M E M O R A N D U M

TO: Board of Trustees, Moreland School District

FROM: Mark Barmore, Superintendent; Denise Clay, Assistant Superintendent, Educational Services; Karen Jelcick, Assistant Superintendent, Business Services; Colette Zea, Assistant Superintendent, Human Resources; John R. Yeh, Burke, Williams & Sorensen, LLP

DATE: November 14, 2014

RE: Written Evaluation of Wei Yu International Charter School Petition

I. INTRODUCTION

On September 15, 2014, the Moreland School District ("District") received a petition to form the Wei Yu International Charter School ("WYICS").

The Charter Schools Act of 1992 permits school districts, county boards, and the State Board of Education ("SBE") to grant charters for the operation of charter schools. (Education Code section 47600, *et seq.*) Charter schools "are part of the public school system," but "operate independently from the existing school district structure." (Education Code sections 47615(a)(1), 47601.) Charter schools are established through submission of a petition by proponents of the charter school to the governing board of a school district, county board, or to the SBE. The governing board must grant a charter "if it is satisfied that granting the charter is consistent with sound educational practice." (Education Code section 47605(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 adopts written findings in support of its decision to deny the charter. (*Ibid*.) Once a governing board grants a charter petition, the charter school becomes a separate legal entity.

Education Code section 47601 sets forth the following purposes behind the Charter Schools Act:

> It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:
>
> (a) Improve pupil learning.
>
> (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.

(c) Encourage the use of different and innovative teaching methods.

(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the schoolsite.

(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.

(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

II. PROCEDURAL BACKGROUND

Education Code section 47605(b) requires the District's Board of Education ("Board"), within 30 days of receiving a petition, to "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." Education Code section 47605(b) requires the board to "either grant or deny the charter within 60 days of receipt of the petition." The Board held the public hearing on October 14, 2014, and received input on the Petition from teachers, parents, and other community members. The Board will take action to grant or deny the Petition at its November 18, 2014 meeting.

III. REVIEW OF THE PETITION

Education Code section 47605(b) sets forth the following guidelines for governing boards to consider in reviewing charter petitions:

- The chartering authority shall be guided by 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.

- A school district governing board 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 governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or 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 (not applicable to renewal petitions).

(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 of a charter petition.

The Review Team consisted of the following individuals: Mark Barmore, Superintendent; Denise Clay, Assistant Superintendent, Educational Services; Karen Jelcick, Assistant Superintendent, Business Services; Colette Zea, Assistant Superintendent, Human Resources; and John Yeh, Burke, Williams & Sorensen, LLP, legal counsel. Maureen Evans and Brianna Garcia of School Services of California, Inc. also reviewed the Petition's budget and financial plan and provided input.

The Review Team was also guided in its analysis by the SBE regulations for the evaluation of charter petitions and renewal petitions (hereinafter "regulations"). Where relevant, the content of the Education Code and regulations are stated or paraphrased with respect to each required element of the Petition in italics.

The Review Team also notes that the Petitioners submitted a nearly identical Petition to form a Mandarin Immersion Charter School to the Menlo Park City School District on September 12, 2014. The Menlo Park Board denied the Petition on November 12, 2014. Since the Petitions and proposed programs were nearly identical, the Moreland and Menlo Park Districts agreed to mutually exchange staff evaluation of the common portions of the Petition, to share best practices, and defray and share certain legal costs in preparing their respective written evaluations. Because the petitions submitted to both districts propose nearly identical programs, the findings of the Menlo Park City School District School Board[1] are hereby referenced herein as part of the record of the Moreland School District's analysis.

IV. REVIEW TEAM RECOMMENDATION

The Review Team will present the following findings at the November 18, 2014 Board meeting based on its evaluation of the Petition against the 16 elements and other requirements in the Education

[1] https://mpcsd.csbaagendaonline.net/cgi-bin/WebObjects/mpcsd-eAgenda.woa/files/MTQxNTU3OTQ3NzkyMy9tcGNzZGVBZ2VuZGEvMjA1NC84NzQ1L0ZpbGVz/final_leadership_team_evaluation_of_mmics_petition_for_posting_11-09-14_v2.pdf

Code.

V. FINDINGS OF REVIEW TEAM

The Review Team's specific findings with respect to each element are described in numbered paragraphs below with reference to the applicable statutory and regulatory requirements.

Required Charter Element	Draft Evaluation of Review Team
Petition Signatures	<u>Requirements</u>: *Education Code section 47605(a)(1) contains the signature requirements for a charter 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 …* *… 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.* <u>Analysis</u>: District staff has been conducting follow-up calls to verify the extent to which the Petition signatories are "meaningfully interested" in enrolling their child in the proposed Charter School in 2015-2016, and have children that would be eligible to enter Kindergarten or Grade 1 during that school year. Following is a breakdown of the results:

• **Petition Signatures**	**258**
• **Attempted phone calls**	258
o **Left messages**	106 (41%)
o **Successfully Contacted**	93 (36%)
o **Wrong Number/Disconnect Numbers/Hang Ups**	59 (23%)
• **Address listed more than once in the petition**	16
• **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)**	80
• **Had a meaningful interest to enroll their child**	38 of 93 (39%)

Required Charter Element	Draft Evaluation of Review Team
	Staff has verified 38 of 93 Petition signers who were contacted (39%) who had a meaningful interest in enrolling their age-eligible child in the proposed charter school. Applying the 39% yield rate to the 106 signers for whom messages were left, but who did not respond, produces an extrapolated 41 potential signers who could have a meaningful interest in enrolling their age-eligible child in the proposed charter school. The total confirmed (38) and extrapolated (41) signers meeting the meaningfully interested requirement would exceed, with very little margin to spare, the 75 required signers (50% of the Charter School's projected first-year enrollment) to meet the threshold to have the Petition considered by the District.
A. Educational Program Meets Requirements ✓ No	*<u>Requirements</u>: The Education Code requires a description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. (Ed. Code, section 47605(b)(5)(A)(i).)* <u>Analysis</u>: The Petition proposes that the Charter School would start serving students in Kindergarten and First Grade with 150 students, growing to 375 students in Grades K-5, and eventually growing in Year 8 to 525 students in Grades K-8. The Petition contains a variety of research-based programs and curricula, such as blended learning, STEAM, Project Based Learning, in addition to the Mandarin Immersion Model. It also describes the ratio of Mandarin to English instructional time as starting as 90:10 in Kindergarten and Grade 1, transitioning to 30:70 in Grades 6-8. (Petition, pp. 47-48.) Staff has the following concerns about whether the Petitioners are demonstrably likely to successfully implement a comprehensive STEAM and Mandarin Immersion program as set forth in the Petition: 1. <u>Instructional School Day/Scope and Sequence of Instruction</u>: The Petition contains a representative instructional day for the Charter School, from 8:15 a.m. through 3:15 p.m., including instructional blocks for Mandarin Language Arts, Social Science, English Language Arts, Mathematics, and Music/Art/Drama/Dance, and an "Elective Wheel" consisting of Home Sciences, Computer Skills, Coding, Design Thinking and Makerspace. (Petition, p. 43.) Appendix VI-A contains Mandarin Immersion curriculum maps for Kindergarten and First Grade, while Appendix IV-B contains curriculum maps for the same grade levels in English Language instruction. Both curriculum maps show the scope and sequence of instruction, from August through June. However, both curriculum maps depict a discrete and comprehensive curriculum for Kindergarten and First Grade, both in Mandarin Immersion and English. The Petition's class schedule would not sufficiently accommodate the simultaneous teaching of two discrete and complete curricula. Therefore, the proposed curriculum maps depict a scope and sequence of instruction that is not realistic. The Petition does not contain a reasonably comprehensive description of how the Charter School would deliver two separate curricula simultaneously within the confines of its proposed instructional schedule. Moreover, the Petition does not account for how its strategies for instruction of students below grade level, such as small group instruction, monitoring and remediation (Petition, pp. 67-68), will take place within the

Required Charter Element	Draft Evaluation of Review Team

context of the proposed instructional school day.

2. Insufficient Staffing for Proposed Educational Program: The Charter School's Budget anticipates hiring 6.75 FTE for 150 students in Year One, increasing to 19.5 FTE in Year Five. Following is the Charter School's proposed student to regular classroom teacher ratio, based upon its proposed staffing plan and projected enrollment:

Year	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Classroom teachers	6.0	9.0	11.0	13.0	15.0
Students	150	225	275	325	375
Ratio	25.0	25.0	25.0	25.0	25.0

Following is a chart depicting the ratio of the school's enrichment teachers to its classroom teachers:

Year	BCLAD FTE	Enrichment Teacher FTE	MS FTE per BCLAD
1	6.0	0.75	.125
2	9.0	1.50	.166
3	11.0	2.00	.181
4	13.0	3.00	.230
5	15.0	4.50	.300

At most, in Year 5, each classroom teacher would only have access to a .3 FTE enrichment teacher. Since the staffing plan is premised upon an assumption of 25 students per classroom teacher, with each classroom teacher only having access to a .125-.300 FTE enrichment teacher, the level of staffing is insufficient to maintain some of the instructional strategies proposed in the Petition, such as small group instruction in mathematics, reading (Petition, p. 68) and English Learner instruction (Petition p. 72).

3. Lack of a Reasonably Comprehensive Description of Instructional Methods and Materials for Instruction in Mandarin: The Petition lacks a reasonably comprehensive description of how it would implement the proposed instructional and assessment measures. In particular, the special education section states that "[a]ll special education services at WYICS will be delivered by individuals or agencies qualified to provide special education services" and that "the District will be responsible for the hiring, training and employment of site staff necessary to provide special education services its students." (Petition, pp. 76-77.) The Petition neglects to address in any manner how those services would be provided in the context of the Mandarin Immersion program. The Petition neglects to address how the District would find personnel delivering special education services with sufficient language proficiency to

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	provide those services in Mandarin, and does not account for the additional cost of doing so in its budget. The Petition also neglects to address how it would provide training to its teaching personnel in the delivery of special education services in Mandarin The Petition addresses instructional strategies for English Learners (Petition, pp. 68-73), including a structured immersion model using of a number of strategies, such as the Sheltered English Observation Protocol (SIOP) Model, and Specifically designed Academic Instruction in English (SDIAE). What is lacking, however, is a reasonably comprehensive description of how the Charter School would fit English Language instruction within the context of its proposed instructional day (Petition, p. 43.) The Petition describes instructional strategies such as Constructivist, Inquiry-Based Teaching, Scaffolding, SDAIE and Literacy Support, including "small group lessons that will be delivered during the reading and writing workshops," (Petition, p. 72) but does not describe where such instruction would occur within the proposed daily instructional schedule, which does not provide sufficient time for such English Learner instruction to occur within the time allocated for English Language Arts instruction. The Petition also fails to describe how English Learner students will meet the mandated one year of English proficiency progression on the CELDT/ELPAC since the Petition proposes to start the ratio of instruction in Mandarin to English at 90:10, and how the ELD standards would be incorporated into assessing progress in English Language Development. Therefore, as the schedule is currently structured, English Learner instruction would have to supplant instruction in another subject matter. 4. <u>Inadequate Financial and Professional Support for Proposed Instructional Program</u>: The Petition proposes to deliver a comprehensive STEAM and Mandarin Immersion program, utilizing instructional strategies such as Project-Based Learning, Constructivism, Differentiated Instruction, as well as Social-Emotional Learning. (Petition, pp. 37-41.) The Petition proposes a starting teacher salary of $55,000 in Year One, increasing to an average of $60,000 in Year 3. (Petition, Appendix X-A, p. 85.) These starting salaries are not competitive, decreasing the likelihood that the Charter School would attract experienced teachers. (*See*, Sections E and "Fiscal/Budget; Exhibit A, No. 9 ("Compensation").). However, the Petition only proposes to provide 9 teacher workdays a year. (Petition, p. 42.) Moreover, though the Petition's budget allocates $15,000 for workshops for teacher development in Year One, it only allocates $6,000 in Years Two through Five, while the teaching staff grows 2-3 teachers a year, to 15.0 FTE in Year Five. Therefore, the professional development allocation does not grow commensurately with the teaching staff, which grows by 150% in five years. Moreover, one day of Professional Development, per teacher, can start at $325 (in addition to the cost of a substitute teacher at $125 a day and conferences at $200 per day). Most of the comprehensive programs require 3 or more days of training. The Charter School's budget is inadequate to cover these costs. In the area of textbooks, the District estimates that the Petitioners have under budgeted in the sum of $21,116 in Year One, based on Moreland's per-pupil cost for textbooks. (Exhibit A, No. 14 ("Textbooks").) This deficit is likely to be higher due to the difficulty in finding instructional materials in Mandarin that are Common-Core aligned.

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Blended learning is also referenced as part of the instructional program, though the Petition does not identify which programs the Charter School would use. Blended learning programs could cost from $3 to $5 per student, while some of the reading programs are as much as $150 per student. A site license for Mind Institute (i.e., JiJi) is $34,000 a year. However, the Petition only budgets $260 per student in curriculum costs, in addition to $90 per student for supplemental materials, for all subject matter content areas of instruction. The per-student cost for instructional materials is insufficient to cover all of the proposed instructional strategies and curricula identified in the Petition, in addition to covering the cost of obtaining and/or translating Common-Core aligned instructional material in Mandarin.

The Petition also under-budgets in the area of Special Education. For its first year of operation, the Petitioners budget a contribution to its special education encroachment of $114,550. The Petitioners only assumed the potential encroachment, without consulting with the District first. The District calculated the 2014-2015 per-pupil special education encroachment (including the Charter School's projected 2015-2016 enrollment) at $1,400.77 per pupil, resulting in the Charter School's pro-rated share of special education encroachment to be $210,115. Therefore, Petitioners have under-budgeted its projected contribution to its encroachment in to the District's general fund by $95,565.00. Moreover, the Petition states that, in Year Two, the Charter School would join the El Dorado SELPA. Yet, the Petition projects an increase in revenue, but not expenditures, for the provision of special education services, which is inherently infeasible, since, as an LEA as part of a SELPA, the Charter School would be solely responsible for its special education expenses. (*See,* Exhibit A, No. 6 ("Special Education").) The budget also lacks any expenditure for Extended School Year special education services. (*See*, Exhibit A, No. 3(b), ("School Year").)

The Petition identifies a 17-day Voluntary Intersession. Depending on the level of participation, the cost of providing a Voluntary Intersession program could range anywhere from $13,830 to $71,916. (*See*, Exhibit A, No. 3(a), ("School Year").) The budget contains no expenditures related to the provision of Voluntary Intersession Days.

5. Targeted Student Population: The Petition states that the Charter School would "aim to serve families who live in the MSD and surrounding communities." (Petition, p. 18.) Petitioners provide the racial and ethnic breakdown of the District, and the general population within the Moreland School District, as follows:

	Hispanic/Latino	White	African American	Native American	Asian	Pacific Islander
Moreland S.D.	34.20%	27.98%	2.71%	0.70%	23.77%	0.40%
Population	18.80%	46.2%	2.80%	0.60%	24.2%	0.33%

However, it is not clear how the Petitioners derived the ethnicity of the general population based on census data since the U.S. Census collects data by municipality, not school district.

<table>
<tr><th>Required Charter Element</th><th>Draft Evaluation of Review Team</th></tr>
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As noted above, below is the Charter School's projected five-year enrollment:

<table>
<tr><th>Year</th><th>2015-2016</th><th>2016-2017</th><th>2017-2018</th><th>2018-2019</th><th>2019-2020</th></tr>
<tr><td>Students</td><td>150</td><td>225</td><td>275</td><td>325</td><td>375</td></tr>
</table>

The Petitioners have not set forth a reasonably comprehensive plan to sustain a Mandarin Immersion program of this magnitude. The Cupertino Union School District enrolls approximately 18,000 students, and its language immersion program serves 400 students. The Moreland School District serves approximately 4,900 students, and yet, the Petitioners expect the local population to support a Mandarin Immersion program of approximately the same size.

The Petition states that "[s]tudents applying for 2nd grade and higher must be proficient in Mandarin at the grade level to which they are applying." (Petition, p. 129.) This requirement inherently limits the population of available students to backfill attrition at the higher grade levels. However, the Petition assumes that the Charter School would successfully backfill attrition at a 100% rate, which is necessary for the Charter School to attain its enrollment assumption that it will grow by 50 students a year (and 75 students between Years One and Two.)

The Petition's targeted growth plan for the Charter School is also flawed in that it states that the Charter School seeks to retain and promote 75% of its students in Grades Six through Eight. (Petition, p. 62 (State Priority #5).) Yet, the Charter School would add one additional class at each of those grade levels. This would require the Charter School enroll potentially up to one-third of its incoming 6th graders from a program other than WYICS.
</td></tr>
<tr><td>B/C. Measurable Pupil Outcomes

Meets Requirements
✓ No</td><td>
<u>Requirements</u>: Regarding the descriptions of Measurable Pupil Outcomes and Measuring Pupil Progress, the Petition must meet the legal requirements of Education Code section 47605, subdivisions (b)(5)(B), (C) and California Code of Regulations, title 5, section 11967.5.1, subdivisions (f)(2), (3) regarding the identification of outcomes and assessment tools and plans. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

The SBE regulations provide that a petition should set out measurable student outcomes to be used by the charter school. (Cal. Code Regs., tit. 5, section 11967.5.1(f)(2)) The student outcomes should, at a minimum:

(a) specify skills, knowledge, and attitudes that reflect the school's educational objectives and can be assessed by objective means that are frequent and sufficiently detailed enough to determine whether students are making satisfactory progress;
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	(i) the frequency of the objective means of measuring student outcomes should vary according to such factors as grade level, subject matter, the outcome of previous objective measurements, and information that may be collected from anecdotal sources; and *(ii) objective means of measuring student outcomes must be capable of being used readily to evaluate the effectiveness of and to modify instruction for individual students and groups of students.* *(b) include the school's API growth target, if applicable. (Ibid.)* <u>Analysis</u>: The Petition lists, under State Priorities 1 and 2, goals to align curriculum with Common Core State Standards. (Petition, pp. 58-59.) However, the Petition fails to contain a reasonably comprehensive description of how the Charter School will develop instructional materials that are Common-Core aligned in Mandarin. Neither the instructional material nor the professional development budget identifies specific Common-Core aligned instructional materials in Mandarin, a process for translating such materials into Mandarin. The Petition also identifies Data Director and Vantage Learning Systems as potential student information database systems. (Petition, p. 100.) However, the Petition's budget only allocates $8,650 in Year One, increasing to $46,500 in Year Five, for a student database system. The District has used Edusoft as a student database system at a cost of $35,000 *a year*. Moreover, the Petition lacks a reasonably comprehensive description of how the Charter School would provide its teaching staff professional development and training, or when it would conduct such assessments within the scheduled school day, in all of the assessment methods that it identifies, such as Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Basic Phonics Skills Test levels I-III (BPST), Rigby Reads TERC, MARS or Tasks, Student Oral Proficiency Assessment. Moreover, DIBELS costs $1 per student to administer, a cost that is not identified in the budget's expenditures. 1. <u>Assessment Measures in Mandarin</u>: The Petition does not contain a reasonably comprehensive description of assessment measures to assess student academic progress in Mandarin. The Petition fails to specifically identify what language assessment would be conducted in, and identifies a number of assessments that are not available in Mandarin. Therefore, the Petition fails to contain a reasonably comprehensive description of whether the identified assessments are intended to assess progress in English or Mandarin. For example, the following assessments listed in the Petition are not available in Mandarin: ● Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Oral Reading Fluency Assessment (K-4) ● Basic Phonics Skills Test levels I-III (BPST) (K-2) ● Rigby Reads (the Petition does not identify whether the school would use the paper or software integrated assessment) ● TERC (Math Investigation Curriculum) (Grade levels not specified) ● MARS Tasks (Grade levels not specified) ● Student Oral Proficiency Assessment (Oral Language proficiency tool designed by the Center for Applied Linguistics) Moreover, the Petition does not contain a reasonably comprehensive description of the professional development, training and

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	additional time required to conduct the listed assessments, within the context of the nine (9) teacher work days. (Petition, p. 42.) For example, the DIBELS and BPST assessments are one-on-one assessments with scoring systems that require significant training, calibration, preparation time for materials, and approximately 30 minutes per student to administer and score. Additional time would be needed to import scores into a data management system. No time for these processes appear to be allocated in the Petition's proposed Instructional Day or workday. (Petition, p. 42-43.) It is also not clear whether the charter school would use BPST, which is aligned to the 1998 standards, or BPST II, which has been aligned to Common Core State Standards. The Petition identifies Chinese Children's Competency Certificate (CCCC) (Grades 2-4) as a Mandarin assessment program. However, the Petition does not identify specific skills assessed by CCCC. The CCCC assessment focuses on life experiences (Social/ Environmental Language), and assesses competency levels for general skills, not content area skills students would be learning in Mandarin. The Petition also identifies Hanu Shuiping Kaoshi (HSK), the only International Standardized test for Non-Chinese learners of Chinese Language. However, this Assessment is designed for Adult Learners. The Petition does not identify an assessment for children. 2. <u>Other Assessments</u>: The Petition references other assessments, such as Writing Rubrics, Smarter Balanced (Grades 3-8) and Internal Benchmark Assessments. However, the Petition lacks a reasonably comprehensive description of the professional development, training and timing provided to teachers to create such assessments. For example, the Petition states that teachers will develop writing rubrics to measure student progress. However, creation of writing prompts and measures can take up to a full year to develop before implementation in the first year of instruction. The Petition only allocates $15,000 for professional development in Year 1, for a first-year teaching staff of 6.0 teachers, and $6,000 per year in Years Two through Four, when the teaching staff increases by 2.0-3.0 FTE a year, until it reaches 15.0 FTE in Year Five (Appendices to Petition, pp. 95-96.) Moreover, the Petition only provides 9 teacher work days a year. (*Id*. at 42.) While the Charter School would be required to use Smarter Balanced assessments, the necessary infrastructure for the Smarter Balanced assessment would exceed the technology budget in the Petition**.** While the Petition allocates $225 per student in Year One for "Chromebooks and Elmo projectors," (Petition, Appendix X-A, p. 84, No. 13), it contains no other expenditures for technology infrastructure or personnel. The Petition identifies no personnel that would specialize in implementing the technological component of Smarter Balanced assessments. Smarter Balanced requires assessment and technology coordination with the California Department of Education. It also requires compatible devices and software installation to be administered, monitoring and updating of CALPADS data during the test, as well as coordinating accommodations and support for all students. There is also necessary training for the coordinators and anyone who will be administering the assessment. The Petition lacks a reasonably comprehensive description of

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	who at the charter school would be responsible for such implementation and oversight of Smarter Balanced assessment, since the non-instructional personnel at the Charter School would be limited to the Principal and part-time Office Administrator. ("Staff Needs," p. 96.) The Petition states that internal benchmark assessments would be teacher-created, or would use a published item bank. However, Mandarin translations are not available in available item banks. CCSS-aligned item banks that are currently available (such as Key Data Systems) do not have Mandarin translations and are protected by copyright against translation for school use. Therefore, the Charter School's benchmarks would need to be teacher-created. However, the Petition does not contain a reasonably comprehensive description of the teacher training or professional development that would support creation of internal benchmarks assessments in Mandarin. It is also not clear from the description of responsibilities and duties of the key positions of the charter school that would be responsible for developing such benchmarks.
D. Governance Meets Requirements ✓ No	*Requirements: Education Code section 47605(b)(5)(D) requires the Petition to describe the governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement. The regulations consider whether the proposed governance structure evidences that the charter school will become and remain a viable enterprise through organizational and technical designs, whether there will be active and effective representation of interested parties, including, but not limited to parents and guardians, and whether the educational program will be successful and parental involvement encouraged in a variety of ways at all levels of the program. (Cal. Code Regs., tit. 5 , section 11967.5(f)(4).)* Analysis: The Charter School would be governed and operated by the governing board of the Bay Area Language Immersion Schools ("BALIS") a California nonprofit benefit corporation formed in August 2014. (Petition, p 147.) While operation as, or by, a nonprofit public benefit corporation is contemplated under Education Code section 47604(a), the Petition does not acknowledge that the BALIS board could also potentially also govern at least one other charter school, the Menlo Mandarin Immersion Charter School ("MMICS"), for which BALIS is also seeking approval. In fact, the Articles of Incorporation place no limits on how many charter schools/programs could come under the jurisdiction of the BALIS board. Yet, none of the initial BALIS Board members have experience in California public school administration. After submission of the Petition, the District received notice that one Board member, Ching-Pei Hu, was withdrawing her involvement. She was the only original board member listed on the Petition with professional experience in public school administration. Therefore, the organization has no track record of operating charter schools. Although the Petition states that the fully-constituted board "shall include a minimum of one (1) community member representing each school operated by BALIS" (Petition, p. 148), since the BALIS board would be potentially governing at least one other charter school, the Petition lacks a reasonably comprehensive description of any governance measures that the board would take to ensure that each

Required Charter Element	Draft Evaluation of Review Team
	charter school under the board's governance receives fair and equitable representation by the BALIS board. In fact, the allocation of governance resources between the two charter schools is a significant concern. The Petition to form the WYICS, submitted to the Moreland School District on September 15, 2014, states that the BALIS "Executive Director will also act as the Principal of WYICS until our budget allows for the hiring of a full-time Executive Director.) (Moreland Petition, p. 113.) The Petition submitted to the Menlo Park City School District ("MPCSD") on September 12, 2014, states that the BALIS "Executive Director will also act as the Principal of MMICS in year one." (MPCSD Petition, p. 158.) The Petition fails to disclose that the BALIS Executive Director could potentially both as the Executive Director of the BALIS non-profit corporation, as well as Principal of the WYICS and the MMICS, though the WYICS Petitioners have subsequently verified that the BALIS Executive Director would only also co-serve as the WYICS Principal. It would be nearly impossible for a single individual to serve as the CEO of the nonprofit corporation while serving as a Principal and starting up not just one, but two, charter schools in two different locations.
E. Employee Qualifications Meets Requirements ✓ No	*Requirements: The regulations governing charter school petitions consider whether general qualifications for the various categories of employees (e.g., administrative, instructional, instructional support, non-instructional support) are identified, whether the qualifications ensure the health and safety of the school's faculty, staff, and students, and the academic success of the students; whether positions that the charter school regards as key in each category are identified and specify the additional qualifications expected of individuals assigned to those positions; and whether all requirements for employment set forth in applicable provisions of law will be met, including, but not limited to credentials as necessary. (Cal. Code Regs., tit. 5, section 11967.5(f)(5))* Analysis: 1. Credentialing: Because the Charter School would deliver its proposed educational program both in English and Mandarin, most, if not all, teachers must hold a Bilingual Authorization in Mandarin. Therefore, the Petition's requirement that the teachers "hired to teach Mandarin would preferentially hold a Bilingual Authorization in Mandarin" (Petition, p. 120) is inadequate. In fact, almost all of the Charter School's teaching staff would have to hold BCLAD authorization under the staffing plan set forth in the Petition. Moreover, depending on the subject matter content taught, the teachers would have additional credentialing requirements: either a Multiple Subject credential for a teacher teaching elementary-grade subject matter content; a single-subject credential in Mandarin for a teacher teaching students to speak Mandarin, and a single-subject credential in English for a teacher teaching students to speak in English. Moreover, the Petition's proposed class schedule (Petition, pp. 43-44) suggests that the Charter School would offer instruction in "core" areas requiring single subject credentials. Therefore, the Petition lacks a reasonably comprehensive description of the credentialing requirements and staffing configuration for its proposed educational program. Moreover, although the Petition states that the Charter School will become a member of the El Dorado SELPA staring in Year Two, no reference is made to the qualifications of teaching personnel to provide special education services starting in Year Two. 2. Ability to Recruit and Retain Teachers: The Petition's proposed starting salaries for teachers and other employees are not

Required Charter Element	Draft Evaluation of Review Team
	competitive. An analysis of the Petition's proposed starting salaries for the Charter School's Principal, teachers, instructional aides, and office administrator shows that the Charter School's employees would be called upon to work a longer school year (potentially up to 216 work days), at lower pay, than their counterparts in the Moreland School District. (*See*, Exhibit A, No. 3 ("School Year) and 9 ("Compensation).) The Charter School Principal, who potentially could be serving as the Executive Director of BALIS and the Principal of WYICS in Year One, is only budgeted a salary of $80,000, which is nearly $30,000 lower than the beginning step of the Moreland School District Principal Salary Schedule. The starting teacher salary for the Charter School, at $55,000, calculates to $276.38 per day (with the Charter School's 199-day workyear.) The per-diem average on the Moreland School District Salary Schedule for a 185-day work year is $278.88 - $520.78 per diem. Moreover, only 18% of Moreland teachers would make less than the $55,000 starting salary for all Charter School teachers, regardless of experience. (*See*, Exhibit, A, No. 9, Compensation.) Also of significant concern is the proposed salary of the Charter School's Office Administrator, which is also below comparable positions at the Moreland School District, and which also, based on the Charter School's staffing plan, would have responsibility for performing all administrative and clerical tasks not performed by the Principal. Exacerbating the impact of the proposed Charter School's below-market salaries is the limited and competitive market for teachers holding authorization to teach in Mandarin. The supply of teachers authorized to teach in Mandarin is extremely limited and competitive, as shown by the number of authorizations conferred by Bay Area Universities, and by the California Commission on Teacher Credentialing, on an annual basis. (*See, e.g.,* Exhibit B.) 3. <u>Lack of a Reasonably Comprehensive Staffing Plan</u>: The Petition also states that "[s]ubjects taught in Mandarin will be taught by bilingual teachers with native proficiency in Mandarin. Subjects taught in English will be taught by teachers with native English proficiency." (Petition, p. 47.) As noted above (Section A), because of the Charter School's tight student to teacher ratio, all the Charter School's classroom teachers would have to hold authorization to teach in Mandarin to deliver instruction in that language. While not specified in the Petition, those teachers providing instruction in English could be required to hold a single subject credential in English. Because the Petition does not specify the exact credentialing requirements of its teachers, nor the Charter School's exact staffing configuration, it is not possible to determine whether the Charter School could make good on its promise that "[s]ubjects taught in Mandarin will be taught by bilingual teachers with native proficiency in Mandarin. Subjects taught in English will be taught by teachers with native English proficiency." Moreover, one of the job duties of the Principal would be to "[s]upervise improvement of teaching by annually reviewing goals and objectives, observing instruction, and conference with teachers …" (Petition. p. 116.) However, both the qualifications for the BALIS Executive Director (who would be serving as the Charter School Principal in its first year of operation) and the Charter School's Principal state as a requirement "[p]roficiency in written and oral Mandarin and English (preferred)." (Petition, pp. 115, 117.) The Petition fails to contain a reasonably comprehensive description of how the Executive Director/Principal would evaluate teachers without proficiency in both the English and Mandarin languages.

Required Charter Element	Draft Evaluation of Review Team
	4. Lack of Reasonably Comprehensive Plan to Obtaining Substitute Teachers: Since the market for teachers authorized to teach Mandarin is limited, the Charter School would struggle to find appropriately qualified substitute teachers to deliver the proposed Mandarin Instruction program. The Petition lacks a reasonably comprehensive description of how the Charter School would find such substitutes, both for certificated and classified personnel.
F. Health and Safety Meets Requirements ✓ No	*Requirements: Education Code section 47605(b)(5)(F) requires the Petition to describe the procedures that the school will follow to ensure the health and safety of pupils and staff, including the requirement that each employee of the school furnish the school with a criminal record summary as described in section 44237. Among other items, the regulations consider whether health and safety procedures require criminal record summaries from employees, tuberculosis examinations of employees, student immunizations, and vision, hearing and scoliosis screening for students. (Cal. Code Regs., tit. 5, section 11967.5(f)(6).)* Analysis: The Petition contains brief descriptions (at most 1-2 paragraphs) of intended policies in the following areas: background checks; mandated child abuse reporting; Tuberculosis Testing; Immunizations; Medication; Vision, Hearing and Oral Health Screening; Diabetes; Bloodborne Pathogens; Drug/Alcohol-Free Environment; Discrimination and Harassment; Facility Safety; Fire and Earthquake evaluation; Emergency Preparedness; CPR Training; and School Safety Plan. While this section of the Petition contains a list of the primary areas of school operation impacting health and safety, it fails to contain a reasonably comprehensive description of any of the particulars of the proposed policies or procedures. Given the increased awareness placed on school safety in recent years, including the areas of child abuse reporting, sexual harassment and school site security, the Petition lacks a reasonably comprehensive description of the proposed policies, procedure or training under any of the listed areas, and attaches no sample or representative policies. The proposed staffing plan for the Charter School is also unlikely to successfully maintain the required level of safety at the site. In the first two years of operation, the only non-classroom (teachers, instructional aides) personnel that the Charter School would employ would be the Principal (who could potentially also be serving as the Executive Director of BALIS) and half-time administrator. With his/her other duties, the Principal is likely to be off-site frequently, leaving only a .5 FTE Office Administrator to answer telephone calls, greet and screen visitors, manage parent and student issues, and perform the myriad of other administrative tasks to safely and proficiently operate a Charter School. The budget does not identify expenditures for noon-duty aides, nurses, and significantly under budgets for custodial services. The Petition also lacks a reasonably comprehensive description of the procedure for background checks. It does not explain why the Charter School would require two sets of fingerprints from employees, and does not specify who would be the Custodian of Records for the fingerprints.

Required Charter Element	Draft Evaluation of Review Team
G. Racial/Ethnic Balance Meets Requirements ✓ No	*Requirements: The Petition must contain a 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. (Cal. Code Regs., tit. 5, section 11967.5(f)(7).)* Analysis: The Petitioners do not provide a reasonably comprehensive methodology for reaching a student population with the same ethnic and racial background as the District. (See, Section G.) The Petition states that "[t]hose interested in Mandarin Immersion are not confined to any particular racial or ethnic heritage," and cites anecdotal data regarding instances of African-American and Hispanic students enrolling in programs offering instruction in Mandarin in New York City and Chicago, as well as a greater percentage of non-Asian than Asian students enrolling in Mandarin Immersion programs in San Francisco. (Petition, p 21.) However, these anecdotal instances are unpersuasive. The Moreland School District enrolls approximately 4,900 students in a suburban setting, can cannot be meaningfully compared to a densely populated, urban school district in New York City or Chicago. Moreover, the examples cited by Petitioners are factually distinguishable, and, in some cases, incorrect. For example, the school cited in Chicago, McCormick, is not a Mandarin Immersion program, but a "Chinese World Language Magnet Program," according to the school's website. (http://www.cps.edu/Schools/Pages/school.aspx?SchoolId=610063) in which students living within the neighborhood attendance boundary can attend without submitting an application, with enrollment priority over non-neighborhood students, who must apply. The Chinese American International School ("CAIS") in San Francisco, cited by Petitioners, is a private school. Petitioners also represent that, at CAIS, "the percentage of non-Asian students enrolling at the school outnumbers that of Asians." (Petition, p. 21.) However, Petitioners fail to take into account the fact that the school identifies 40% of its students as "Multiethnic," without divulging what percentage of students in this category are of either partial Asian heritage, and/or identify as "Asian." (*See, e.g.*, http://www.cais.org/about_cais (CAIS reports enrollment of 40% Multiethnic, 38% Asian American, 19% Caucasian, 1% Hispanic and 2% African American students.).) Moreover, the Shuang Wen Public School in New York City, cited as an example of a "magnet for African-American students" (Petition, p. 21) according to a 2002 New York Times article, turned out to be anything but that, as of the school, according to a 2010 New York Times article, "remained about 80 percent Chinese for a decade," and was being investigated by the New York City Department of Education for violating admissions rules (http://www.nytimes.com/2010/11/02/nyregion/02shuang.html?pagewanted=1&_r=3&hpw.) According to the New York City Public Schools website, the school remains 74.74% Asian, while schools Citywide are at 15.90% Asian (http://schools.nyc.gov/Common/Templates/MainTemplate/CommonMainTemplate.aspx?NRMODE=Published&NRNODEGUID=%7b6102EA85-B4BD-4731-9838-42B227C3D8A2%7d&NRORIGINALURL=%2fSchoolPortals%2f01%2fM184%2fAboutUs%2fStatistics%2fregister%2ehtm&NRCACHEHINT=Guest.) Therefore, none of the anecdotal examples cited by Petitioners support the proposition that Mandarin Immersion Charter School in Moreland would achieve the racial and ethnic balance of the District.
H. Admissions	*Requirements: The Petition must contain a reasonably comprehensive description of admissions requirements in compliance with the*

Required Charter Element	Draft Evaluation of Review Team
Lottery Meets Requirements ✓ No	*requirements of law. (Cal. Code Regs., tit. 5, section 11967.5(f)(8).)* 1. Admissions Procedure: Education Code section 47605(2)(A) states that "a charter school shall admit all pupils who wish to attend the school," subject to the lottery provision should the number of applicants exceed the number of available slots. However, the Petition states that "[s]tudents applying for 2nd grade and higher will be tested for their Mandarin proficiency and must be proficient in Mandarin at the grade level to which they are applying." (Petition, p. 130.) The rule that "a charter school shall admit all pupils who wish to attend the school" universally applies to all charter schools, and no exemption or exemption exists for specialized program, such as language immersion programs. The Petition fails to contain a reasonably comprehensive description of how it would reconcile the open admission requirement in Education Code section 47605(2)(A) with the proposed Charter School's immersion program. The categorical assertion that "entering students must have a level of Mandarin proficiency similar to current students in their grade" (Petition, p. 130) is inconsistent with Education Code section 47605(2)(A). 2. Admissions Preference: The admission lottery also gives preference to the following category of students, in the following order: Siblings of current Charter School students; children of Charter School employees, children of Charter School founders, and children of Moreland School District residents. While not on unlawful on their face, the preference for siblings, children of employees/founders will make it more difficult for the Charter School to "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" as is required by Education Code section 47605(b)(5)(G), since it narrows the number of seats available to the general population. (See, Section I, supra.)
I. Financial Audits Meets Requirements ✓ Yes	*Requirements: Education Code section 47605(b)(5)(I) requires the Petition to describe the manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. The regulations consider whether audits will employ generally accepted accounting principles, and whether the Petition specifies who is responsible for contracting and overseeing the independent audit; whether the auditor will have experience in education finance; whether the process of providing audit reports to the chartering district, or other agency as the district may direct, is addressed, including timelines and procedures for addressing findings and/or resolving any audit exceptions. (Cal. Code Regs., tit. 5, section 11967.5(f)(9).)* Analysis: The Petition sets forth a process for conducting an annual, independent fiscal audit of the charter school's finances according to generally accepted accounting principles, including selection of an independent auditor with experience in auditing educational institutions and approved by the State Controller, completion of the audit by December 15 of each year, review of audit exceptions by the BALIS Board finance committee, development of a plan and timeline to resolve audit exceptions to the satisfaction of the authorizing agency, and referral of audit appeals to an Education Audit Appeals Panel. (Petition, p. 132.) This section of the Petition appears to meet minimal legal requirements.

Required Charter Element	Draft Evaluation of Review Team
J. Suspension/ Expulsion Meets Requirements ✓ Yes	*Requirements: Education Code section 47605(b)(5)(J) requires the Petition to describe the procedures by which pupils can be suspended or expelled. The regulations consider numerous factors related to this charter petition element. Procedures must minimally identify a preliminary list of offenses for which students may (or must, where discipline is non-discretionary) be suspended or expelled; identify the procedures by which students can be suspended or expelled; identify the procedures by which parents, guardians, and students will be informed about reasons for suspension or expulsion and of their due process rights in regard to suspension or expulsion; provide evidence that the petitioners reviewed the lists of offenses and discipline procedures and believe their lists provide adequate safety for students, staff, and visitors to the school and serve the best interests of the school's students and their parents/guardians; and provide due process for all students and demonstrate an understanding of the rights of students with disabilities in regard to suspension and expulsion; and outline how detailed policies and procedures will be developed and periodically reviewed and modified, as necessary. (Cal. Code Regs., tit. 5, section 11967.5(f)(10).)* Analysis: This section meets minimal legal standards.
K. STRS/PERS Meets Requirements ✓ No	*Requirements: Education Code section 47605(b)(5)(K) requires the Petition to describe the manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. This requires, at a minimum, that the charter specify the positions to be covered under each system and identify the staff who will be responsible for arranging coverage.* The Petition states that the Charter School will offer STRS to teachers, while non-certificated employees will not participate in PERS, but will contribute to federal social security. The Petition underestimates the costs of STRS participation (*See*, Exhibit A. No. 10 ("Compensation and Benefits").) The STRS compensation rate will start at 10.73%, rising to 16.28% in 2018-2019. (*Id.*) The Petitioners have underbudgeted for the STRS contribution in the sum of $92,755 in Year One, to $314,444 in Year Five. The Budget also has not budgeted for Medicare. Moreover, although the Petition states that the Office Administrator shall be responsible for processing all deductions and contributions made for participating employees, since that position is the only position, besides the Principal, who is not directly involved in classroom instruction, and is also a half-time position in the first two years of the Charter School's operation (Petition, Appendix X-E, p. 96), it is unlikely that the Office Administrator will have the capacity to perform these functions.
L. Public School Attendance Alternatives	*Requirements: The Petition shall address the public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. (Cal. Code Regs., tit. 5, section 11967.5(f)(12).)* Analysis: The Petition states that no student will be required to attend the Charter School, and that students residing within the District

Required Charter Element	Draft Evaluation of Review Team
Meets Requirements ✓ Yes	may attend a Moreland School District school, or another District or school in accordance with the District's inter and intradistrict transfer policy. (Petition, p. 144.) The Petition also states that parents will be notified on the Charter School's admissions form that admission into the Charter School does not by itself confer a right to enroll in a MSD school. This section of the Petition meets minimal legal standards.
M. Employee Return Rights Meets Requirements ✓ Yes	*<u>Requirements</u>: The Petition shall contain a description of the rights of any employees of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. (Cal. Code Regs., tit. 5, section 11967.5(f)(13).)* <u>Analysis</u>: The Petition states that no District employee shall be required to work at the Charter School, and that Moreland employees leaving the District's employment to work for the Charter School would not have any automatic return rights to the District unless specifically granted through a leave of absence or other agreement by the District. It also states that the Charter School employees will be considered employees of BALIS and not the District, unless otherwise agreed to in writing, and that employment at BALIS does not confer any rights of employment with any other entity. (Petition, p. 204.) This section of the Petition meets minimal legal requirements.
N. Dispute Resolution Meets Requirements ✓ Yes	*<u>Requirements</u>: The Petition must contain the procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. (Subd. (b)(5)(N)) The procedures shall, at a minimum:* *(a) describe how the costs of the dispute resolution process, if needed, would be funded; and* *(b) recognize that if the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter, the matter will be addressed at the chartering district's discretion in accordance with that provision of law and any regulations pertaining thereto. (5 C.C.R. section 11967.5.1(f)(14).)* <u>Analysis</u>: The Petition's dispute resolution procedure is initiated through the parties framing the issue in a "dispute statement." The District Superintendent and Charter School Principal shall meet within ten 10 business days from receipt of the dispute statement. (Petition, p. 146.) If the dispute is not resolved, then a group of two Charter School board members will meet with to District designees, the Charter School Principal and the District Superintendent to attempt to resolve the dispute, within 20 business days of receipt of the dispute statement. Should the parties not resolve the dispute, the parties will jointly select a neutral third party mediator to conduct a mediation session, to be held within 60 business days of receipt of the dispute statement. The parties shall bear equally the costs of the mediator. It is noted that the Charter Petition should provide District Superintendent the discretion to appoint a designee to perform the functions of the Superintendent under the procedure. Otherwise, this section of the Petition meets minimal legal requirements.

Required Charter Element	Draft Evaluation of Review Team
O. Exclusive Public School Employer Meets Requirements ✓ Yes	*Requirements: The Petition must also contain a "declaration of whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Rodda Act." (5 C.C.R. section 11967.5.1(f)(15).)* Analysis: Education Code section 47605(b)(5)(O) requires a charter petition to identify whether the Charter School or the school district shall be considered the exclusive employer of the Charter School's employees for the purposes of the Rodda Act, California collective bargaining law for public school districts (Government Code section 3540 et seq.) The Petition states that BALIS shall be the exclusive employer of the WYICS' employees for the purposes of the Rodda Act. (Petition, p. 147.) This election is consistent with the proposed structure of the charter school, under which the WYICS employees would be employed by BALIS, though, technically, the statute calls for the Petition to make the exclusive employer designation between the Charter School (not the parent nonprofit organization) and the District. The Petition also fails to address the obligations that BALIC/ WYICS would incur under the Rodda Act as an exclusive employer. However, because the Petition substantially complies with the minimal declaration required under the Education Code, this section of the Petition meets minimal legal requirements.
P. Closure Procedure Meets Requirements ✓ Yes	*Requirements: The Petition must include a description of closure procedures, including a plan for disposing of any net assets and for the maintenance and transfer of student records.* Analysis: The Petition sets forth a closure procedure in the event that the Charter School closes. The procedure is initiated by official action of the BALIS board identifying the reason for closure and the person responsible for closure-related activities. The procedure also includes the required notification to the Charter School's parents and students, the District, County Office of Education, SELPA, retirement systems, and the California Department of Education. The Charter School board would also notify parents of suitable alternative programs. The Charter School would also compile a list of students, completed courses and school districts of residence, and would also provide the District with all copies of pupil records. The closure procedure also calls for an independent audit to be completed within six months of closure, and distribution of remaining assets in the manner set forth in the Articles of Incorporation (which call for any remaining assets to be distributed to a nonprofit entity "organized and operated exclusively for educational, public or charitable purposes.") (Appendices, p. 65.) The Charter School would remain solely responsible for all liabilities arising out of its obligations. (Petition, pp. 149.) This section of the Petition meets minimal legal requirements.
Fiscal/Budget Meets Requirements ✓ No	*Requirements: The regulations require consideration of whether a charter petition has presented a realistic financial and operational plan in determining whether petitioners are likely to be successful in implementing the charter program, including the areas of administrative services, financial administration, insurance and facilities. (Cal. Code Regs., tit. 5, section 11967.5(c))*

Required Charter Element	Draft Evaluation of Review Team
	Analysis: The Petition assumes a LCFF base funding rate of $6,624 in 2015-2016. (Petition, Appendix X-A, p. 83, No. 2.) However, the Petition fails to demonstrate how it reached the Charter School's estimated LCFF funding rate. The Petitioners also fail to use the appropriate funding rate for the different grade spans, as called for under the LCFF. The Petition also utilizes a 1.6% COLA in the out years, using a methodology not called for in the LCFF statute. The Petition also incorrectly doubles, triples and quadruples GAP funding in subsequent years of the budget. However, GAP funding will be determined on a year-to-year basis as part of the State Budget Adoption. (*See*, Exhibit A, No. 13 ("Sources of Funds"), Subpart A.) The Petition contains contradictory information regarding the Charter School's projected ADA (Average Daily Attendance) rate. The Petition states that the Charter School would maintain an ADA rate of 95%. (Petition, p. 62 (State Priority #5).) However, the Budget is premised upon an assumption that the Charter School would maintain a 97% ADA rate. (Petition, Appendix X-A, p. 83.) The financial difference between the two rates is potentially significant: as much as $25,000 in Year One, up to $78,000 in Year Five. (*See*, Exhibit A, No. 4 ("ADA Rate").) The Petition states that "WYICS will provide 'each needy pupil one nutritionally adequate free or reduced-price meal during each school day.'" (Petition, pp. 154.) The Petitioners project a 34% proportion of students eligible to participate in the Free and Reduced Lunch program. (Petition, Appendix X-A, p. 83, No. 5.) Yet, the Petition's budget does not reflect any revenues received as part of this program. Moreover, the Petition significantly under budgets for student meals. The District's average direct cost per meal is $3.17 (including labor for preparation and service.) (*See*, Exhibit A, No. 12 ("Food Services").) By contrast, Petitioners budget a range of $.24 to $.27 per meal. (*Id*.) The Petition also uses the incorrect methodology to determine its reserve. The Petition bases its reserve on 3% of 2015-2016 expenditures, and adds 1% per year. (Petition, Appendix X-A, p. 89.) However, the correct method is to base the reserve on 3% of current year expenditures and transfers out. (*See,* Exhibit A, No. 15 ("Reserves").) The Petition's budget depends considerably on private fundraising. (Petition, Appendices X-H; *See also*, Exhibit A, No. 13(B) ("Fundraising").) Because private fundraising revenues are one-time sources, it is considered "soft funding." However, the Petition's budget includes loan operating revenues and expenditures. They should be identified as "Other Sources of Funds." (*See*, Exhibit A, No. 16.) If these loans are excluded from operating revenues, the Charter School would operate with a negative fund balance until Year Four. (*Id*.) The Petitioners also claim that they have obtained "up to $625,000 in approved funding" from Charter School Capital. (Petition, Appendix X-A, p. 84, No. 15; Appendix X-H.) The Charter School Capital website (https://charterschoolcapital.org/) is ambiguous as to how it would provide financing to the Charter School, and, more importantly, what the terms of that financing would be. Since the Petitioners have not budgeted any financing from Charter Schools Revenue in its budget (or any financing costs as revenues), it appears that

Required Charter Element	Draft Evaluation of Review Team
	Charter Schools Capital purchases the receivables of charter schools to secure what essentially amounts to a line of credit. It is inappropriate, however, for the Petitioners to treat this source of potential credit as a source of revenue, especially since the terms and cost to the Charter School of partaking in this service are not accounted for in the Petition or its budget.
Facilities Meets Requirements ✓ No	The Petition states that the Charter School intends to seek a facility from the District under Proposition 39, though it asserts that its facilities budget exceeds the costs of obtaining facilities from the District under that statute. (Petition, Appendix X-A, p. 84, Nos. 19-20.) Using the District's average market rate of $2.36 PSF for non-District use of facilities, the Charter School's budget for non-Proposition 39 facilities is sufficient for years one and two, but, because no increase was budgeted, is insufficient for years three and four. (*See*, Exhibit A, No. 17 ("Facilities Costs").)

MORELAND
SCHOOL DISTRICT
Quality Education Since 1851

EXHIBIT A

Bullets:

1. P18 Target Student Population
P129 Open Enrollment Process
P63 Middle School Dropout Rate

These elements seem to be in conflict with one another. Admission is open to any Kindergarten or First Grade Student. From Second Grade on, to be admitted requires that the student be proficient in mandarin at their grade level. At full capacity there will be one additional class at the 6th through 8th grade levels. This would require that one third of their incoming 6th graders come from a school other than WYICS and be proficient in Mandarin at the 6th grade level. This is also the point at which the instruction in Mandarin is 50% in 6th grade and only 30% in 7th and 8th grade. The statement was made in the petition that WYICS would retain and promote only 75% of their 6th-8th grade students. This would imply an even higher turnover rate for Middle School age pupils. If the model reflected strictly matriculation through WYICS, the school would only serve 450 students. This small level of enrollment could prove to be economically infeasible.

2. Given the large number of programs integrated into the curriculum, coupled with the recruitment challenges due to the required skill set and below market salary schedule, the ability to successfully deliver the cited programs concurrently by beginning teachers is questionable.

Mandarin Immersion
P28 *Common Core*
P28 *Self-Science Curriculum*
P30 *Experiential Learning (i.e. community service)*
P33 *Project Based Learning*
P32 *Differentiated Instruction*
P36 *Advisory (40 minutes per month)*
P55 *STEAM*

Exhibit A
Page 2

3. School Year

	School Year	Regular	Optional Intersession	Inservice	Total:
P42					
P33	Teacher	190	17	9	216
	Student	190	17		207

a. There appears to be no provision in the budget for staffing the voluntary Intersession Days

	30%	50%	70%	Percent of students opting to attend
Teachers	$ 11,068	$ 22,136	$ 27,670	
Aides	$ 13,830	$ 22,128	$ 30,426	

Depending on the adult to child ratio for the intersession program, and the percentage of students attending the intersession the cost of the intersession can range in the first year from $11,000 to $30,000. Assuming the the use of Instructional Aides, program costs could be as follows:

	15-16	16-17	17-18	18-19	19-20
30% participation	$ 13,830	$ 19,362	$ 22,128	$ 27,660	$ 30,426
50% participation	$ 22,128	$ 30,426	$ 38,724	$ 44,256	$ 52,554
70% participation	$ 30,426	$ 44,256	$ 52,554	$ 63,618	$ 71,916

b. There appears to be no provision in the budget for Special Education extended year (program in IEP to assure grade level performance with no regression). Given the nature of the program, this would be a separate program from that run by the Moreland School District. Assuming 3% of their population would require ESY (based on 10% demographic assumption for Special Needs Students), program staffing costs could be as follows:

15-16	16-17	17-18	18-19	19-20
$ 6,185	$ 9,422	$ 10,233	$ 20,786	$ 21,110

4. ADA Rate

P62	95%
P83	97%

Petition states on page 62 that at 95% ADA rate will be maintained, but the financial data reflects a 97% ADA rate. The financial implications reflect a possible revenue difference as follows:

	15-16	16-17	17-18	18-19	19-20	
ADA	3	4.5	5.5	6.5	7.5	
LCFF + GAP	$ 6,624	$ 7,249	$ 7,892	$ 8,552	$ 9,234	*Using figures in Petition*
$ Difference	$ 19,872	$ 32,621	$ 43,406	$ 55,588	$ 69,255	

5. P68

Intervention Services
There appears to be no provision in the budget for staffing the after school tutoring (Homework Club)

6.

Special Education
Year 1: School of the District - WYICS plans to contract with Moreland School District to provide Special Education services pursuant to Ed Code 47641(b)

P77

Employees providing Special Education services would be employees of the District and paid in accordance with the District Salary Schedule. Given the immersion program, staff may have language requirements atypical for the District and as such could prove challenging to fill.

P78

Special Education revenues would flow to and remain with the District, district would pay for all services

P79

Charter would assume a prorata share of excess Special Education Costs

Calculation using 14-15 excess costs, adjusted for enrollment

$	1,400.77	14-15 per pupil excess costs (inclusive of WYICS projected 15-16 enrollment)
$	210,115	Pro-rata share of excess costs WYICS
$	114,550	Budgeted
$	(95,565)	Costs in excess of budget

P89

After year 1 the Charter intends to join a SELPA (El Dorado County) and will receive AB602 funding through the SELPA and will need to budget for all staff required to provide services. The budget shows the increase in revenue, but continues to show the expenditures as if in an agreement with either a District or a Selpa to provide the services. If they join the El Dorado SELPA, it raises significant questions as to which agency will actually be providing the services.

7. P105

WYICS will be operated by Bay Area Language Immersion Schools BALIS)
BALIS is a not-profit entity established in August of 2014. The organization has not operated any Charter Schools. This non-profit was established by the parties submitting the Charter Petitions to Moreland and Menlo Park School Districts.

8. P 108 & 109

Describes the positions of Executive Director and Principal as separate positions.
The position of Executive Director is compared to that of a superintendent of a district, responsible for the effective operation of all schools governed by BALIS. The position of Principal is that of the academic leader of a school, responsible for the daily operations, employee supervision and management of program development as well as professional development activities.

P 112

Conflicts with the delineation of two separate jobs. For the first academic year, the Principal shall also act as Executive Director of BALIS.

9. P 112

Compensation

States that the school will offer salary that is competitive with local school districts

Budget does not reflect parity with Moreland School District and could result in difficulty recruiting and retaining staff meeting qualifications as specified in the petition

	Position		**WYICS**	**Moreland**	
P116	Principal	$	80,000	K-5 Principal on Moreland Schedule ranges from $109,957 to $147,352 Principals work 209 days Qualifications include proficiency in written and oral Mandarin and English, previous administration of a language immersion program, minimum of 3 years leadership	
P119	Teacher	$	55,000	***The teacher work year for WYICS is 199 days, the teacher work year for Moreland is 185 days***	
	(per diem)	$	276.38	Teacher on Moreland Schedule ranges from $278.88 to $520.78 per diem Only 18% of Moreland School District teachers make less than $55,000 working 185 days Qualifications include Bilingal Authorization in Mandarin, at least 2 years teaching experience, preferably in a bilingual classroom	
P121	Aides	$	27,500	Fee Based Preschool teachers requiring AA or 60 units in ECE range from $27,111 to $38,823 on salary schedule	***Only work 175 days per year***
	(per hour)	$	17.27	Special Ed Instructional Aides Range from $17.89 to $22.83 per hour on Salary Schedule Qualifications include Associates Degree or 60 college credit hours in Early Childhood Education or Child Development, Bachelors degree preferred Bilingual in Mandarin and English, preferably one year teaching experience	
P118	Office Administrator	$	50,000	Administrative Assistant Ranges from $25.91 to $33.07 per hour on Moreland Schedule	
	(per hour)	$	24.04	Bilingual School Site Secretary Ranges from $21 to $26.81 per hour on Moreland Schedule	

9. P33 — 190 Instructional Days — Calendar excludes the months of January and July. Instructional days shown total only 168

P42

P123 — **Health and Safety**

P96

Administrative Staffing: The first two years there will only be a half time Office Administrator and the Principal to staff the office. The principal is also filling the position of the Executive Director of BALIS. This implies the Principal will be off site on a somewhat frequent basis. As the instructional leader of the campus, the Principal will be in classrooms observing and supervising instruction. This would imply that in general, there will be only one person in the office to handle all phone calls, parent inquiries, or student issues typically managed in the office. In the event that one of the two individuals is ill, or takes a planned vacation coverage would be even less. This ratio is a concern for the Health and Safety of the students and staff. There is no provision in the budget for clerical substitutes.

Noon Duty Supervision — Budget does not provide for any noon duty (lunch time) supervision assuming teachers are entitled to a duty free lunch. Possible costs based upon two 40 minute lunch periods (K-3 and 4-8) 190 days (excludes intersessions)

	15-16	16-17	17-18	18-19	19-20
Number of adults	2	3	4	4	5
Hourly Rate of $12	$ 6,080	$ 9,120	$ 12,160	$ 12,160	$ 15,200
SRB	$ 1,080	$ 1,620	$ 2,160	$ 2,160	$ 2,700
Total Costs	$ 7,160	$ 10,740	$ 14,320	$ 14,320	$ 17,900

Nursing Services

Budget does not provide for any nursing services unless within contracted services (Medication management, diabetes, scoliosis, vision & hearing screening)

P95

Custodial Services The budget appears to be significantly understated

Budget specifies contracting out for custodial services and purchase of janitorial supplies. School sites typically have a day custodian to respond to any day to day operational issues and a night custodian to clean the facility in preparation for the following day.

15-16	16-17	17-18	18-19	19-20	
$ 6,600	$ 9,900	$ 12,100	$ 14,300	$ 16,500	Annual Budget
$ 30.56	$ 45.83	$ 56.02	$ 66.20	$ 76.39	Daily @ 199 per annum plus 17 intersession days

10. P143

Compensation and Benefits

Salary related benefits (STRS, Social Security, Medicare, Unemployment, Workers Compensation, 401K) have been underestimated in the budget. All employees are subject to Medicare.

Using wages and benefit rate percentages provided in petition, annual differences are significant.

The STRS rate will increase each year starting at 10.73% rising to an estimated 16.28% in 2018-19

Wages & SRB	**15-16**	**16-17**	**17-18**	**18-19**	**19-20**
Budgeted	$ 671,324	$ 991,734	$ 1,391,959	$ 1,727,293	$ 2,091,124
Calculated	$ 764,079	$ 1,155,033	$ 1,612,457	$ 2,007,531	$ 2,405,568
Difference	$ (92,755)	$ (163,299)	$ (220,498)	$ (280,238)	$ (314,444)

Health Benefits

Employees will receive a comprehensive benefits package (medical, dental)

Budgeted 15-16 Per FTE $ 7,000

Least expensive Blue Cross Plan through CalPERS 2015 Plan Year

$ 7,949	Employee Only
$ 15,898	Two Party
$ 20,667	Family

11. P145

Employee Rights

Sick or vacation leave or years of service credit at the District or any ther school district will not be transferred to the Charter School. This in all probability would have an adverse impact on recruiting and hiring experienced teachers.

12. P154

Food Services The budget appears to be significantly understated

WYICS will provide "each needy pupil one nutitionally adquate free or reduced-price meal during each school day". The petition shows no income from Federal Child Nutrition. The demographic data in the petition assumes the same percentage of free and reduced meals as that of the District - 36%. The analysis below shows the amount budgeted, the number of meals required over 190 instructional days and the resulting cost per meal

	15-16	16-17	17-18	18-19	19-20
Budgeted	$ 3,000	$ 4,000	$ 5,000	$ 6,000	$ 7,000
# Meals Required	10,746	16,119	19,701	23,283	26,865
Per Meal Cost	$ 0.2792	$ 0.2482	$ 0.2538	$ 0.2577	$ 0.2606

Average direct cost per meal for Moreland is $3.17 inclusive of labor to prepare, and serve/distribute

13. P87-89

Sources of Funds

A. **LCFF**

No detail calculations provided in Petition. No data with which to project beyond 16-17 available from DOF. LCFF was calculated using an average base grant as opposed to utilizing the discrete grade span grants and applies an annual COLA of 1.6%. As there is no statutory COLA in law, this may or may not materialize. GAP funding for the LCFF phase in period was calculated as a separate figure beginning in 16-17 (not differentiated in 15-16). The same COLA of 1.6% seems to have been applied, and the GAP funding doubled, tripled, and quadrupled in subsequent years. GAP funding will actually be determined on a year to year basis as part of the State Budget Adoption and is dependent upon the State's economy. The Department of Finance (DOF) has only projected through 16-17, for Moreland this funding is approximated at $313-$338. Supplemental grants are not segregated from base grants. School Services of California performed an approximate analysis using the FCMAT LCFF calculator as a comparison, using data in the petition, WYICS projections for the first two years fall within those so derived.

B. **Fundraising**

Charter petition relies on donations as a significant portion of it's total revenue sources. Annual donations vary widely from school to school within Moreland School District, none of which support core programs with the exception of donations from the Education Foundation.

	15-16	16-17	17-18	18-19	19-20
Fundraising	$ 100,000	$ 112,500	$ 137,500	$ 162,500	$ 187,500
Per Student equivalent	$ 667	$ 500	$ 500	$ 500	$ 500
Percent of Total Revenue	9.4003%	6.0790%	5.6936%	5.2972%	4.9437%

14. P49
P89

Textbooks

The Mei Zhou Hua Yu curriculum although developed in the U.S. does not reference alignment with the common core curriculum. Other sources of textbooks from Taiwan and the People's Republic of China would in all probability not be in alignment with the common core curriculum. Recent textbooks purchased by Moreland School District in the areas of English/Language Arts, Math, Social Science and Science range in cost as shown below. Costs reflect enrollment of 150. In addition to costs below, Chinese textbooks in the same core areas of instruction would need to be purchased (unable to estimate costs).

	Unit Price	# required	15-16 Cost	15-16 Budget	
Teachers Edition Math	$ 262.61	$ 6	$ 1,576		
Student Edition Math	$ 32.28	$ 150	$ 4,842		
Teachers Edition ELA	$ 740.75	$ 6	$ 4,445		
Student Edition & Consumables ELA	$ 201.80	$ 150	$ 30,270		
Teachers Edition Social Science	$ 229.07	$ 6	$ 1,374		
Student Edition & Consumables Social Science	$ 60.83	$ 150	$ 9,125		
Teachers Edition Science	$ 211.06	$ 6	$ 1,266		
Student Edition & Consumables Science	$ 48.12	$ 150	$ 7,218		
			$ 60,116	$ 39,000	$ (21,116)

15. P89

Reserves

The reserve calculations are incorrect in the Petition. The minimum required reserves are 3% of current year expenditures and transfers out. Instead the petition begins with 3% of 15-16 expenditures and only increases by 1% per annum, resulting in a significant understatement.

	15-16	**16-17**	**17-18**	**18-19**	**19-20**
Budgeted	$ 39,305	$ 34,359	$ 45,552	$ 56,908	$ 70,254
Calculated	$ 39,305	$ 53,748	$ 70,030	$ 85,062	$ 101,091
Understatement	$ 0	$ (19,389)	$ (24,478)	$ (28,154)	$ (30,837)

16. P89

Fund Balance

The petition has included the loan operating revenues and expenditures. Instead these transactions should be isolated as Other Sources of Funds. If the loan and its subsequent repayment are excluded from operating revenues, operating results demonstrate that the school will not break even and meet mandated reserve requirements until its fourth year of operation.

	Start-up	15-16	16-17	17-18	18-19	19-20
Operating Revenues	$ 75,000	$ 1,063,792	$ 1,850,633	$ 2,415,010	$ 3,067,651	$ 3,792,696
Operating Expenditures	$ 58,047	$ 1,310,162	$ 1,791,598	$ 2,334,323	$ 2,835,403	$ 3,369,695
Net Increase(Decrease) from Operations	$ 16,953	$ (246,370)	$ 59,035	$ 80,687	$ 232,248	$ 423,001
Other Financing Sources (Uses)						
Loan		$ 350,000	$ -	$ -	$ -	$ -
Loan Repayment			$ (50,000)	$ (50,000)	$ (100,000)	$ (150,000)
Net Increase(Decrease) in Fund Balance		$ 103,630	$ 9,035	$ 30,687	$ 132,248	$ 273,001
Total fund balance	$ 16,953	$ 120,583	$ 129,618	$ 160,305	$ 292,553	$ 565,554
Components of Fund Balance						
Required Economic Reserve		$ 39,305	$ 53,748	$ 70,030	$ 85,062	$ 101,091
Fund Balance above reserve	$ 16,953	$ 39,305	$ 75,870	$ 90,275	$ 207,491	$ 464,463
Financial Statement Fund Balance	$ 16,953	$ 120,582	$ 129,618	$ 160,304	$ 292,552	$ 565,553
Fund balance excluding other sources/uses:		$ (229,417)	$ (170,382)	$ (89,695)	$ 142,553	$ 565,554

Costs Not included or underestimated in budget:	15-16	16-17	17-18	18-19	19-20
Intersession (50% participation)	$ 22,128	$ 30,426	$ 38,724	$ 44,256	$ 52,554
Special Education ESY	$ 6,185	$ 9,422	$ 10,233	$ 20,786	$ 21,110
Noon Duty Supervision	$ 7,160	$ 10,740	$ 14,320	$ 14,320	$ 17,900
Correct statutory benefit costs	$ 92,755	$ 163,299	$ 220,498	$ 280,238	$ 314,444
Pro-rata excess costs	$ 95,565				
Food Service costs					
Textbooks	$ 21,116				
Total:	$ 244,909	$ 213,887	$ 283,775	$ 359,600	$ 406,008
Additional required reserves:	$ 7,347	$ 6,417	$ 8,513	$ 10,788	$ 12,180
Adjusted ending fund balance:	$ (481,673)	$ (390,686)	$ (381,983)	$ (227,835)	$ 147,366

17. P97 **Facilities Costs:** Budget reflects a rate of $1.25 per square foot. Petition does not identify the anticipated percentage of students who are Moreland residents.

P95 Assuming the requisite number of 80 ADA to qualify for a Prop 39 request, the percentage in the first year is approximately 55%. The District would be required to provide space for the 82 students at the pro-rata share of the facilities costs which the district pays for with unrestricted general fund revenues. For students enrolled in WYICS residing outside of Moreland School District, the district is allowed to charge "market rate". For it's year to year facilities agreements, the District receives $2.36 per square foot which would establish the "market rate". Utilizing the rate established in 2010-11 for the Discovery Charter School, and adjusting each year by the May CPI (per the agreement) a current prorata rate of .31 can be approximated. Each discrete rate is then increased by an annual CPI estimated at 2.5% . The budgeted rent is close to what is approximated in the first two years, but then becomes underestimated as no increase in rent was budgeted. Any variance in the ratio of students who are Moreland residents and students who come from outside the Moreland School District would change the annual rent in each year.

	15-16	16-17	17-18	18-19	19-20
Percentage Moreland Students	55%	55%	55%	55%	55%
Prorated Square Footage	5,764	7,546	8,734	9,922	11,110
Lease rate per mo per sq ft	0.31	0.32	0.33	0.34	0.35
Annual Cost - In District	21,442	28,977	34,587	40,482	46,662
Percentage out of district	45%	45%	45%	45%	45%
Prorated Square Footage	4,716	6,174	7,146	8,118	9,090
Lease rate per mo per sq ft	2.36	2.42	2.48	2.54	2.6
Annual Cost-Out of District	133,557	179,293	212,665	247,437	283,608
Total Lease Cost	154,999	208,270	247,252	287,919	330,270
Lease Difference	2,201	(2,470)	(9,052)	(17,319)	(27,270)

Facilities repairs budget is adequate for the portion of facilities requested above the Prop 39 requirements. Tenants of the District cover day to day repairs, while District covers larger, deferred maintenance issues.

18. **Cash Flow Y1** Cash flow needs are predominantly met in Year 1 by the $350,000 loan. If loan can not be secured, significant cash flow problems would exist.

LCFF LCFF funding comes from three sources. Local Property Tax, the Education Protection Account, and State Aid. Petition does not segregate EPA and State Aid.

Local Property tax: Cash flow has errors. The petition shows receipts beginning in July, when receipts the first year will begin in August under Ed Code. The percentages computed are correct with the exception of February.

	July (2015)	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July (2016)	Total
Ed Code	0%	6%	12%	8%	8%	8%	8%	8%	7%	7%	7%	7%	14%	100%
Petition CF	6%	12%	8%	8%	8%	8%	8%	14%	7%	7%	7%	7%		100%

EPA & State Aid: Cash flow has errors. EPA funds come in quarterly, and state aid comes on a formula basis. There is no provision in the cash flow for the timing differences. For Moreland 30%-50% of LCFF comes as EPA funds

	July (2015)	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July (2016)	
EPA				25%			25%			25%			25%	100%
Petition CF				0%			0%			0%			0%	
State Aid	5%	5%	9%	9%	9%	9%	9%	9%	9%	9%	9%	6%	3%	100%
Petition CF					37%		9%	9%	9%	9%	9%	9%		100%

Fund Raising Cash flow shows 100% of fundraising goals met in July prior to the opening of school. As these are donations as opposed to a loan, or tuition this soft money could create a cash flow problem.

Lottery Lottery apportionments are received one quarter after the quarter closes. The petition correctly assumes no Lottery cash in the first year, but underestimates the Sept apportionment in Year 2, not including the 15-16 apportionment they would receive as a lump sum. This apportionment albeit received in 16-17 was not included in the 15-16 budget. In any given year, two quarters of the prior year apportionment and two quarters of the current year apportionment are received. Budget will not equal cash flow due to the fiscal crossover.

Expenditures No expenditures are shown for the month of July. As school starts in July at a minimum there will be facilities rent,administrative staff, and texbooks will need to be purchased in advance of students attending.

19. **Loan Repayment** Budget does not reflect payment of any interest, simply principal.

ADA @ 97%	15-16	16-17	17-18	18-19	19-20
Grades K-3	145.5	218.25	266.75	242.5	218.25
Grades 4-6	0	0	0	72.75	145.5
Total ADA	145.5	218.25	266.75	315.25	363.75

ADA @ 95%	15-16	16-17	17-18	18-19	19-20
Grades K-3	142.5	213.75	261.25	237.5	213.75
Grades 4-6	0	0	0	71.25	142.5
Total ADA	142.5	213.75	261.25	308.75	356.25
Difference	*3*	*4.5*	*5.5*	*6.5*	*7.5*

	15-16	16-17	17-18	18-19	19-20
Operating Revenues	$ 1,063,792	$ 1,850,633	$ 2,415,010	$ 3,067,651	$ 3,792,696
Operating Expenditures	$ 1,310,162	$ 1,791,598	$ 2,334,323	$ 2,835,403	$ 3,369,695
Loan Financing	$ 350,000				
Loan Repayment		$ (50,000)	$ (50,000)	$ (100,000)	$ (150,000)

Loans impact cash flow only, not a source of revenue
Loans are carried as a liability on balance sheet as opposed to a revenue on an income statement

		0.016	0.016	0.016	0.016
Revenue Sources	15-16	16-17	17-18	18-19	19-20
LCFF	$ 6,624	$ 6,730	$ 6,838	$ 6,947	$ 7,058
ADA	145.5	218.25	266.75	315.25	363.75
Base LCFF Funding	$ 963,792	$ 1,468,823	$ 1,824,037	$ 2,190,042	$ 2,567,348
Budget	$ 963,792	$ 1,468,819	$ 1,823,947	$ 2,190,063	$ 2,567,427
	$ -	$ 4	$ 90	$ (21)	$ (79)
GAP Funding per ADA		$ 519	$ 527	$ 535	$ 544
GAP Funding per ADA		$ 519	$ 1,054	$ 1,605	$ 2,176
Total GAP funding		$ 113,272	$ 281,155	$ 505,976	$ 791,520
Budget		$ 115,084	$ 285,818	$ 514,784	$ 804,647
	$ -	$ (1,812)	$ (4,663)	$ (8,808)	$ (13,127)

Special Education										
SELPA Revenue			$	109,125	$	133,375	$	157,625	$	181,875	
Calculated amount per ADA			$	500	$	500	$	500	$	500	
Budgeted Costs			$	130,950	$	160,050	$	189,150	$	218,250	
Special Education Students				23		28		33		38	@ 10% of enrollment
Special Day Class @ 31%				7		9		10		12	
Resource @ 38.5%				9		11		13		15	
Speech @ 70%				16		20		23		27	
Possible Staffing Costs											
State Lottery (SSC)											
Per ADA	$	156	$	156	$	156	$	156	$	156	1.044446
Total:			$	35,560	$	43,463	$	51,365	$	59,267	
Budgeted		0	$	45,105	$	34,370	$	42,680	$	51,247	
			$	(9,545)	$	9,093	$	8,685	$	8,020	
Fundraising	$	100,000	$	112,500	$	137,500	$	162,500	$	187,500	
Per Student equivalent	$	666.67	$	500.00	$	500.00	$	500.00	$	500.00	
Percent of Total Revenue		9.4003%		6.0790%		5.6936%		5.2972%		4.9437%	
Food Costs	$	3,000	$	4,000	$	5,000	$	6,000	$	7,000	Moreland Sodexho Contract fixed price
Meals required (36% FR)		10,746		16,119		19,701		23,283		26,865	
Per Meal Cost	$	0.2792	$	0.2482	$	0.2538	$	0.2577	$	0.2606	
Textbooks/Core Curricula Materials											
Teachers Edition	Math		$	262.61		6	$	1,576			
Student Edition	Math		$	32.28		150	$	4,842			
Teachers Edition	ELA		$	740.75		6	$	4,445			
Student Edition & Consumables	ELA		$	201.80		150	$	30,270			
Teachers Edition	Social Science		$	229.07		6	$	1,374			
Student Edition & Consumables	Social Science		$	60.83		150	$	9,125			
Teachers Edition	Science		$	211.06		6	$	1,266			
Student Edition & Consumables	Science		$	48.12		150	$	7,218			
							$	60,116	$	120,232	
Budget							$	39,000			

Special Education

Budget Narrative specifies Charter will be an LEA in the El Dorado SELPA beginning year two

	15-16	16-17	17-18	18-19	19-20	
Special Education Revenues	$ -	$ 109,125	$ 133,375	$ 157,625	$ 181,875	
Special Education Expenditures	$ 114,550	$ 130,950	$ 160,050	$ 189,150	$ 218,250	*Transfers of Apportionments to Other LEA's*

Budget demonstrates increase of revenue but no increase or shift in expenditures for Charter to provide all Special Education Services, once an LEA

Targeted Enrollment		
K-3	200	
4-6	150	
7-8	100	
Total:	450	18 Classrooms

14-15 Excess Costs	$ 6,970,219
14-15 Enrollment	4,826
15-16 Charter Enrollment	150
Adjusted Enrollment	4,976
Per Pupil Excess Cost	$ 1,400.77
Charter Excess Costs	$ 210,115
Moreland 14-15 LCFF (Projected)	$ 31,776,554
14-15 ADA (Projected)	$ 4,724.85
14-15 Moreland Base (Projected)	$ 6,725.41

Enrollment	15-16	16-17	17-18	18-19	19-20	*School in session for 7 hours* 8:15-3:15
Grades K-3	150	225	275	250	225	
Grades 4-6				75	150	
Grades 7-8						
Total	***150***	***225***	***275***	***325***	***375***	

Staffing Analysis

Principal	15-16	16-17	17-18	18-19	19-20	
FTE	1	1	1	1	1	
Budget	$ 80,000	$ 81,248	$ 100,000	$ 101,560	$ 103,144	
Average	$ 80,000	$ 81,248	$ 100,000	$ 101,560	$ 103,144	*K-5 Principal on Moreland Schedule ranges from $109,957 to $147,352*
COLA		1.56%	23.08%	1.56%	1.56%	

Classroom Teachers	15-16	16-17	17-18	18-19	19-20	*199 day calendar* ***No provision for special education extended year***
FTE	6	9	11	13	15	
Budget	$ 330,000	$ 502,722	$ 660,000	$ 792,168	$ 928,299	
Average	$ 55,000	$ 55,858	$ 60,000	$ 60,936	$ 61,887	
Per Diem	$ 276.38	$ 280.69	$ 301.51	$ 306.21	$ 310.99	***Per Diem Equivalent to Steps One and Two on Moreland Schedule***
COLA		1.56%	7.42%	1.56%	1.56%	

Certificated Enrichment						
FTE	0.75	1.5	2	3	4.5	
Budget	$ 41,250	$ 83,787	$ 120,000	$ 182,808	$ 278,490	
Average	$ 55,000	$ 55,858	$ 60,000	$ 60,936	$ 61,887	***Per Diem Equivalent to Steps One and Two on Moreland Schedule***
COLA		1.56%	7.42%	1.56%	1.56%	

Substitutes/Bonuses	$ 23,100	$ 35,191	$ 86,200	$ 97,452	$ 113,981

Office Administrator						7:30-4:00 p.m.		
FTE	0.5	0.5	1	1	1			
Budget	$ 25,000	$ 25,390	$ 54,000	$ 54,842	$ 55,698	*Administrative Assistant Ranges from $25.91 to $33.07 per hour on Moreland Schedule*	$ 46,431	$ 59,261
Average	$ 50,000	$ 50,780	$ 54,000	$ 54,842	$ 55,698	*Bilingual School Site Secretary Ranges from $21 to $26.81 per hour on Moreland Schedule*	$ 37,632	$ 48,044

Clerk						7:30-4:00 p.m.		
FTE	0	0	0	1	1			
Budget			$ 26,188	$ 26,597		*Office Assistant Ranges from $18.24 to $23.30 per hour on Moreland Schedule*	$ 32,686	$ 41,754
Average			$ 26,188	$ 26,597				

Instructional Assistants (.5 FTE per classroom)								
FTE	3	4.5	5.5	6.5	7.5	***No provision for classified Substitutes***		
Budget	$ 82,500	$ 125,681	$ 170,500	$ 204,643	$ 239,811	Madarin speaking teacher aides (Page 35)		
Average	$ 27,500	$ 27,929	$ 31,000	$ 31,484	$ 31,975	Special Ed Instructional Aides Range from $17.89 to $22.83 per hour on Salary Schedule	$ 28,481	$ 36,345
Per Diem	$ 138.19	$ 140.35	$ 155.78	$ 158.21	$ 160.68	no requirement for degree, teaching experience or bilingual		
Per Hour	$ 17.27	$ 17.54	$ 19.47	$ 19.78	$ 20.08		Per Diem Equivalent	
						Fee Based Preschool teachers requiring AA or 60 units in ECE range from $27,111 to $38,823 on salary schedule	$ 29,163	$ 41,761

Other

No provision for Noon Duty/Supervision
No provision for Nursing Services
Contract out for Custodial Services - Covers nightly cleaning, what about daily issues ?

Health & Welfare Benefits						
Budget	$ 78,750	$ 136,125	$ 174,250	$ 223,125	$ 270,000	
FTE (coverage @ .75 or greater)	11.25	16.50	20.50	25.50	30.00	
Per EE	$ 7,000	$ 8,250	$ 8,500	$ 8,750	$ 9,000	

Custodial Services Budget

	15-16	16-17	17-18	18-19	19-20	
Least expensive Blue Cross Plan through CalPERS 2015 Plan Year	$ 6,600	$ 9,900	$ 12,100	$ 14,300	$ 16,500	Annual Budget
$ 7,949 Employee Only	$ 33.17	$ 49.75	$ 60.80	$ 71.86	$ 82.91	Daily @ 199 per annum
$ 15,898 Two Party	$ 8.29	$ 12.44	$ 7.60	$ 8.98	$ 10.36	Hourly @ 4 or 8 Hours
$ 20,667 Family						

Statutory Benefits	Certificated	Classified	
STRS	0.1073		per SSC dartboard
401K		0.045	per charter budget
Social Security		0.062	current rate, assumes no change
Medicare	0.0145	0.0145	current rate, assumes no change
Unemployment	0.0161	0.0161	per charter budget
Workers Compensation	0.04	0.04	per charter budget
Total Salary Related Benefit %	0.1779	0.1776	

	15-16	16-17	17-18	18-19	19-20
Certificated Wages	$ 474,350	$ 702,948	$ 966,200	$ 1,173,988	$ 1,423,914
Certificated SRB	$ 84,387	$ 138,059	$ 207,636	$ 274,009	$ 332,342
Classified Wages	$ 107,500	$ 151,071	$ 224,500	$ 285,673	$ 322,106
Classified SRB	$ 19,092	$ 26,830	$ 39,871	$ 50,736	$ 57,206
Wages	$ 581,850	$ 854,019	$ 1,190,700	$ 1,459,661	$ 1,746,020
Benefits	$ 182,229	$ 301,014	$ 421,757	$ 547,870	$ 659,548
Subtotal (excludes H&W):	$ 764,079	$ 1,155,033	$ 1,612,457	$ 2,007,531	$ 2,405,568
Budgeted excluding H&W	$ 671,324	$ 991,734	$ 1,391,959	$ 1,727,293	$ 2,091,124
Shortfall	***$ (92,755)***	***$ (163,299)***	***$ (220,498)***	***$ (280,238)***	***$ (314,444)***
STRS Rates	***SSC Dartboard***				
Charter Budget	**15-16**	**16-17**	**17-18**	**18-19**	**19-20**
Certificated Salaries	$ 474,350	$ 702,948	$ 966,200	$ 1,173,988	$ 1,423,914
STRS (Budgeted)	$ 43,771	$ 71,450	$ 107,184	$ 151,038	$ 208,017
Calculated STRS Rate	9.2276%	10.1643%	11.0934%	12.8654%	14.6088%
Projected STRS Rate	10.7300%	12.5800%	14.4300%	16.2800%	16.2800%
% Shortfall	1.5024%	2.4157%	3.3366%	3.4146%	
$ Shortfall	$ (7,127)	$ (16,981)	$ (32,239)	$ (40,087)	

Possible Intersession Costs

Intersession	Days	Per Diem	Bse Pay	SRB	Total Pay
Cost per teacher	17	$ 276.38	$ 4,698.00	$ 836.00	$ 5,534.00
Cost per aide	17	$ 138.19	$ 2,349.00	$ 417.00	$ 2,766.00

30% Attendance	15-16	16-17	17-18	18-19	19-20
Students Attending	45	67.5	82.5	97.5	112.5
Teacher Staffing ratio	2.25	3.375	4.125	4.875	5.625
Teacher Cost	$ 11,068	$ 16,602	$ 22,136	$ 27,670	$ 33,204
Aide Staffing ratio	4.5	6.75	8.25	9.75	11.25

Aide Cost	$ 13,830	$ 19,362	$ 22,128	$ 27,660	$ 30,426
	15-16	**16-17**	**17-18**	**18-19**	**19-20**
Students Attending @ 50%	75	112.5	137.5	162.5	187.5
Teacher Staffing ratio	3.75	5.625	6.875	8.125	9.375
Teacher Cost	$ 22,136	$ 33,204	$ 38,738	$ 44,272	$ 49,806
Aide Staffing ratio	7.5	11.25	13.75	16.25	18.75
Aide Cost	$ 22,128	$ 30,426	$ 38,724	$ 44,256	$ 52,554
	15-16	**16-17**	**17-18**	**18-19**	**19-20**
Students Attending @ 70%	105	157.5	192.5	227.5	262.5
Teacher Staffing ratio	5.25	7.875	9.625	11.375	13.125
Teacher Cost	$ 27,670	$ 44,272	$ 55,340	$ 60,874	$ 71,942
Aide Staffing ratio	10.5	15.75	19.25	22.75	26.25
Aide Cost	$ 30,426	$ 44,256	$ 52,554	$ 63,618	$ 71,916
Noon Duty Supervision Costs	**15-16**	**16-17**	**17-18**	**18-19**	**19-20**
40 minutes per lunch period					
2 lunch periods (K-3 & 4-8)					
Adult/Child Ratio	1:75				
Number of Positions	2	3	4	4	5
Hourly Rate of $12	$ 6,080	$ 9,120	$ 12,160	$ 12,160	$ 15,200
SRB	$ 1,080	$ 1,620	$ 2,160	$ 2,160	$ 2,700
Total Costs	$ 7,160	$ 10,740	$ 14,320	$ 14,320	$ 17,900
Extended Year Costs					
Student rate	0.03	0.03	0.03	0.03	0.03
	4.5	6.75	8.25	9.75	11.25
Teacher Staffing ratio	1	1	1	2	2
Aide Staffing ratio	1	1	1	2	2
Teacher Costs	$ 6,185	$ 6,282	$ 6,748	$ 13,706	$ 13,920
Aide Costs		$ 3,140	$ 3,485	$ 7,080	$ 7,190

Total Staff Costs ESY	$ 6,185	$ 9,422	$ 10,233	$ 20,786	$ 21,110
		16-17	**17-18**	**18-19**	**19-20**
RSP		0.30	0.40	0.50	0.50
Speech		0.30	0.40	0.40	0.50
Psychologist					
Teacher Salaries		$ 33,515	$ 48,000	$ 54,842	$ 61,887
SRB		$ 5,962	$ 8,539	$ 9,756	$ 11,010
H&W		$ 4,950	$ 6,800	$ 7,875	$ 9,000
Total Certificated		$ 44,427	$ 63,339	$ 72,473	$ 81,897
Resource Aide		$ 8,379	$ 12,400	$ 15,742	$ 15,987
SRB		$ 1,488	$ 2,202	$ 2,796	$ 2,839
H&W		$ 2,475	$ 3,400	$ 4,375	$ 4,500
Total Classified		$ 12,342	$ 18,002	$ 22,913	$ 23,326
Total Special Ed Staff		$ 56,769	$ 81,341	$ 95,386	$ 105,223

Square Footage Requirements	**15-16**	**16-17**	**17-18**	**18-19**	**19-20**	
Classrooms	5,400	8,100	9,900	11,700	13,500	
Support Areas	1,080	1,620	1,980	2,340	2,700	
Specialty Rooms	4,000	4,000	4,000	4,000	4,000	
Total Square Footage	***10,480***	***13,720***	***15,880***	***18,040***	***20,200***	
Lease rate per mo per sq ft	1.25	1.25	1.25	1.25	1.25	
Total Cost	$ 157,200	$ 205,800	$ 238,200	$ 270,600	$ 303,000	***Amount Budgeted***

Lease budget assumes no inflationary adjustments
Lease rate may assume same rate for all students vs. two tiered rate, one for in-district students and one for out-of district students

Percentage Moreland Students	55%	55%	55%	55%	55%		
Prorated Square Footage	5,764	7,546	8,734	9,922	11,110		
Lease rate per mo per sq ft	$ 0.31	$ 0.32	$ 0.33	$ 0.34	$ 0.35		
Annual Cost - In District	$ 21,442	$ 28,977	$ 34,587	$ 40,482	$ 46,662		
Percentage out of district	45%	45%	45%	45%	45%		
Prorated Square Footage	4,716	6,174	7,146	8,118	9,090		
Lease rate per mo per sq ft	$ 2.36	$ 2.42	$ 2.48	$ 2.54	$ 2.60	2.500%	inflationary factor of December CPI included for out of district lease rate
Annual Cost-Out of District	$ 133,557	$ 179,293	$ 212,665	$ 247,437	$ 283,608		
Total Lease Cost	$ 154,999	$ 208,270	$ 247,252	$ 287,919	$ 330,270		
Lease Difference	$ 2,201	$ (2,470)	$ (9,052)	$ (17,319)	$ (27,270)		

At least a 75% in-district 25% out of district would be required to make budget
No estimate of the percentage of Charter students would be Morland Residents is in the petition

DCS Lease Rates	Pro-rata	CPI	
2010-11	0.278		
2011-12	0.286	2.80%	3.00%
2012-13	0.295	2.10%	3.00%
2013-14	0.304	2.40%	3.00%

2014-15		0.313		2.40%		3.00%					
2015-16		0.322		0.00%		3.00%					
Percentage Moreland Students		55%		55%		55%		55%		55%	
Prorated Square Footage		5,764		7,546		8,734		9,922		11,110	
Lease rate per mo per sq ft		0.322		0.322		0.322		0.322		0.322	
Annual Cost - In District	$	22,272	$	29,158	$	33,748	$	38,339	$	42,929	
Percentage out of district		45%		45%		45%		45%		45%	
Prorated Square Footage		4,716		6,174		7,146		8,118		9,090	
Lease rate per mo per sq ft	$	2.36	$	2.42	$	2.48	$	2.54	$	2.60	2.500% inflationary factor of December CPI included for out of district lease rate
Annual Cost-Out of District	$	133,557	$	179,219	$	212,620	$	247,579	$	284,153	
Total Lease Cost	$	155,829	$	208,377	$	246,368	$	285,918	$	327,082	
Total Lease Budget	$	157,200	$	205,800	$	238,200	$	270,600	$	303,000	
	$	1,371	$	(2,577)	$	(8,168)	$	(15,318)	$	(24,082)	

EXHIBIT B

Following is the number of such authorizations issued by the California Commission on Teacher Credentialing over the past four years:

Single Subject credentials (TC1) with Bilingual authorizations
Single subject credentials (New Bilingual Program) - Initial issuance only

Authorization Code	Description	2009-10	2010-11	2011-12	2012-13
BAAR	Bilingual: Armenian				1
BACA	Bilingual: Cantonese			1	
BAFI	Bilingual: Filipino		1		1
BAGR	Bilingual: German				1
BAHM	Bilingual: Hmong				3
BAJA	Bilingual: Japanese		1		
BAKO	Bilingual: Korean			3	
BAMA	**Bilingual: Mandarin**	**1**	**2**	**5**	**4**
BASP	Bilingual: Spanish	3	27	96	144
BAVI	Bilingual: Vietnamese				1
	Total	**4**	**31**	**105**	**155**

Single subject credentials (BCLAD Program) - Initial issuance only

Authorization Code	Description	2009-10	2010-11	2011-12	2012-13
R1B4	BCLAD: American Sign Language	1	1		
R1B4	BCLAD: Spanish				6
R1BL	BCLAD: Cantonese		1	1	
	BCLAD: Chinese		1		1
	BCLAD: Hmong		2		2
	BCLAD: Korean	3		1	
	BCLAD: Mandarin	**3**	**5**		
	BCLAD: Spanish	194	176	92	11
	BCLAD: Vietnamese	1	1		
	Total	**202**	**187**	**94**	**20**

Single Subject credentials (New Bilingual Program) - added authorizations only

Authorization Code	Description	2009-10	2010-11	2011-12	2012-13
BAAB	Bilingual: Arabic				1
BAAR	Bilingual: Armenian			2	1
BACA	Bilingual: Cantonese		3		2
BAFR	Bilingual: French	1			2
BAGR	Bilingual: German				1
BAJA	Bilingual: Japanese		3		2
BAKO	Bilingual: Korean			1	2
BAMA	**Bilingual: Mandarin**		**6**	**5**	**11**
BAPO	Bilingual: Portuguese		1		

BASP	Bilingual: Spanish	1	46	69	75
BAVI	Bilingual: Vietnamese				1
Total	**Total**	**2**	**59**	**77**	**98**

Single Subject credentials (BCLAD Program) - added authorizations only

Authorization Code	Description	2009-10	2010-11	2011-12	2012-13
R1B4	BCLAD: Cantonese			1	
R1B4	BCLAD: Spanish				8
R1BL	BCLAD: Korean	1			
	BCLAD: Mandarin	**1**		**1**	
	BCLAD: Spanish	38	40	45	13
	BCLAD: Vietnamese	1	1		
	Total	**41**	**41**	**47**	**21**

**Includes Terms P5 and CL*

Multiple Subject credentials (TC2) with Bilingual authorizations
Multiple subject credentials (New Bilingual Program) - Initial Issuance only

Authorization Code	Description	2009-10	2010-11	2011-12	2012-13
BAAS	Bilingual: American Sign Language				2
BACA	Bilingual: Cantonese		1		3
BAGR	Bilingual: German				1
BAHM	Bilingual: Hmong				6
BAKO	Bilingual: Korean		1	1	
BAJA	Bilingual: Japanese				1
BAMA	**Bilingual: Mandarin**		**2**	**6**	**4**
BASP	Bilingual: Spanish		33	116	219
	Total		**37**	**123**	**236**

Multiple subject credentials (BCLAD Program) - Initial issuance only

Authorization Code	Description	2009-10	2010-11	2011-12	2012-13
R2B4	BCLAD: American Sign Language	3	3	2	3
R2B4	BCLAD: Spanish				12
R2BL	BCLAD: American Sign Language				1
	BCLAD: Cantonese	5	1	2	
	BCLAD: Filipino	1			
	BCLAD: Hmong	11	8	5	1
	BCLAD: Japanese	1			
	BCLAD: Korean	9	6		
	BCLAD: Mandarin	**6**	**6**	**2**	
	BCLAD: Spanish	503	376	168	11
	BCLAD: Tagalog		1		
	BCLAD: Vietnamese	7	0	2	
	Total	**546**	**401**	**181**	**28**

Multiple Subject credentials (New Bilingual Program) - added authorizations only

Authorization Code	Description	2009-10	2010-11	2011-12	2012-13
BAAR	Bilingual: Armenian		3	2	3
BACA	Bilingual: Cantonese		2	3	1
BAFI	Bilingual: Filipino		1	1	1
BAFR	Bilingual: French		1		2
BAGR	Bilingual: German				2
BAHM	Bilingual: Hmong				1
BAJA	Bilingual: Japanese		6	5	2
BAKO	Bilingual: Korean		7	4	8
BAMA	**Bilingual: Mandarin**	**1**	**13**	**22**	**12**
BAPO	Bilingual: Portuguese				1
BARU	Bilingual: Russian		1		
BASP	Bilingual: Spanish	12	150	144	180
	Total	**13**	**184**	**181**	**213**

Multiple Subject credentials (BCLAD Program) - added authorizations only

Authorization Code	Description	2009-10	2010-11	2011-12	2012-13
R2B4	BCLAD: American Sign Language			1	
R2B4	BCLAD: Hmong				1
R2B4	BCLAD: Spanish				8
R2BL	BCLAD: Cantonese	1		2	
	BCLAD: Cantonese	1	2	2	
	BCLAD: Hmong	1			
	BCLAD: Khmer		1		
	BCLAD: Korean	1			
	BCLAD: Mandarin	**1**	**4**	**0**	**1**
	BCLAD: Punjabi		1		
	BCLAD: Spanish	89	73	63	20
	BCLAD: Vietnamese	1			
	Total	**95**	**81**	**68**	**30**

**Includes Terms P5 and CL*

There are only two universities in the Bay Area that offer a Mandarin bilingual authorization: San Francisco State University and San Jose State University. In the last 4 years, SFSU graduated 2 multiple subject teachers a year with Mandarin bilingual authorization. (*Source: SFSU Credential & Graduate Services Center.)* SJSU has graduated only one, due to the limited staff to continue operating the program. (*Source: San Jose State University*.)

A survey of the teacher job search website EdJoin.org showed that, since January 2014, only 40 applicants in the entire State possessed the credentialing (Multiple Subject with BCLAD Mandarin authorization) to qualify for employment at the Charter School.