundo idioma sin acento y con gramática fluida.

Muchos de nosotros hemos experimentado el aprender un idioma extranjero mientras se enseñaba como una materia formal unas cuantas veces por semana. A menos que hubiese tenido la oportunidad de practicar este idioma fuera del salón de clases continuamente, probablemente este se ha desvanecido de su memoria poco a poco. Aprender chino mandarín cuando se usa como el medio de instrucción provee un contexto social significativo en el cual se adquiere el idioma. Los niños aprenderán Mandarin al mismo tiempo que ganan conocimientos acerca del mundo. Rodear a los niños con el idioma chino incrementara la oportunidad de que sean capaces de usar Mandarin de por vida.

En un programa típico de inmersión, el porcentaje del idioma objetivo (Chino) a Inglés será tan alto como 90:10 por los primeros 2-3 años para asegurar una fundación sólida en el idioma objetivo cuando la adquisición es más fácil. Mas Inglés es después introducido gradualmente hasta que la proporción cambia al 50:50 en la educación secundaria. El objetivo es desarrollar la alfabetización y competencia académica en Inglés y el idioma objetivo (Chino, en nuestro caso).

NUESTRO MODELO DE INMERSION

El componente de inmersión del programa utilizará un modelo de inmersión de 2-vías. Se les ofrecerá a los estudiantes un curriculum intensivo y alineado a los estándares educativos “common core” en Mandarin e Inglés comenzando con un 90% de instrucción en Mandarin y 10% de Inglés. Basado en este modelo, el contenido básico enseñado en Mandarin se transferirá a instrucción en Inglés conforme los estudiantes avanzan grados académicos.

Porcentaje de Instrucción en Mandarin / Inglés:

- 90/10 en K-1
- 80/20 en 2º grano
- 70/30 en 3º grado
- 60/40 en 4º grado
- 50/50 en 5º grado
- 30/70 en grados 6-8
"El éxito de nuestra nación depende de la consolidación del papel de América como el motor del mundo en descubrimiento e innovación. Y ese liderazgo mañana depende de como educamos a nuestros hijos hoy - especialmente en ciencia, tecnología, ingeniería y matemáticas."
--Presidente Obama, en una junta de CEO's, científicos, maestros and others in 2010.

**QUE ES LA EDUCACION STEAM?**

STEAM (Ciencia, Tecnología, Ingeniería, Artes y Matemáticas) es un nuevo movimiento para integrar STEM con las Artes con el fin de fomentar una mejor innovación y creatividad, utilizando un enfoque basado en la investigación. Este marco educativo es para todas las disciplinas y tipos de alumnos con el objetivo de ser más atractivo y naturalmente exitoso para todos los miembros de cualquier sistema educativo.

Implementaremos STEAM en los primeros años, a partir de Kindergarten.

**STEAM EN WEI YU**

Creemos que una base sólida en Ciencia, Tecnología, Ingeniería, Artes y Matemáticas (STEAM), habilidades multilingües, y la educación social / emocional preparará bien a los estudiantes para cumplir con los objetivos de la universidad del siglo 21. Con la integración de la tecnología, la alfabetización y las artes, el currículum de WYICS cumplirá con las diversas necesidades de todos los estudiantes.
NUESTROS ESTUDIANTES

WYICS crecerá para servir a estudiantes desde Kindergarten hasta 8º grado del Distrito Escolar de Moreland y áreas aledañas. En el primer año de la escuela, 2015-2016, planeamos servir a aproximadamente 150 estudiantes en Kindergarten y primer grado. Cada año subsecuente agregaremos un grado escolar más hasta alcanzar el 8º grado.

NUESTRA COMUNIDAD

Nuestro objetivo es servir a las familias que residen dentro de los límites del Distrito Escolar de Moreland. WYICS pretende inscribir a los estudiantes cuya diversidad es representativa de la población general del Distrito Escolar Moreland, no sólo los estudiantes de ascendencia asiática.

Las actividades de divulgación de inscripción de WYICS estarán diseñadas para atraer a los estudiantes que representan a la población de Moreland en términos más generales. La creciente matrícula en programas de inmersión Mandarin en los Estados Unidos ha demostrado el atractivo de este modelo para estudiantes de diversos orígenes, incluyendo raciales, étnicos, lingüísticos, urbanos, suburbanos, socio-económicos, y de diversas capacidades de aprendizaje.

Distrito Escolar de Moreland - Datos Demográficos de Estudiantes

- 34.20%
- 7.52%
- 23.77%
- 0.70%
- 2.71%
- 27.98%

- Hispano o Latino
- Blanco no Hispano
- Afroamericano
- Indio Americano
- Asiático
- Pacifico Isleño
- Dos o más razas
- Filipino

"Hoy, una educación de clase mundial significa aprender a hablar, leer y escribir en idiomas adicionales al Inglés. En un mundo inter-connectado, con una economía global inter-dependiente, debemos preparar a nuestros niños para un futuro en el cual su éxito social y económico dependerá en su habilidad de entender perspectivas diversas y comunicar con gente de otras culturas e idiomas. No se trata de estar un paso adelante, sino de ponerte al día." Anne Duncan, Secretaria de Educación de los EJA.
Wei Yu International Charter School
Escuela Charter Internacional Wei Yu
Una escuela primaria pública bilingüe Inglés-Chino Mandarin en West San José.
(Pendiente de aprobación)

Presenta:

Sesión Informativa

SABADO
ENERO
24
A LAS 5:00PM

En Starbird Community Center
1050 Boynton Avenue, San Jose.

Esta sesión está diseñada para presentar información adicional y detalles específicos de la propuesta de la escuela incluyendo horario, programa STEAM, el programa bilingüe Mandarin-Inglés, procedimientos de inscripción y el procedimiento de aprobación de la escuela.

El equipo fundador de Wei Yu estará presente y la sesión se llevará a cabo en Español. La duración aproximada será de 1 hora y los niños son bienvenidos.

Para más detalles y aprender más acerca de Wei Yu, por favor contáctenos en:

WEI YU INTERNATIONAL CHARTER SCHOOL
WEBSITE | WWW.WEIYUCHARTER.ORG
FACEBOOK | WEIYUCHARTER
EMAIL | WEIYUCHARTER@GMAIL.COM
Wei Yu International Charter School

Una escuela Pública bilingüe Inglés-Mandarín en West San Jose (Pendiente de Aprobación)

Toma de Decisión Santa Clara County

Es el gran día!
Por favor acompañenos a nuestra
Audiencia de Toma de Decisión de Santa Clara County
En la oficina de Educación de Santa Clara County
1290 Ridder Park Drive, San Jose, CA
Hora: 6:00PM (por confirmar)

Acompáñenos y demuestre su apoyo por Wei Yu!

El Concejo Escolar del Condado de Santa Clara tomará la decisión acerca de la petición de Wei Yu. Su participación y comentarios públicos serán muy importantes puesto que el Concejo Escolar tomará en cuenta la demanda y apoyo de la comunidad. Por favor planeé en asistir y pase la voz!

Para mas detalles y aprender mas acerca de Wei Yu, por favor contáctenos

WEI YU INTERNATIONAL CHARTER SCHOOL

WEBSITE | WWW.WEIYUCHARTER.ORG
FACEBOOK | WEIYUCHARTER
EMAIL | WEIYUCHARTER@GMAIL.COM
TELEFONO | (408) 785-0274
MEMORANDUM

TO: Santa Clara County Board of Education
FROM: Mark Barmore, Superintendent, Moreland School District
DATE: January 28, 2015
RE: Wei Yu International Charter School Petition
     Moreland School District’s Clarification of the Record

The Moreland School District provides this brief clarification of the record in response to assertions made by the Wei Yu International Charter School at the December 10, 2014 public hearing on its appeal.

The District’s written findings supporting its denial, and its rebuttal to WYICS’ appeal, are voluminous, and the District is mindful of the great volume of documentation that the County Board must review. Rather than reiterate the basis for the District’s denial, which is well documented, the District here seeks to clarify a few selected data points raised by WYICS at the public hearing.

Collaborating with Moreland Staff

■ The District made it clear at the public hearing that it was quite willing to work with the Petitioners to create a Mandarin program here in Moreland. Petitioners said that when they met with the District Superintendent in July, 2014, they did not come away with that message.

As I noted at the public hearing, when the Petitioners finally approached me in July regarding a Mandarin program in Moreland, the charter petition process was well underway, and the offer to work together was in the context of working closely with a charter, not creating a Moreland program. This sequence is evidenced by the fact that, by the time we met in July, the process for gathering Petition signatures was well underway.

Petitioners responded at the hearing that they did not begin gathering signatures for the petition until August. As indicated by pages excised from the petitioners’ Facebook page (and submitted at the hearing), that was not the case. Gathering signatures began at least as early as June, if not sooner. (See, Exhibit A.)

Meeting with Board Members

■ Petitioners’ appeal contained the contention that individual Moreland Board members would not meet with them in advance of the Petition submission to the full Board. In fact, as the Petitioners have acknowledged, Moreland Board members explained that, to maintain transparency and access to the Board’s decision making process, individual board members did not feel comfortable meeting with the Petitioners outside the context of a duly agendized public Board meeting while the petition
was still pending before the full Board. The Moreland Board President made it clear in an e-mail that the Petitioners were free to address the Board as a whole during an agendized public meeting, to ensure that the entire Board had the benefit of Petitioners' comments, and to ensure the public that communications between the Petitioners and the District were transparent, and not being conducted behind closed doors. Contrary to the Petitioners' characterization, the Moreland Board was not being obstructionist. A copy of the Board President's e-mail to the Petitioners explaining the District's concerns is attached as Exhibit B.

Petition Signatures

- Petitioners have expressed significant resentment towards the District for verifying that its Petition signatures in fact indicated that the signatories were meaningfully interested in enrolling their child in the Charter School, and that their children were age-eligible to enroll in the Charter School.

However, as the expression goes, when it comes to the appropriateness and need for the District to verify the WYICS Petition signatures, the proof is in the pudding. The District utilized District Office personnel to contact the signatories, and used a script that was carefully crafted and edited by District administration and attorneys to obtain the threshold information in the least intrusive and intimidating manner possible.

The District's verification efforts – both of the Petition signatures and the Proposition 39 Intent-to-Enroll Forms – demonstrated a clear pattern. A significant proportion of signatories did not realize that they were signing a petition to form a charter school, but believed that they were signing a petition expressing support for Mandarin Immersion in general. Others did not intend to enroll their children in the Charter School, or did not have students of eligible age to enroll. In fact, the District's verification efforts showed that just a very small proportion of the original signatures were eligible for consideration under the applicable legal standard:

Petition Signatures:

With respect to the original 258 Petition signatures submitted to the District, the District was only able to verify that 38 of the signatories were meaningfully interested in enrolling their Kindergarten or First grade child in the Charter school in 2015-2016:

<table>
<thead>
<tr>
<th><strong>Petition Signatures</strong></th>
<th>258</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attempted phone calls</strong></td>
<td>258</td>
</tr>
<tr>
<td>o Left messages</td>
<td>106 (41%)</td>
</tr>
<tr>
<td>o Successfully Contacted</td>
<td>93 (36%)</td>
</tr>
<tr>
<td>o Wrong Number/Disconnect Numbers/Hang Ups</td>
<td>59 (23%)</td>
</tr>
<tr>
<td><strong>Address listed more than once in the petition</strong></td>
<td>16</td>
</tr>
<tr>
<td><strong>Confirmed to have no children or no children of eligible age to enter Grades K or 1 in 2015-2016 (Determined through information provided on Petition)</strong></td>
<td>80</td>
</tr>
<tr>
<td><strong>Had a meaningful interest to enroll their child</strong></td>
<td>38 of 93 (39%)</td>
</tr>
</tbody>
</table>
Proposition 39 Signatures:

The Proposition 39 regulations provide the authority for the District to verify the signatures submitted in support of WYICS' facilities request. Cal. Admin. Code tit. 5, § 11969.9(c)(1)(A) requires that a facilities request contain "reasonable projections." Moreover, Cal. Admin. Code tit. 5, § 11969.9(c)(1)(C) requires the charter school to provide "documentation of the number of in-district students meaningfully interested in attending the charter school that is sufficient for the district to determine the reasonableness of the projection."

The District's evaluation of the signatures submitted in support of WYICS' October 31, 2014 request (Request, Attachment 1), reveals as follows:

<table>
<thead>
<tr>
<th>Total Number of Signatures</th>
<th>146</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaningfully Interested with Age-Eligible Student(s)</td>
<td>52 (includes 15 in-District students verified as Meaningfully Interested carried over from original Petition Signatures)</td>
</tr>
<tr>
<td>Left Message (at least 2 per signatory)</td>
<td>31</td>
</tr>
<tr>
<td>Supports School Only, Not Meaningfully Interested in Enrolling Child</td>
<td>13</td>
</tr>
<tr>
<td>No answer/Disconnected/Wrong Number</td>
<td>9</td>
</tr>
<tr>
<td>Wrong Grade Level (not in K or 1)</td>
<td>27</td>
</tr>
<tr>
<td>Denied signing the Petition, or did not understand purpose of the Petition</td>
<td>7</td>
</tr>
<tr>
<td>Duplicate Signatures</td>
<td>3</td>
</tr>
<tr>
<td>Not MSD Resident</td>
<td>4</td>
</tr>
</tbody>
</table>

WYICS' attempted to submit additional Intent-to-Enroll forms after the November 1, 2014 legal deadline. Though not obligated to consider information submitted after the legal deadline, the District conducted a survey to verify these signatures as well. Of the 33 signatures that were duplicates, or "reaffirmation" of those originally submitted, the District verified that only 7 were meaningfully interested in enrolling their child in Kindergarten or First Grade in 2015-2016. Of the 13 new signatures submitted after the legal deadline, only 4 indicated such a meaningful interest:

<table>
<thead>
<tr>
<th>Letter of Intent Signatures Given with Prop 39 Response on 01/02/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duplicate Signatures with Prop 39 List:</td>
</tr>
<tr>
<td>Of the duplicates:</td>
</tr>
</tbody>
</table>

| Yes, Intent to Enroll | 7 | Called 01/15/15: |
| Signed for Support Only | 4 | 4 |
| Left Message | 12 | Signed for Support Only |
| Wrong Number | 4 | Left Message |
| No Intent to Enroll/Didn't Sign | 2 | Disconnected /Busy Number |
| Refused to Answer Question | 1 | No Intent to Enroll/Didn't Sign |

During the course of this process, the District consistently saw a lack of sufficient support for the school. As reported in Moreland's report, and the public hearing before the County Board, Wei Yu had far fewer signatures than required by law. Now, during the course of the Proposition 39 process,
petitioners have submitted two sets of signatures (one before and one after the deadline), and the total number of valid signatures from the two lists combined still falls far short of the required number to qualify for District facilities.

**Conclusion**

The District appreciates the time and effort taken by the County Office staff and County Board in reviewing the documentation submitted in connection with the appeal.
Exhibit A

My name is Sarah Westfall. I am a Moreland parent, Menlo Park teacher, and I hold a PhD in Curriculum and Instruction from Virginia Tech.

This petition was crafted in less than 5 months – to write, conduct community outreach, and collect signatures. CCSA guidelines suggest at least 9 to 18 months to complete the phase of the process.

Wei Yu utilized social media to obtain signatures. A basic statue of charter law is that when individuals are asked to sign a charter petition declaring meaningful interest, a copy of the proposal shall be attached to the petition. This is not the case according to Wei Yu’s postings on FaceBook.

August 1st Wei Yu has purchased addresses and plan to leave an introduction letter along with stamped envelopes and signing papers for the people to sign and return. Clearly many individuals signing the petition never saw the 150 page proposal nor did they fully understand what they were signing.

Throughout August, Wei Yu posts over a dozen times that they “urgently need qualified signatures to make this a reality”. Google forms were posted to collect names and addresses of individuals who were “willing” to sign. Just this week, two more requests for signatures on NextDoor have appeared. I quote “Every additional signature we get strengthens our case and shows the board that there is demand for our school”.

I question this desperate plea for qualified signatures. Could it be the lack interest? Lack of demand?

Absent in the proposal are basic curriculum design principles and developmental and instructionally appropriate practices. Successful curricular implementation requires resources, time to collaborative design, and a solid plan for deployment. Each non-existent in this proposal. The curriculum map only contains grades K/1 - a red flag – further demonstrating a failure to understand very basic curriculum design and planning. The budget does not support programs such as PE, art and music – imagine 1 first year teacher with 25 or more Kindergarten students for 40 to 60 min block in PE, art, or music with little to no equipment. If authorized, Wei Yu opens their doors in 6 months. CCSA recommends at the very least one to two years following authorization.

This proposal was written to serve the needs of the founding team and their children not the needs of Moreland or Santa Clara County. I strongly urge you to deny this petition.

Everything about this petition was rushed and the budget lacks attention to detail. The was rushed and pushed forward against the will of a community, to only serve the needs of the Founding Families’ children who will begin K or 1 fall of 2015.

Since the submission of the petition, CHING-PEI HU the one professional public school administrator has resigned.
Chapter 2. Establishment of Charter Schools (Refs & Annos)

→ § 47605. Petition for establishment of charter school within school district; procedures for submission, review, and approval or denial; standards and assessments; admission policies and employment practices; supervisory and oversight responsibilities; petition for renewal; teacher credentials; financial audit report

(a)(1) Except as set forth in paragraph (2), a petition for the establishment of a charter school within a school district may be circulated by one or more persons seeking to establish the charter school. A petition for the establishment of a charter school shall identify a single charter school that will operate within the geographic boundaries of that school district. A charter school may propose to operate at multiple sites within the school district, as long as each location is identified in the charter school petition. The petition may be submitted to the governing board of the school district for review after either of the following conditions is met:

(A) The petition is signed by a number of parents or legal guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation.
(B) The petition is 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.

(2) A petition that proposes to convert an existing public school to a charter school that would not be eligible for a loan pursuant to subdivision (b) of Section 41365 may be circulated by one or more persons seeking to establish the charter school. The petition may be submitted to the governing board of the school district for review after the petition is signed by not less than 50 percent of the permanent status teachers currently employed at the public school to be converted.

(3) A petition shall include a prominent statement that a signature on the petition means that the parent or legal guardian is meaningfully interested in having his or her child or ward attend the charter school, or in the case of a teacher's signature, means that the teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition.

(4) After receiving approval of its petition, a charter school that proposes to establish operations at one or more additional sites shall request a material revision to its charter and shall notify the authority that granted its charter of those additional locations. The authority that granted its charter shall consider whether to approve those additional locations at an open, public meeting. If the additional locations are approved, they shall be a material revision to the charter school's charter.

(5) A charter school that is unable to locate within the jurisdiction of the chartering school district may establish one site outside the boundaries of the school district, but within the county in which that school district is located, if the school district within the jurisdiction of which the charter school proposes to operate is notified in advance of the charter petition approval, the county superintendent of schools and the Superintendent are notified of the location of the charter school before it commences operations, and either of the following circumstances exists:

The Wei Yu International Charter School will provide a challenging and comprehensive learning environment for Kindergarten through eighth grade students, preparing them to be lifelong learners and engaged global citizens. The school mission is to:

• Provide a bilingual and biliterate education that cultivates students' emotional intelligence, wonder, and curiosity
• Promote high academic achievement, civic and moral responsibility, and a sense of accountability so that students are primed to be productive citizens in a dynamic global society

Wei Yu International Charter School will be a K-8 public charter Mandarin Chinese immersion school located in West San Jose. The school is slated to open in the fall of 2015 with two classes of kindergarten and two classes of first grade.

We will utilize a Mandarin Chinese immersion model. Students will be offered a challenging, Common Core-aligned curriculum starting with 80% instruction in Mandarin Chinese and 20% in English. Children will initially receive more instruction in Mandarin Chinese because it will take more effort to learn a foreign language in an English dominant society. Based on the model, subjects taught in Mandarin Chinese will gradually transfer to English in upper grades.

Wei Yu International Charter will offer a well-rounded, world-class education including programs in the arts, music, and physical education. Wei Yu International's education program will be based on the most current research and best practices in high performing schools. We will employ technology as a tool for learning, research and production. Our students will develop skills in critical thinking and problem solving, creativity, communication, and cultural awareness.

The founding families of Wei Yu International Charter School include professionals in education, technology, finance, business, and law who recognize that the world is an interconnected environment and are passionate about creating an opportunity for our children to be fully prepared as global citizens in the 21st century.
--- Forwarded message ---
From: Heather Sutton <hsutton@moreland.org>
Date: Mon, Sep 8, 2014 at 2:07 PM
Subject: Re: Moreland School Contact Form
To: Whitney Clay <whitneyrclay@gmail.com>

Ms. Clay,

Thank you so much for reaching out. I appreciate your desire to communicate with the Board regarding your petition. As a board, we are committed to transparency and as such, work to ensure that all appropriate matters be heard and discussed in a public board meeting. To avoid any appearance of impropriety, this is especially important to us on matters likely to be considered by the board in a public hearing such as the Wei Yu Charter petition.

In that spirit, I strongly encourage you and your group to continue to speak during the public comment portion of our meetings and to work with closely with our Superintendent, Mr. Mark Barmore. mbarmore@moreland.org.

I can assure you that there will be opportunities for you to express your interests to the entire board and to hear our feedback moving forward in part because the law dictates the petition process and more personally, because we are dedicated to supporting the success of all Moreland students.

Thank you again for emailing. If you need to reach back out for any reason, please do not hesitate!

Kind regards,
Heather Sutton
Board President
Moreland School District
Board of Trustees