Wei Yu International Charter School

位育國際學校

K – 8 Charter

For a term of July 1, 2015 – June 30, 2020

Respectfully submitted to the Moreland School District

September 15, 2014

Appendices

TABLE OF CONTENTS

Appendix I-a: Biographies of the Founding Team 4
Debbie Chou 4
Whitney Clay 4
Jun Dong 4
David Dorflinger 4
Vivian Dorflinger 5
Sarah Giam 5
Zhiwei Gu 5
Lucy Howng 5
Hien Huynh 5
Bee-Bee Liew 6
Felicity Miao 6
Herbert Patty 6
Kalila Patty 6
Arcelia Segura 7
Letitia Truslow 7
Florence Tu 7
Appendix I-b: Biographies of the Advisory Board 8
Yenda Prado Giovanatto 8
Merry Kuo 8
Amado Padilla 8
Ling-Chi Wang 8
Benson Zhao 8
Appendix I-c: Biographies of the Initial Board 10
Whitney Clay 10
Jun Dong 10
Ching-Pei Hu 10
Roy R. Stanley 11
Thomas Südhof 11
Appendix II: Why Language Immersion? 12
The Benefits of Bilingualism 12
Cognitive Benefits 12
Professional Benefits 14
Social Benefits 14
The Advantages of the Immersion Model 15
Cost-Neutral 15
Academic Achievement 15
Immersion Advantage 16
Appendix III: Academic Achievement Results 21
Dr. Kathryn Lindholm-Leary Research 21
CST: Mathematics Achievement – 6th Grade 21
CST: English Language Arts Achievement – 6th Grade 22
Listening/Speaking and Reading/Writing Development in Mandarin 23
Listening/Speaking Development in Mandarin (English Native Speakers) 23
Reading Development in Mandarin (English Native Speakers) 24
Ohlone Elementary School Results 24
Distribution of California STAR Results in English Language Arts, 2010 – 2013 24
Distribution of California STAR Results in Mathematics, 2010 – 2013 25
Distribution of California STAR Results in Writing for Fourth Grade, 2012 – 2013 26
Mandarin Proficiency Results for Oral and Reading, 2010 – 2013 26
Cupertino Language Immersion Program (CLIP) Results 27
Distribution of California STAR Results in English Language Arts, 2010 – 2013 27
Distribution of California STAR Results in Mathematics, 2010 – 2013 27
Stonebrae Elementary School Results 28
Appendix IV-a: What is Self-Science? 30
The Eight Self-Science Competencies 31
Appendix IV-b: Self-Science Scope and Sequence 32

Appendix V: Draft Instructional Calendar 2015-2016 ... 33
Appendix VI-a: Mandarin Language Arts Curriculum Maps ... 34
Kindergarten Mandarin Language Arts ... 34
First Grade Mandarin Language Arts ... 36
Appendix VI-b: English Language Arts Curriculum Maps ... 40
Kindergarten English Language Arts ... 40
First Grade English Language Arts ... 42
Appendix VI-c: Social Science Curriculum Maps ... 44
Kindergarten Social Science ... 44
First Grade Social Science ... 45
Appendix VI-d: Mathematics Curriculum Maps ... 46
Kindergarten Mathematics ... 46
First Grade Mathematics ... 48
Appendix VI-e: Science Curriculum Maps ... 50
Kindergarten Science ... 50
First Grade Science ... 52
Appendix VII: Sample STEAM Project-Based Learning Lesson ... 55
Appendix VIII-a: Articles of Incorporation ... 61
Appendix VIII-b: Draft Bylaws ... 64
Appendix VIII-c: Draft Conflict of Interest Code ... 74
Appendix VIII-d: Organization Chart ... 78
Appendix IX: Outreach Locations ... 79
Preschools ... 79
Enrichment ... 80
Religious Organizations ... 80
Library ... 81
Community Organizations ... 81
Businesses ... 82
Appendix X-a: Budget Narrative ... 83
Budget Assumptions ... 83
Start-Up Budget ... 84
5000 Series Expenditure Breakdown ... 84
Employee Salaries and Benefits ... 85
Cash Flow Statement ... 85
5-Year Operating Budget ... 85
Reserves ... 86
Insurance ... 86
Financial Reporting ... 86
Appendix X-b: Start-Up and Operating Budgets ... 87
Appendix X-c: Cash Flow Spreadsheets ... 90
Year 1 ... 90
Year 2 ... 91
Year 3 ... 92
Year 4 ... 93
Year 5 ... 94
Appendix X-d: 5000 Series Breakdown ... 95
Appendix X-e: Teacher Assumptions ... 96
Appendix X-f: Facilities Worksheet ... 97
Appendix X-g: Charter Capital Funding ... 98
Appendix X-h: Loan Agreements ... 99
Appendix X-j: Founding Team Pledge ... 106
Appendix XI: Letters of Support ... 107
Appendix XII: Meaningfully Interested Parents ... 109

APPENDIX I-A: BIOGRAPHIES OF THE FOUNDING TEAM

DEBBIE CHOU

Debbie is a manager at Deloitte Consulting. She currently supports eminence and marketing, and also has experience advising Fortune 500 companies on their customer experience strategies. Prior to Deloitte, she was part of the pilot team that launched Catchafire, an online skills-based service that matches professionals with meaningful pro bono experiences. She is passionate about finding innovative approaches to education that will prepare our children to succeed in an increasingly dynamic world. As a child who grew up in the U.S., she knows firsthand how hard it is to learn a second language, especially one as complex as Chinese, and believes immersion schools are a unique opportunity for children of all ethnicities to not only master another language, but also to improve general cognitive skills and expand their worldview. Debbie holds an MBA from Duke.

WHITNEY CLAY

Whitney is a tenured Reading instructor at West Valley College where she serves as Reading Department Chair, Academic Senate Representative, and Student Success Coordinator. She has a M.F.A in Film Production from Ohio University and a M.A. in English Composition with a Certificate in the Teaching of Post-Secondary Reading from San Francisco State University. Her graduate studies at San Francisco State focused on the theory and pedagogy of teaching college-level reading and writing. As Reading Department Chair, she has been in charge of writing and revising curriculum as well as hiring and mentoring Reading instructors. As Student Success Coordinator, she was the faculty leader for the campus implementation of CA Senate Bill 1456, the Student Success Act of 2012. Whitney is a Bay Area native who values and celebrates the diversity of the Silicon Valley, particularly in terms of culture, food, the arts, and innovative thinking. While Whitney and her husband are both monolingual English speakers, they want and value language education for their twin daughters because it promotes cognitive development and cultural awareness in addition to developing practical life skills.

JUN DONG

Jun is a manager of engineering in a semiconductor company. He has a BS degree in Electrical Engineering from Shanghai JiaoTong University. He has been working in the high tech industry for more than 17 years, working for different companies in China, Japan, and USA as well as in engineering, marketing, and business planning. He has experience leading and managing 200+ large teams to complete tasks such as business training, software development, and ASIC chip tape out. He is a mainland-born Chinese who values traditional Chinese culture, language learning, and is especially passionate about early childhood language acquisition. He believes learning Chinese characters gives childrens' brain a completely different type of training that brings tremendous benefit to children. He promotes bringing diverse cultures to children's learning environment.

DAVID DORFLINGER

David grew up in Southern California and graduated with his BSEET before moving to Northern California to take a job with Applied Materials. While working at Applied, David received his MBA from Santa Clara University. Over the course of his career, David has held a number of positions including manufacturing management, quality, and construction project management. David is currently a Senior Operations Manager at Applied, leading a technical commodities procurement team as well as managing an engineering chemical lab which supports Applied's R&D efforts. Outside of Applied Materials, David volunteers as the Security and Medical Team Director at South Bay Church, a growing church with over 1,500 attendees in the heart of the Silicon Valley. David understands the value of multicultural and multilingual education. Along with his wife, Vivian, they seek to provide for their children an education that

better prepares them to deal with the ever-growing Chinese presence in the marketplace and in everyday life in the United States and abroad.

VIVIAN DORFLINGER

Vivian was born in Hong Kong and moved to San Francisco when she was 11 years old. She graduated from UC Berkeley with a B.A in Economics and received her MBA from Santa Clara University. Vivian is currently a Finance Director at Imagination Technologies overseeing the company's US and overseas finance operations. In addition, Vivian also acted as a volunteer Director of Finance and Stewardship Development at South Bay Church. Vivian has been a key advocate of her three children's education through Chinese Immersion and is passionate about being a catalyst in this area. In her off time, she enjoys reading and hanging out with friends and family.

SARAH GIAM

Sarah is a finance professional with over 18 years of experience in the field of accounting, corporate finance, planning, budgeting and restructuring in various types of industries. Throughout her career history working in South East Asia and America, she recognizes the economic value and benefits in being multi-lingual especially in the Chinese language. To be fluent in all aspects of language learning, she strongly believes in early childhood language acquisition through immersion. She is currently a Finance Manager in a company that provides product design and manufacturing services to high tech and medical product companies. She holds a B Sc. from the University of Oregon-Eugene.

ZHIWEI GU

Zhiwei is a Software Engineer at Google. He received a PhD in Signal and Information Processing from University of Science and Technology of China. Prior to Google, he worked as a research engineer in Microsoft and research scientist in Akiira. He is the author of 10+ high quality publications in top tier journals and conferences, and his research was cited more than 140 times from over 30 international research institutes. He is the inventor of 3 US patents (and applications). He is a technique program committee member of IEEE International Conference on Multimedia and Expo 2014, and sponsor chair of International Conference on MultiMedia Modeling 2013. He has been serving as a technical reviewer for several international journals and conferences. He and his team has won several international awards, such as TRECVid 2007 best search performance among 54+ research teams from 19 countries, Engkoo project won Wall Street Journal's "2010 Asian Innovation Reader's Choice Award", "Most Trustworthy Product of 2011" award in China Internet Industry Annual Meeting and "2011 top apps" award from Baidu, etc.

LUCY HOWNG

Lucy Howng is a proponent of providing positive childhood experiences and has volunteered as a mentor for both the Big Sister organization and the San Francisco based City of Dreams. As a Co-Director for Las Madres, one of the largest parenting groups in Silicon Valley, she is able to foster relationships between new parents and the local community. She completed her undergraduate studies at Stanford University and received her Masters in Engineering from USC. She currently works part time as an analyst for the Nielsen Company.

HIEN HUYNH

Hien is currently the Director of Information Systems at AchieveKids, a group of schools that delivers special education, mental health, and family support services for students ages 5 to 22 with emotional and developmental disabilities, including autism spectrum disorders, intellectual disabilities, disruptive behavior, anxiety, mood, and psychotic disorder. Prior to his

role at AchieveKids, he worked with children and adults with disabilities in sports medicine and rehabilitation. Because of his experience working with people from a wide range of backgrounds and capabilities, he understands the importance of providing options to fit the varying educational needs of children. Hien is an avid soccer player and cyclist and is hoping to pick-up Mandarin from his bilingual daughter. He earned his M.B.A from the University of Maryland.

BEE-BEE LIEW

Born and raised in Malaysia as a 2nd generation Chinese, Bee-Bee knows firsthand the benefits of growing up in a multilingual and multicultural country. She attended Mandarin immersion elementary school, Malay secondary school, and English university and is fluent in three languages. As bilingual education is not as widespread in the US, she hopes that her dedication to opening a Mandarin immersion public charter school will provide additional opportunities for children to gain fluency in multiple languages. She has been a mentor for high school girls interested in pursuing engineering and science careers, a board member of a non-profit helping at-risk high school kids,. and the Director of Operation and Marketing of Hua Yuan Science and Technology Association (HYSTA)—a leading Chinese organization for professionals in Silicon Valley. Bee-Bee owns her own investment firm and holds a degree in Electrical and Computer Engineering from Oklahoma State University and MBA from Carnegie Mellon University.

FELICITY MIAO

Felicity works in conflict resolution, scheduling, and high-level organizing for her family of three. She holds a BA in psychology from Stanford University and a PhD in psychology from the University of Virginia. Her expertise is in cultural similarities and differences in psychological well-being and has had her work published in top social psychology journals. Felicity grew up in Hong Kong learning English at school and Chinese at home in order to fulfil her parent's dream of growing up bilingual. She has the same dream for her son and firmly believes that immersion is the best approach for achieving bilingualism and biliteracy. Felicity speaks Cantonese, English, and Mandarin fluently.

HERBERT PATTY

Herbert is a registered patent attorney and has over eight years of intellectual property experience which includes drafting and filing patent applications, filing and prosecuting trademark applications, licensing IP assets, and managing trade secret matters. Prior to becoming an attorney, Herbert worked as a process engineer at Intel. Herbert graduated from Georgia Tech with a degree in mechanical engineering. He also graduated from Santa Clara University with a Juris Doctor degree and a certificate in high technology law. Herbert is currently enrolled in Santa Clara University's Graduate School of Engineering pursuing dual Masters degrees in electrical and computer engineering. Along with his wife, Kalila, they are committed to raising their daughters to be bilingual in English and Mandarin.

KALILA PATTY

Kalila is a government attorney for Santa Clara County. She interacts with the public and legal community on a daily basis. Previously, Kalila served as a Deputy District Attorney in Alameda County. She is a veteran of 23 felony and misdemeanor trials. In her previous career, Kalila was a program manager at North Carolina Prevention Partners, a non-profit aimed at increasing preventive health care benefits for state residents. She has written and edited grants and organized fundraisers, benefits, and annual meetings. Kalila holds a BSPH from the University of North Carolina at Chapel Hill and her J.D. from Santa Clara University. She brings over ten years of advocacy experience and over 7 years of legal experience. Her passion is serving the community and raising her children to be well-educated with a multicultural perspective that will prepare them for the diverse world.

ARCELIA SEGURA

Arcelia is a Mechanical Engineer with over 10 years of experience in Design, Manufacturing and Operations working for diverse industries in 3 countries. She has held leadership positions managing multi-disciplinary teams to bring products to life, from initial concept to production ready. She has also gained experience with business development activities and has found a passion for creating marketing, sales and training materials. Her technical skills along with her creativity have been instrumental for her involvement across several disciplines and industries. During her career, she has realized the great importance of speaking Mandarin and the advantage that Mandarin speakers have now and will have in the future. She is now passionate about early childhood language acquisition. She holds a BS degree in Mechanical Engineering from the National University of Mexico and a MS degree in Manufacturing Systems from the University of Nottingham in the UK.

LETITIA TRUSLOW

Letitia is passionate about multilingualism and language acquisition as well as progressive teaching philosophies that include a strong social-emotional component. Her experience living abroad in Europe and West Africa, while working closely with many different cultures during a professional tenure in the high-tech industry, strengthens her desire to advocate for diverse language and cultural awareness. She is a Board member of PAMP, the largest parents' group on the Peninsula and actively engaged with several environmental organizations working to secure a viable future for our children. Letitia holds a degree from Mount Holyoke College.

FLORENCE TU

Florence is currently employed at San Francisco State University as an Executive Assistant to the Dean, a position she has held for over ten years. She is also an alumna of SFSU, holding a degree in International Relations and a degree in Asian American Studies. Florence has always been interested and involved in building better communication and relationships between people who speak different languages (especially Mandarin Chinese). She has been active in student groups, serving as Co-Chair of the Asian Student Union at SFSU for two years. She also volunteers for various community groups, including San Francisco Suicide Prevention, the SF AIDS Foundation and the Chinese Historical Society of America. Coming from an immigrant background and working at a university has reinforced Florence's belief that giving children the opportunity to attend a language immersion school gives them an enormous advantage in today's rapidly globalizing world.

APPENDIX I-B: BIOGRAPHIES OF THE ADVISORY BOARD

YENDA PRADO GIOVANATTO

Yenda Giovanatto is the owner and founder of California Learning Solutions, an educational consulting firm that provides college admissions and academic preparation services to students as well as teacher training and curriculum design services to organizations. She is also the Academic Director at LASC, an English as a Second Language (ESL) program provider to immigrants and foreign students. Yenda is an advocate of bilingual language acquisition and early literacy and remains engaged in her community as the President of her local MOMS chapter. Yenda earned her degree in Psychology from Stanford University and her Master in Education from Harvard University where her research focused on language and literacy.

MERRY KUO

Merry Kuo is the Foreign Language Director at Bullis Charter School in Los Altos where she implemented, developed and grew the K-8 Foreign Language Program that includes both Mandarin and Spanish for over 600 students. Merry leads a team of six Mandarin and Spanish teachers in curriculum development and instruction, works actively on the school leadership team, and sits on the interview panel for hiring the teaching staff. Merry holds a B.A. from the University of British Columbia in Spanish and Human Geography and a M.A. from Stanford University in Language, Learning and Policy. She holds a Multiple Subject Credential as well as a BCLAD.

AMADO PADILLA

Amado Padilla is a Professor of Psychological Studies in Education at Stanford University. Dr. Padilla's research follows three major strands: (1) resilient students who achieve high levels of academic performance despite coming from home and community backgrounds that pose multiple challenges to educational excellence; (2) acculturation and acculturative stresses that impact the physical and psychological well-being of newcomer youth and adults as well as the acquisition of bicultural strategies for functioning in their home culture and in mainstream American culture; and (3) studies involving second language learning and teaching, and strategies for achieving bilingual proficiency especially among heritage speakers of numerous European and Asian languages. In addition to his role as a Professor and Faculty Advisor, Dr. Padilla is the Principal Investigator for the California Foreign Language Project and on the Board of Directors for Dreamcatchers and EdSource.

LING-CHI WANG

Ling-Chi Wang is Professor Emeritus of Asian American studies, a program that he helped establish at U.C. Berkeley in the 60s. During his tenure at Berkeley, Dr. Wang also headed the Ethnic Studies Department. He is a founder of Chinese For Affirmative Action and the recipient of the Association for Asian American Studies Lifetime Achievement Award. He has been at the forefront of language education rights advocacy for more than four decades, advocating for language immersion programs, inclusion of Asian languages by the Educational Testing Services and, most recently, the building of a San Francisco community college branch in San Francisco Chinatown, where Chinatown restaurant and garment workers might take ESL classes in and near the communities where they work and live.

BENSON ZHAO

Benson Zhao is the Director of Chinese Language Education and Research Center (CLERC). CLERC utilizes and integrates available resources for the promotion of research and advancement of Chinese language education and hosts CLEF, an annual conference dedicated

to bringing together teachers, scholars, educational administrators, policymakers and other professionals in the field of Chinese language education worldwide to share best practices, research findings and inspiring ideas. Benson holds degrees from Shandong University and Ohio University.

APPENDIX I-C: BIOGRAPHIES OF THE INITIAL BOARD

WHITNEY CLAY

Whitney Clay is a tenured Reading instructor at West Valley College where she serves as Reading Department Chair, Academic Senate Representative and Student Success Coordinator. She has a M.F.A in Film Production from Ohio University and a M.A. in English Composition with a Certificate in the Teaching of Post-Secondary Reading from San Francisco State University. Her graduate studies at San Francisco State focused on the theory and pedagogy of teaching college-level reading and writing.

As Reading Department Chair, she has been in charge of writing and revising curriculum, as well as hiring and mentoring Reading instructors. As Student Success Coordinator, she was the faculty leader for the campus implementation of CA Senate Bill 1456, the Student Success Act of 2012.

Whitney is a Bay Area native who values and celebrates the diversity of the Silicon Valley, particularly in terms of culture, food, the arts and innovative thinking. While Whitney and her husband are both monolingual English speakers, they want and value language education for their twin daughters because it promotes cognitive development and cultural awareness, in addition to developing practical life skills.

JUN DONG

Jun Dong is an engineering manager in a semiconductor company. He has a BS degree in Electrical Engineering from Shanghai Jiaotong University. He has worked in the high-tech industry for more than 17 years, working for different companies in China, Japan and the US, and in various capacities, such as engineering, marketing, and business planning. He has experience leading and managing large teams of over 200 people, in order to complete tasks such as business training, software development, and ASIC chip tape out.

He was born in China and values traditional Chinese culture, language learning and is especially passionate about early childhood language acquisition. He believes learning Chinese gives childrens' brains a completely different type of training that brings tremendous benefit to them. He also promotes bringing diverse cultures to the learning environment.

CHING-PEI HU

Ching-Pei is an elementary school principal and brings over a decade of experience in the public school system as teacher, district office coordinator and site principal. She currently serves at Meyerholz Elementary School, home of the Cupertino Language Immersion Program. She has an undergraduate degree from UC Berkeley and a Masters degree from Stanford's Graduate School of Education.

Ching-Pei learned to speak Chinese as a child from her parents and through annual visits to relatives in Asia, but never took any formal classes to learn how to read or write in Chinese. Despite having a husband who does not speak Mandarin, Ching-Pei is raising two bilingual children. Due to her lack of academic vocabulary, Ching-Pei is experiencing first-hand how difficult it is to ensure fluency in her children. She greatly values the benefits of bilingualism, and sees the reality of a successful immersion program on a daily basis. Ching-Pei is committed to ensuring that her children attend an immersion program, and hopes to bring a public option to the community.

ROY R. STANLEY

Roy is a principal and founder of Wilkerson Stanley, A Professional Law Corporation; a Business and Employment Law firm located in Oakland, CA. Mr. Stanley is a Graduate of the Santa Clara University School of Law and Current Past President of the Santa Clara University School of Law Alumni Board. Upon admission to Santa Clara, Mr. Stanley was awarded one of four Dean's fellowships. Prior to entering Santa Clara University, Mr. Stanley attended the University of California at Davis and was awarded a Bradford Borge Fellowship in Analytical Chemistry. Prior to his study at the University of California, Mr. Stanley earned an undergraduate Bachelor of Science degree from Grambling State University of Louisiana.

After graduating from Santa Clara University, Mr. Stanley began his legal career at Joseph J. Albanese, Inc., serving as In-House Counsel from 2006 – 2014. Earlier this year, Mr. Stanley founded his own boutique law firm specializing in business litigation, business transactions, civil litigation and construction law.

THOMAS SÜDHOF

Thomas is the Avram Goldstein Professor of Molecular and Cellular Physiology and of Neurology and of Psychiatry and Behavioral Sciences at the Stanford University School of Medicine. A German native, Thomas was born in Göttingen, and a graduate of the Hanover Waldorf School. He obtained his MD and Doctoral degrees from the University of Göttingen. After postdoctoral training with Drs. Mike Brown and Joe Goldstein (recipient of the Nobel Prize in Physiology or Medicine in 1985), Thomas became an investigator of the Howard Hughes Medical Institute and an assistant professor at the University of Texas Southwestern Medical Center in Dallas. He moved to Stanford University in 2008.

Thomas's seminal contributions to neuroscience research were recognized by several prestigious awards, including the U.S. National Academy Award in Molecular Biology, the Kavli Prize, the Albert Lasker Award for Basic Medical Research, and the Nobel Prize in Physiology or Medicine in 2013. Influenced by his early education in the Waldolf School, Thomas is a firm believer of play-based education that inspires creativity and promotes artistic expression and social capacity.

APPENDIX II: WHY LANGUAGE IMMERSION?

THE BENEFITS OF BILINGUALISM

COGNITIVE BENEFITS

- Improves executive control, which supports activities like higher order critical thinking, multi-tasking, sustained attention, learning, intellectual flexibility, and problem solving
- Improves cognitive processing, from perceptual discrimination and organization to complex categorizations of spatial and temporal patterns
- Enhances understanding of the primary language and increases capacity to learn other languages due to metalinguistic awareness
- Improves memory and protects against age-related cognitive decline
- Builds connections between **both** hemispheres of the brain (Mandarin-specific)

Those who are familiar with bilingualism are well aware of its cognitive benefits, which research over the last 50 years has consistently confirmed. Essentially, managing attention to two (or more) languages reorganizes specific brain networks, creating a more effective basis for executive control and sustaining better cognitive performance throughout the lifespan.[1] According to Elizabeth Peal and Wallace Lambert's ground-breaking research from 1962, they concluded that "Intellectually, the bilingual child's experience with 2 language systems seems to have left him/her with a mental flexibility, a superiority in concept formation, a more diversified set of mental abilities."[2] However, there is a limited window of opportunity during early childhood to easily learn language and this window is only open once in a lifetime.

The executive control system in the brain is like a general manager, or command center, whose job is to keep you focused on what is relevant, while ignoring the distractions. "…[It] is a set of complex cognitive processes that include attention, inhibition, monitoring, selection, and planning. Inhibitory control, working memory, and cognitive flexibility are three core aspects of executive control."[3] Executive function allows us to[4]:

- Keep track of time and finish work on time
- Keep track of more than one thing at once
- Change our minds and make mid-course corrections while thinking, reading, and writing
- Wait to speak until we're called on

If you have two (or more) languages and you use them regularly, every time you speak, both languages pop up and the executive control system has to sort through everything and attend to what is relevant in the moment.[5] Therefore, the regular use of the executive control system by bilingual speakers makes the system more efficient.

Dr. Ellen Bialystok is a cognitive neuroscientist who has studied bilingualism and its effect on cognitive development for almost 40 years.[6] One area of this research explored the effect of bilingualism on different aspects of cognitive development in children. The children taking part in the study were between 4 and 8 years old. It showed that bilingual children performed better than monolingual children in solving problems that include misleading information. This trend

[1] Bialystok, E., Fergus, I.M. C., and Luk, G. (April 2012). Bilingualism: consequences for mind and brain. Trends in Cognitive Sciences, Vol. 16, No. 4.
[2] Peal, E. and Lambert, W. (1962). The relation of bilingualism to intelligence. Psychol. Monogr. 76, 1-23.
[3] Grosjean, F. (January 8, 2014). Cognitive Advantages of Second Language Immersion Education. Psychology Today: http://www.psychologytoday.com/blog/life-bilingual/201401/cognitive-advantages-second-language-immersion-education
[4] NCLD Editorial Team. What Is Executive Function? National Center for Learning Disabilities: http://www.ncld.org/types-learning-disabilities/executive-function-disorders/what-is-executive-function
[5] Dreifus, C. (May 30, 2011). The Bilingual Advantage. The New York Times: http://www.nytimes.com/2011/05/31/science/31conversation.html?_r=0
[6] Grosjean, F. What are the Effects of Bilingualism? Psychology Today: http://www.psychologytoday.com/blog/life-bilingual/201106/what-are-the-effects-bilingualism

has been shown with both verbal and nonverbal tasks.[7] It is now clear that bilingualism enhances problem solving where the solutions depend on selective attention or inhibitory control (abilities of the executive control system, according to Bialystok). This advantage seemed to continue throughout the bilingual's lifespan and was present in elderly bilinguals.

Metalinguistic awareness is the explicit knowledge of different aspects of language (sounds, words, syntax, and so on) and, when needed, the capacity to talk about these properties. It is crucial in the development of literacy, for example.[8] Many studies concluded that bilinguals were more sensitive to semantic relations between words, were better able to treat sentence structure analytically and were better at rule-discovery tasks.[9]

In a 2011 New York Times interview, Bialystok described another study in which 5- and 6-year-olds were given various language problems to solve[10]. Monolingual and bilingual children knew, pretty much, the same amount of language, but on one question, there was a difference. When all the children were asked if a certain illogical sentence, "Apples grow on noses," was grammatically correct, the monolingual children couldn't answer. They said, "That's silly" and they stalled. But the bilingual children said that it was silly but grammatically correct. Bialystok stated that the bilinguals manifested a cognitive system with the ability to attend to important information and ignore the less important. As a result of this "metalinguistic awareness", it enhanced understanding of the primary language and increased the capacity to learn other languages.

Bialystok also described findings that indicated bilingualism helped forestall the symptoms of Alzheimer's and protected against age-related cognitive decline.[11] The research looked at whether bilingualism, starting at a young age, combated the decline with age by reducing the rate with which the response naturally slowed down as people get older. In children and young adults, the research showed that the studied executive processes were enhanced in bilingual individuals. The studies have shown that the boost in executive processes in bilingual individuals increased in magnitude as individuals age. Bilingual older adults performed better than monolingual older adults on executive control tasks. [12] Bilinguals kept higher levels of cognitive control, while the cognitive control of monolinguals decreased, beyond the age of 60.

The cognitive benefit of learning Chinese also applies to brain development and motor skills. In 2003, the BBC reported how studying Chinese used both temporal lobes of an individual's brain.[13] This study, conducted by researchers from the Wellcome Trust in the UK, highlighted how English speakers only use their left temporal lobe. Learning to write Chinese aided in the development of motor skills as well.[14] The art of writing Chinese characters involves learning shapes, letters and visually identifying pictures.

A 2010 Wall Street Journal article reported on research from Indiana University which confirmed the importance of handwriting to cognitive development which found more enhanced and adult like neural activity in children who practiced printing by hand than just looking at letters.[15] Compared with English, which is mostly linear and written from left to right, Mandarin characters are more complex in structure and writing involves strokes in all four directions: up, down, left, and right. The sequential movement of the fingers and hand to form a character activates neural activity in the working, thinking, and spatial memory of the brain of the learners.

---

[7] Wikipedia "Ellen Bialystok".
[8] Grosjean, F. (January 8, 2014). Cognitive Advantages of Second Language Immersion Education. Psychology Today: http://www.psychologytoday.com/blog/life-bilingual/201401/cognitive-advantages-second-language-immersion-education
[9] Grosjean, F. (June 16, 2011). What are the Effects of Bilingualism? Psychology Today: http://www.psychologytoday.com/blog/life-bilingual/201106/what-are-the-effects-bilingualism
[10] Dreifus, C. (May 30, 2011). The Bilingual Advantage. The New York Times: http://www.nytimes.com/2011/05/31/science/31conversation.html?_r=0
[11] Wikipedia "Ellen Bialystok".
[12] Dreifus, C. (May 30, 2011). The Bilingual Advantage. The New York Times: http://www.nytimes.com/2011/05/31/science/31conversation.html?_r=0
[13] "Chinese 'takes more brain power'" BBC News, June 30, 2001. http://news.bbc.co.uk/2/hi/health/3025796.stm
[14] Gwendolyn Bounds, "How Handwriting Trains the Brain" *The Wall Street Journal*, October 5, 2010.
[15] Bounds, G. "How Handwriting Trains the Brain" *The Wall Street Journal*, October 5, 2010.

Several studies have discussed the correlation between learning Mandarin and mathematics. Research has suggested that Asian children, through the natural acquisition of learning their own language gained a greater understanding of basic mathematical concepts than English speaking children. Mathematics skills are embedded in character writing because it" involves skills such as counting, grouping, ordering, and identifying similarities and differences."

Jerry Sun, in his Student RND article, summarized the mathematical research in his online article, "Why Asians are Better than Americans at Math".[16] When you take a number like 23, the English speaker will add an additional suffix to the end of the number. For example, when an English speaking person looks at the number 20, they will pronounce it twenty. When an English speaker looks at the number 30, they will pronounce it thirty, etc. However when a Mandarin speaker pronounces the same numbers, they are spoken in a simplier, straight-forward manner. For example, when a Mandarin speaker says 20, they actually pronounce the number is two – ten. When a Mandarin speaker pronounces 30, it is spoken as three – ten. "The ease at which these Asian counterparts learn basic mathematics allows these kids to learn mathematics at a much more rapid pace, which over the countless years of school, compounds into more knowledge and better mathematics skills for these Chinese children."[17]

PROFESSIONAL BENEFITS

- Prepare for global economy and full participation as global citizens
- 2011 survey of 100+ US executives found that Americans are at a disadvantage when competing for international jobs

From a professional standpoint, being bilingual simply opens doors and opportunities in many careers where knowing another language is a real asset, domestically or abroad, especially when thinking about the global economy and flattening of our world. Many lucrative professions (i.e., medicine, law, technology) place a premium, and sometimes a necessity, on additional language/cultural skills.

However, beyond just providing opportunities, language skills are becoming increasingly essential considering the fragile economic situation. As the recent recessions in the last decade have painfully highlighted, which we're still struggling to rebound from, in addition to the on-going movement towards outsourcing, the US economy is not as dominant as it once was. To maintain our advantage, we need to equip future generations with the skills that the 21st century global economy will demand.

A survey of top international business executives conducted by the Center for Applied Second Language Studies at the University of Oregon in 2007 showed that multinational businesses are looking for potential high-level employees with cultural sensitivities and the skill to perform in a foreign environment. "What really counts for multinational businesses is employees' ability to effectively communicate in a variety of cultures and contexts. Bilingual employees are valuable, not only for their language skills, but also for their ability to interact effectively with people around the world in either their first or second language."[18]

SOCIAL BENEFITS

- Improves social skills
- Develops cross-cultural skills and a global perspective
- Improves self-esteem

[16] Sun, J. (December 7, 2012).Why Asians are Better than Americans at Math: http://blog.studentrnd.org/post/37455656817/why-asians-are-better-than-americans-at-math
[17] Sun, J. (December 7, 2012).Why Asians are Better than Americans at Math: http://blog.studentrnd.org/post/37455656817/why-asians-are-better-than-americans-at-math
[18] Utah Immersion Model (2013): http://utahchineseimmersion.org/about/immersion-model/

From a social perspective, there are many soft skill advantages as well. Knowing another language gives children the ability to communicate with others they would otherwise not have the chance to know. It opens their world to other cultures and helps them develop a sensitivity and respect towards others. It also provides a strong sense of identity and accomplishment.

THE ADVANTAGES OF THE IMMERSION MODEL

- Operationally cost-neutral
- Increases academic benefits and achievement
- Most effective method for developing biliteracy
- Educationally sound model with over 50 years of success in North America

COST-NEUTRAL

One of the most attractive, and often misunderstood, aspects of the immersion model is that it can be designed to be operationally cost-neutral, which sets this type of program apart from others. Some immersion programs, like the one implemented in the Minnetonka Public Schools #276 district in Minnesota, are actually *revenue positive*. The reason for this is due to the way that children are able to learn language most effectively. Unlike advanced skills in science or sports, foreign language fluency can be imparted as a matter of routine, as part of learning the core curriculum. An individual does not have to be gifted or talented to be able to master a second language. It is a skill that the majority of people can attain through an immersion education.

With an immersion program, because you are delivering the same core curriculum during the standard school day, just in another language, and not creating a separate language class, there are no additional costs for teachers and facilities, which are typically the largest expenses for a school. Mandarin dual immersion teachers are hired by schools as regular elementary teachers who also happen to speak and teach in Mandarin, and at no additional personnel cost to the school. They are permanent and critical members of the school's faculty, just like their English speaking partner teachers.[19]

A recent article reporting on Utah's success with their Mandarin immersion programs substantiates this point as well. Howard Stephenson, of one Utah's State Senators said: "The cost of deploying Dual Language Immersion (DLI) has been minimal. Since the cost of the schoolroom and teacher already are funded, the legislative appropriation simply provided the funding for the start-up costs such as training and classroom materials in the second language. This amounts to about $5,000 per DLI classroom. When divided by six years and 25 students, this amounts to $33.33 per student per year. It's one of the biggest education bargains ever. As chairman of the Education Appropriations Subcommittee in the Utah Senate, I have seen many costly new educational programs which have had limited effects in producing the desired increases in educational outcomes. Many of these are ultimately modified or repealed. But DLI produces outstanding results for very little expense and is definitely here to stay."[20]

ACADEMIC ACHIEVEMENT

In addition, research has also consistently confirmed enhanced academic achievement among immersion students, which is a significant predictor of long-term health and well-being. Beyond just the ability to communicate in another language, which in and of itself is an amazing gift, learning a second language actually stimulates and enhances learning in other subjects, including English. It helps develop and improve the skills required for success in school and beyond.

---

[19] Utah Immersion Model (2013): http://utahchineseimmersion.org/about/immersion-model/

[20] Stephenson, H. (November 3, 2013). Howard Stephenson: Dual language immersion is best of both worlds: http://www.grandforksherald.com/content/howard-stephenson-dual-language-immersion-best-both-worlds

Research from Dr. Kathryn Lindholm-Leary, one of the leading and preeminent researchers in the field of immersion programs, in addition to specific school and anecdotal data from other districts, also indicate that immersion students perform at equal or higher levels than their monolingual peers, even on tests of the English language, all while learning another language. These results also apply to those children who come from low socio-economic backgrounds, which helps close the achievement gap, so do not only apply to children from more advantaged family backgrounds.

A comprehensive evaluation of Palo Alto's Mandarin immersion program at Ohlone Elementary, which was launched in 2008, was published in 2013 by Stanford and also confirmed this conclusion. "Importantly the results from this report show that students who are taught in Mandarin for much of the school day generally achieve at levels on California mandated tests in English Language Arts, Writing, Mathematics, and Science that are as high as, or sometimes higher than, their non-immersion peers who attend the same school. These results are reassuring because they demonstrate that, when students receive instruction in two languages, they are not only developing as bilinguals, but also do not fall behind their peers on the essential core content. These findings also support recent reports that show cognitive advantages due to bilingual instruction (Bialystok, Craik, Green, & Gollan, 2009; Kluger, 2013)."[21]

In Utah's case, "Students engaged in Dual Language Immersion actually performed better than their peers who were not in the program…[and] contrary to expectations, the program actually increased student performance in academic subject areas".[22]

Please refer to **Appendix III** for specific examples of this phenomenon in local Bay Area schools.

IMMERSION ADVANTAGE

Many of the benefits of bilingualism described in this petition, specifically cognitive, academic and professional, are only realized when full biliteracy is achieved, which is why the immersion model is so important. The immersion model is the most effective method for developing biliteracy or true proficiency in a language, including reading, writing, and even thinking, in **both** English and the target language. No other type of instruction, short of living in a second-language environment, is as successful in helping a child learn another world language.

This model is very different from the traditional foreign language classes and after-school or weekend enrichment programs with which most of us are familiar, as described in the next table. First of all, the enrichment programs typically cannot develop high levels of fluency alone, much less literacy. The enrichment programs are also much more costly when compared to immersion too, not just in terms of dollars, but time as well. Additional teachers must be hired and the school day usually extended, which cuts into other activities. The following 2 tables provide a detailed comparison between immersion and enrichment programs.

Immersion vs. Enrichment

Primary Questions	Immersion	Enrichment
When is the target language learned?	The language is taught during the school day and integrated into the day as part of the core curriculum.	The language is taught after school, during school as an additional class or on the weekend. A period typically lasts less than an hour X times per week.

[21] Padilla, A.M., Fan, L., Xu, X., Silva, D.M. (November 2013). Ohlone Mandarin/English Two-way Immersion Program: Language Proficiency and Academic Achievement.
[22] Stephenson, H. (November 3, 2013). Howard Stephenson: Dual language immersion is best of both worlds. http://www.grandforksherald.com/content/howard-stephenson-dual-language-immersion-best-both-worlds

How is the language learned?	The core curriculum is delivered in the target language. Children pick up the language naturally because the content engages them. Subjects may include Mathematics, History, Science and Social Science. More schools are moving toward immersion and the integration of language and content as it is the most effective method for developing proficiency in a language.	The target language IS the subject and is taught as a separate course. Students conjugate verbs, study grammar and memorize vocabulary.
What is the outcome?	Children become biliterate in English and the target language, so they are able to listen, speak, read and write in both languages, which leads to other benefits as well, such as cognitive, academic and professional benefits. Children also benefit from being able to think multidimensionally and biculturally. Children test at the same level, or higher than, their non-immersion peers.	The outcome is exposure to language and culture, and lower proficiency and limited literacy.
Who are the teachers?	Staffed with the same CA credentialed teachers in the school today, but these teachers have their Bilingual Authorization (BCLAD). Yes, these teachers are available and enrollment is growing in the BCLAD program as a result of generous scholarships and the on-line availability of the BCLAD courses.	If the District were to offer enrichment during the school day, additional teachers would need to be hired (may not be credentialed) and the school day would likely need to be extended.
What about cost?	There is no additional headcount for teachers or facility costs. Operationally, the program is **on par with traditional programs**.	Enrichment is costly if offered during the school day as additional teachers would need to be hired and facilities allocated.

Comparison of Immersion v. Enrichment Programs

Factors	Immersion	Enrichment
Operationally Cost-Neutral or Low Cost	✓	
Language is the Tool not the Subject	✓	
Develops Fluency	✓	Limited
Develops Literacy	✓	Limited
Develops Multicultural Competency	✓	Exposure
Increases Academic Achievement	✓	
Fastest Growing Form of Foreign Language Instruction	✓	

Over the past 30 years, due in large part to the success of immersion programs, there has been a shift away from teaching language in isolation and toward integrating language and content, which creates a more meaningful learning experience. Along with the other benefits documented in this petition, it's no wonder that immersion programs are the fastest growing form of foreign language instruction in this country, especially in public schools. In fact, there is a bill being considered in the Louisiana state legislature that would require all schools to offer immersion programs if at least 25 parents request them.

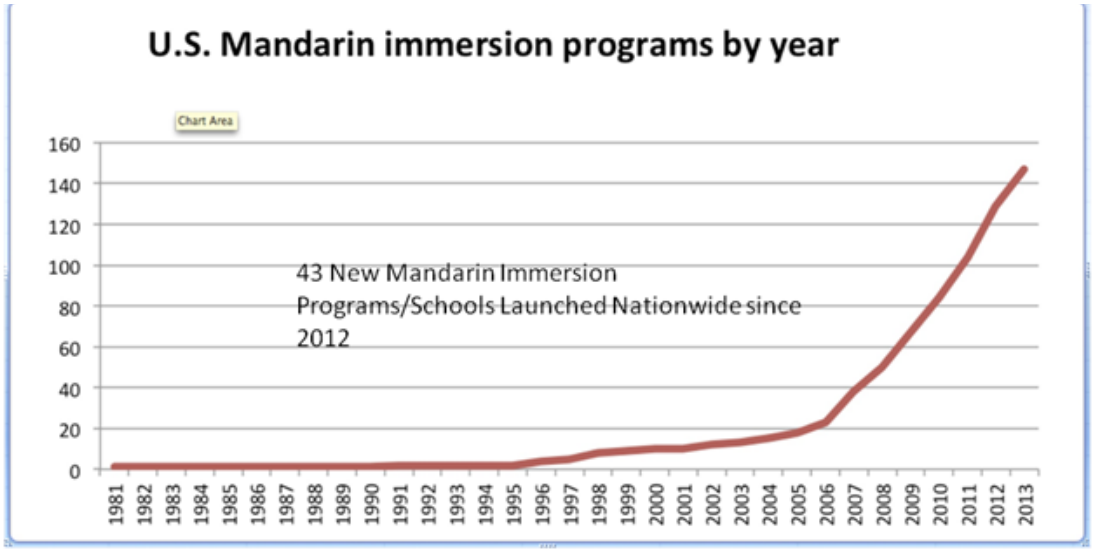
INVENTORY OF MANDARIN IMMERSION PROGRAMS

Immersion education has been growing substantially throughout the United States. Today, there are over 180 different Mandarin immersion programs. The greater San Francisco Bay Area has a host of private and public Mandarin immersion options..[23] A brief review of the history of attempts to create Mandarin immersion educational opportunities reveals a predominance of private school options, most of which are Montessori-based.

Outreach over the last two years, as well as the status of other Mandarin immersion programs and schools around the Bay Area, revealed a substantial and unmet demand for a public Mandarin immersion program in the South Bay. Local demand for elementary Mandarin language programs is further substantiated by the pre-school, weekend and after-school Mandarin programs dedicated to teaching the language outside of the traditional educational classroom schedule.[24] These programs meet once a week, or for limited periods after school, but do not provide the contact hours needed to achieve a professional level of language proficiency.

MANDARIN IMMERSION GROWTH IN THE US

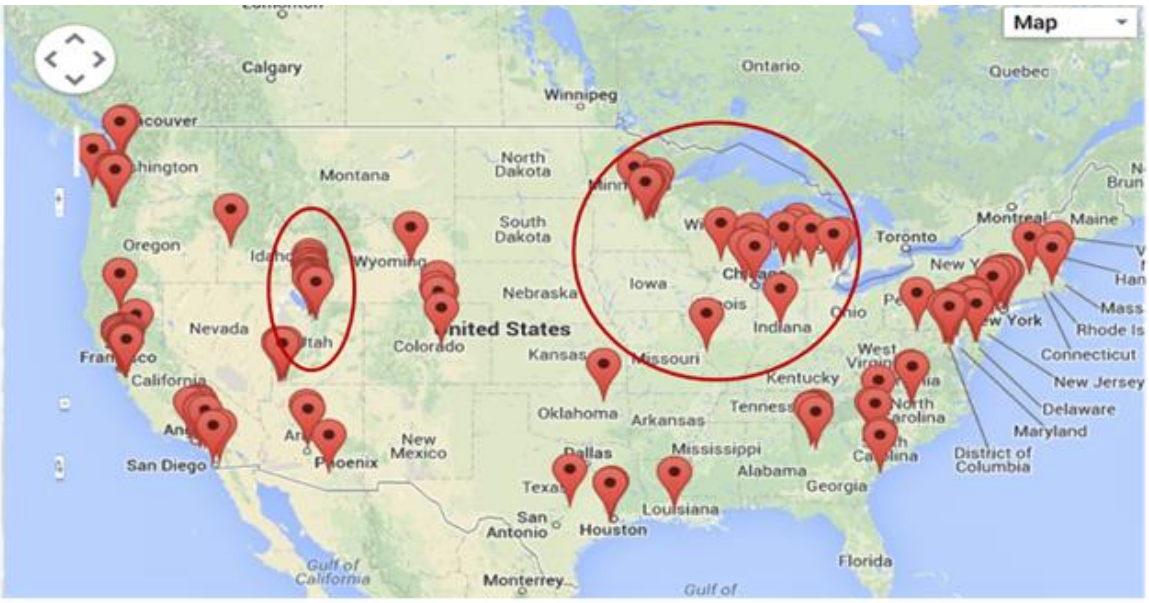
As a result of all of the benefits described throughout this document, it is not surprising that the growth of Mandarin immersion programs in this country has been explosive in the last 8 years or so, with the majority of growth occurring in public schools. The next two charts are based on full-time Mandarin immersion K-12 schools only, and do not include the numerous pre-schools or enrichment programs.



Source: Mandarin Immersion Parents Council
http://miparentscouncil.org/2013/11/20/mandarin-immersion-schools-in-the-united-states-in-2014/

[23] Mandarin Immersion Parents Council. (2014). Full Mandarin immersion school list. Retrieved 8/17/14, from http://miparentscouncil.org/full-mandarin-immersion-school-list/

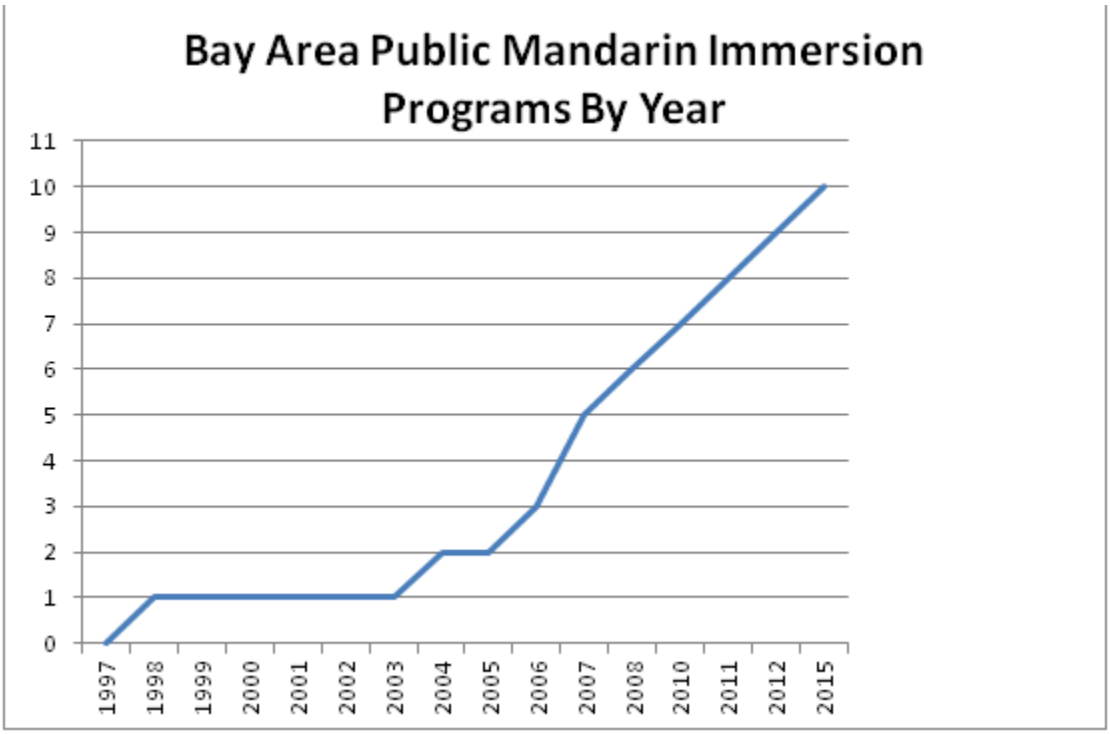
[24] Where to Learn Chinese: http://www.wheretolearnchinese.com



Source: Mandarin Immersion Parents Council
http://miparentscouncil.org/2013/12/29/mandarin-immersion-school-map-updated-for-2014/

From this pin map, we can see that there are large concentrations of Mandarin immersion programs established in states such as UT, MN, IL, DE, which are not areas typically thought of as having high demand for the Mandarin language.

MANDARIN IMMERSION GROWTH IN THE BAY AREA



- 1998: Meyerholz Elementary (Cupertino)
- 2004: Miller Middle (Cupertino)

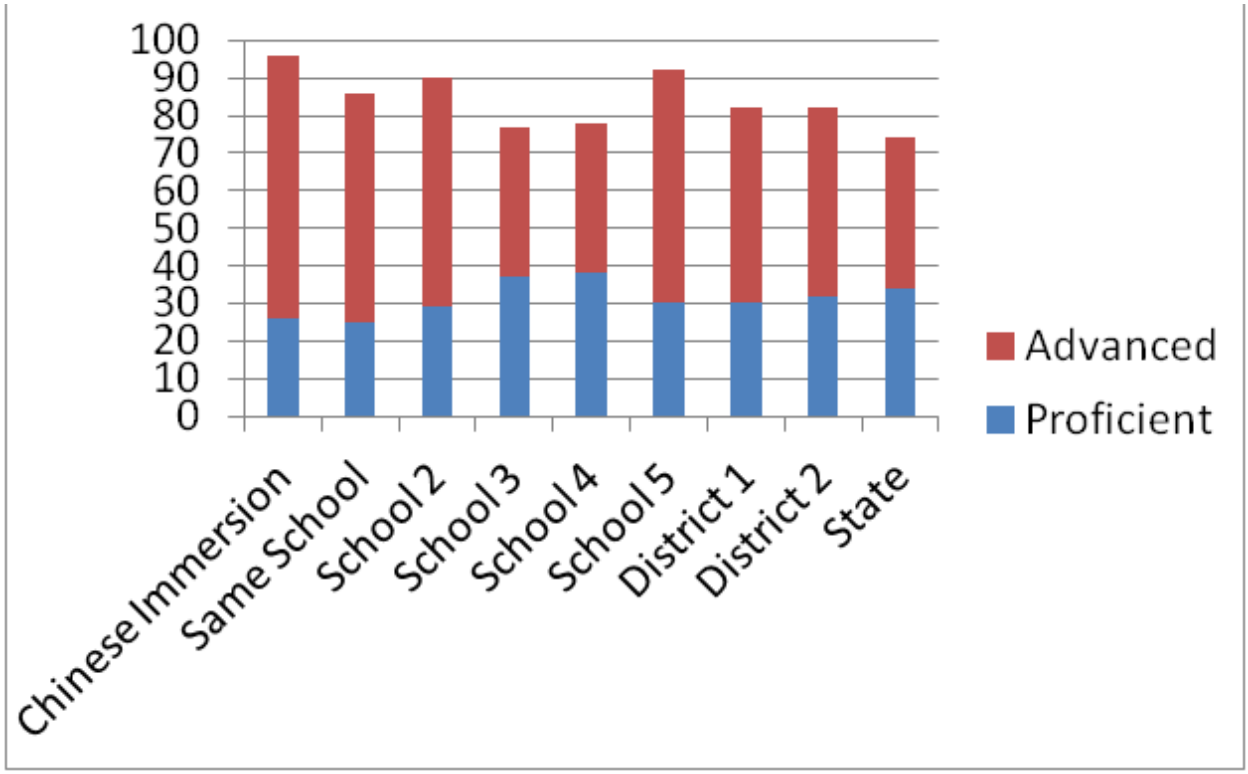
- 2006: Starr King Elementary (San Francisco)
- 2007: Jose Ortega Elementary (San Francisco)
- 2007: College Park Elementary (San Mateo)
- 2007: Stonebrae Elementary (Hayward)
- 2008: Ohlone Elementary (Palo Alto)
- 2010: Azevada Elementary (Fremont)
- 2011: Yu Ming Charter (Oakland)
- 2012: Aptos Middle (San Francisco)
- 2015: TBD High (San Francisco)

We are also experiencing this growth mirrored in the Bay Area, as the number of programs has grown 6-fold in the last 7 years. These programs are all thriving, most have long wait lists and some are even expanding. For example, Cupertino's acceptance rate is 1 for every 4 applicants, Palo Alto's is 1 in 8, and College Park and Azevada have added more classes to try and meet demand, but College Park still maintains a wait list.

APPENDIX III: ACADEMIC ACHIEVEMENT RESULTS

DR. KATHRYN LINDHOLM-LEARY RESEARCH

CST: MATHEMATICS ACHIEVEMENT – 6TH GRADE

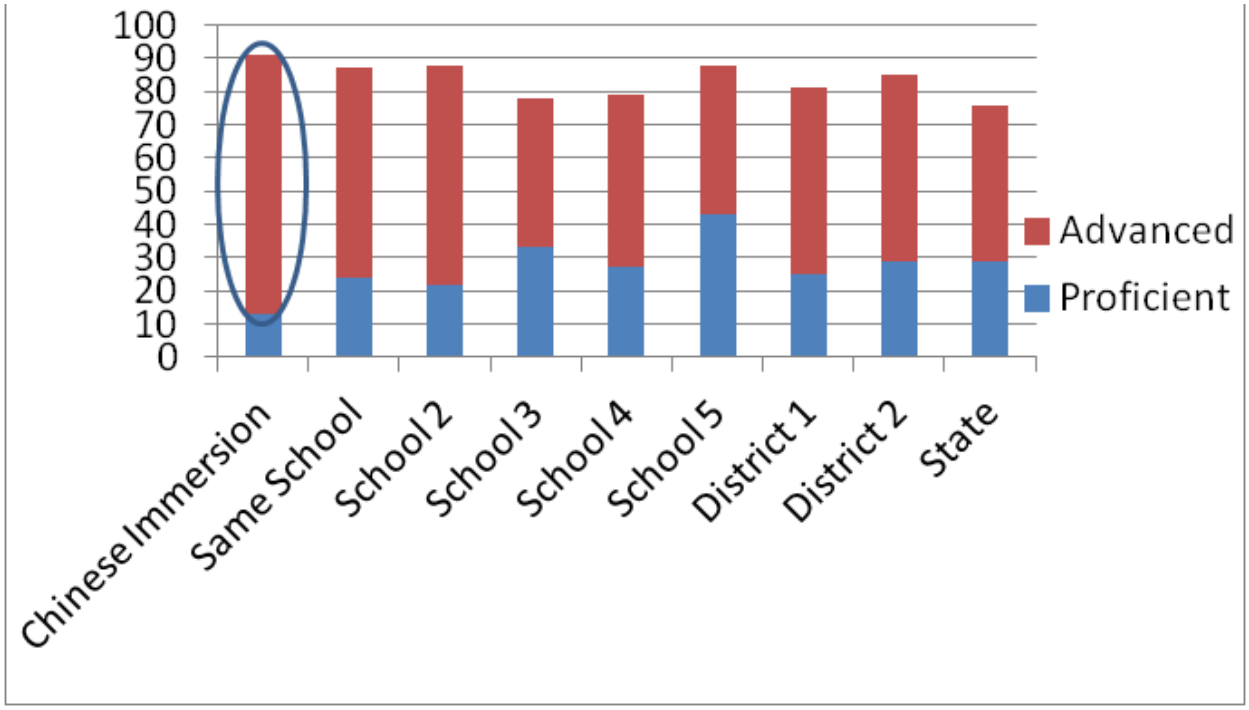


Source: Dr. Kathryn Lindholm-Leary, Child and Adolescent Development, SJ State, 2008

This graph illustrates the percentage of sixth-grade students who scored at a Proficient (in blue) or Advanced level (in red) on the Mathematics subtest of the California Standards Test (CST). It compares the students in the Mandarin immersion program, which is the first bar, with other groups: from the same school, several other schools, 2 districts (one of which is the district where the Mandarin immersion program resides) and even the state. An important point to note is that the schools selected for this comparison have the same demographic characteristics, specifically high income and education. The California state average represents those students who have parents with a graduate school background.

The key take away is that, even with this leveled or normalized playing field, a greater percentage of students in the Mandarin immersion group score at Proficient or well above grade level than all other comparison groups, especially at the Advanced level. The results on the English Language Arts subtest in the next graph are even more pronounced.

CST: ENGLISH LANGUAGE ARTS ACHIEVEMENT – 6TH GRADE



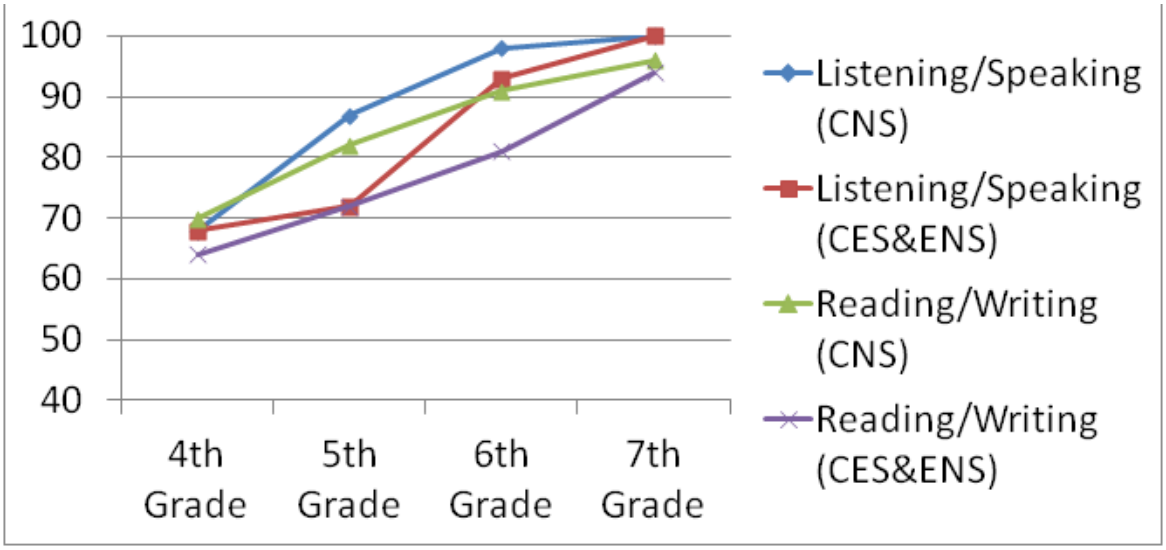
Source: Dr. Kathryn Lindholm-Leary, Child and Adolescent Development, SJ State, 2008

This is the same graph as the previous one, but with the English Language Arts results. Again, more students in the Mandarin immersion program score at Proficient or well above grade level than all other comparison groups. Also, the Mandarin immersion group is the only group with at least 90%, or greater, of the students achieving these results.

What makes these results even more impressive is that the immersion students have also learned a second language during this time, and have learned it well. The next few charts are from research published just a couple of years ago by Dr. Lindholm-Leary, but are still consistent with research over the last 50 years on immersion programs.

Her study, which reported on student outcomes specifically in Mandarin Two-Way immersion (TWI) programs, included 320 students in grades 4 - 8 from two different programs, presumably in the Bay Area. Overall, the results are consistent with results from Spanish Two-Way immersion programs, demonstrating that students develop bilingual proficiency and literacy skills in both English and the target language at intermediate to high levels, even English Native Speakers (ENS) with no Chinese heritage. The results also show they are able to achieve in English at levels that meet, or exceed, their non-immersion peers, which is illustrated in the previous chart.

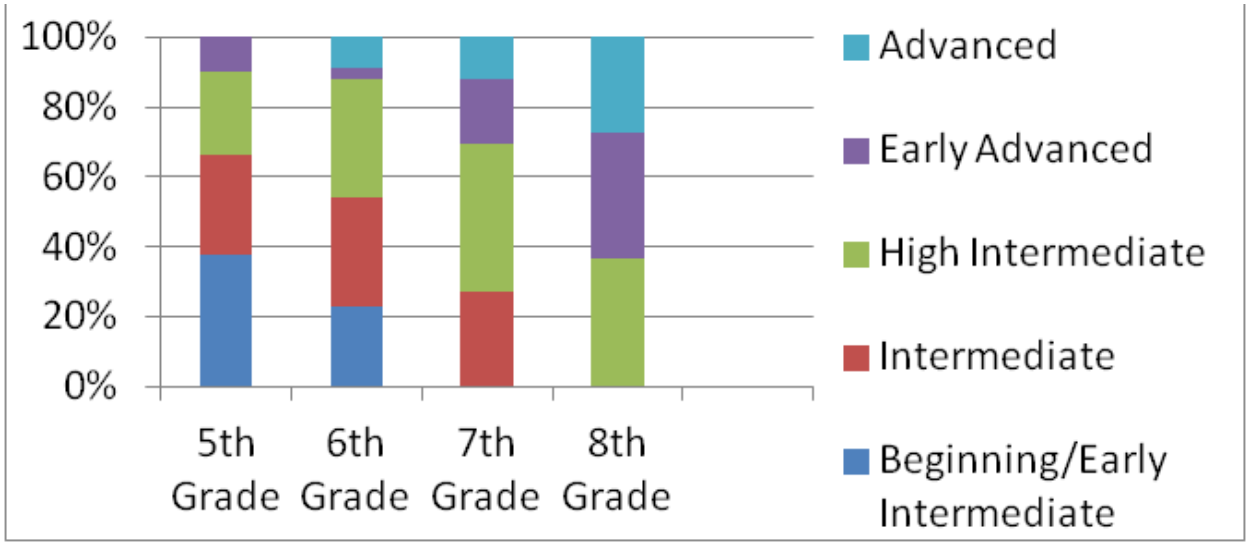
LISTENING/SPEAKING AND READING/WRITING DEVELOPMENT IN MANDARIN



CNS: Chinese Native Speakers
CES: Chinese English Speakers
ENS: English Native Speakers
Source: Student Outcomes in Chinese Two-Way Immersion Programs: Language Proficiency, Academic Achievement, and Student Attitudes (Dr. Kathryn Lindholm-Leary, 2011)

In this graph, we see the median percent correct achieved by students in grades 4 - 7 in listening/speaking and reading/writing for Program 2. As the figure indicates, students had fairly high median scores in both listening/speaking and reading/writing (at/above 81% correct), though scores were lower for fourth graders (64-70%) and fifth-grade English speakers (72%).

LISTENING/SPEAKING DEVELOPMENT IN MANDARIN (ENGLISH NATIVE SPEAKERS)

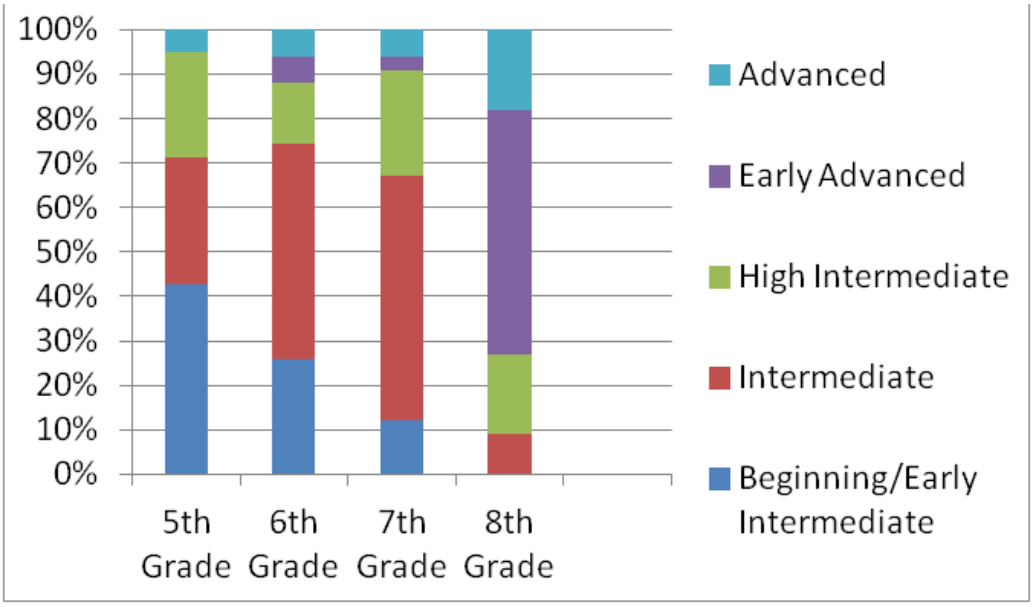


Source: Student Outcomes in Chinese Two-Way Immersion Programs: Language Proficiency, Academic Achievement, and Student Attitudes (Dr. Kathryn Lindholm-Leary, 2011)

As this chart and the following one illustrate, over time, from grade 5 to grade 8, we see fewer students in the lowest two categories (Beginning, Early Intermediate) and more in the Intermediate and Advanced categories. By eighth grade, all CNS were Early Advanced or

Advanced in both listening/speaking and reading/writing (100%). Most CES (80%) and the majority of ENS (63-73%) eighth graders were also rated as Early Advanced or Advanced (80%) in listening/speaking and reading.

READING DEVELOPMENT IN MANDARIN (ENGLISH NATIVE SPEAKERS)



Source: Student Outcomes in Chinese Two-Way Immersion Programs: Language Proficiency, Academic Achievement, and Student Attitudes (Dr. Kathryn Lindholm-Leary, 2011)

Additional results for Mandarin Native Speakers and Mandarin English Speakers can be found in the original research document referenced in these charts.

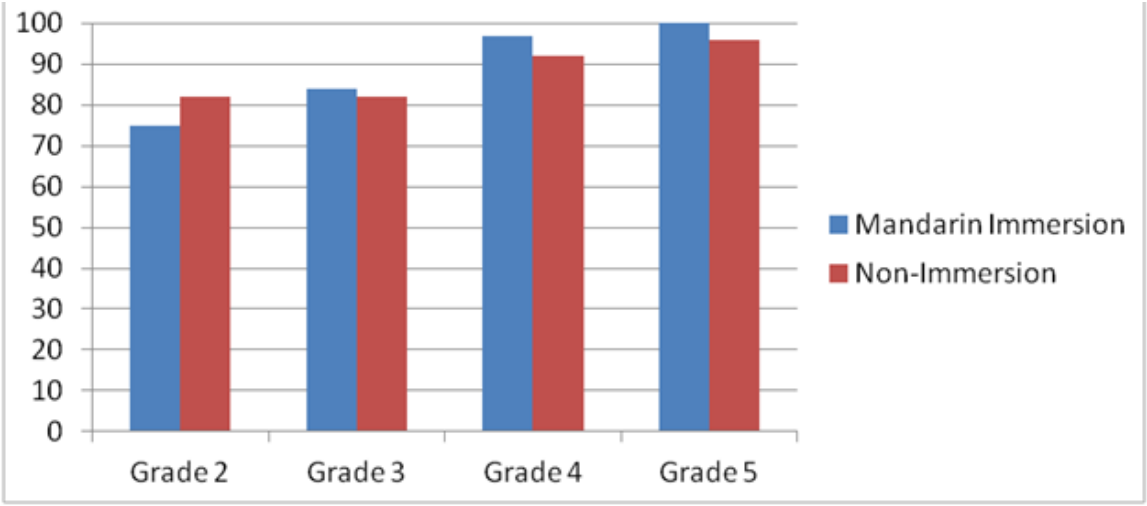
OHLONE ELEMENTARY SCHOOL RESULTS

The following results were extracted from the "Ohlone Mandarin/English Two-Way Immersion Program: Language Proficiency and Academic Achievement" evaluation report published by Stanford in November 2013. This was a comprehensive evaluation with the first year of 5th graders in the Mandarin immersion program.

DISTRIBUTION OF CALIFORNIA STAR RESULTS IN ENGLISH LANGUAGE ARTS, 2010 – 2013

Performance levels on the STAR test in English Language Arts for Mandarin immersion students are presented in the following chart and compared with students enrolled in the same school, but not in the immersion program. A standard score was computed for each student test outcome to represent the difference between the original score and the mean of that grade across the immersion and non-immersion programs in the corresponding test year in terms of number of standard deviations. Standard scores were used because student composition could vary from year to year, and such variation could present a particular concern for small samples. The data were then combined across test years for each grade. Using the standard scores, immersion and non-immersion groups could be compared, giving each student equal weight.

As seen in the graph, the number of immersion and non-immersion students, respectively, who were evaluated to be proficient or advanced were: 75% and 82% in second grade, 84% and 82% in third grade, 97% and 92% in fourth grade, and 100% and 96% in fifth grade.

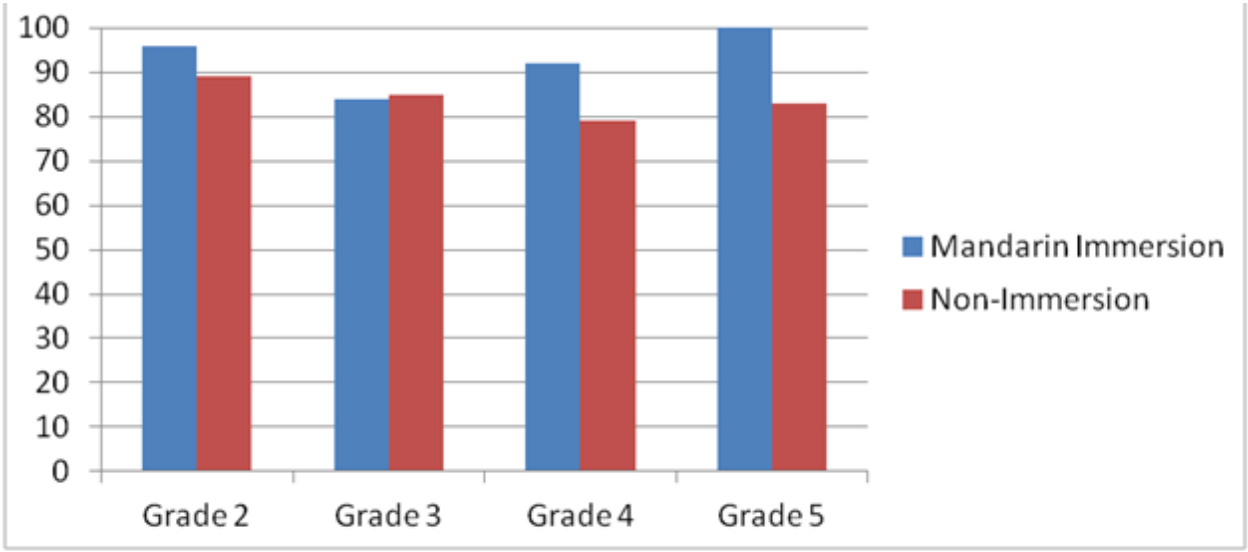


Source: Ohlone Mandarin/English Two-way Immersion Program: Language Proficiency and Academic Achievement Evaluation Report, November 2013

DISTRIBUTION OF CALIFORNIA STAR RESULTS IN MATHEMATICS, 2010 – 2013

On standardized tests of mathematics, immersion and non-immersion students performed similarly in second and third grades. Subsequently, immersion students began to outperform their non-immersion peers, as shown in the table below. The proportion of students who were considered proficient or advanced with mathematics generally suggested an edge for students in the immersion program over students in the non-immersion program.

The number of immersion and non-immersion students, respectively, evaluated to be proficient or advanced were: 96% and 89% in second grade, 84% and 85% in third grade, 92% and 79% in fourth grade, and 100% and 83% in fifth grade.



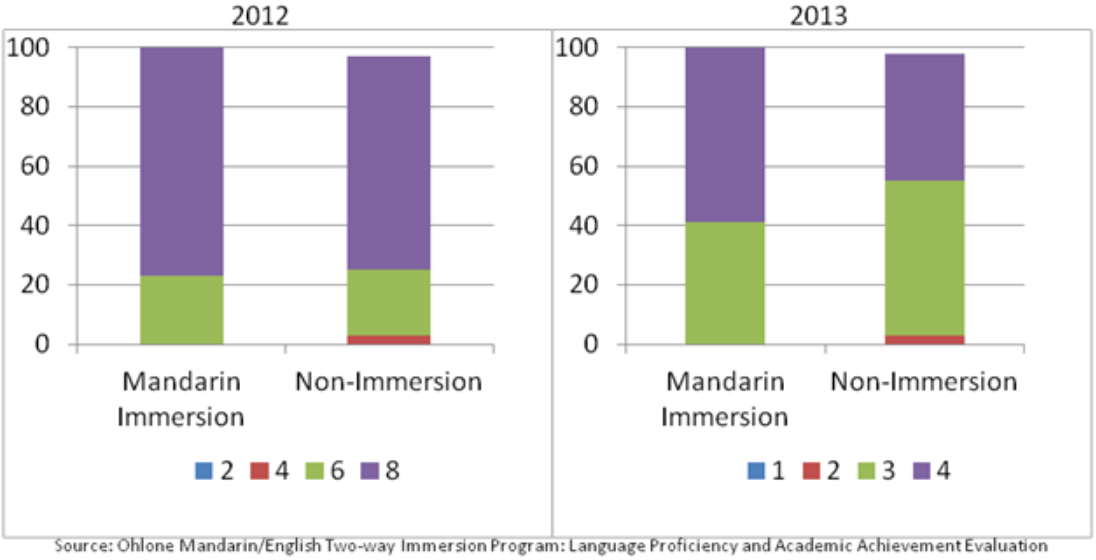
Source: Ohlone Mandarin/English Two-way Immersion Program: Language Proficiency and Academic Achievement Evaluation Report, November 2013

In fifth grade, students also took the standardized state test in Science. The difference in scores between the immersion and non-immersion groups was not statistically significant.

DISTRIBUTION OF CALIFORNIA STAR RESULTS IN WRITING FOR FOURTH GRADE, 2012 – 2013

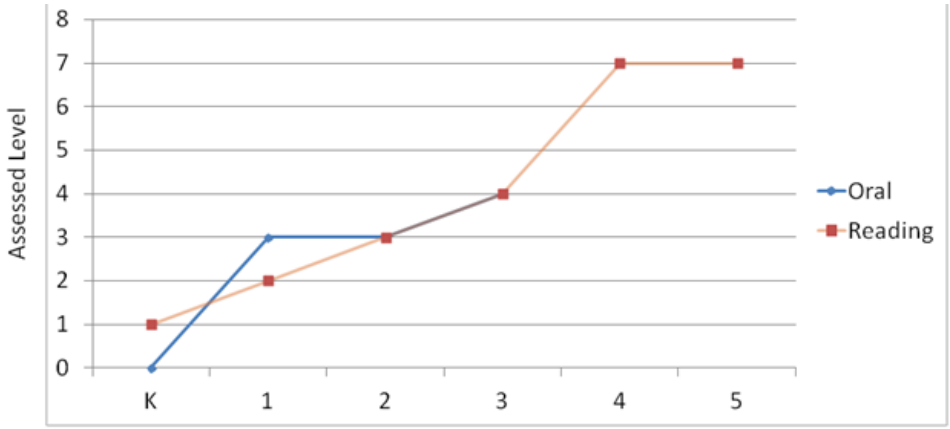
Fourth graders also took the STAR assessments in writing. Test scores were reported using different scales in 2012 and 2013. In 2012, scores were 2, 4, 6 or 8 and in 2013, the scores were reported as 1, 2, 3 or 4.

In 2012, the immersion and non-immersion students performed similarly, each with approximately a quarter of the students receiving the second highest possible score, and three-quarters receiving the maximum score. In 2013, the immersion students performed somewhat better than the non-immersion students: 59% of immersion students attained the maximum score when writing in English, in comparison with their non-immersion counterparts' 43%. Also, none of the immersion students scored in the bottom half.



Source: Ohlone Mandarin/English Two-way Immersion Program: Language Proficiency and Academic Achievement Evaluation Report, November 2013

MANDARIN PROFICIENCY RESULTS FOR ORAL AND READING, 2010 – 2013



Source: Ohlone Mandarin/English Two-way Immersion Program: Language Proficiency and Academic Achievement Evaluation Report, November 2013

In order to assess students' language acquisition across linguistic skills, the Mandarin Proficiency Assessment (MPA) was developed through collaboration between the Mandarin

immersion teachers and researchers at Stanford University. It consisted of three major sections: listening/oral, reading, and writing. Classroom teachers administered the MPA near the end of each academic year. Teachers also scored the MPA for each student.

These results illustrate that students made steady progress to attain high levels of performance in Mandarin. Writing results were excluded from this chart because a different scale was used, but similar to their performance in speaking, most fifth graders became intermediate writers who showed accuracy when adding details to regular sentences and made efforts in trying out higher level skills.

The results present strong evidence that students can attain a high level of performance in Mandarin as assessed both by teacher-developed and by nationally-recognized measures of oral skills, reading and writing. The data further indicate that learning progresses in an orderly fashion from kindergarten through the 5th grade for oral, reading and writing tasks.

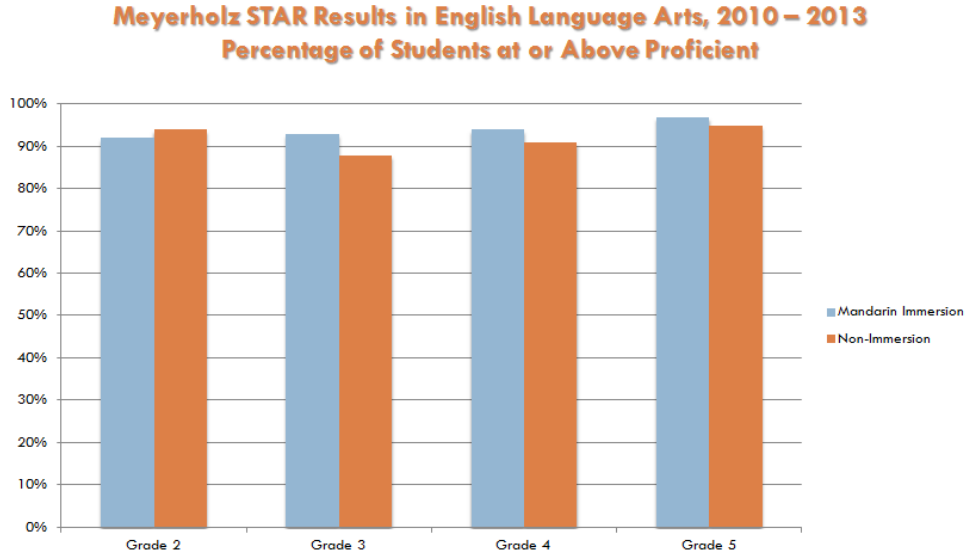
An interesting, but not completely surprising, finding was that heritage language students initially showed higher levels of attainment in Mandarin than did non-heritage students. However, by the 4th and 5th grades, these differences diminished, although heritage learners still performed slightly higher.

CUPERTINO LANGUAGE IMMERSION PROGRAM (CLIP) RESULTS

DISTRIBUTION OF CALIFORNIA STAR RESULTS IN ENGLISH LANGUAGE ARTS, 2010 – 2013

Performance levels on the STAR test in English Language Arts for Mandarin immersion students are presented in the following chart and compared with students enrolled in the same school, but not in the immersion program. These results reflect the percentage of students who scored Proficient or higher.

Similar to the Ohlone results, and consistent with general research, the Mandarin immersion students slightly lag their non-immersion peers in 2nd grade, but surpass them starting in 3rd grade and maintain this advantage through the rest of elementary school.

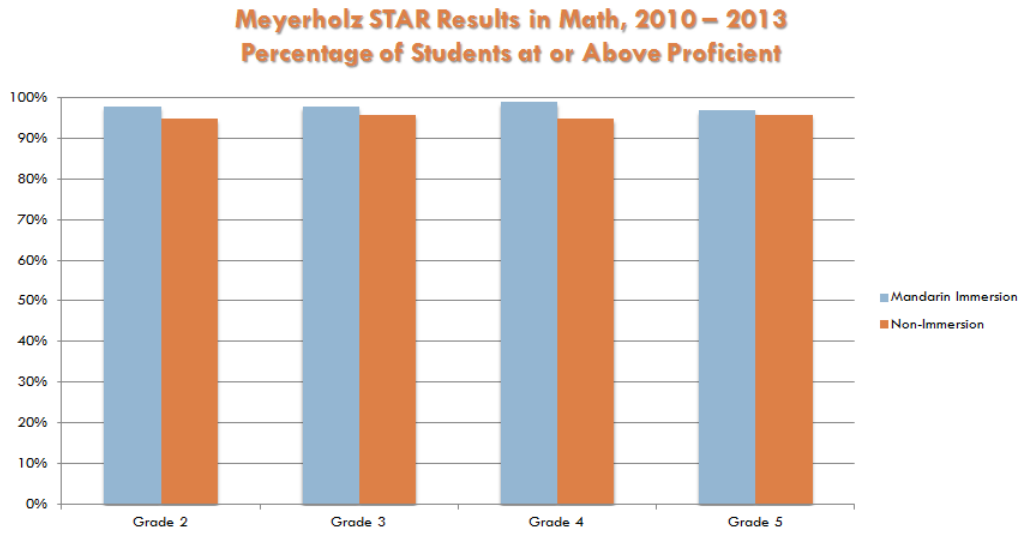


DISTRIBUTION OF CALIFORNIA STAR RESULTS IN MATHEMATICS, 2010 – 2013

Performance levels on the STAR test in Mathematics for Mandarin immersion students are presented in the following chart and compared with students enrolled in the same school, but

not in the immersion program. These results reflect the percentage of students who scored Proficient or higher.

In the case of Mathematics, the Mandarin immersion students outperform their non-immersion peers at every grade level.



STONEBRAE ELEMENTARY SCHOOL RESULTS

2012 CST Results: English Language Arts
Percentage of Students At or Above Proficient

Group	2nd Grade	3rd Grade	4th Grade
California State	58%	48%	67%
Alameda County	63%	54%	72%
Mandarin Immersion	**87%**	**74%**	**82%**

The above table highlights the most recent test results from Stonebrae Elementary in Hayward on the English Language Arts portion. The results for the Mandarin immersion students are in the last row and it is clear that they are performing well above the general population.

2011 CST Results: English Language Arts and Math

Mean Scale Score Comparison for 3rd Grade

Program	English Language Arts	Math
Mandarin Immersion	**410**	**428**
Schoolwide	348	371
Difference	+62	+57

2011 CST Results: English Language Arts and Math

Mean Scale Score Comparison for 4th Grade

Program	English Language Arts	Math
Mandarin Immersion	**361**	**395**
Schoolwide	357	359
Difference	+4	+36

The above table compares the results of 3rd and 4th graders from the same school on both English Language Arts and Mathematics sections. In all cases, the Mandarin immersion students outscored the non-immersion students. We see this consistently in the general research, in addition to specific school data.

APPENDIX IV-A: WHAT IS SELF-SCIENCE?

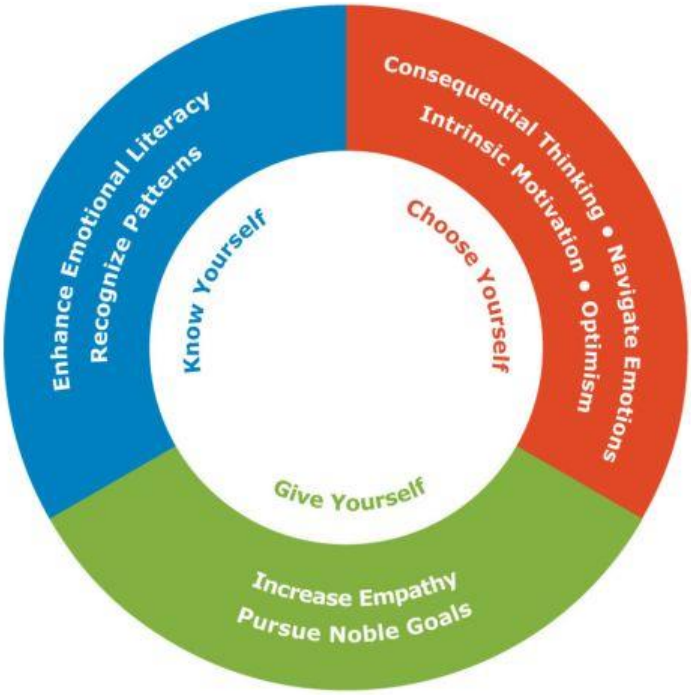
Self-Science, named because emotional intelligence grows from the scientific study of ourselves and our relationships, is one of the few comprehensive, developmental, and research-based curricula for creating a school-wide culture of emotional intelligence. Daniel Goleman studied Self-Science in one school and wrote an entire chapter of his best-selling book, Emotional Intelligence, about the concepts. Goleman writes:

> "Self-Science is a pioneer, an early harbinger of an idea that is spreading to schools coasts to coast…A list of the contents of Self-Science is almost point-for-point match with the ingredients of emotional intelligence—and with the core skills recommend as primary prevention for the range of pitfalls threatening children…Were he alive today, Aristotle, so concerned with emotional skillfulness, might well approve."

Goleman calls the Self-Science program "a model for the teaching of emotional intelligence". The curriculum was first published in 1978 and has been used by hundreds of schools around the globe.

The Self-Science curriculum is built around the Six Seconds Model: students develop skills in eight emotional intelligence competencies in order to achieve the curriculum's three main goals: to know yourself (building self-awareness), to choose yourself (strengthening self-management), and to give yourself (committing to self-direction).

In pursuit of the goal to Know Yourslef, students learn to Enhance Emotional Literacy and how to Recognize Patterns of Behaviors. In pursuit of the goal to Choose Yourself, students are taught how to Apply Consequential Thinking, to Navigate Emotions, Engage Instrinsic Motivation, and Exercise Optimism. In pursuit of the goal to Give Yourself, students increase their capacity to Increase Empathy and learn to make daily choices with an overarching sense of purpose as the Pursue Noble Goals.



Excerpted from Self-Science: Getting Started with Social Emotional Learning by McCown,K., Jensen, A., Freedman, J., & Rideout, M. (2010).

THE EIGHT SELF-SCIENCE COMPETENCIES

Enhance Emotional Literacy: helps students sort and name feelings, and begin to understand their causes and effects. Research sugggests that naming emotions helps us calm and manage them.

Recognize Patterns: aids students in identifying thinking, feeling, and action pattterns, which usually operates as an established habit. Often this system of patterns serves us well and at other times it leads us to unconsciously create the opposite of what we want.

Apply Consequential Thinking: allows students and teachers to be spontaneous as we truly want to be, but it also allows us to delay gratification when the consequences are undesirable and/or painful. Consequential thining is key to evaluating and re-choosing our thought, feelings, and actions.

Navigate Emotions: assists children to slow the reaction process down, carefully engaging emotion and cognition, in order to generate productive solutions. This competency helps us to carefully choose how we will use the power of our feelings.

Engage Instrinsic Motivation: empowers students to tap into the part of themselves that has a longer view and find reward within themselves. This competency frees students from a dependency on feedback from others. As students learn to get validation from inside, they create inner strength and the power to continuously grow independently.

Exercise Optimism: encourages students to see beyond the present and anticipate the future. This competency is tied to resiliency and to perserverance, two skills that most affect our ability to function depsite the stresses and challenges of day-to-day life.

Increase Empathy: bolsters students' ability to recognize and respond to other people's emotions. Conscious empathy must be carefully banked and fueled through role modeling, reinforcement, and practice. Once we develop empathy on a consicous level, it becomes self-reinfocing because it answers a deep-seated need to build sustaining relationships with others. This skill is the foundation for reducing conflict and improving cooperation and collaboration.

Pursue Noble Goals: activates all the the competencies. Through the pursuit of noble goals, the commitment to emotional intelligence gains relevance and power for improving the world today and tomorrow. Having noble goals help shape long-terms choices, while providing a sense of direction.

APPENDIX IV-B: SELF-SCIENCE SCOPE AND SEQUENCE

Competency	Grades K-2	Grades 3-5	Grades 6-8
Enhance Emotional Literacy	• Develop basic feeling vocabulary • Identify causes of basic feelings	• Expand feeling vocabulary • Learn "logic" of feelings; causes and effects	• Develop depth of meaning of feelings and blends • Understand sources of conflicting feelings
Recognize Patterns	• Become more observant of thoughts, feelings, actions • Begin to consider patterns	• Sharpen observation skills to become more accurate and realistic • Learn to identify patterns immediately following reaction	• Increase clarity of recognizing patterns in the moment and over longer time periods • Learn about group patterns
Apply Consequential Thinking	• Learn about costs and benefits • Begin to assess immediate consequences	• Increase skill in assessing results of choices • Become aware of effects of emotions	• Increase ability to evaluate choices and results • Predict consequences of feelings
Navigate Emotions	• Become more aware of sensing emotions • Recognize that it is possible to change feelings	• Increase ability to shift or change feelings • Develop multiple strategies for changing feelings	• Learn to generate emotions to motivate effective action • Increase awareness of 2-way influence of feelings and thoughts
Exercise Optimism	• Increase awareness of multiple choices/options • Learn to realistically appraise risk	• Learn PPP-TIE framework for optimistic response • Increase capacity to reframe pessimistic explanations	• Become more able to generate positive emotion • Learn that adversity is an opportunity for growth
Increase Empathy	• Become more curious about others • Recognize shared concerns and experiences	• Become more accurate in identifying emotional cues • Increase respect for others	• Practice and internalize empathic response • See effect of empathy in relationships
Pursue Noble Goals	• Recognize that people live in communities • Increase perception of self-efficacy	• Expand sphere of concern • Become aware of interdependence	• Develop principles and ethical thinking • Increase commitment to take action based on principles

APPENDIX V: DRAFT INSTRUCTIONAL CALENDAR 2015-2016

August '15

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

21 Instructional Days

September'15

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

21Instructional Days

October'15

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

12 Instructional Days

November'15

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

17 Instructional Days

December'15

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

14 Instructional Days

February'16

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

20 Instructional Days

March'16

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

14 Instructional Days

April'16

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

20 Instructional Days

May'16

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

21 Instructional Days

June'16

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

8 Instructional Days

2015	
7/20-7/28, 10/16	Teacher Work Days
7/29	First Day of School
8/20, 9/16, 11/16	Staff Development (Early Release)
9/7	Labor Day
10/5-10/15	Fall Intersession
11/11	Veterans Day
11/25-11/27	Thanksgiving Break
12/21-1/1/16	Winter Break (School Closed)

2016	
1/18	Martin Luther King Day
1/27, 2/23, 4/20, 5/19	Staff Development (Early Release)
2/15	Presidents Day
3/21	Teacher Work Days
3/22-4/1	Spring Intersession
5/30	Memorial Day
6/10	Last Day of School
190 Instructional Days	

APPENDIX VI-A: MANDARIN LANGUAGE ARTS CURRICULUM MAPS

KINDERGARTEN MANDARIN LANGUAGE ARTS

Mandarin Language Arts is based on the California World Language Content Standards and the California Common Core State Standards in English Language Arts. It also addresses concepts that are unique to the Mandarin language. Teachers may use Mei Zhou Hua Yu, a US-published curriculum, as a starting point for planning their lessons. Teachers will use content specific books in read alouds or for independent reading that integrate Mandarin Language Arts with Mathematics, Science, and Social Studies.

	Unit	Key Concepts
July & August	**All about Me** Students learn to greet their teachers and peers and talk about themselves. **School is Fun** They learn classroom rules and common vocabulary and phrases used in the classroom. They also learn about school supplies.	- Greetings - Develop language and vocabulary for common classroom language - Understand classroom rules - Understand and respond to basic questions such as name and age - Listen to literature about starting school and identify characters and setting - Understand that characters are composed of individual strokes and write the basic strokes - Develop tonal awareness
September & October	**My Family & My Friends** Students learn to introduce their family members, including pets, if any. They learn social language for making friends. They listen to literature about family and friendship. **Colors of Fall** Students learn colors and activities for fall. **Mid-Autumn Festival** Students listen to legends about the holiday and learn how it is celebrated.	- Develop vocabulary for family members, animals, and colors - Draw/dictate/write members in one's own family - Identify and name fall colors - Develop vocabulary and understand meaning of vocabulary - Recognize basic strokes and understand that strokes are written in fixed directions - Recognize and write characters for numbers 1-10 - Understand that certain parts of Mandarin characters are pictorial - Recognize and read basic characters starting with pictographs - Understand key elements of the Mid-Autumn Festival - Listen to fiction and identify characters and settings - Sing songs and recite rhymes and understand their basic meaning
November	**Harvest Time!** Students learn the names of fall fruits, as well as foods eaten during Thanksgiving. They listen to informational text about the Pilgrim's voyage to America and compare how people lived back then to how we live now.	- Develop vocabulary and phrases for talking about fruits, food, likes and dislikes - Demonstrate understanding of common verbs and adjectives - Locate the title of the book, use illustrations and context to make predictions - Compare and contrast lives in the past and now - Understand that characters are composed of radicals - Start to recognize radicals and know their meaning - Follow correct stroke order to produce known characters

		- Sing songs and recite rhymes and understand their basic meaning
December	**Colors of Winter & Holiday Season** Students learn winter colors and activities and how people around the world celebrate winter holidays.	- Develop vocabulary for colors and winter activities, and talk about one's preference - Listen to and read literature about winter holidays - Understand conversations within a familiar and meaningful context - Retell familiar stories with prompt and support - Follow correct stroke order to write characters - Sing songs and recite rhymes and understand their basic meaning
January	**Body Parts & Movement** Students identify body parts and learn to describe what they use each body part to do (action words). Listen to and read literature related to the topic.	- Develop vocabulary and language for body parts and verbs - Recognize core characters and state meaning - Follow correct stroke order to write characters - Sing songs and recite rhymes and understand their basic meaning - Understand conversations within a familiar and meaningful context
February	**Chinese New Year** Students learn about blessing phrases, food and how people celebrate. They understand Chinese New Year customs through folk stories.	- Use blessing phrases to greet others - Develop vocabulary related to topic - Listen to fiction and informational text about Chinese New Year - Attend to spoken Mandarin for sustained periods of time - Understand familiar words and phrases in context - Ask and answer questions about key details in a text with prompt and support - Follow correct stroke order to write characters
March	**Spring is Here!** Students learn about animals, insects and their habitat. They learn about the life cycle of butterflies. They listen to and read informational text about animals and insects.	- Develop vocabulary and phrases for animals, insects and where they live - Observe and describe the life cycle of butterflies - Understand and know the meaning of radicals used in this unit - Follow correct stroke order to write characters - Begin to write short phrases and simple sentences
April	**Plant a Tree** Students learn about trees and flowers. They learn the structure of plants, benefits of trees, and what plants need to grow. They listen to and read informational text about plants.	- Develop vocabulary and phrases for plants - Observe and describe the structure of plants, and what they need to grow - Begin to write short phrases and simple sentences - Read literature related to transportation - Understand and know the meaning of radicals used in this unit - Write core characters following the correct stroke order
May & June	**What Should I Wear Today?** Students describe the seasons and weather, and use the weather forecast to help determine what to wear. They listen to and read fiction and informational text about weather and people's choice of clothing and activities.	- Develop vocabulary for seasons, weather and clothing - Look up weather forecast with the assistance of teacher/parents - Describe the clothing student is wearing and why s/he chose to wear those items - Recognize core characters for the topic - Begin to read basic characters and simple sentences - Write core characters following the correct stroke order

FIRST GRADE MANDARIN LANGUAGE ARTS

Mandarin Language Arts is based on the California World Language Content Standards and the California Common Core State Standards in English Language Arts. It also addresses concepts that are unique to the Mandarin language. Teachers may use Mei Zhou Hua Yu, a US-published curriculum, as a starting point for planning their lessons. Teachers will use content specific books in read alouds or for independent reading that integrate Mandarin Language Arts with Mathematics, Science, and Social Studies.

	Unit	Key Concepts
July & August	**More About Me** Students learn vocabulary and sentences to introduce themselves. **Class Begins!** They learn classroom rules, common vocabulary, phrases and sentences used in the classroom, and the teacher's instructions. They also learn school supplies, materials and classroom furniture.	- Self-introduction - Understand, ask and respond to questions about one's name, age, grade and where s/he lives - Develop language and vocabulary for common classroom objects and language - Understand and respond to teacher's instructions - Understand classroom rules - Develop good learning habits - Learn stroke names and phrases - Write core characters following the correct stroke order - Use the correct tones when speaking
September & October	**My Birthday** Students learn year, months and dates. They learn vocabulary, phrases and sentences about birthdays, parties and relevant food. They sing birthday songs. They learn how people celebrate life in different parts of the world. **Literature World** Students listen to and read stories from around the world, describe characters, settings and events. They ask and answer questions about key details in the story, and can re-tell the story and the central message. **Mid-Autumn Festival** Students listen to legends about the holiday and learn why and how it is celebrated. Students also learn famous poems written for this festival.	- Develop vocabulary for year, months and dates - Develop and use appropriate language relating to someone's birthday - Reading foundation skills - Key ideas and details in fiction - Describe characters, settings and events - Understand and retell the central message in fiction - Understand the different structures of characters - Review/learn characters from 0-31 - Recognize and write characters for core characters - Understand and describe key elements of the Mid-Autumn Festival - Read poems and understand the basic meaning of the poem, as well as the central message in the poem

November	**Let's Make a Turkey!** Students learn the names of ingredients, spices, common kitchen objects and action verbs. They learn words to tell sequence. Students participate in a project that requires them to research how to make a dish, and present the results in written and oral forms.	- Develop vocabulary and phrases for fruits, food, likes and dislikes - Develop vocabulary for common verbs - Ordering and sequential words - Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions) - Identify radicals and know their meaning - Follow correct stroke order to produce known characters
December	**I'm Cold!** Students learn about the four seasons, weather and clothes. They also learn different illnesses and associated feelings. They read informational text about common illnesses and share their experiences.	- Develop vocabulary for season, weather and clothes - Talk about feelings - Discuss past experience - Listen to and read text about common illnesses - Describe the connection between two individuals, events, ideas or pieces of information in a text - Understand repeated language patterns - Recognize and write characters for core characters
January	**World Traveler** Students identify major countries, continents, cities and landmarks around the world. They listen to and read literature related to the history, culture and features about the countries and world adventures. Students plan an imaginary trip around the world.	- Develop vocabulary and language for Countries of the World - Compare and contrast the adventures and experiences of characters in stories - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings - Recognize core characters and state meaning - Follow correct stroke order to write characters - Sing songs and recite rhymes and understand their basic meaning

February	**Chinese New Year & Lantern Festival** Students learn blessing phrases, food and how people celebrate the two festivals. They learn about the Twelve Zodiac Animals. They understand customs and history through folk stories.	- Use and respond to blessing phrases - Develop vocabulary related to the topic - Listen to fiction and informational text about Chinese New Year and the Lantern Festival - Identify basic similarities and differences between two texts on the same topic - Ask and answer questions about key details in a text with prompt and support - Understand the main idea of a new story - Write core characters following the correct stroke order - Follow correct stroke order to write characters - Sing songs and recite rhymes and understand their basic meaning
March	**Transportation** Students learn transportation by sea, air and land. They identify the mode of transportation they would use to go to places in their community, as well as outside their community. **Tea Drinking** Students learn the history of tea, different kinds of tea and the method of tea drinking.	- Develop vocabulary and phrases for talking about means of transportation - Read literature related to transportation - Understand the tea culture - Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text - Ask and answer questions about key details in a text read aloud, or information presented orally or through other media - Understand and know the meaning of radicals used in this unit - Follow correct stroke order to write characters

April	**I Want to be a …** Students learn names of different occupations. They read biographies of famous people. They express personal choice of occupation for the future.	- Understand vocabulary and sentences about occupation - Read literature related to occupation - Identify the reasons an author gives to support points in a text - Produce complete sentences - Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion) - Understand and know the meaning of radicals used in this unit - Write core characters following the correct stroke order
May & June	**Community** Students learn the name of places in the community. They listen to and read texts on this topic. **Mother's and Father's Day** Students learn and review words about family. They learn how to express love and give reasons. Students listen and read stories. **Dragon Boat Festival** Students learn phrases, food and how people celebrate this festival. They understand customs and history through folk stories.	- Develop vocabulary for places in the community, family and the Dragon Boat Festival - Develop words and sentences to express opinions - Listen to fiction and informational text about the Dragon Boat Festival - Understand familiar words and phrases in context - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood - Write opinion pieces - Recognize core characters for topic - Write core characters following the correct stroke order

APPENDIX VI-B: ENGLISH LANGUAGE ARTS CURRICULUM MAPS

KINDERGARTEN ENGLISH LANGUAGE ARTS

English Language Arts units interweave reading, writing, and oral language. Lessons are differentiated through guided reading groups and independent reading. The units are aligned with the California Common Core State Standards for English Language Arts and the California English Language Arts/English Language Development Framework. The following curricula are for illustrative purposes only as teachers may modify the booklist according to the curriculum they design: Saxon Phonics and Spelling, Reading A-Z, and Step Up to Writing.

	Unit	Key Concepts
July & August	**Welcome to Kindergarten!** Writing Focus: Ideas Students learn the procedures and routines for language arts lessons and workshops. In shared reading and read alouds, they read a variety of fiction and nonfiction books. They begin choosing their own books for independent reading. In writing, they study prewriting techniques.	- Procedures and routines - Choosing books - Talking about books - Pre-writing
September	**Playing with Language, Letters, Sounds and Words** Writing Focus: Ideas Students focus on playing with language through rhyming and building phonemic awareness. They begin studying letters and letter-sound relationships. In shared reading and read alouds, the focus is on answering and asking questions. They begin sharing opinions in writing.	- Rhyming - Looking for letters, sounds and words - Asking and answering questions - Writing drafts and sharing opinions
October & November	**Concepts About Print** Writing Focus: Organization Students learn about print concepts and book parts. They continue learning about letter-sound correspondence. There is an emphasis on pattern books in reading. In writing, they focus on organizing their ideas and creating their own pattern books.	- Book parts - 1:1 correspondence - Who is an author or illustrator - Illustrations in stories - Putting things into categories
December & January	**Being a Word Solver** Writing Focus: Organization Students learn word attack and analysis skills on their way to becoming beginning readers. They start to use a variety of clues in their reading and to monitor comprehension. They begin to revise writing with their teacher and peers.	- Use picture, pattern and initial sound clues - Stop and think while reading - Making predictions - Revising your writing

February	**Making Connections** Writing Focus: Voice Students learn about how to make connections between texts and their prior knowledge. In shared reading, read alouds and independent reading, they study a variety of types of texts. They continue working through the writing process by exploring different genres such as poetry, fantasy and realistic stories.	- Making connections while reading, referencing prior knowledge - Different types of texts (poems, fantasy, etc.)
March	**Comparing and Contrasting** Writing Focus: Word Choice Students learn to compare and contrast in fiction and nonfiction texts, as well as in their study of multiple meaning words and opposites. They participate in shared research and writing projects.	- Compare and contrast characters - Compare and contrast two texts on the same topic - Words with multiple meanings - Shared research
April	**Re-telling** Writing Focus: Sentence Fluency Students study the narrative form in their reading and writing, including character, setting and plot. They focus on re-telling familiar stories and books.	- Telling stories - Retelling stories - Story structure - Writing narratives
May & June	**Genre Study: Nonfiction** Writing Focus: Conventions, Sharing Information Students focus on nonfiction in their reading and writing. They learn to identify the main idea and details in texts. They begin to consistently use standard English conventions in their writing. **Author Study** Writing Focus: Presentation Students study one author as a culminating unit. They compare and contrast elements of books in the author's writing. They learn different ways to publish their writing as the culmination of the writing process.	- Fiction v. nonfiction - Using illustrations and captions - Identifying the main idea - Compare and contrast characters - Pulling together comprehension and word analysis strategies to study one author - Publishing your writing

-

FIRST GRADE ENGLISH LANGUAGE ARTS

English Language Arts units interweave reading, writing, and oral language. Lessons are differentiated through guided reading groups and independent reading. In first grade, decoding skills are developed, along with comprehension and specific skills that are integrated into each unit. The units are aligned with the California Common Core State Standards for English Language Arts and California English Language Arts/English Language Development Framework. The following curricula are for illustrative purposes only as teachers may modify the booklist according to the curriculum they design: Saxon Phonics and Spelling, Reading A-Z, and Step Up to Writing.

	Unit	Key Concepts
July & August	**Welcome to First Grade!** Writing Focus: Ideas Students re-visit the procedures and routines for language arts lessons and workshops. In shared reading and read alouds, they read a variety of fiction and nonfiction books. They choose their own books for independent reading. They learn about long and short vowel sounds. In writing, they study prewriting techniques.	- Procedures and routines - Choosing books -Talking about books - Pre-writing - Short and long vowel sounds
September	**Re-telling** Writing Focus: Organization Students focus on telling and re-telling stories orally and in writing. They organize their thinking with a beginning, middle and end, using sentence and story structure. They continue to develop phonological awareness. They use verbs to express sense of time. They practice writing narratives.	- Telling stories - Re-telling from books - Story structure - Story elements - Sentence structure - Blending and segmenting phonemes
October	**Monitoring for Meaning** Writing Focus: Organization Students focus on monitoring comprehension while they are reading, including referencing prior knowledge. They learn fix-up strategies for when they get lost. They develop decoding skills. They practice sharing their opinions in writing.	- Stop and think while reading - Comprehension and fix-up strategies - Consonant and vowel digraphs - Sharing opinions
November & December	**Characters** Writing Focus: Voice Students study characters in stories. They compare and contrast characters and learn about points of view, including a nonfiction author's. They continue developing decoding skills. They practice writing using different points of view.	- Characterization - Point of View - Identifying how an author supports reasoning - Final –e words - Syllables
January & February	**Creating Sensory Images** Writing Focus: Word Choice Students learn to use their senses while reading and writing. They read and write in a variety of genres, including poetry.	- Making mind movies - Using sensory images

March	**Reading Across Genres** Writing Focus: Word Choice Students learn about a topic by reading across genres, including informational books, stories and poems. They write about the topic as a shared research project.	- Finding information about a topic - Differences between genres - Using text structures and features - Shared research
April	**Inferring** Writing Focus: Sentence Fluency Students learn that readers sometimes need to infer to understand their reading. They make predictions about texts and look for evidence. They continue developing decoding skills.	- Making predictions - Looking for answers in text - Basic two-syllable words - Inflectional endings
May & June	**Genre Study: Nonfiction** Writing Focus: Conventions Students focus on nonfiction in their reading and writing. They learn to identify the main idea and details in texts. They further develop their use of standard English conventions in their writing. **Author Study** Writing Focus: Presentation Students study one author as a culminating unit. They compare and contrast elements of books in the author's writing. They learn different ways to publish their writing as the culmination of the writing process.	- Fiction v. nonfiction - Using illustrations and captions - Identifying the main idea - Informational writing - Pulling together comprehension and word analysis strategies to study one author - Publishing your writing

APPENDIX VI-C: SOCIAL SCIENCE CURRICULUM MAPS

KINDERGARTEN SOCIAL SCIENCE

In Social Science, students learn about their community, country, and world. In kindergarten, the concepts are closely tied to their own experiences. Literacy is integrated through shared reading of content specific texts and through writing about their learning and experiences. The units are based on California History-Social Studies Content Standards and the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Teachers will use Houghton Mifflin's History/Social Studies as a basis to plan their lessons.

	Unit	**Key Concepts**
July & August	**Being a Good Citizen** Students learn about rules, consequences and citizenship. They learn about characteristics of good citizens through stories and folktales.	- Understand and follow class and school rules - Learn about characteristics of good citizens - Understand that actions have consequences
September	**My School** Students study their school. They learn about the people there and their jobs. They map out and describe the school's layout.	- Relative locations (near/far, right/left) - The school's layout - People at the school
October & November	**Jobs People Do** Students learn about the work that people do in the school and in their community.	- Familiar jobs
December & January	**Maps** Students study their community and neighborhood using maps. They construct maps and models. They connect places on maps to historical stories.	- Identify land and water on maps - Identify traffic symbols and map symbols - Construct maps and models
February	**Being an American Citizen** Students learn about national and state symbols and icons.	- Identifying flags - Identifying symbols (bald eagle and Statue of Liberty)
March & April	**Time** Students reinforce their learning about time and calendars from their mathematics lessons. They sequence events in temporal order and use calendars.	- Ordering events in time - Identify and order days, weeks and months
May & June	**Learning about the Past** Students learn about the past by studying holidays and American legends. They read historical accounts of famous people. They also study how daily life was different for people in the past.	- Identifying reasons for commemorative holidays - Historical figures (George Washington, Pocahontas, etc.) - Comparing and contrasting their lives with daily life in the past

FIRST GRADE SOCIAL SCIENCE

In Social Science, students learn about their community, country, and world. Literacy is integrated through shared reading of content specific texts and through writing about their learning and experiences. The units are based on the California History-Social Studies Content Standards and the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Teachers may use Houghton Mifflin's History/Social Studies as a basis to plan their lessons.

	Unit	Key Concepts
July & August	**Rights and Responsibilities** Students learn about rules, consequences and citizenship. They learn about characteristics of good citizens through stories and folktales.	- How we make rules - Good sportsmanship - The "Golden Rule"
September & October	**Places** Students study absolute and relative locations of places and people. They describe places using maps and models. They learn about how different places affect how people live.	- Locate the local community, California, the US, the 7 continents and 4 oceans - Compare 3-D models and pictures - Make simple maps - The relationship between the physical environment and human life
November & December	**Work and Money** Students explore basic economic concepts through role-play. They identify different types of work and the roles people play in the community.	- Understand how money is used - Identify jobs that manufacture, transport, and market goods and services
January & February	**Life Now and Then** Students learn about the past by comparing and contrasting everyday life in different times and places.	- Compare schools and communities in the past - Compare past transportation - Differences and similarities in everyday life
March & April	**American Symbols and Traditions** Students study American traditions. They learn about national holidays. They identify American symbols and historical events.	- Recite the Pledge of Allegiance - Sing patriotic songs - Understand national holidays - Identify symbols such as the bald eagle, Statue of Liberty, the Constitution
May & June	**Diversity in America** Students study diversity in their school and community. They learn about different forms of diversity and about different cultures. They extend their learning to the country, including American Indians and immigrants.	- Forms of diversity - Benefits and challenges of diversity - How American Indians and immigrants have shaped American culture - Compare different cultures within the community

APPENDIX VI-D: MATHEMATICS CURRICULUM MAPS

KINDERGARTEN MATHEMATICS

Mathematics instruction focuses on problem solving and reasoning, which takes place in two periods during the day. Key concepts in mathematics are taught and practiced during mathematics skills lessons and then applied to practical use during the STEAM project-based learning period. Manipulatives and hands-on learning experiences are used throughout. Instruction is differentiated through targeted small group instruction. Language Arts is integrated as students read, write, and talk through the problem solving process. Teachers will use Houghton Mifflin's Math in Focus and reference Taiwan/China-published mathematics curricula to build their lessons. The units will be aligned to the California Common Core State Standards for Mathematics.

	Unit	Key Concepts
July & August	**Who is in School Today?** Students study the students in the classroom to develop concepts about counting, sorting and classifying. They carry out a data investigation about members of the class. They explore and begin to use mathematics manipulatives, the calendar, and ways to represent strategies and solutions	- Counting - One-to-one correspondence - Equivalent sets - Attributes - Surveys - Calendars
September	**Counting and Comparing** Students continue to develop counting strategies and the idea of equivalent sets. They begin to compare quantities and lengths.	- Counting up to 10 - Compare and sort objects by length - Compare and order quantities
October & November	**What Comes Next?** Students sort, classify and compare objects. They construct, describe and extend repeating patterns with manipulatives and in visual representations.	- Sort and compare objects - Identify and describe repeating patterns - Determine what comes next in a repeating pattern
December & January	**Measuring and Counting** Students learn about measuring length. They use game boards to apply mathematical concepts. They extend their study of counting to larger numbers. They begin developing strategies for addition and subtraction. They compare quantities.	- Measuring length - Counting up to 20 - Adding and subtracting small numbers (up to 10) - More than or fewer than
February & March	**Make a Shape, Build a Block** Students explore and describe 2-D and 3-D shapes through the use of manipulatives and pictures. They relate geometric shapes to real-life objects. They construct shapes and use shapes to compose other shapes.	- Describe, identify, compare and sort 2-D and 3-D objects - Construct geometric objects - Compose and decompose shapes - Describe and extend repeating shape patterns

April	**How Many Do You Have?** Students learn to count by 2s and 5s. Students extend counting up to 100 and continue using game boards. They continue developing strategies for addition and subtraction, including story problems. They extend their understanding of time using the calendar and daily schedule.	- Counting by 2s and 5s - Counting up to 100 by ones and tens - Adding and subtracting single digit numbers, with totals to 20 - Solving story problems - Days of the week and time
May & June	**How Much Do You Have?** Students start to identify and relate coin values, count and make coin combinations. They use operation signs to write number sentences for addition and subtraction stories.	- Counting and making coin combinations - Using mathematic operation signs (+, -, =) to write number sentences.

FIRST GRADE MATHEMATICS

Mathematics instruction focuses on problem solving and reasoning, which takes place in two periods during the day. Key concepts in mathematics are taught and practiced during mathematics skills lessons and then applied to practical use during the STEAM project-based learning period. Manipulatives and hands-on learning experiences are used throughout. Instruction is differentiated through targeted small group instruction. Language Arts is integrated as students read, write, and talk through the problem solving process. Teachers may use Houghton Mifflin's Math in Focus and reference Taiwan/China-published mathematics curricula to build their lessons. The units are aligned to the California Common Core State Standards for Mathematics.

	Unit	Key Concepts
July & August	**How Many of Each?** Students learn to count, order and compare quantities. They also work on addition up to 10 and making sense of story problems. Students begin calendar and clock routines.	_ Counting, ordering and comparing _ Addition up to 10 _ Story problems - Time
September	**Making Shapes and Designing Quilts** Students learn about 2-D shapes. They study composing and decomposing shapes and geometric transformations, as well as patterns and symmetry. As a culminating project, they make paper quilts using shapes and patterns.	_ Describing, comparing, classifying 2-D shapes _ Composing and decomposing shapes _ Geometric transformations _ Patterning - Symmetry
October	**Solving Story Problems** Students learn about counting to higher numbers. Through games and story problems, they develop their understanding of addition and subtraction.	_ Counting to higher numbers _ Counting on as an addition strategy _ Addition and subtraction using numbers and notation - Addition and subtraction to 20
November	**What Would You Rather Be?** Students study data collection and representation. They learn to sort objects using a given attribute.	_ Collecting and sorting data _ Representing data - Sorting objects
December & January	**Fish Lengths and Animal Jumps** Students study linear measurement using nonstandard and standard units. They solve story problems that involve length, weight and volume.	_ Linear measurement _ Partial units in measurement _ Comparing length, weight and volume
February	**Number Games and Crayon Puzzles** Students further their understanding of addition and subtraction using and describing a number of strategies. They explore using tools such as the number line and 100 chart to solve problems.	_ Addition with 2 and 3 addends _ Multiple strategies for adding and subtracting _ Addition and subtraction to 40 _ Story problems _ Using a number line and 100 chart
March	**Color, Shape, and Number Puzzles** Students make, describe and extend repeating patterns. They extend their understanding of patterns to number	_ Repeating patterns _ Number sequences

	sequences within problem solving.	
April	**Twos, Fives, and Tens** Students study numbers to 100 and beyond. They continue to develop fluency with addition problems and begin work with the base-10 system. They count by 2s, 5s, and 10s.	_ Counting and writing numbers to 100 and beyond _ The importance of 10 _ Comparing numbers _ Counting by 2s, 5, and 10s
May & June	**Shapes and Equal Parts** Students study 2-D and 3-D shapes and build and draw shapes to possess defining attributes. They use 2-D or 3-D shapes to create a composite shape and compose new shapes from the composite shape. They partition shapes into two and four equal shares.	- Describing, naming and classifying 3-D shapes _ Understanding the relationship between 2-D and 3-D shapes _ Partitioning shapes into equal shares

APPENDIX VI-E: SCIENCE CURRICULUM MAPS

KINDERGARTEN SCIENCE

In Science, students learn about the scientific process and content through hands-on investigations in the STEAM project-based learning period. Literacy is integrated into every unit as students read content specific materials, develop scientific vocabulary, and write about the process.

The lessons are based on the Next Generation Science Standards for California. The California Common Core State Standards for English Language and Literacy in History/Social Studies, Science, and Technical Subjects are also integrated. Teachers may use Full Option Science System (FOSS) and the Science and Technology Concepts (STC) Program developed by the Smithsonian Science Education Center.

	Unit	Key Concepts
July, August, September, & October	**Animals Two by Two** Students observe and compare common land and water animals. They learn about animal parts (arms, legs, etc.). As part of their study, they draw pictures and diagrams. They observe differences in structure and behavior, and learn about the basic needs of animals. They listen to or read fictional stories about animals, which they compare to real life.	- All animals need food in order to live and grow. They obtain their food from plants or from other animals. - Animals can change their environment - Living things need water, air and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. - Things that people do to live comfortably can affect the world around them, but they can make choices that reduce their impact on the land, water, air and other living things. - Designs can be conveyed through sketches, drawings or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.
November, December, January, & February	**Materials and Motion** Students investigate how the properties of materials can change. They observe water in its liquid and solid form and transform it from one state to another. They explore and observe ways (i.e., heating, freezing, mixing, cutting, etc.) that properties of materials can be changed. Students explore how objects are put into motion and investigate a variety of ways to make things move and what causes them to change speed, direction and/or stop. They develop basic	- Water has different states - Properties of materials can be changed - Pushes and pulls can have different strengths and directions - Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it - When objects touch or collide, they push on one another and can change motion - A bigger push or pull makes things speed up or slow down more quickly - A situation that people want to change or create can be approached as a problem to be solved through

	understanding of what makes something move or creates a force. Students also study the sun and understand that it's an energy source. They use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. They listen to or read informational text about the effects of the sun's energy on animals and plants.	engineering. Such problems may have many acceptable solutions. - People encounter questions about the natural world every day - People depend on various technologies in their lives; human life would be very different without technology
March, April, May, & June	**Trees and Weather** Students observe trees and leaves over the seasons to form a better understanding of the trees' place at school and in the community. Students observe day-to-day changes in weather over the year, as well as the impact weather has on living things. They learn about plant parts (stems, leaves, roots). As part of their study, they plant seeds and monitor their growth. They listen to or read fictional stories about plants, which they compare to real life. Students study the weather and how it changes from day to day and across the seasons. They learn how to describe weather conditions and track it on a daily basis. Students engage in discussions about how weather conditions affect plants and how they change across the seasons.	- Plants need water and light to live and grow - Plants and animals can change their environment - Living things need water, air and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. - Things that people do to live comfortably can affect the world around them, but they can make choices that reduce their impacts on the land, water, air and other living things. - Sunlight warms the Earth's surface. - Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to detect patterns over time. - Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. - Trees as resources that are used in everyday life

FIRST GRADE SCIENCE

In Science, students learn about the scientific process and content through hands-on investigations in the STEAM project-based learning period. Literacy is integrated into every unit as students read content specific materials, develop scientific vocabulary, and write about the process.

The lessons are based on the Next Generation Science Standards for California. The California Common Core State Standards for English Language and Literacy in History/Social Studies, Science, and Technical Subjects are also integrated. Teachers may use Full Option Science System (FOSS) and the Science and Technology Concepts Program developed by the Smithsonian Science (STC) Education Center.

	Unit	**Key Concepts**
July, August, September, & October	**Sound and Light** Students investigate how sound is produced and how it can make objects vibrate. They learn about light and observe what happens to its path when something is placed in front of it. Students use their knowledge to design and build a device that uses light or sound to solve the problem of communicating over a distance. Students read fiction and informational text and connect what they read to what they observe and experience in their everyday life.	- Sound can make matter vibrate, and vibrating matter can make sound - Objects can be seen if light is available to illuminate them or if they give off their own light - Different types of materials allow different amounts of light to pass through them - People use a variety of devices to communicate over long distances - People depend on various technologies in their lives; human life would be very different without technology

November, December, January, & February	**Organisms** Students investigate the needs of animals and plants and the different ways they meet their needs in order to grow and develop. They observe the structure of plants and discover how new plants propagate from mature plants. Students observe how animals and plants coexist and determine the basic needs of every living thing, as well as needs that are unique to each organism. Students apply what they have learned about organisms to humans, exploring how human beings are similar to, and different from, other living things. They use materials to design a solution to a human problem by mimicking how animals/plants use their external parts to help them survive, grow and meet their needs. Students read informational text and view photos and videos to further their understanding of the topic.	- All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also use different parts that help them survive and grow. - Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. - Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. - Young animals are very much, but not exactly like, their parents. Plants also are very much, but not exactly, like their parents. - Individuals of the same kind of plant or animal are recognizable as similar, but can also vary in many ways. - Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world.
March, April, May, & June	**Air and Weather** Students learn about air and that it takes up space. They investigate how the pressure from compressed air can move things. They observe weather and use scientific tools to measure the phenomena they observe with their senses. They record their own data and discuss their findings on cloud cover, precipitation, wind and temperature. They apply their new skills and knowledge to make predictions about the weather in their area. They compare their own weather predictions to the predictions of the local meteorologist and what actually happens with the weather where they live. Students also learn about the sun and the moon. They observe the sun and moon and understand that their	- Air is a gas and is all around us - Air is matter and takes up space - Weather describes conditions in the air outside; it occurs both during the day and night - Wind is moving air - The pressure from compressed air can move things; air resistance affects how things move - Weather changes from day to day and week to week - Features of weather include cloud cover, precipitation, wind and temperature - Weather conditions (temperature, wind, snow, rain) can be measured using tools such as thermometers, wind vanes, anemometers and rain

	locations change during the time of the day. They also learn about stars. Students read fiction and informational text and connect what they read to what they observe and experience in their everyday life.	gauges. - Meteorologists are scientists who study, observe and record information about the weather, and who use that information to forecast the weather - Daily changes in temperature, precipitation and weather type can be observed, compared and predicted. - Weather affects the decisions people make about the clothing they will wear and about their outside activities - The moon can be seen sometimes at night and sometimes during the day - The moon looks different every day, but looks the same again about every 4 weeks - There are more stars in the sky than anyone can easily see or count - The sun can be seen only in the daytime - The Sun and Moon can be observed moving across the sky; we see them at different locations in the sky, depending on the time of day or night - Patterns of the motion of the sun, moon and stars in the sky can be observed, described and predicted - Seasonal patterns of sunrise and sunset can be observed, described and predicted - Patterns in the natural world can be observed, used to describe phenomena and used as evidence

APPENDIX VII: SAMPLE STEAM PROJECT-BASED LEARNING LESSON

PROJECT DESIGN: OVERVIEW		
Name of Project: Staying Safe While Having Fun!		**Duration: 12 weeks**
Subject/Course: Life Sciences	**Teacher(s): Ms. Liu**	**Grade Level: 1**
Other subject areas to be included, if any: **Engineering, Technology, Mandarin Language Arts, Art, ELA, Math**		

Significant Content (CCCSS and NGSS)	NGSS 1-LS-1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. NGSS 1 LS1.A All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts that help them survive and grow. K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. ELA 1.R.1 Ask and answer questions about key details in a text. ELA 1.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. ELA 1.RI.4 Ask and answer question s to help determine or clarify the meaning of words and phrases in a text. ELA 1.RI.7 Use the illustrations and details in a text to describe its key ideas. ELA 1.RI.9 Identify basic similarities in and differences between two texts on the same topic. ELA 1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. ELA 1.W.7 Participate in shared research and writing projects. ELA 1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. ELA 1.SL.1 Participate in collaborative conversations with diverse partners and grade 1 topics and texts with peers and adults in small and larger groups. ELA 1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. ELA 1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. Visual Arts 4.3 Describe how and why they made a selected work of art, focusing on the media and technique. Math 1.OA Represent and solve problems involving addition and subtraction. Math 1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object. Math 1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Math 1.G.1 Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes.

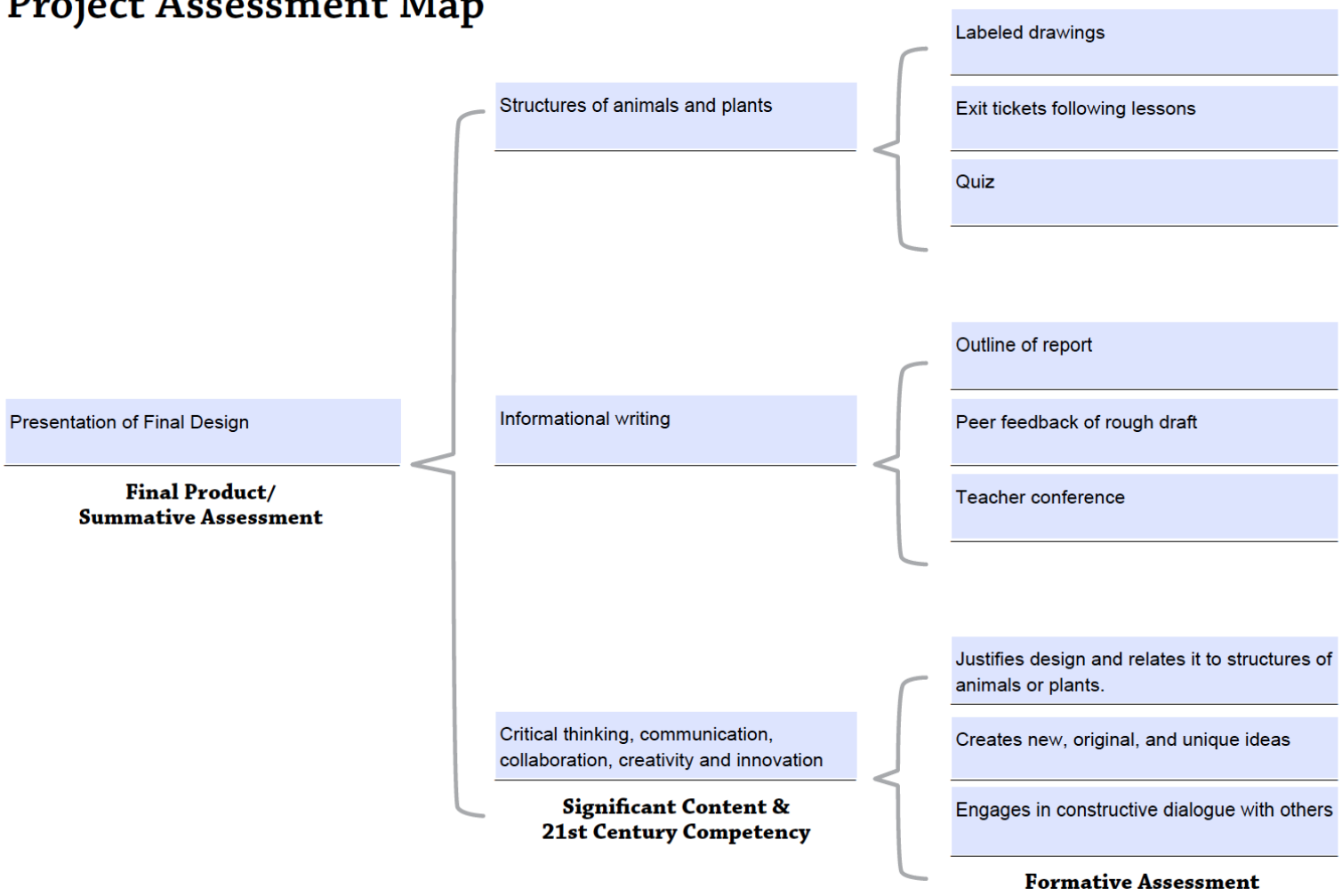
21st Century Competencies (to be taught and assessed)	Collaboration	X	Creativity and Innovation	X
	Communication	X	Other:	
	Critical Thinking	X		
Project Summary (include student role, issue, problem or challenge, action taken, and purpose/beneficiary)	In this project, students take on the role of product designers who are tasked to make products that keep children safe when they are playing outdoors during the day and/or when it's dark. They will learn about plants' and animals' structures, what they need to survive and grow, and how they protect themselves in nature. They will apply what they learn about organisms to humans, exploring how human beings are similar to and different from other living things. They will use materials to design a solution to the problem by mimicking how animals/plants use their external parts to help them survive, grow, and meet their needs. They will listen to presentations by animal and/or botanical researchers and product designers and interview them via video chats, interview school mates to find out problems they encounter when playing outdoors, work in teams to create solution and design a prototype, and finally present to parents, classmates, and experts from local product design companies.			
Driving Question	How can we, as safety product designers, solve problems children face when playing outdoors, during the day and/or when it's dark?			
Entry Event	A product designer will talk to students via video chat to request their help to design a product to help keep children safe.			
Products	Individual: - Written and oral report on how plants and animals use their parts to help them survive and grow and how that can be applied to solve problems humans face - Drawings showing structures of plants and animals - Graph showing the growth of plants in different conditions (e.g. direct sunlight, in the dark, etc.)		Specific content and competencies to be assessed: - Life Sciences: organism structures, external features - Informational writing - Math: measurement of plants and comparison of their growth	
	Team: - Present prototype of design		Specific content and competencies to be assessed: - Critical thinking - Visual art - Collaboration, speaking and listening	

PROJECT DESIGN: OVERVIEW				
Public Audience (Experts, audiences, or product users students will engage with during/at end of project)	Product designer: entry event & throughout the project Botanical/animal researchers: throughout the project Experts (e.g. product designers, entrepreneurs): final presentation Parents & classmates: final presentation			
Resources Needed	On-site people, facilities: classroom teacher, principal			
	Equipment: laptops, internet access			
	Materials: FOSS module "Plants and Animals"			
	Community Resources: local animal and botanical researchers, product designers, entrepreneurs			
Reflection Methods (Individual, Team, and/or Whole Class)	Journal/Learning Log	X	Focus Group	
	Whole-Class Discussion	X	Fishbowl Discussion	
	Survey	X	Other:	

PROJECT DESIGN: STUDENT LEARNING GUIDE			
Project: Staying Safe While Having Fun!			
Driving Question: How can we, as safety product designers, solve problems children face when playing outdoors, during the day and/or when it's dark?			
Final Product(s) Presentations, Performances, Products and/or Services	Learning Outcomes/Targets content & 21st century competencies needed by students to successfully complete products	Checkpoints/Formative Assessments to check for learning and ensure students are on track	Instructional Strategies for All Learners provided by teacher, other staff, experts; includes scaffolds, materials, lessons aligned to learning outcomes and formative assessments
Written and Oral Report (Individual) I can participate in shared research and produce a report that explains the parts of plants and animals, how they use them to survive and grow, and how they can be applied to solve human's problems (1.W.2 & 1.W.7)	I can identify the parts of animals and plants	1. Labeled drawings 2. Exit ticket following lessons 3. Quiz	- Teacher model how to draw and label an animal or a plant - Teacher reads informational texts and shows videos
	I can write and present an informational report with illustrations.	1. Outline of report 2. Drafts of report (teacher and peer feedback)	- Teacher models how to create an outline when planning a report - Teacher models how to write an informational text - Writer's workshop (grouping by students' writing abilities) - Teacher reads informational texts and shows videos - Teacher models how to give constructive feedback to peers - Botanical/animal researchers' and product designer's presentation and interview
	I can measure the plants using a same-size length unit (e.g. paper clip) and record my result in a graph.	1. Completed graph 2. Quiz on measurement and graphing	- Teacher models how to order two plants by height using a third object - Teacher models how to use a same-size length unit to measure various objects in the classroom - Small group activity where students use

			different units to measure objects -Teacher models how to record data on a bar graph
Oral presentation on final design (team) I can describe the team's design with relevant details and express ideas clearly. (1. SL.4) I can add drawings or other visual displays to descriptions when appropriate to clarify ideas. (1.SL.5)	I can use visual aids to clarify my ideas. I can answer questions from the audience to clarify what is not understood. I can produce complete sentences.	1. Outline of report 2. Team members' tasks 3. Practice presentation (peer/teacher feedback) 4. Presentation rubric	- Teacher models how to divide a presentation into different sections and assign to team members - Teacher models desired presentational skills - Teacher models how to give constructive feedback
	I can work collaboratively with others to gather information, define a simple problem and develop a solution for the problem. I can work collaboratively and communicate effectively with others. I can use data to evaluate the design and decide with my team whether the design solves the problem.	1. Job list of each team member 2. Self and team reflection on how well everyone worked together 3. Journal entry of test result and improvements/adjustments made to design	- Teacher models how to use a check list to reflect on how well one collaborates with others - Teacher models how to test a design and record results in a journal - Teacher models how to evaluate data collected and think critically on whether a design needs improvements while thinking out loud and asking questions

Project Assessment Map



For more PBL resources, visit **bie.org**

©2014 BUCK INSTITUTE FOR EDUCATION

3702932
FILED
Secretary of State
State of California
AUG 15 2014
\cc

ARTICLES OF INCORPORATION
OF
BAY AREA LANGUAGE IMMERSION SCHOOLS

I.

The name of the Corporation shall be Bay Area Language Immersion Schools.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Herbert Theodore Patty
The Law Office of Herbert Theodore Patty
1625 the Alameda, Ste. 508
San Jose, CA 95126

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not

participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

VII.

The initial street address and initial mailing address of the Corporation is:

1776 Duvall Dr.
San Jose, CA, 95130

Dated: 8/15/14

Carol Cunningham, Incorporator

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

AUG 20 2014

Date:

DEBRA BOWEN, Secretary of State

BYLAWS
OF
BAY AREA LANGUAGE IMMERSION SCHOOLS
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this Corporation is Bay Area Language Immersion Schools.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of the Corporation is 1776 Duvall Dr., San Jose, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of the Corporation is to manage, operate, guide, direct and promote one or more California public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V
DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. The Corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School’s Charter. No part of the net earnings,

properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI
CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. The Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The Corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII
BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board").

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

b. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.

c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

d. Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than fifteen (15), unless changed by amendments to these bylaws. The Board shall include a minimum of one (1) community member representing each school operated by the Corporation. The community member may be a teacher, parent or member of the larger community wherein each school is located. Directors shall have experience in one or more areas critical to charter schools success: education, human resources/administration, government, business, facilities/real estate, public relations, technology, finance/accounting, nonprofit/corporate structure, law/legal compliance, leadership, and fundraising. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Corporation may appoint an additional director to ensure an odd number of Board members. All directors shall be designated by the existing Board of Directors.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for three (3) years and until a successor director has been designated and qualified. The terms of the initial Board of Directors shall be staggered, with three (3) directors serving a three (3) year term and two (2) directors serving a two (2) year term. The staggering of the initial directors' terms of service will be drawn by lot.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49% of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the Corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERM. Each director shall hold office for three (3) years and until a successor director has been designated and qualified. Directors may serve not more than three (3) consecutive terms. After serving three (3) consecutive terms a director becomes eligible to serve as a director after a one (1) year break in service.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than

a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within the granting agency's boundaries designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.

b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. The directors present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of directors from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, the Articles of Incorporation or these Bylaws. Directors may not vote by proxy. The vote or abstention of each board member present for each action taken shall be publicly reported.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates

b. All votes taken during a teleconference meeting shall be by roll call

c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting

d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda[25]

e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location

f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.[26]

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting.

[25] This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

[26] The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members
b. Fill vacancies on the Board of Directors or any committee of the Board
c. Fix compensation of the directors for serving on the Board of Directors or on any committee
d. Amend or repeal bylaws or adopt new bylaws
e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal
f. Create any other committees of the Board of Directors or appoint the members of committees of the Board
g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected
h. Approve any contract or transaction to which the Corporation is a party and in which one or more of its directors has a material financial interest

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII
OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of the Corporation shall be a President, a Secretary, and a Chief Financial Officer. The Corporation, at the Board's direction, may also have a Chairman of the Board and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of the Corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 8. PRESIDENT. The President shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require. If there is no Chairman of the Board, the President shall also preside at the Board of Directors' meetings.

Section 9. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX
CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest) unless all of the requirements in the Bay Area Language Immersion Schools' Conflict of Interest Code have been fulfilled.

ARTICLE X
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Bay Area Language Immersion Schools' Conflict of Interest Code have been fulfilled.

ARTICLE XI
LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

ARTICLE XII
INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII
INSURANCE

Section 1. INSURANCE. The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee,

or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV
MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. The Corporation shall keep:

a. Adequate and correct books and records of account
b. Written minutes of the proceedings of the Board and committees of the Board
c. Such reports and records as required by law

ARTICLE XV
INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary, as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the Corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. The Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVI
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year
b. The principal changes in assets and liabilities, including trust funds
c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes
d. The Corporation's expenses or disbursement for both general and restricted purposes
e. Any information required under these bylaws
f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

(a) Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than $50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than $50,000. For this purpose, an "interested person" is either:

(1) Any director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or

(2) Any holder of more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

(b) The amount and circumstances of any indemnifications aggregating more than $10,000 paid during the fiscal year to any director or officer of the Corporation pursuant to Article XII of these Bylaws.

ARTICLE XVII
BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall make any provisions of these Bylaws inconsistent with that Charter, the Corporation's Articles of Incorporation, or any laws.

ARTICLE XVIII
FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Bay Area Language Immersion Schools, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of the Corporation as adopted by the Board of Directors on _____; and that these bylaws have not been amended or modified since that date.

Executed on _____ at _____, California.

_____

_____,Secretary

BAY AREA LANGUAGE IMMERSION SCHOOLS
CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., the Bay Area Language Immersion Schools hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of Bay Area Language Immersion Schools ("Charter School"), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School's filing officer shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Principal, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

EXHIBIT A

Designated Positions

Designated Position	Assigned Disclosure Category
Members of the Governing Board	1, 2, 3
CEO/President	1, 2, 3
Chairman of the Board	1, 2, 3
CFO/Treasurer	1, 2, 3
Secretary	1, 2, 3
Executive Director	1, 2, 3
Principal	1, 2, 3
Consultants	*

*Consultants are included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Executive Director may determine in writing that a particular consultant, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The Executive Director's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code. (Gov. Code Section 81008.)

EXHIBIT B

Disclosure Categories

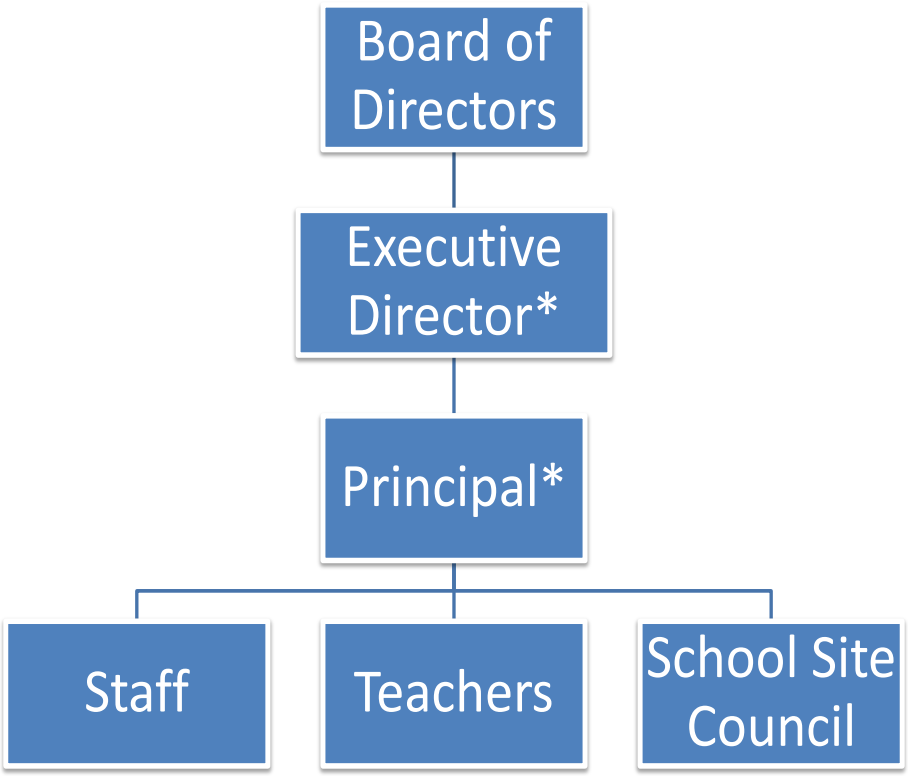
Category 1
Designated positions assigned to this category must report:

a. Interests in real property which are located in whole or in part within the boundaries (and a two mile radius) of the school district in which Bay Area Language Immersion Schools operates.
b. Investments in, income, including gifts, loans, and travel payments, from, and business positions in any business entity of the type which engages in the acquisition or disposal of real property or are engaged in building construction or design.
c. Investments in, income, including gifts, loans, and travel payments, from, and business positions in any business entity of the type which engages in, the manufacture, sale, repair, rental or distribution of school supplies, books, materials, school furnishings or equipment to be utilized by Bay Area Language Immersion Schools.

Category 2
Designated positions assigned to this category must report:
Investments in, income, including gifts, loans, and travel payments, from, and business positions in any business entity of the type which engages in the manufacture, sale, repair, rental or distribution of school supplies, books, materials, school furnishings or equipment to be utilized by Bay Area Language Immersion Schools, its parents, teachers and students for educational purposes. This includes, but is not limited to, educational supplies, textbooks and items used for extra-curricular courses.

Category 3
Designated positions assigned to this category must report:
Investments in, income, including gifts, loans, and travel payments, from, sources which are engaged in the performance of work or services of the type to be utilized by Bay Area Language Immersion Schools, its parents, teachers and students for educational purposes. This includes, but is not limited to, student services commonly provided in public schools such as speech therapists and counselors.

APPENDIX VIII-D: ORGANIZATION CHART



*For our first academic year (2015-2016), the BALIS Board will hire a Principal, who shall also act as Executive Director. The Principal shall continue to act as Principal and Executive Director until the budget allows for the hiring of a full-time Executive Director.

APPENDIX IX: OUTREACH LOCATIONS

PRESCHOOLS

2nd Star to the Right Preschool & Family Childcare	1593 Duvall Dr	San Jose, CA 95130	(408) 866-0532	
ABC Family Day Care	5197 Doyle Rd	San Jose, CA 95129	(408) 973-8226	
Action Day Primary Plus	1125 W Campbell Ave	Campbell, CA 95008	(408) 379-3184	www.actiondayprimaryplus.com/locations/coventry
Action Day Primary Plus	18720 Bucknall Rd	Saratoga, CA 95070	(408) 370-0357	www.actiondayprimaryplus.com
Action Day Primary Plus Phelan School	801 Hibiscus Ln	San Jose, CA 95117	(408) 985-5998	www.actiondayprimaryplus.com
Alka Montessori	70 S San Tomas Aquino Rd	Campbell, CA 95008	(408) 871-0320	www.alkamontessori.com
Beyond Learning	1811 Fallbrook Ave	San Jose, CA 95130	(408) 828-0819	www.beyondpreschool.com
Creative Habitat Children's Center	1190 W Latimer Ave	Campbell, CA 95008	(408) 374-4442	www.creativehabitat.biz
Dreamland Daycare	5005 Doyle Rd	San Jose, CA 95129	(408) 873-1685	
E T Kids Home Child Care	5083 Country Ln	San Jose, CA 95129	(408) 257-5425	www.etkids.org
Happy Day Care	5071 Doyle Rd	San Jose, CA 95129	(408) 425-6110	www.happydaycare.org
Kidz Korner Family Home Day Care	717 Charmain Dr	Campbell, CA 95008	(408) 379-7036	
Light of Knowledge Academy Pre-school	4211 Manzanita Dr	San Jose, CA 95129	(408) 218-1698	plus.google.com/101809860894770763746/about?gl=us&hl=en
Little Tree International Montessori	430 Darryl Dr	Campbell, CA 95008	(408) 364-1232	www.littletreemis.com
Miller Daycare	2206 S San Tomas Aquino Rd	Campbell, CA 95008	(408) 370-9070	
Mother Earth's Children Preschool	1352 Bent Dr	Campbell, CA 95008	(408) 871-1152	www.mecpreschool.com
My Pre-School Inc	1472 Saratoga Ave	San Jose, CA 95129	(408) 376-0385	www.my-preschool.com

Pasitos School	801 Hibiscus Ln	San Jose, CA 95117	(408) 244-3551	www.pasitosschool.com/Home.html
Pre-School & Kindergarten	1201 S Winchester Blvd	San Jose, CA 95128	(408) 246-6945	
Starbright School -- Campbell Campus	1806 W Campbell Ave	Campbell, CA 95008	(408) 374-4020	www.starbright.com
Sundance Child Care	3171 Gleneeden Way	San Jose, CA 95117	(408) 260-9680	
Sunshine Family Day Care	4058 Payne Ave	San Jose, CA 95117	(408) 296-1752	

ENRICHMENT

Allegro Performing Arts	1071 S Winchester Blvd	San Jose, CA 95128	(408) 249-5500	www.allegroperformingarts.com
Avloni Academy of Music	18572 Prospect Rd	Saratoga, CA 95070	(408) 203-3510	www.avlonimusic.com
Campbell Tae Kwon DO Academy	75 N San Tomas Aquino Rd	Campbell, CA 95008	(408) 866-9400	www.ygtaekwondo.com/YG_Lee_Tae_Kwon_Do/Home.html
David K's Music School	1428 Saratoga Ave	San Jose, CA 95129	(408) 866-0120	www.davidksmusicschool.com
Ernie Reyes' World Martial Arts and Kickboxing	90 N San Tomas Aquino Rd	Campbell, CA 95008	(408) 374-1177	www.erniereyes.com/html_documents/school/school.asp?change=yes
Gymboree Play & Music Center	1600 Saratoga Ave #517	San Jose, CA 95129	(408) 378-5318	www.gymboreeclasses.com/index.jsp
Just B...Dance / A Performing Arts & Wellness Center	827 W Hamilton Ave	Campbell, CA 95008	(408) 370-7793	www.justbdance.com
Mindcare Children's Workshop	1114 Saratoga Ave	San Jose, CA 95129	(408) 475-6463	www.mindcarecw.com
Tim Yip Violin Lessons	2258 Camrose Ave	San Jose, CA 95130	(818) 971-9492	www.timyipviolin.com
Westgate Dance Studio	1600 Saratoga Ave	San Jose, CA 95129	(408) 871-9190	www.dancethezone.com

RELIGIOUS ORGANIZATIONS

Bethel Church of San Jose	1201 S Winchester Blvd	San Jose, CA 95128	(408) 246-6790	www.bethel.org
Campbell Church of Christ	1075 W Campbell Ave	Campbell, CA 95008	(408) 378-	www.campbellchurch.org

			4900	
Chinese Church In Christ	1490 Saratoga Ave	San Jose, CA 95129	(408) 364-2242	www.ccic-sj.org
Chinese for Christ Church of San Jose	4255 Williams Rd	San Jose, CA 95129	(408) 725-8733	sites.google.com/a/cfccsj.org/home/
Christ the King Church-South	1275 S Winchester Blvd	San Jose, CA 95128		www.ctkanglican.com
Church of Scientology of Los Gatos	650 Saratoga Ave	San Jose, CA 95129	(408) 249-7400	www.scientology-losgatos.org
Church of Scientology-Mission	1083 S Winchester Blvd	San Jose, CA 95128	(408) 249-5398	www.scientologysanjose.org
First Church San Jose	878 Boynton Ave	San Jose, CA 95117	(408) 296-0344	www.firstchurchsanjose.com
Korean Baptist Church of San Jose	1056 Pinewood Dr	San Jose, CA 95129	(408) 257-5444	www.kbcsj.net/kbcsj/index.php
Lion of Judah ~ New Testament Church	1464 English Dr	San Jose, CA 95129	(408) 982-6565	sites.google.com/site/lionofjudahntc
Nichiren Buddhist Temple	3570 Mona Way	San Jose, CA 95130	(408) 246-0111	www.nichiren-shu.org
Pueblo De Dios	3257 Payne Ave	San Jose, CA 95117	(408) 248-8402	www.pueblodedios.org
The Church of Jesus Christ of Latter-day Saints	925 Cera Dr	San Jose, CA 95129	(408) 257-4400	www.lds.org/locations?lang=eng
WestGate Church	1735 Saratoga Ave	San Jose, CA 95129	(408) 252-3700	www.westgatechurch.org
Westhope Presbyterian Church	12850 Saratoga Ave	Saratoga, CA 95070	(408) 255-0955	www.westhopepres.org
World Mission Baptist Church	62 S San Tomas Aquino Rd	Campbell, CA 95008	(408) 376-0191	www.wmission.org

LIBRARY

West Valley Branch Library	1243 San Tomas Aquino Rd	San Jose, CA 95117	(408) 244-4747	www.sjpl.org/westvalley

COMMUNITY ORGANIZATIONS

Blackford Family Resource Center	1970 Willow St	San Jose, CA 95125	(408) 380-8600	http://www.catholiccharitiessc.org/first-5-program

Catholic Charities Family Resource Center	4 Wabash Ave	San Jose, CA 95128	(408) 380-8600	http://www.catholiccharitiessc c.org/first-5-program
Cypress Community & Senior Center	403 S. Cypress Ave	San Jose, CA 95117	(408) 244-1353	http://www.sanjoseca.gov/Facilities/Facility/Details/Cypress-Community-Center-294
The Health Trust Family Resource Center	46 Race St	San Jose, CA 95126	(408) 380-8600	http://www.catholiccharitiessc c.org/first-5-program
Las Madres				www.lasmadres.org
MOMS Club of San Jose				https://www.bigtent.com/groups/momswsj
San Jose Police Activities League (Campbell/West San Jose Storm)	P.O. Box 10488	San Jose, CA 95157	(408) 242-2870	http://wsjstorm.com/
Southwest YMCA	13500 Quito Road	Saratoga, CA 95070	(408) 370-1877	http://www.ymcasv.org/southwest/
Starbird Youth Center	1050 Boynton Ave	San Jose, CA 95117		http://www.communityunitedsj.org/

BUSINESSES

Bahar Market	809 W Hamilton Ave	Campbell, CA 95008	(408) 378-7477	
Las Palmas Mercado Y Carniceria	1080 Saratoga Ave #15	San Jose, CA 95129	(408) 260-2025	
Lucky	200 El Paseo de Saratoga	San Jose, CA 95130	(408) 364-8800	www.luckysupermarkets.com
Mitsuwa Marketplace	675 Saratoga Ave	San Jose, CA 95129	(408) 255-6699	www.mitsuwa.com
Oakmont Produce Market	810 W Hamilton Ave	Campbell, CA 95008	(408) 866-6555	www.oakmontproduce.com
Old Macdonald's Farmers Market	1069 Saratoga Ave	San Jose, CA 95129	(408) 517-9749	www.oldmacdonaldsfarmersmarket.com
Safeway	950 W Hamilton Ave	Campbell, CA 95008	(408) 871-1272	local.safeway.com/ca/campbell-3241.html?utm_source=G&utm_medium=Maps&utm_campaign=G+Places
Sprouts Farmers Market	5205 Prospect Rd #153	San Jose, CA 95129	(408) 725-3970	www.sprouts.com

APPENDIX X-A: BUDGET NARRATIVE

Provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. [Criteria for review: California Education Code § 47605(g)]

Wei Yu International Charter School (WYICS) relies on State and Federal funding sources to support its basic program, instruction, and curriculum. Grant, foundation, personal loans, and corporate monies as well as in-house fundraising may be used to support and enhance learning opportunities and provide extra activities and events.

WYICS's start-up year (**Appendix X-b**) and five-year budgets (**Appendix X-c**) were prepared in consultation with Charter Schools Management Corporation (CSMC).

The following section is a narrative description of the 5-year budget projection provided by WYICS. All estimates are projections based on the currently reported funding amounts by the California Department of Finance and California Department of Education. Numbers are accurate as of September 15, 2014. The deferral projections and funding rates are based on the current 2014-15 proposed schedule, as well as Department of Finance and FCMAT estimates for 2015-16 and 2016-17.

The Department of Finance is projecting no further deferrals after the current 2014-15 year. Should that guidance change, or should any statewide issues in funding occur, resulting in significant changes in ADA funding estimates between petition submission and Board decision, it is hopeful that the District would allow an immediate budget revision and resubmission to address the unforeseen changes.

The following descriptions are broken up by section for clear articulation of our budget projection.

BUDGET ASSUMPTIONS

The following assumptions were used in creating the budget:

1. 150 students in Year 1, all of them Kindergarten to First Grade students. The total is projected to rise to 375 students by Year 5.
2. ADA LCFF base funding rate of $6,624 in 2015-2016, as per Department of Finance and Fiscal Crisis Management and Assistance Team estimate for a new Moreland School District charter school.
3. WYICS will commence serving students in 2015. We have created a five-year budget that ends in 2019-2020. According to the FCMAT calculator, WYICS's LCFF funding rate will rise by $519 per student from 2015-16 to 2016-17. We have assumed the same rate rise for Years 3-5.
4. ADA rate for WYICS of 97%, similar to that of Moreland School District.
5. 34% of students being eligible for Free or Reduced Lunch, the same average as Moreland School District.
6. Special Education funding of $500 per student starting in Year 2, when WYICS will join a SELPA such as El Dorado County (EDCOE) Charter SELPA. $500 is the per pupil rate received through EDCOE Charter SELPA. In the first year, WYICS envisions participating in the same SELPA as Moreland School District participates in, and paying an excess contribution of $100,000. In Years 2-5, the excess contribution will be at most $100, according to EDCOE Charter SELPA.
7. Six classroom teachers and a 0.75 time enrichment teacher in Year 1, increasing to 15 classroom teachers and 4.5 enrichment teachers in Year 5 (**Appendix X-e**).
8. Average full time teacher salary in Year 1 of 55,000, jumping to $60,000 in Year 3, and all teachers in STRS. STRS's rate assumed at 8.25% of certificated salaries in Year 1 growing to 14.43% by Year 5.

9. One Principal at $80,000 per year salary from Years 1-5, jumping to $100,000 per year in Year 3. Office administration will be handled by a half time Office Administrator starting in Year 1 at a salary of $50,000.
10. In addition to credentialed teaching staff, three teacher aides in Year 1, rising to 7.5 aides in Year 5. A clerical position will be added in Year 4 to assist the Principal and Office Administrator.
11. For Year 1, $7,000 allocated for each of the 12 employees for Health & Wellness benefits, rising to $9,000 for the 31 employees by Year 5. Benefits prorated accordingly when in part time status.
12. $260 average per student allocated for curriculum costs in Year 1, with an additional $90 per student for supplemental materials. Amount determined based on research of various mandarin, math, reading and science curriculum.
13. $225 per student in the first year for technology equipment, e.g. Chromebooks and Elmo projectors.
14. Charter School revolving loan of $250,000, to be repaid starting in Year 3 and fully repaid by Year 5. Charter schools have been receiving full funding in the last few years.
15. Charter School Capital financing of $100,000 in Year 1. Please see Letter of Intent from Charter School Capital for up to $625,000 in approved funding (**Appendix X-g**). In addition, the founding team collectively has pledged to loan $100,000 with funds available by February 1 2015 (**Appendix X-h**).
16. WYICS is not including Public Charter School Grant Program grant dollars in this budget. We will apply, and are highly likely to receive these funds. Should WYICS receive the PCSGP grant, it will apply the grant funding to additional teacher stipends and professional development opportunities for the startup year and first year. Our partner CSMC has successfully applied for multiple PSCGP grants in the past.
17. Fundraised dollars in the startup year of $75,000, pledges for which been received at the time of charter submission (**Appendix X-i**), and actual funds for which will be received by April 1, 2015.
18. Because of this ability to generate funds at the $75,000 level, WYICS is assuming $100,000 in fundraised dollars Year 1. In Years 2-5, WYICS is budgeting only $500 per student per year in fundraising revenue.
19. Facility cost of $157,200 in Year 1, rising to $303,000 in Year 5, based upon a rate of $1.25 per square foot per month. This facility cost is based upon rates researched by the WYICS team. Please see **Appendix X-f** for table detailing our square footage needs.
20. Please note that WYICS will apply for a Proposition 39 facility. Costs for a Proposition 39 facility should be substantially lower than what WYICS budgeted for facilities, $157,200 in Year 1.

START-UP BUDGET

The Start-up budget included in this petition reflects those costs (about $58,000) that WYICS projects to spend prior to opening its doors for Year 1. Those costs are not projected to be exhaustive amounts that WYICS expects to pay within the various line items, but rather the amounts needed to be paid up front, such as down payments, partial payments, or deposits.

Additional funding has been projected for these costs, but covered in the Year 1 budget, as much of the balance for those expenditures will be paid in portion throughout the year. Additional expenditures can be found in the 4000, 5000, and 6000 series line items of the Year 1 budget.

5000 SERIES EXPENDITURE BREAKDOWN

The 5000 Series Breakdown form is a compilation of all the Service and Other Operating Expenses we project to have throughout the 5 years of operation. Some notes on the proposed expenditures:

1. Teacher and Administrative Conferences: $8,000 for teachers in Year 1 and $2750 for administrators in Year 1.

2. Professional Development Expense is for training in Year 1. We have allocated $15,000 for professional development for Year 1.
3. General Liability Insurance is budgeted at $9,000 in Year 1, which will more than cover the District's required coverage. Insurance costs will rise to $22,500 by Year 5 with increased enrollment.
4. Business Services Expense is for our back office provider such as CSMC, which will handle all financial operations of the school.
5. Legal Services Expense is for our outside counsel, which will handle legal matters for the school.
6. Student Field Trips and Food Costs: $10,500 for Year 1 growing to $25,750 by Year 5.
7. Student Information System and Data Assessment: $8,650 for Year 1 growing to $46,500 by Year 5.

EMPLOYEE SALARIES AND BENEFITS

WYICS intends to always provide its employees with fair compensation and benefits packages. WYICS believes that its starting average salaries are equivalent to the District's average for similar schools in Moreland.

The average proposed salary is $55,000 in Year 1, with a jump in Year 3 to $60,000 on average. WYICS will create its own salary range for our various positions. Compensation will be based on experience, skill sets, position demand, and other factors. WYICS will not be using a step and column salary schedule, but will pay stipends to attract and retain teachers who have demonstrated successful experience working with language immersion programs. From Year 3 to Year 5, the WYICS' team budgets a bonus line for founder teachers and high performance teachers for retention purpose.

Given our overall salary levels and compelling program, we are fully confident that we will be able to attract and retain very highly qualified teachers and staff. The current state economy has left thousands of new and experienced teachers seeking quality employment and there are also a large number of teachers who specifically seek out opportunities to teach in a small charter school atmosphere.

CASH FLOW STATEMENT

Included in our budget projections is our 5-year Cash Flow Statement. Cash on hand is a massive challenge for charter schools. As a result of our conservative budgeting and projected expenses, WYICS clearly demonstrates a sound and comprehensive cash plan.

5-YEAR OPERATING BUDGET

Our 5-year budget exceeds the State minimum requirement of a 3-year budget projection, and demonstrates WYICS's plan to remain a strong and fiscally solvent operation. We have created a school that is focused on the student's needs and allows us to bring forward the very best elements of a high quality charter school, which we believe will help hundreds of students to thrive and find their voice.

We have used conservative, LCFF revenue estimates based upon the FCMAT calculator for a new charter school located in Moreland, and only funding that WYICS is qualified to receive upon opening. WYICS will aggressively seek out additional funding sources, fundraising opportunities, and expense saving opportunities that will likely place the school on even better fiscal footing than we project here.

RESERVES

Even though charter schools are not required to have a minimum reserve, best practices dictate that we manage our funds as conservatively as possible. Our budget includes a three percent reserve in Year 1, growing to seven percent by Year 5. Our net fund balance including reserves will end at more than $565,000 by Year 5.

INSURANCE

Our budget includes $9,000 for required insurance coverage in Year 1, growing to $22,500 by Year 5. With the assistance of our back office provider, we will seek out the most cost effective insurance for our school.

FINANCIAL REPORTING

Local, state, county and federal financial and other reporting requirements are an important part of operating a public charter school. WYICS will consider utilizing services, such as CSMC, for its financial reporting needs. With professional services the Bay Area Immersion Schools ("BALIS") Board will ensure WYICS is fully compliant with all reporting requirements.

Wei Yu International Charter School
Five Year Operating Budget
2015-2020

Object Code	Description	Startup	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
REVENUES							
	Revenue Limit Sources						
8015	General Purpose Entitlement Block Grant						
	Grades K - 3		$ 963,792	$ 1,468,819	$ 1,823,947	$ 1,684,664	$ 1,540,456
	Grades 4 - 6		$ -	$ -	$ -	$ 505,399	$ 1,026,971
	Grades 7 - 8		$ -	$ -	$ -	$ -	$ -
	Grades 9 - 12		$ -	$ -	$ -	$ -	$ -
	Total, Revenue Limit Sources		**$ 963,792**	**$ 1,468,819**	**$ 1,823,947**	**$ 2,190,063**	**$ 2,567,427**
	Federal Revenues						
8290	No Child Left Behind (Title I)		$ -	$ -	$ -	$ -	$ -
8110	CDE PCS Grant			$ -	$ -	$ -	$ -
8190	EESA/Math & Science		$ -	$ -	$ -	$ -	$ -
8220	Child Nutrition - Federal		$ -	$ -	$ -	$ -	$ -
8260-8299	Other Federal Revenues		$ -	$ -	$ -	$ -	$ -
	Total, Federal Revenues	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
	Other State Revenue						
8480	LCFF additional increment towards target			$ 115,084	$ 285,818	$ 514,784	$ 804,647
8321	Special Education			$ 109,125	$ 133,375	$ 157,625	$ 181,875
8556	State Lottery			$ 45,105	$ 34,370	$ 42,680	$ 51,247
8545	SB 740 Facility Grant		$ -	$ -	$ -	$ -	$ -
8584	Economic Impact Aid (EIA)		$ -	$ -	$ -	$ -	$ -
8536	All Other State Revenues		$ -	$ -	$ -	$ -	$ -
	Total, Other State Revenues		**$ -**	**$ 269,314**	**$ 453,563**	**$ 715,089**	**$ 1,037,769**
	Other Local Revenue						
8600	Transfers from Sponsoring LEA	$ -	$ -	$ -	$ -	$ -	$ -
8660	Interest	$ -	$ -	$ -	$ -	$ -	$ -
8699	Fundraising	$ 75,000	$ 100,000	$ 112,500	$ 137,500	$ 162,500	$ 187,500
8700	Other Grants	$ -	$ -	$ -	$ -	$ -	$ -
8710	All Other Local Revenues	$ -	$ -	$ -	$ -	$ -	$ -
8979	Loan Financing		$ 350,000	$ -	$ -	$ -	$ -
	Total, Local Revenues	**$ 75,000**	**$ 450,000**	**$ 112,500**	**$ 137,500**	**$ 162,500**	**$ 187,500**
	TOTAL REVENUES	**$ 75,000**	**$ 1,413,792**	**$ 1,850,633**	**$ 2,415,010**	**$ 3,067,651**	**$ 3,792,696**

EXPENDITURES							
	Certificated Salaries						
1100	Teacher Salaries		$ 330,000	$ 502,722	$ 660,000	$ 792,168	$ 928,299
1170	Substitute Teacher Salaries (7% of Teacher Salaries)		$ 23,100	$ 35,191	$ 46,200	$ 55,452	$ 64,981
1200	Supplemental/Enrichment Based Certificated Staff		$ 41,250	$ 83,787	$ 120,000	$ 182,808	$ 278,490
1300	Certificated Supervisor and Administrator Salaries		$ 80,000	$ 81,248	$ 100,000	$ 101,560	$ 103,144
	Founding Teacher and Performance Bonuses			$ -	$ 40,000	$ 42,000	$ 49,000
	Total, Certificated Salaries	**$ 9,000**	**$ 474,350**	**$ 702,948**	**$ 966,200**	**$ 1,173,988**	**$ 1,423,914**
	Classified (non-certificated) Salaries						
2100	Instructional Aide Salaries		$ 82,500	$ 125,681	$ 170,500	$ 204,643	$ 239,811
2200	Non-certificated Support Salaries		$ -	$ -	$ -	$ -	$ -
2300	Non-certificated Supervisor and Administrator Salaries		$ 25,000	$ 25,390	$ 54,000	$ 54,842	$ 55,698
2400	Clerical and Office Salaries		$ -	$ -	$ -	$ 26,188	$ 26,597
				$ -	$ -	$ -	$ -
	Total, Non-certificated Salaries	**$ -**	**$ 107,500**	**$ 151,071**	**$ 224,500**	**$ 285,674**	**$ 322,105**
	Employee Benefits						
3101-3302	STRS		$ 43,771	$ 71,450	$ 107,184	$ 151,038	$ 208,017
3401-3402	Health and Welfare Benefits		$ 78,750	$ 136,125	$ 174,250	$ 223,125	$ 270,000
3501-3502	Unemployment Insurance (1.61%)		$ 9,368	$ 13,750	$ 19,170	$ 23,501	$ 28,111
3601-3602	Workers' Compensation Insurance (4%)		$ 23,274	$ 34,161	$ 47,628	$ 58,386	$ 69,841
3701-3702	Other Retiree Benefits (4.5% for 401k plan, 6.2% for SSI, 1.45% for Medicare)		$ 13,061	$ 18,355	$ 27,277	$ 34,709	$ 39,136
3901-3902	Other Employee Benefits		$ -	$ -	$ -	$ -	$ -
	Total, Employee Benefits	**$ 1,247**	**$ 168,224**	**$ 273,840**	**$ 375,509**	**$ 490,759**	**$ 615,105**
	Books and Supplies						
4100	Approved Textbooks and Core Curricula Materials	$ -	$ 39,000	$ 27,300	$ 24,700	$ 29,900	$ 29,900
4200	Books and Other Curriculum Materials	$ 12,000	$ 8,000	$ -	$ -	$ -	$ -
4300	Enrichment Materials, Classroom & Office Supplies	$ 9,950	$ 3,550	$ 20,250	$ 24,750	$ 29,250	$ 33,750
4400	Non-capitalized Equipment(computers, printers, servers)	$ -	$ 33,750	$ 28,125	$ 27,500	$ 32,500	$ 37,500
	Total, Books and Supplies	**$ 9,950**	**$ 84,300**	**$ 75,675**	**$ 76,950**	**$ 91,650**	**$ 101,150**
	Services and Other Operating Expenditures						
5200	Travel and Conferences		$ 10,750	$ 14,750	$ 17,417	$ 20,083	$ 22,750
5300	Dues and Memberships		$ 750	$ 1,125	$ 1,375	$ 1,625	$ 1,875
5400	Insurance		$ 9,000	$ 13,500	$ 16,500	$ 19,500	$ 22,500
5500	Utilities and Housekeeping Services	$ -	$ 26,550	$ 39,325	$ 47,875	$ 56,425	$ 64,975
5600	Rentals, Leases, Repairs, and Noncap. Improvements	$ 6,550	$ 162,000	$ 221,000	$ 255,800	$ 296,600	$ 329,400
5800	Professional/Consulting Services and Operating Expend.	$ 5,500	$ 103,650	$ 123,975	$ 139,750	$ 150,250	$ 167,750
5900	Communications (Phones, ISP, Internet)	$ -	$ 9,400	$ 9,600	$ 10,300	$ 11,500	$ 11,700
	Total, Services/Other Operating	**$ 12,050**	**$ 322,100**	**$ 423,275**	**$ 489,017**	**$ 555,983**	**$ 620,950**

	Capital Outlay						
6100-6170	Land and Land Improvements		$ -	$ -	$ -	$ -	$ -
6200	Buildings and Improvements of Buildings		$ 10,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000
6300	Books and Media for Library		$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000
6400	Equipment (computers, servers, etc. over $5,000)		$ 8,000	$ -	$ -	$ -	$ -
6490	Furniture	$ 25,800	$ 3,500	$ 6,500	$ 6,500	$ 6,500	$ 6,500
6500	Equipment Replacement		$ -	$ -	$ -	$ -	$ -
	Total, Capital Outlay	**$ 25,800**	**$ 26,500**	**$ 16,500**	**$ 16,500**	**$ 16,500**	**$ 16,500**
	Other Outgo						
7110-7143	Tuition to Other Schools		$ -	$ -	$ -	$ -	$ -
7221-7223SE	Transfers of Apportionment to Other LEAs (except SPED)		$ -	$ -	$ -	$ -	$ -
7221	Transfers of Apportionment to LEAs (Special Ed)		$ 114,550	$ 130,950	$ 160,050	$ 189,150	$ 218,250
7221-7223AO	All Other Transfers of Apportionments to Other LEAs		$ -	$ -	$ -	$ -	$ -
7281	All Other Transfers		$ -	$ -	$ -	$ -	$ -
7350	District Oversight (1%)		$ 9,638	$ 15,839	$ 21,098	$ 27,048	$ 33,721
7430	Loan Repayment	$ -		$ 50,000	$ 50,000	$ 100,000	$ 150,000
7438	Debt Interest & Fees	$ -	$ 3,000	$ 1,500	$ 4,500	$ 4,650	$ 18,000
	Total, Other Outgo	**$ -**	**$ 127,188**	**$ 198,289**	**$ 235,648**	**$ 320,848**	**$ 419,971**
7439	Receivable Factoring Fees	$ -	$ -	$ -	$ -	$ -	$ -
	Total, Factoring Fees	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
	TOTAL EXPENDITURES	**$ 58,047**	**$ 1,310,162**	**$ 1,841,598**	**$ 2,384,323**	**$ 2,935,403**	**$ 3,519,695**
	Cash Reserve (3% Operating Expenses w/ 1% Annual Increase)		**$ 39,305**	**$ 34,359**	**$ 45,552**	**$ 56,908**	**$ 70,254**
	Excess of Revenues over Expenditures and Reserve	**$ 16,953**	**$ 64,325**	**$ (25,323)**	**$ (14,866)**	**$ 75,340**	**$ 202,746**
	Beginning Fund Balance (less reserves)	**$ -**	**$ 16,953**	**$ 81,278**	**$ 55,954**	**$ 41,088**	**$ 116,428**
	Net Fund Balance	**$ 16,953**	**$ 81,278**	**$ 55,954**	**$ 41,088**	**$ 116,428**	**$ 319,175**
	Cumulative Reserve Total		**$ 39,305**	**$ 73,664**	**$ 119,216**	**$ 176,124**	**$ 246,379**
	Total Fund Balance Including Reserves	**$ 16,953**	**$ 120,582**	**$ 129,618**	**$ 160,304**	**$ 292,552**	**$ 565,553**

APPENDIX X-C: CASH FLOW SPREADSHEETS

YEAR 1

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total Received in Current Year	Accrued, But Deferred	Total Earned in Current Year
Year 1 of Operations	**Wei Yu International Charter School**														
BEGINNING CASH	**$ 16,953**	**$ 478,518**	**$ 425,708**	**$ 324,762**	**$ 509,099**	**$ 407,869**	**$ 372,520**	**$ 337,170**	**$ 313,387**	**$ 266,978**	**$ 229,701**	**$ 192,424**	**$ 84,553**		
REVENUE															
Revenue Limit Sources															
General Purpose Entitlement Block Grant - State Aid Portion	$ -	$ -	$ -	$ 285,282	$ -	$ 69,393	$ 69,393	$ 69,393	$ 69,393	$ 69,393	$ 69,393	$ 69,393	$ 771,034	$ -	$ 771,034
General Purpose Entitlement - Local Revenue (In Lieu of Property Tax)	$ 11,566	$ 23,131	$ 15,421	$ 15,421	$ 15,421	$ 15,421	$ 15,421	$ 26,986	$ 13,493	$ 13,493	$ 13,493	$ 13,493	$ 192,758	$ -	$ 192,758
Revenue Received from Prior Year Deferrals - State Aid Portion	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
Revenue Received from Prior Year Deferrals - Local Revenue	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
Federal Revenue															
Child Nutrition				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
CDE PCS Grant		$ -	$ -	$ -	$ -	$ -		$ -	$ -	$ -	$ -	$ -	$ -		$ -
Other Federal Revenue									$ -		$ -		$ -	$ -	$ -
Other State Revenue															
LCFF increment			$ -			$ -			$ -	$ -	$ -	$ -	$ -	$ -	$ -
Special Education Local Plan Area (SELPA)			$ -						$ -				$ -		$ -
California Lottery (quarterly)													$ -		$ -
SB740 Facility Grant				$ -						$ -			$ -	$ -	$ -
Economic Impact Aid			$ -			$ -			$ -	$ -	$ -	$ -	$ -	$ -	$ -
All Other State Revenues				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
Other Local Revenue															
Transfers from LEAS	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
Interest	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
Fundraising ($100,000.00 in budget)	$ 100,000	$ -	$ -			$ -		$ -	$ -	$ -	$ -	$ -	$ 100,000		$ 100,000
Grants ($00.00 in budget)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
All Other Local Revenue ($00.00 in budget)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
Loan Financing/Receivable Factoring	$ 350,000	$ -			$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ 350,000		$ 350,000
TOTAL REVENUE	**$ 461,566**	**$ 23,131**	**$ 15,421**	**$ 300,703**	**$ 15,421**	**$ 84,814**	**$ 84,814**	**$ 96,379**	**$ 82,886**	**$ 82,886**	**$ 82,886**	**$ 82,886**	**$ 1,413,792**	**$ -**	**$ 1,413,792**
DISBURSEMENTS															
1000 Certificated Salaries	$ -	$ 21,346	$ 45,300	$ 45,300	$ 45,300	$ 45,300	$ 45,300	$ 45,300	$ 45,300	$ 45,300	$ 45,300	$ 45,300	$ 474,350	$ -	
2000 Classified Salaries	$ -	$ 4,838	$ 10,266	$ 10,266	$ 10,266	$ 10,266	$ 10,266	$ 10,266	$ 10,266	$ 10,266	$ 10,266	$ 10,266	$ 107,500	$ -	
3000 Employee Benefits	$ -	$ 7,570	$ 16,065	$ 16,065	$ 16,065	$ 16,065	$ 16,065	$ 16,065	$ 16,065	$ 16,065	$ 16,065	$ 16,065	$ 168,224	$ -	
4000 Books and Supplies	$ -	$ 4,215	$ -	$ -	$ -	$ 3,513	$ 3,513	$ 3,513	$ 12,645	$ 3,513	$ 3,513	$ 49,878	$ 84,300		
5000 Services and Other Operating Expenditures	$ -	$ 29,282	$ 29,282	$ 29,282	$ 29,282	$ 29,282	$ 29,282	$ 29,282	$ 29,282	$ 29,282	$ 29,282	$ 29,282	$ 322,100		
6000 Capital Outlay	$ -	$ -	$ -	$ -	$ 284	$ 284	$ 284	$ 284	$ 284	$ 284	$ 284	$ 24,513	$ 26,500		
7000 Other Outgo	$ -	$ 5,416	$ 12,177	$ 12,177	$ 12,177	$ 12,177	$ 12,177	$ 12,177	$ 12,177	$ 12,177	$ 12,177	$ 12,177	$ 127,188		
7000 Short Term Loan Repayment	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
TOTAL EXPENDITURES	**$ -**	**$ 72,666**	**$ 113,091**	**$ 113,091**	**$ 113,375**	**$ 116,887**	**$ 116,887**	**$ 116,887**	**$ 126,020**	**$ 116,887**	**$ 116,887**	**$ 187,482**	**$ 1,310,162**	**$ -**	
REVENUE LESS EXPENDITURES	$ 461,566	$ (49,535)	$ (97,670)	$ 187,612	$ (97,954)	$ (32,074)	$ (32,074)	$ (20,508)	$ (43,134)	$ (34,001)	$ (34,001)	$ (104,596)	$ 103,630	$ -	
Reserve Requirement		$ 3,275	$ 3,275	$ 3,275	$ 3,275	$ 3,275	$ 3,275	$ 3,275	$ 3,275	$ 3,275	$ 3,275	$ 3,275	$ 36,029	$ 3,275	
NET INCREASE (DECREASE)	**$ 461,566**	**$ (52,810)**	**$ (100,946)**	**$ 184,337**	**$ (101,230)**	**$ (35,349)**	**$ (35,349)**	**$ (23,784)**	**$ (46,409)**	**$ (37,277)**	**$ (37,277)**	**$ (107,871)**	**$ 67,600**	**$ (3,275)**	
CASH BALANCE	$ 478,518	$ 425,708	$ 324,762	$ 509,099	$ 407,869	$ 372,520	$ 337,170	$ 313,387	$ 266,978	$ 229,701	$ 192,424	$ 84,553	**$ -**	$ -	
CASH BALANCE WITH RESERVES	$ 478,518	$ 428,983	$ 331,313	$ 518,925	$ 420,971	$ 388,897	$ 356,823	$ 336,315	$ 293,181	$ 259,179	$ 225,178	$ 120,582	**$ -**	$ -	

YEAR 2

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total Received in Current Year	Accrued, But Deferred	Total Earned in Current Year
Year 2 of Operations (based on 2015-16 cash flow)	**Wei Yu International Charter School**														
	Jul	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**	**Year 2 Total Received**	**Year 2 Accrued, But Deferred**	**Year 2 Total Earned**
BEGINNING CASH	**$ 120,582**	**$ 105,661**	**$ 66,148**	**$ 108,655**	**$ 85,322**	**$ 69,268**	**$ 61,337**	**$ 42,129**	**$ 148,960**	**$ 283,104**	**$ 218,516**	**$ 153,927**	**$ 58,817**		
REVENUE															
Revenue Limit Sources															
General Purpose Entitlement Block Grant - State Aid Portion	$ 38,552	$ 38,552	$ 69,393	$ 69,393	$ 69,393	$ 69,393	$ 69,393	$ 150,197	$ 150,197	$ 150,197	$ 150,197	$ 150,197	$ 1,175,055	$ -	$ 1,175,055
General Purpose Entitlement - Local Revenue (In Lieu of Property Tax)	$ 11,566	$ 23,131	$ 15,421	$ 15,421	$ 15,421	$ 15,421	$ 15,421	$ 60,655	$ 30,327	$ 30,327	$ 30,327	$ 30,327	$ 293,764	$ -	$ 293,764
Revenue Received from Prior Year Deferrals - State Aid Portion	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
Revenue Received from Prior Year Deferrals - Local Revenue	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
Federal Revenue															
Child Nutrition				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
CDE PCS Grant		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
Other Federal Revenue									$ -		$ -		$ -	$ -	$ -
Other State Revenue															
LCFF increment	$ 5,754	$ 5,754	$ 10,358	$ 10,358	$ 10,358	$ 10,358	$ 10,358	$ 10,358	$ 10,358	$ 10,358	$ 10,358	$ 10,358	$ 115,084	$ -	$ 115,084
Special Education Local Plan Area (SELPA)			$ 54,563						$ 54,563				$ 109,125		$ 109,125
California Lottery (quarterly)			$ 11,276			$ 11,276			$ 11,276			$ 11,276	$ 45,105		$ 45,105
SB740 Facility Grant				$ -						$ -			$ -	$ -	$ -
Economic Impact Aid		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
All Other State Revenues				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
Other Local Revenue															
Transfers from LEAS	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
Interest	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
Fundraising ($112,500.00 in budget)	$ 112,500	$ -	$ -	$ -								$ -	$ 112,500		$ 112,500
Grants ($00.00 in budget)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
All Other Local Revenue ($00.00 in budget)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
Loan Financing/Receivable Factoring	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
TOTAL REVENUE	**$ 168,371**	**$ 67,437**	**$ 161,010**	**$ 95,171**	**$ 95,171**	**$ 106,448**	**$ 95,171**	**$ 221,210**	**$ 256,721**	**$ 190,882**	**$ 190,882**	**$ 202,158**	**$ 1,850,633**	**$ -**	**$ 1,850,633**
DISBURSEMENTS															
1000 Certificated Salaries	$ 58,579	$ 58,579	$ 58,579	$ 58,579	$ 58,579	$ 58,579	$ 58,579	$ 58,579	$ 58,579	$ 58,579	$ 58,579	$ 58,579	$ 702,948	$ -	
2000 Classified Salaries	$ 12,589	$ 12,589	$ 12,589	$ 12,589	$ 12,589	$ 12,589	$ 12,589	$ 12,589	$ 12,589	$ 12,589	$ 12,589	$ 12,589	$ 151,071	$ -	
3000 Employee Benefits	$ 22,820	$ 22,820	$ 22,820	$ 22,820	$ 22,820	$ 22,820	$ 22,820	$ 22,820	$ 22,820	$ 22,820	$ 22,820	$ 22,820	$ 273,840	$ -	
4000 Books and Supplies	$ -	$ 3,784	$ -	$ -	$ -	$ 3,153	$ 3,153	$ 3,153	$ 11,351	$ 3,153	$ 3,153	$ 44,774	$ 75,675		
5000 Services and Other Operating Expenditures	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 141,092	$ 141,092	$ 141,092	$ 423,275		
6000 Capital Outlay	$ -	$ -	$ 7,455	$ 7,455	$ 177	$ 177	$ 177	$ 177	$ 177	$ 177	$ 177	$ 353	$ 16,500		
7000 Other Outgo	$ -	$ 6,314	$ 14,197	$ 14,197	$ 14,197	$ 14,197	$ 14,197	$ 14,197	$ 14,197	$ 14,197	$ 14,197	$ 14,197	$ 148,289		
7000 Short Term Loan Repayment	$ 50,000	$ -	$ -	$ -	$ -		$ -	$ -	$ -	$ -	$ -	$ -	$ -		
TOTAL EXPENDITURES	**$ 143,988**	**$ 104,086**	**$ 115,640**	**$ 115,640**	**$ 108,362**	**$ 111,516**	**$ 111,516**	**$ 111,516**	**$ 119,714**	**$ 252,607**	**$ 252,607**	**$ 294,405**	**$ 1,841,598**	**$ -**	
REVENUE LESS EXPENDITURES	$ 24,383	$ (36,649)	$ 45,370	$ (20,469)	$ (13,191)	$ (5,068)	$ (16,344)	$ 109,694	$ 137,007	$ (61,725)	$ (61,725)	$ (92,247)	$ 9,036	$ -	
Reserve Requirement/Prior Year Carryover	$ 39,305	$ 2,863	$ 2,863	$ 2,863	$ 2,863	$ 2,863	$ 2,863	$ 2,863	$ 2,863	$ 2,863	$ 2,863	$ 2,863	$ 70,801	$ 2,863	
NET INCREASE (DECREASE)	**$ (14,922)**	**$ (39,512)**	**$ 42,506**	**$ (23,332)**	**$ (16,054)**	**$ (7,931)**	**$ (19,208)**	**$ 106,831**	**$ 134,144**	**$ (64,588)**	**$ (64,588)**	**$ (95,110)**	**$ (61,765)**	**$ (2,863)**	
CASH BALANCE	$ 105,661	$ 66,148	$ 108,655	$ 85,322	$ 69,268	$ 61,337	$ 42,129	$ 148,960	$ 283,104	$ 218,516	$ 153,927	$ 58,817	**$ -**	$ -	
CASH BALANCE WITH RESERVES	$ 144,966	$ 108,316	$ 153,686	$ 133,217	$ 120,026	$ 114,958	$ 98,613	$ 208,307	$ 345,315	$ 283,590	$ 221,865	$ 129,618	**$ -**	$ -	

YEAR 3

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total Received in Current Year	Accrued, But Deferred	Total Earned in Current Year
Year 3 of Operations	**Wei Yu International Charter School**														
	Jul	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**	**Year 3 Total Received**	**Year 3 Accrued, But Deferred**	**Year 3 Total Earned**
BEGINNING CASH	**$ 129,618**	**$ 103,606**	**$ 73,740**	**$ 149,472**	**$ 149,923**	**$ 150,375**	**$ 156,213**	**$ 153,458**	**$ 248,824**	**$ 377,909**	**$ 277,044**	**$ 177,829**	**$ 44,884**		
REVENUE															
Revenue Limit Sources															
General Purpose Entitlement Block Grant - State Aid Portion	$ 58,753	$ 58,753	$ 105,755	$ 105,755	$ 105,755	$ 105,755	$ 105,755	$ 162,575	$ 162,575	$ 162,575	$ 162,575	$ 162,575	$ 1,459,157	$ -	$ 1,459,157
General Purpose Entitlement - Local Revenue (In Lieu of Property Tax)	$ 17,626	$ 35,252	$ 23,501	$ 23,501	$ 23,501	$ 23,501	$ 23,501	$ 64,802	$ 32,401	$ 32,401	$ 32,401	$ 32,401	$ 364,789	$ -	$ 364,789
Revenue Received from Prior Year Deferrals - State Aid Portion	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
Revenue Received from Prior Year Deferrals - Local Revenue	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
Federal Revenue															
Child Nutrition				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
CDE PCS Grant	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
Other Federal Revenue									$ -		$ -		$ -	$ -	$ -
Other State Revenue															
LCFF increment	$ 14,291	$ 14,291	$ 25,724	$ 25,724	$ 25,724	$ 25,724	$ 25,724	$ 25,724	$ 25,724	$ 25,724	$ 25,724	$ 25,724	$ 285,818	$ -	$ 285,818
Special Education Local Plan Area (SELPA)			$ 66,688						$ 66,688				$ 133,375		$ 133,375
California Lottery (quarterly)			$ 8,593			$ 8,593			$ 8,593			$ 8,593	$ 34,370		$ 34,370
SB740 Facility Grant				$ -						$ -			$ -	$ -	$ -
Economic Impact Aid		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
All Other State Revenues				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
Other Local Revenue															
Transfers from LEAS	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
Interest	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
Fundraising ($137,500.00 in budget)	$ 137,500	$ -	$ -									$ -	$ 137,500		$ 137,500
Grants ($00.00 in budget)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
All Other Local Revenue ($00.00 in budget)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
Loan Financing/Receivable Factoring	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
TOTAL REVENUE	**$ 228,169**	**$ 108,295**	**$ 230,260**	**$ 154,980**	**$ 154,980**	**$ 163,572**	**$ 154,980**	**$ 253,101**	**$ 295,980**	**$ 220,700**	**$ 220,700**	**$ 229,293**	**$ 2,415,010**	**$ -**	**$ 2,415,010**
DISBURSEMENTS															
1000 Certificated Salaries	$ 80,517	$ 80,517	$ 80,517	$ 80,517	$ 80,517	$ 80,517	$ 80,517	$ 80,517	$ 80,517	$ 80,517	$ 80,517	$ 80,517	$ 966,200	$ -	
2000 Classified Salaries	$ 18,708	$ 18,708	$ 18,708	$ 18,708	$ 18,708	$ 18,708	$ 18,708	$ 18,708	$ 18,708	$ 18,708	$ 18,708	$ 18,708	$ 224,500	$ -	
3000 Employee Benefits	$ 31,292	$ 31,292	$ 31,292	$ 31,292	$ 31,292	$ 31,292	$ 31,292	$ 31,292	$ 31,292	$ 31,292	$ 31,292	$ 31,292	$ 375,509	$ -	
4000 Books and Supplies	$ -	$ 3,848	$ -	$ -	$ -	$ 3,206	$ 3,206	$ 3,206	$ 11,543	$ 3,206	$ 3,206	$ 45,529	$ 76,950		
5000 Services and Other Operating Expenditures	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 163,006	$ 163,006	$ 163,006	$ 489,017		
6000 Capital Outlay	$ -	$ -	$ 1,650	$ 1,650	$ 1,650	$ 1,650	$ 1,650	$ 1,650	$ 2,475	$ 2,475	$ 825	$ 825	$ 16,500		
7000 Other Outgo	$ -	$ -	$ 18,565	$ 18,565	$ 18,565	$ 18,565	$ 18,565	$ 18,565	$ 18,565	$ 18,565	$ 18,565	$ 18,565	$ 185,648		
7000 Short Term Loan Repayment	$ 50,000	$ -	$ -		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 50,000		
TOTAL EXPENDITURES	**$ 180,517**	**$ 134,365**	**$ 150,732**	**$ 150,732**	**$ 150,732**	**$ 153,938**	**$ 153,938**	**$ 153,938**	**$ 163,100**	**$ 317,769**	**$ 316,119**	**$ 358,441**	**$ 2,384,323**	**$ -**	
REVENUE LESS EXPENDITURES	$ 47,652	$ (26,070)	$ 79,527	$ 4,247	$ 4,247	$ 9,634	$ 1,041	$ 99,163	$ 132,880	$ (97,069)	$ (95,419)	$ (129,149)	$ 30,686	$ -	
Reserve Requirement/Prior Year Carryover	$ 73,664	$ 3,796	$ 3,796	$ 3,796	$ 3,796	$ 3,796	$ 3,796	$ 3,796	$ 3,796	$ 3,796	$ 3,796	$ 3,796	$ 115,420	$ 3,796	
NET INCREASE (DECREASE)	**$ (26,012)**	**$ (29,866)**	**$ 75,731**	**$ 451**	**$ 451**	**$ 5,838**	**$ (2,755)**	**$ 95,367**	**$ 129,084**	**$ (100,865)**	**$ (99,215)**	**$ (132,945)**	**$ (84,734)**	**$ (3,796)**	
CASH BALANCE	$ 103,606	$ 73,740	$ 149,472	$ 149,923	$ 150,375	$ 156,213	$ 153,458	$ 248,824	$ 377,909	$ 277,044	$ 177,829	$ 44,884			
CASH BALANCE WITH RESERVES	$ 177,270	$ 151,200	$ 230,728	$ 234,975	$ 239,223	$ 248,857	$ 249,898	$ 349,061	$ 481,941	$ 384,872	$ 289,453	$ 160,304			

YEAR 4

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total Received in Current Year	Accrued, But Deferred	Total Earned in Current Year
Year 4 of Operations	**Wei Yu International Charter School**														
	Jul	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**	**Year 4 Total Received**	**Year 4 Accrued, But Deferred**	**Year 4 Total Earned**
BEGINNING CASH	**$ 160,304**	**$ 61,637**	**$ 22,846**	**$ 130,744**	**$ 149,160**	**$ 167,399**	**$ 192,489**	**$ 206,910**	**$ 326,204**	**$ 487,313**	**$ 383,540**	**$ 279,767**	**$ 121,171**		
REVENUE															
Revenue Limit Sources															
General Purpose Entitlement Block Grant - State Aid Portion	$ 72,958	$ 72,958	$ 131,324	$ 131,324	$ 131,324	$ 131,324	$ 131,324	$ 189,903	$ 189,903	$ 189,903	$ 189,903	$ 189,903	$ 1,752,050	$ -	$ 1,752,050
General Purpose Entitlement - Local Revenue (In Lieu of Property Tax)	$ 21,887	$ 43,775	$ 29,183	$ 29,183	$ 29,183	$ 29,183	$ 29,183	$ 75,478	$ 37,739	$ 37,739	$ 37,739	$ 37,739	$ 438,013	$ -	$ 438,013
Revenue Received from Prior Year Deferrals - State Aid Portion	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
Revenue Received from Prior Year Deferrals - Local Revenue	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
Federal Revenue															
Child Nutrition				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
CDE PCS Grant	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
Other Federal Revenue									$ -		$ -		$ -	$ -	$ -
Other State Revenue															
LCFF increment	$ 25,739	$ 25,739	$ 46,331	$ 46,331	$ 46,331	$ 46,331	$ 46,331	$ 46,331	$ 46,331	$ 46,331	$ 46,331	$ 46,331	$ 514,784	$ 0	$ 514,784
Special Education Local Plan Area (SELPA)			78,813						78,813				$ 157,625		$ 157,625
California Lottery (quarterly)			$ 10,670			$ 10,670			$ 10,670			$ 10,670	$ 42,680		$ 42,680
SB740 Facility Grant				$ -						$ -			$ -	$ -	$ -
Economic Impact Aid		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
All Other State Revenues				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
Other Local Revenue															
Transfers from LEAS	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
Interest	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
Fundraising ($162,500.00 in budget)	$ 162,500	$ -	$ -									$ -	$ 162,500		$ 162,500
Grants ($00.00 in budget)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
All Other Local Revenue ($00.00 in budget)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
Loan Financing/Receivable Factoring	$ -	$ -	$ -	$ -		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
TOTAL REVENUE	**$ 283,084**	**$ 142,472**	**$ 296,320**	**$ 206,838**	**$ 206,838**	**$ 217,508**	**$ 206,838**	**$ 311,711**	**$ 363,455**	**$ 273,972**	**$ 273,972**	**$ 284,642**	**$ 3,067,651**	**$ 0**	**$ 3,067,651**
DISBURSEMENTS															
1000 Certificated Salaries	$ 97,832	$ 97,832	$ 97,832	$ 97,832	$ 97,832	$ 97,832	$ 97,832	$ 97,832	$ 97,832	$ 97,832	$ 97,832	$ 97,832	$ 1,173,988	$ -	
2000 Classified Salaries	$ 23,806	$ 23,806	$ 23,806	$ 23,806	$ 23,806	$ 23,806	$ 23,806	$ 23,806	$ 23,806	$ 23,806	$ 23,806	$ 23,806	$ 285,674	$ -	
3000 Employee Benefits	$ 40,897	$ 40,897	$ 40,897	$ 40,897	$ 40,897	$ 40,897	$ 40,897	$ 40,897	$ 40,897	$ 40,897	$ 40,897	$ 40,897	$ 490,759	$ -	
4000 Books and Supplies	$ -	$ 4,583	$ -	$ -	$ -	$ 3,819	$ 3,819	$ 3,819	$ 13,748	$ 3,819	$ 3,819	$ 54,226	$ 91,650		
5000 Services and Other Operating Expenditures	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 185,328	$ 185,328	$ 185,328	$ 555,983		
6000 Capital Outlay	$ -	$ -	$ -	$ -	$ 177	$ 177	$ 177	$ 177	$ 177	$ 177	$ 177	$ 15,263	$ 16,500		
7000 Other Outgo	$ -	$ 9,404	$ 21,144	$ 21,144	$ 21,144	$ 21,144	$ 21,144	$ 21,144	$ 21,144	$ 21,144	$ 21,144	$ 21,144	$ 220,848		
7000 Short Term Loan Repayment	$ 100,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 100,000		
TOTAL EXPENDITURES	**$ 262,535**	**$ 176,521**	**$ 183,680**	**$ 183,680**	**$ 183,856**	**$ 187,675**	**$ 187,675**	**$ 187,675**	**$ 197,604**	**$ 373,003**	**$ 373,003**	**$ 438,496**	**$ 2,935,403**	**$ -**	
REVENUE LESS EXPENDITURES	$ 20,549	$ (34,049)	$ 112,641	$ 23,158	$ 22,982	$ 29,833	$ 19,163	$ 124,036	$ 165,851	$ (99,030)	$ (99,030)	$ (153,854)	$ 132,248	$ 0	
Reserve Requirement/Prior Year Carryover	$ 119,216	$ 4,742	$ 4,742	$ 4,742	$ 4,742	$ 4,742	$ 4,742	$ 4,742	$ 4,742	$ 4,742	$ 4,742	$ 4,742	$ 171,382	$ 4,742	
NET INCREASE (DECREASE)	**$ (98,667)**	**$ (38,792)**	**$ 107,898**	**$ 18,416**	**$ 18,239**	**$ 25,090**	**$ 14,420**	**$ 119,294**	**$ 161,109**	**$ (103,773)**	**$ (103,773)**	**$ (158,596)**	**$ (39,134)**	**$ (4,742)**	
CASH BALANCE	$ 61,637	$ 22,846	$ 130,744	$ 149,160	$ 167,399	$ 192,489	$ 206,910	$ 326,204	$ 487,313	$ 383,540	$ 279,767	$ 121,171			
CASH BALANCE WITH RESERVES	$ 180,853	$ 146,804	$ 259,445	$ 282,603	$ 305,585	$ 335,417	$ 354,580	$ 478,616	$ 644,468	$ 545,437	$ 446,407	$ 292,552			

YEAR 5

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total Received in Current Year	Accrued, But Deferred	Total Earned in Current Year
Year 5 of Operations	**Wei Yu International Charter School**														
	Jul	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**	**Year 5 Total Received**	**Year 5 Accrued, But Deferred**	**Year 5 Total Earned**
BEGINNING CASH	**$ 292,552**	**$ 111,283**	**$ 72,512**	**$ 205,488**	**$ 234,714**	**$ 271,219**	**$ 316,321**	**$ 348,611**	**$ 492,717**	**$ 686,376**	**$ 580,259**	**$ 474,143**	**$ 325,029**		
REVENUE															
Revenue Limit Sources															
General Purpose Entitlement Block Grant - State Aid Portion	$ 87,603	$ 87,603	$ 157,685	$ 157,685	$ 157,685	$ 157,685	$ 157,685	$ 218,063	$ 218,063	$ 218,063	$ 218,063	$ 218,063	$ 2,053,942	$ -	$ 2,053,942
General Purpose Entitlement - Local Revenue (In Lieu of Property Tax)	$ 26,281	$ 52,562	$ 35,041	$ 35,041	$ 35,041	$ 35,041	$ 35,041	$ 86,479	$ 43,240	$ 43,240	$ 43,240	$ 43,240	$ 513,485	$ -	$ 513,485
Revenue Received from Prior Year Deferrals - State Aid Portion	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
Revenue Received from Prior Year Deferrals - Local Revenue	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		
Federal Revenue															
Child Nutrition				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
CDE PCS Grant	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
Other Federal Revenue									$ -		$ -		$ -	$ -	$ -
Other State Revenue															
LCFF increment	$ 40,232	$ 40,232	$ 72,418	$ 72,418	$ 72,418	$ 72,418	$ 72,418	$ 72,418	$ 72,418	$ 72,418	$ 72,418	$ 72,418	$ 804,647	$ (0)	$ 804,647
Special Education Local Plan Area (SELPA)			$ 90,938						$ 90,938				$ 181,875		$ 181,875
California Lottery (quarterly)			$ 12,812			$ 12,812			$ 12,812			$ 12,812	$ 51,247		$ 51,247
SB740 Facility Grant				$ -						$ -			$ -	$ -	$ -
Economic Impact Aid		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
All Other State Revenues				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
Other Local Revenue															
Transfers from LEAS	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
Interest	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
Fundraising ($187,500.00 in budget)	$ 187,500	$ -	$ -									$ -	$ 187,500		$ 187,500
Grants ($00.00 in budget)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
All Other Local Revenue ($00.00 in budget)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
Loan Financing/Receivable Factoring	$ -	$ -	$ -	$ -		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ -
TOTAL REVENUE	**$ 341,616**	**$ 180,396**	**$ 368,893**	**$ 265,144**	**$ 265,144**	**$ 277,955**	**$ 265,144**	**$ 376,960**	**$ 437,470**	**$ 333,721**	**$ 333,721**	**$ 346,532**	**$ 3,792,696**	**$ (0)**	**$ 3,792,696**
DISBURSEMENTS															
1000 Certificated Salaries	$ 118,659	$ 118,659	$ 118,659	$ 118,659	$ 118,659	$ 118,659	$ 118,659	$ 118,659	$ 118,659	$ 118,659	$ 118,659	$ 118,659	$ 1,423,914	$ -	
2000 Classified Salaries	$ 26,842	$ 26,842	$ 26,842	$ 26,842	$ 26,842	$ 26,842	$ 26,842	$ 26,842	$ 26,842	$ 26,842	$ 26,842	$ 26,842	$ 322,105	$ -	
3000 Employee Benefits	$ 51,259	$ 51,259	$ 51,259	$ 51,259	$ 51,259	$ 51,259	$ 51,259	$ 51,259	$ 51,259	$ 51,259	$ 51,259	$ 51,259	$ 615,105	$ -	
4000 Books and Supplies	$ -	$ 5,058	$ -	$ -	$ -	$ 4,215	$ 4,215	$ 4,215	$ 15,173	$ 4,215	$ 4,215	$ 59,847	$ 101,150		
5000 Services and Other Operating Expenditures	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 206,983	$ 206,983	$ 206,983	$ 620,950		
6000 Capital Outlay	$ -	$ -	$ 7,455	$ 7,455	$ 177	$ 177	$ 177	$ 177	$ 177	$ 177	$ 177	$ 353	$ 16,500		
7000 Other Outgo	$ -	$ 11,495	$ 25,848	$ 25,848	$ 25,848	$ 25,848	$ 25,848	$ 25,848	$ 25,848	$ 25,848	$ 25,848	$ 25,848	$ 269,971		
Short Term Loan Repayment	$ 150,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -		$ 150,000		
TOTAL EXPENDITURES	**$ 346,760**	**$ 213,313**	**$ 230,063**	**$ 230,063**	**$ 222,785**	**$ 226,999**	**$ 226,999**	**$ 226,999**	**$ 237,957**	**$ 433,983**	**$ 433,983**	**$ 489,792**	**$ 3,519,695**	**$ -**	
REVENUE LESS EXPENDITURES	$ (5,145)	$ (32,917)	$ 138,830	$ 35,081	$ 42,359	$ 50,956	$ 38,144	$ 149,961	$ 199,513	$ (100,262)	$ (100,262)	$ (143,259)	$ 273,001	$ (0)	
Reserve Requirement/Prior Year Carryover	$ 176,124	$ 5,855	$ 5,855	$ 5,855	$ 5,855	$ 5,855	$ 5,855	$ 5,855	$ 5,855	$ 5,855	$ 5,855	$ 5,855	$ 240,524	$ 5,855	
NET INCREASE (DECREASE)	**$ (181,269)**	**$ (38,771)**	**$ 132,976**	**$ 29,227**	**$ 36,505**	**$ 45,102**	**$ 32,290**	**$ 144,107**	**$ 193,658**	**$ (106,116)**	**$ (106,116)**	**$ (149,114)**	**$ 32,477**	**$ (5,855)**	
CASH BALANCE	$ 111,283	$ 72,512	$ 205,488	$ 234,714	$ 271,219	$ 316,321	$ 348,611	$ 492,717	$ 686,376	$ 580,259	$ 474,143	$ 325,029			
CASH BALANCE WITH RESERVES	$ 287,408	$ 254,491	$ 393,321	$ 428,402	$ 470,761	$ 521,718	$ 559,862	$ 709,823	$ 909,336	$ 809,074	$ 708,813	$ 565,553			

Wei Yu International Charter School

5000 Series Breakdown

Services and Other Operating Expense

Line Item	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Travel and Conferences					
Teacher Conference Fees	$ 6,000	$ 9,000	$ 11,000	$ 13,000	$ 15,000
Teacher Travel	$ 2,000	$ 3,000	$ 3,667	$ 4,333	$ 5,000
Administration Conference Fees	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000
Adminstration Travel	$ 750	$ 750	$ 750	$ 750	$ 750
TOTAL 5200	**$ 10,750**	**$ 14,750**	**$ 17,417**	**$ 20,083**	**$ 22,750**
Dues and Membership					
California Charter Schools Assoc Membership	$ 750	$ 1,125	$ 1,375	$ 1,625	$ 1,875
Other Membership Dues	$ -	$ -	$ -	$ -	$ -
TOTAL 5300	**$ 750**	**$ 1,125**	**$ 1,375**	**$ 1,625**	**$ 1,875**
Insurance					
General Liability Insurance (Including D & O)	$ 9,000	$ 13,500	$ 16,500	$ 19,500	$ 22,500
Other Insurance	$ -	$ -	$ -	$ -	$ -
TOTAL 5400	**$ 9,000**	**$ 13,500**	**$ 16,500**	**$ 19,500**	**$ 22,500**
Utilites and Housekeeping					
Power/Electricity	$ 15,000	$ 22,500	$ 27,500	$ 32,500	$ 37,500
Water	$ 3,750	$ 5,625	$ 6,875	$ 8,125	$ 9,375
Sewer Hookup	$ -	$ -	$ -	$ -	$ -
Trash/Recyclinig	$ 1,200	$ 1,300	$ 1,400	$ 1,500	$ 1,600
Custodial Service Or Janitorial Supplies	$ 6,600	$ 9,900	$ 12,100	$ 14,300	$ 16,500
TOTAL 5500	**$ 26,550**	**$ 39,325**	**$ 47,875**	**$ 56,425**	**$ 64,975**
Rentals, Leases, Repairs					
Facility Lease	$ 157,200	$ 205,800	$ 238,200	$ 270,600	$ 303,000
Facility Repairs		$ 10,000	$ 12,000	$ 20,000	$ 20,000
Copier Lease & Repair Contract	$ 4,800	$ 5,200	$ 5,600	$ 6,000	$ 6,400
Phone System (E-rate applicable if qualified)	$ -	$ -	$ -	$ -	$ -
Other Leases/Contracts	$ -	$ -	$ -	$ -	$ -
TOTAL 5600	**$ 162,000**	**$ 221,000**	**$ 255,800**	**$ 296,600**	**$ 329,400**
Professional/Consulting Services					
Third Party Certification (e.g. WASC)	$ -		$ -	$ -	$ 7,000
Advertising	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000
Legal Expenses	$ 7,500	$ 7,500	$ 7,500	$ 7,500	$ 7,500
Special Education Contracted Services	$ -	$ -	$ -	$ -	$ -
Fundraising/Marketing Consulting Services	$ -	$ -	$ -	$ -	$ -
Back Office Financial Services	$ 48,000	$ 50,000	$ 52,000	$ 54,000	$ 56,000
Annual Fiscal Audit		$ 7,000	$ 7,000	$ 7,000	$ 7,000
IT Services	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000
Website Development & Maintenance	$ 3,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000
Workshops for Teacher Development	$ 15,000	$ 6,000	$ 6,000	$ 6,000	$ 6,000
Workshops for Students	$ -	$ -	$ -	$ -	$ -
Student Field Trips	$ 7,500	$ 11,250	$ 13,750	$ 16,250	$ 18,750
Dress Code Assistance	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000
Student Information System & Support	$ 7,000	$ 8,000	$ 9,000	$ 9,000	$ 9,000
Data Assessment System & Support	$ 1,650	$ 18,225	$ 27,500	$ 32,500	$ 37,500
Custodial	$ -	$ -	$ -	$ -	$ -
Food Costs	$ 3,000	$ 4,000	$ 5,000	$ 6,000	$ 7,000
TOTAL 5800	**$ 103,650**	**$ 123,975**	**$ 139,750**	**$ 150,250**	**$ 167,750**
Communications					
Postage & Postage Meter Rental	$ 900	$ 1,100	$ 1,300	$ 1,500	$ 1,700
Phone Service (E-Rate Applicable if qualified)	$ 4,500	$ 4,500	$ 4,500	$ 5,000	$ 5,000
Cell Phone Service (E-Rate Applicable if qualified)	$ -	$ -	$ -	$ -	$ -
Website Hosting	$ -	$ -	$ -	$ -	$ -
Internet Service (E-Rate Applicable if qualified)	$ 4,000	$ 4,000	$ 4,500	$ 5,000	$ 5,000
TOTAL 5900	**$ 9,400**	**$ 9,600**	**$ 10,300**	**$ 11,500**	**$ 11,700**

Wei Yu International Charter School

Staff Needs

2015-2020

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Principal	1.00	1.00	1.00	1.00	1.00
Classroom Teacher	6.00	9.00	11.00	13.00	15.00
Enrichment Teacher	0.75	1.50	2.00	3.00	4.50
Teacher Aide	3.00	4.50	5.50	6.50	7.50
Office Administrator	0.50	0.50	1.00	1.00	1.00
Clerk	-	-	-	1.00	1.00
Total Staff	**11.25**	**16.50**	**20.50**	**25.50**	**30.00**

Wei Yu International Charter School

Facilities Needs

2015-2020

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Student Enrollment					
Grades K-3	150	225	275	250	225
Grades 4-6	-	-	-	75	150
Grades 7-8	-	-	-	-	-
Grades 9-12	-	-	-	-	-
Total	150	225	275	325	375
Classroom Needed					
Grades K-3	6	9	11	10	9
Grades 4-6	-	-	-	3	6
Grades 7-8	-	-	-	-	-
Grades 9-12	-	-	-	-	-
Total	6	9	11	13	15
Building Square Footage					
Classroom Square Footage	5,400	8,100	9,900	11,700	13,500
Circulation and 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 Needed	**10,480**	**13,720**	**15,880**	**18,040**	**20,200**

APPENDIX X-G: CHARTER CAPITAL FUNDING

CHARTER SCHOOL CAPITAL

225 SW Broadway, Ste. 300
Portland, OR 97205
877-CSC-1001
(877) 272-1001

September 9, 2014

VIA EMAIL

Vivian Dorflinger, vivian.dorflinger@gmail.com
Wei Yu International Charter School
PO Box 10681
San Jose, CA 95157

Re: Qualification for Funding – Wei Yu International Charter School

Dear Ms. Dorflinger,

Please be advised that Wei Yu International Charter School has prequalified for funding with Charter School Capital (CSC) based on the information contained in its application and other documents submitted to CSC. The actual amount funded will be determined by the PENSEC and/or actual attendance. Based on the initial information provided by the school, CSC has indicated that it can offer a contract to cover funding in the amount of $625,000.00.

Funding for Wei Yu International Charter School is generally contingent on the following factors and is subject to satisfaction of CSC's underwriting requirements:

1. Having a valid charter with defined beginning and ending dates of the charter term;
2. Being recognized as a valid charter school in good standing with the State of California, including the State Board of Education;
3. CSC receiving a copy of the approved charter;
4. Having a nonprofit public benefit corporation in good standing with the California Secretary of State;
5. A "Good Standing Certification" being executed by Moreland School District upon approval of the charter that is either unconditional or with conditions that are acceptable to CSC; and
6. Being in compliance with its charter and California laws governing charter schools.

Please feel free to call if any other information is needed.

Sincerely,

John Helgeson

John Helgeson
Charter School Capital, Inc.
Direct: Ph: 626.836.9115
jhelgeson@charterschoolcapital.org

A New Direction in Charter School Financing

WYIS-LOI-CA14-0
v201309

APPENDIX X-H: LOAN AGREEMENTS

Wei Yu International Charter School
PO Box 10681
San Jose, CA 95157

September 8, 2014

To Whom It May Concern:

My name is Herbert T. Patty, and I am a supporter of, and believer in, the mission, vision, goals and leadership of Wei Yu International Charter School (WYICS).

It is because of this belief and support that I pledge to loan WYICS the amount of $10,000, upon approval of the charter petition.

I will make the loan available by February 1, 2015. The loan must be repaid in full in due course.

I pledge to issue the loan whether or not WYICS successfully applies for a Public Charter Schools Grant Program grant. I understand that WYICS may elect not to borrow the funds from me if it wins the grant and/or if other grant funding or other loan funding becomes available.

Sincerely,

Herbert T. Patty, Esq.

Wei Yu International Charter School
PO Box 10681
San Jose, CA 95157

September 8, 2014

To Whom It May Concern:

My name is Zhiwei Gu, and I am a supporter of, and believer in, the mission, vision, goals and leadership of Wei Yu International Charter School (WYICS).

It is because of this belief and support that I pledge to loan WYICS the amount of $15,000, upon approval of the charter petition.

I will make the loan available by February 1, 2015. The loan must be repaid in full in due course.

I pledge to issue the loan whether or not WYICS successfully applies for a Public Charter Schools Grant Program grant. I understand that WYICS may elect not to borrow the funds from me if it wins the grant and/or if other grant funding or other loan funding becomes available.

Sincerely,

Zhiwei Gu

9/8/14

Wei Yu International Charter School
PO Box 10681
San Jose, CA 95157

September 8, 2014

To Whom It May Concern:

My name is Lucy Howng, and I am a supporter of, and believer in, the mission, vision, goals and leadership of Wei Yu International Charter School (WYICS).

It is because of this belief and support that I pledge to loan WYICS the amount of $15,000, upon approval of the charter petition.

I will make the loan available by February 1, 2015. The loan must be repaid in full in due course.

I pledge to issue the loan whether or not WYICS successfully applies for a Public Charter Schools Grant Program grant. I understand that WYICS may elect not to borrow the funds from me if it wins the grant and/or if other grant funding or other loan funding becomes available.

Sincerely,

9/12/2014

Lucy Howng

Wei Yu International Charter School
PO Box 10681
San Jose, CA 95157

September 8, 2014

To Whom It May Concern:

My name is Felicity Miao, and I am a supporter of, and believer in, the mission, vision, goals and leadership of Wei Yu International Charter School (WYICS).

It is because of this belief and support that I pledge to loan WYICS the amount of $15,000, upon approval of the charter petition.

I will make the loan available by February 1, 2015. The loan must be repaid in full in due course.

I pledge to issue the loan whether or not WYICS successfully applies for a Public Charter Schools Grant Program grant. I understand that WYICS may elect not to borrow the funds from me if it wins the grant and/or if other grant funding or other loan funding becomes available.

Sincerely,

Felicity Miao

Felicity Miao

Wei Yu International Charter School
PO Box 10681
San Jose, CA 95157

September 11, 2014

To Whom It May Concern:

My name is Arcelia Segura, and I am a supporter of, and believer in, the mission, vision, goals and leadership of Wei Yu International Charter School (WYICS).

It is because of this belief and support that I pledge to loan WYICS the amount of $15,000 upon approval of the charter petition.

I will make the loan available by February 1, 2015. The loan must be repaid in full in due course.

I pledge to issue the loan whether or not WYICS successfully applies for a Public Charter Schools Grant Program grant. I understand that WYICS may elect not to borrow the funds from me if it wins the grant and/or if other grant funding or other loan funding becomes available.

Sincerely,

Arcelia Segura

Wei Yu International Charter School
PO Box 10681
San Jose, CA 95157

September 8, 2014

To Whom It May Concern:

My name is Sarah Giam, and I am a supporter of, and believer in, the mission, vision, goals and leadership of Wei Yu International Charter School (WYICS).

It is because of this belief and support that I pledge to loan WYICS the amount of $10,000.00 upon approval of the charter petition.

I will make the loan available by February 1, 2015. The loan must be repaid in full in due course.

I pledge to issue the loan whether or not WYICS successfully applies for a Public Charter Schools Grant Program grant. I understand that WYICS may elect not to borrow the funds from me if it wins the grant and/or if other grant funding or other loan funding becomes available.

Sincerely,

Sarah Giam

Wei Yu International Charter School
PO Box 10681
San Jose, CA 95157

September 8, 2014

To Whom It May Concern:

My name is Vivian Dorflinger, and I am a supporter of, and believer in, the mission, vision, goals and leadership of Wei Yu International Charter School (WYICS).

It is because of this belief and support that I pledge to loan WYICS the amount of $20,000, upon approval of the charter petition.

I will make the loan available by February 1, 2015. The loan must be repaid in full in due course.

I pledge to issue the loan whether or not WYICS successfully applies for a Public Charter Schools Grant Program grant. I understand that WYICS may elect not to borrow the funds from me if it wins the grant and/or if other grant funding or other loan funding becomes available.

Sincerely,

Vivian Dorflinger

APPENDIX X-J: FOUNDING TEAM PLEDGE

Wei Yu International Charter School
PO Box 10681
San Jose, CA 95157

September 8, 2014

We, as the Founding Team of Wei Yu International Charter School (WYICS), are committed to provide a strong start for the school. Therefore, should the Founder Team determine it is necessary to fund raise and/or donate collectively and should the school be authorized to commence operations and require funding for its start up year, the Founding Team is committed to fund raise and/or donate to meet the requirement for the start up year of WYICS by April 1 2015.

Signature	Print Name	
	Jun Dong	9/9/2014
	Zhiwei Gu	9/10/2014
	Araelia Segura	9/11/2014
	Kalika S. Patty	9/11/2014
Felicity Miao	Felicity Miao	9/12/2014
	Lucy Howng	9/12/2014
	Vivian DeRellinger	9/12/2014
	SARAH GIAM	9/12/2014

APPENDIX XI: LETTERS OF SUPPORT

Create your future!

West Valley College

September 2, 2014

Dear Moreland School District Board,

I am a tenured instructor in the Theater Arts department at West Valley College and also a Moreland District parent of two 4th grade daughters. As a parent and educator, I support the establishment of Wei Yu International Charter School.

For my daughters and future college students alike, I value the lasting effects of language education. Three key reasons are as follows: it develops creative thinking and problem solving abilities for students of any background; it promotes cultural awareness for non-native speakers; it maintains language and culture for native speaking families.

I fully support Wei Yu International Charter School and the educational value it will bring to my community. I ask that the Moreland School Board to support the establishment of this school in my district.

Sincerely,

W. S

William Clay
Theater Arts Instructor and Department Chair
West Valley College

14000 Fruitvale Avenue, Saratoga, California 95070-5698 • westvalley.edu • 408.741.2001

To Whom It May Concern:

As business owner in West San Jose, I recognize the diversity of this area. I have a constant flow of customers coming from all parts of the world. Having employees who can speak languages other than English will enable me to reach these new customers. With the current business dynamic, I am pleased to know that Wei Yu International Charter School is petitioned to open in the West San Jose area in the Fall of 2015.

I wish and believe that Wei Yu will provide a great foundation for our next generation and produce bilingual speakers who can continue to serve this community and around the world.

Sincerely,

Jun Lu
Jun Lu Performing Arts Academy

APPENDIX XII: MEANINGFULLY INTERESTED PARENTS

Signatures from meaningfully interested teachers begin on next page.