

# **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 – 6 <sup>th</sup> Grade .....	21
CST: English Language Arts Achievement – 6 <sup>th</sup> 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 2<sup>nd</sup> 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 University 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 SUDHOF

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 Waldorf 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.<sup>1</sup> 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."<sup>2</sup> 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."<sup>3</sup> Executive function allows us to<sup>4</sup>:

- 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.<sup>5</sup> 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.<sup>6</sup> 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

<sup>1</sup> 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.

<sup>2</sup> Peal, E. and Lambert, W. (1962). The relation of bilingualism to intelligence. Psychol. Monogr. 76, 1-23.

<sup>3</sup> 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>

<sup>4</sup> NCLD Editorial Team. What Is Executive Function? National Center for Learning Disabilities: <http://www.ncl.org/types-learning-disabilities/executive-function-disorders/what-is-executive-function>

<sup>5</sup> Dreifus, C. (May 30, 2011). The Bilingual Advantage. The New York Times:

[http://www.nytimes.com/2011/05/31/science/31conversation.html?\\_r=0](http://www.nytimes.com/2011/05/31/science/31conversation.html?_r=0)

<sup>6</sup> 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.<sup>7</sup> 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.<sup>8</sup> 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.<sup>9</sup>

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<sup>10</sup>. 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.<sup>11</sup> 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.<sup>12</sup> 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.<sup>13</sup> 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.<sup>14</sup> 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.<sup>15</sup> 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.

<sup>7</sup> Wikipedia "Ellen Bialystok".

<sup>8</sup> 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>

<sup>9</sup> 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>

<sup>10</sup> Dreifus, C. (May 30, 2011). The Bilingual Advantage. The New York Times: [http://www.nytimes.com/2011/05/31/science/31conversation.html?\\_r=0](http://www.nytimes.com/2011/05/31/science/31conversation.html?_r=0)

<sup>11</sup> Wikipedia "Ellen Bialystok".

<sup>12</sup> Dreifus, C. (May 30, 2011). The Bilingual Advantage. The New York Times: [http://www.nytimes.com/2011/05/31/science/31conversation.html?\\_r=0](http://www.nytimes.com/2011/05/31/science/31conversation.html?_r=0)

<sup>13</sup> "Chinese 'takes more brain power'" BBC News, June 30, 2001. <http://news.bbc.co.uk/2/hi/health/3025796.stm>

<sup>14</sup> Gwendolyn Bounds, "How Handwriting Trains the Brain" *The Wall Street Journal*, October 5, 2010.

<sup>15</sup> 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”.<sup>16</sup> 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 simpler, 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.”<sup>17</sup>

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## 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 21<sup>st</sup> 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.”<sup>18</sup>

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## SOCIAL BENEFITS

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

<sup>16</sup> 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>

<sup>17</sup> 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>

<sup>18</sup> 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.<sup>19</sup>

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."<sup>20</sup>

### 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.

<sup>19</sup> Utah Immersion Model (2013): <http://utahchineseimmersion.org/about/immersion-model/>

<sup>20</sup> 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)."<sup>21</sup>

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".<sup>22</sup>

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
<b>When is the target language learned?</b>	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.

<sup>21</sup> Padilla, A.M., Fan, L., Xu, X., Silva, D.M. (November 2013). Ohlone Mandarin/English Two-way Immersion Program: Language Proficiency and Academic Achievement.

<sup>22</sup> 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>

<b>How is the language learned?</b>	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.
<b>What is the outcome?</b>	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.
<b>Who are the teachers?</b>	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.
<b>What about cost?</b>	There is no additional headcount for teachers or facility costs. Operationally, the program is <b>on par with traditional programs.</b>	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.

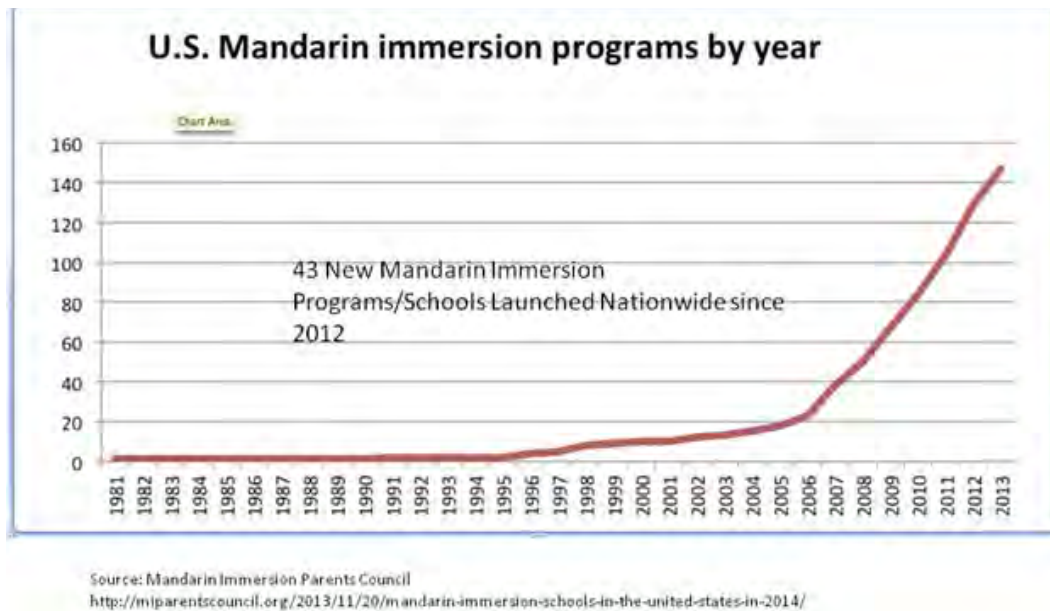
## INVENTORY OF MANDARIN IMMERSION PROGRAMS

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..<sup>23</sup> 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.<sup>24</sup> 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

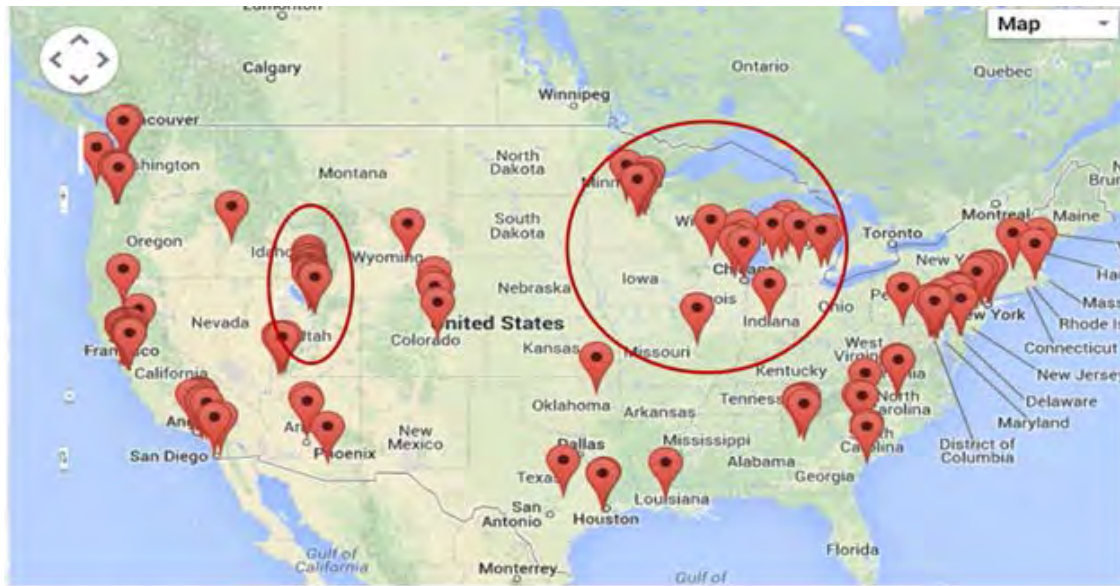
As a result of all of the benefits described throughout this document, it is not surprising that the growth of Mandarin immersion programs in this country has been explosive in the last 8 years or so, with the majority of growth occurring in public schools. The next two charts are based on full-time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



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

<sup>24</sup> Where to Learn Chinese: <http://www.wheretolearnchinese.com>

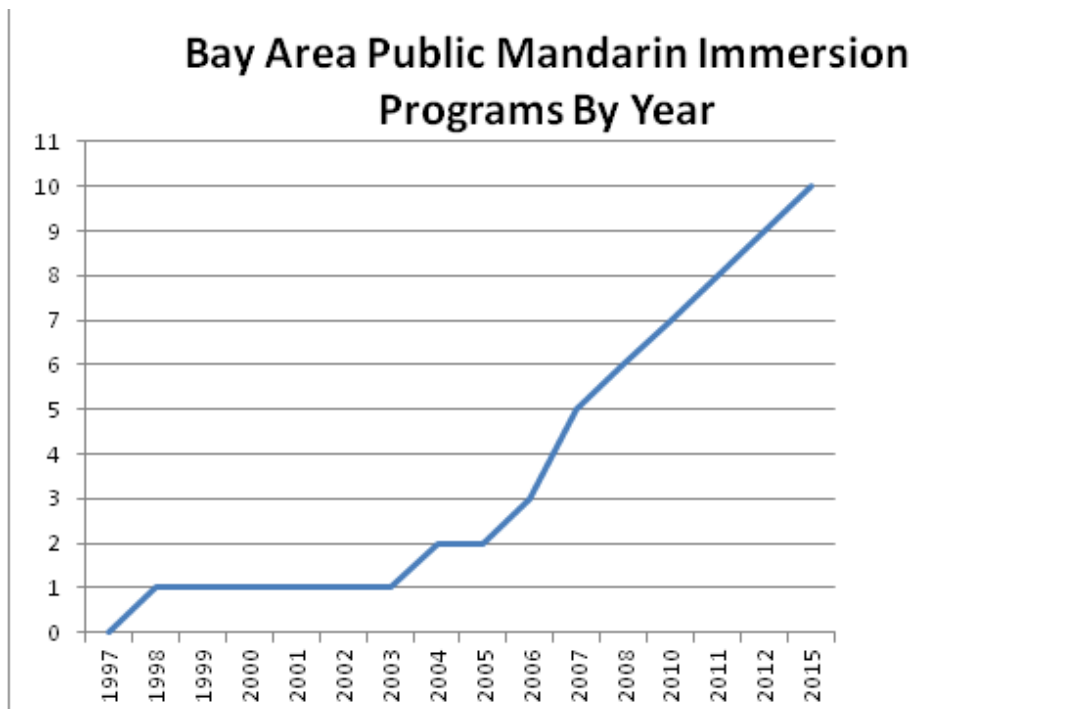




Source: Mandarin Immersion Parents Council  
<http://miparentscouncil.org/2013/12/29/mandarin-immersion-school-map-updated-for-2014/>

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)

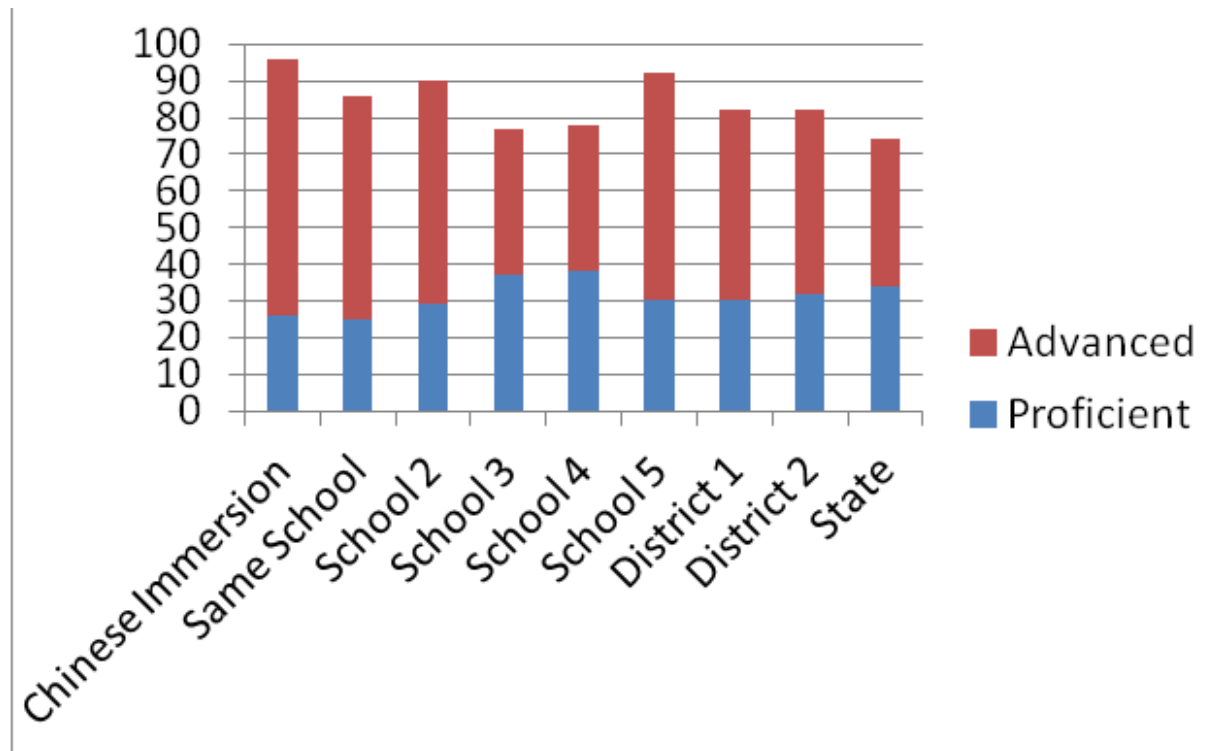
We are also experiencing this growth mirrored in the Bay Area, as the number of programs has grown 6-fold in the last 7 years. These programs are all thriving, most have long wait lists and some are even expanding. For example, Cupertino's acceptance rate is 1 for every 4 applicants, Palo Alto's is 1 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 – 6<sup>TH</sup> GRADE

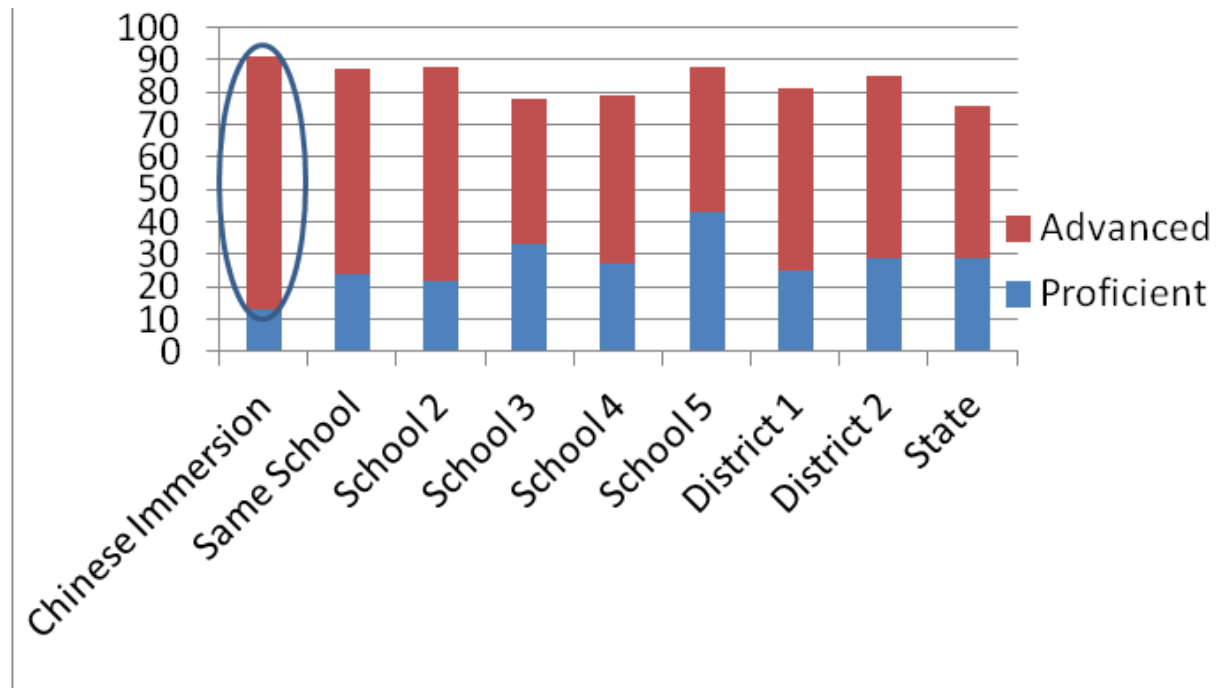


Source: Dr. Kathryn Lindholm-Leary, Child and Adolescent Development, SJ State, 2008

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 – 6<sup>TH</sup> GRADE



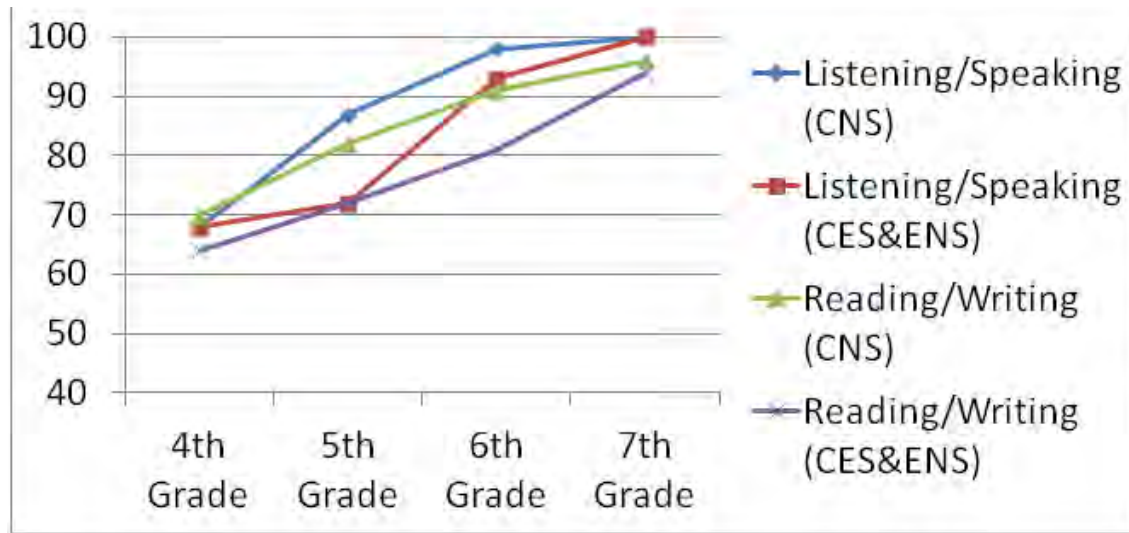
Source: Dr. Kathryn Lindholm-Leary, Child and Adolescent Development, SJ State, 2008

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

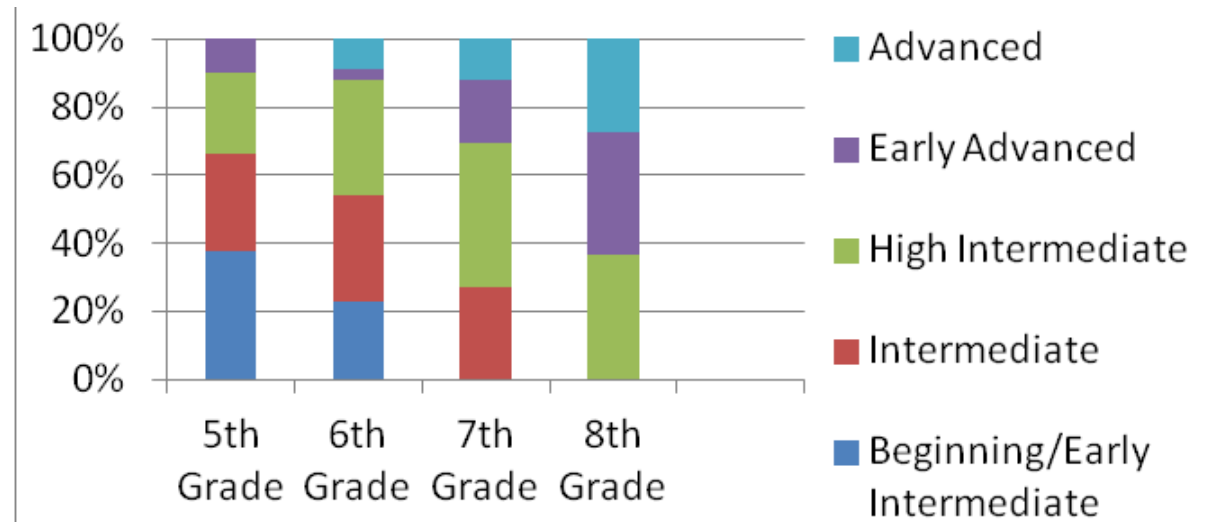


CNS: Chinese Native Speakers  
CES: Chinese English Speakers  
ENS: English Native Speakers

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)

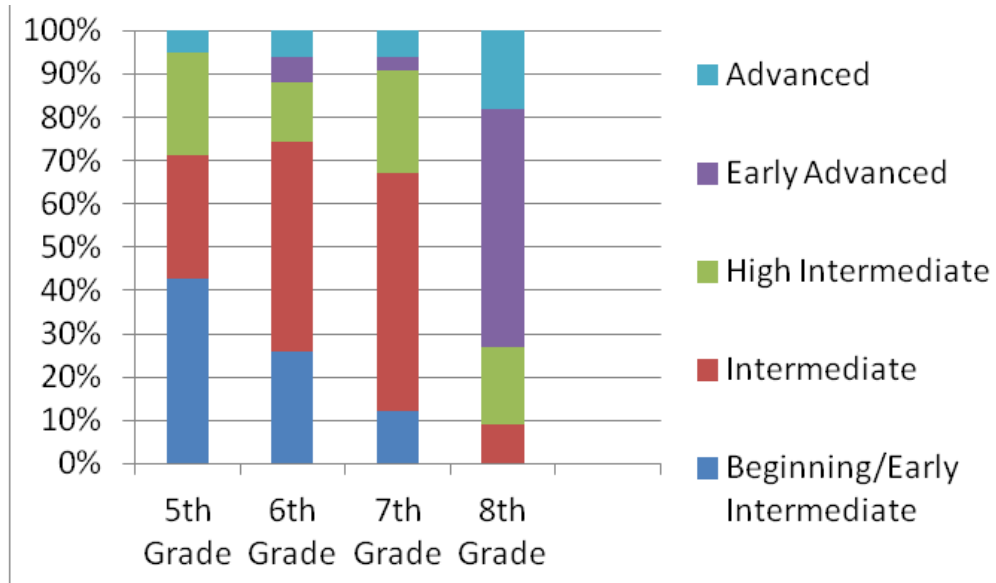


Source: Student Outcomes in Chinese Two-Way Immersion Programs: Language Proficiency, Academic Achievement, and Student Attitudes (Dr. Kathryn Lindholm-Leary, 2011)

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.

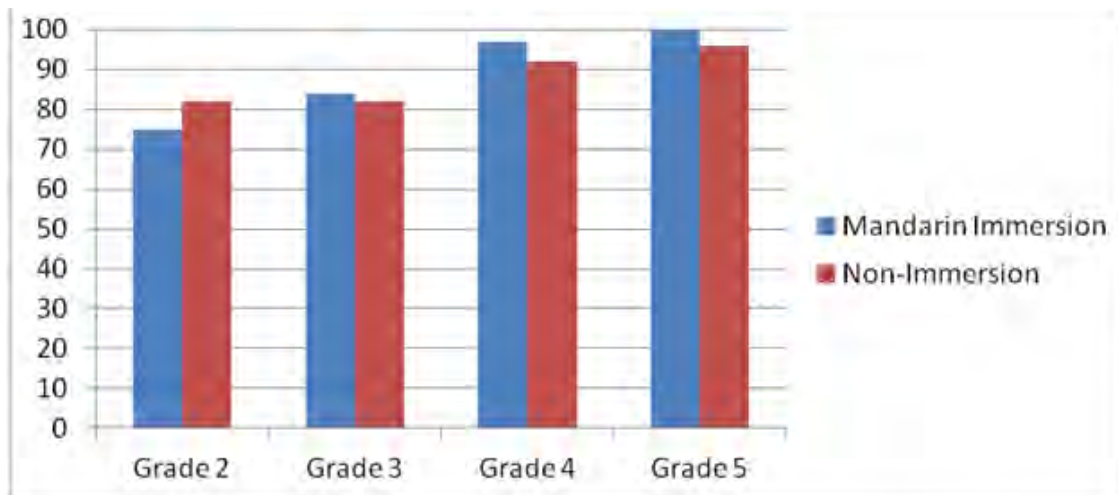
#### OHLONE ELEMENTARY SCHOOL RESULTS

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 5<sup>th</sup> 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.

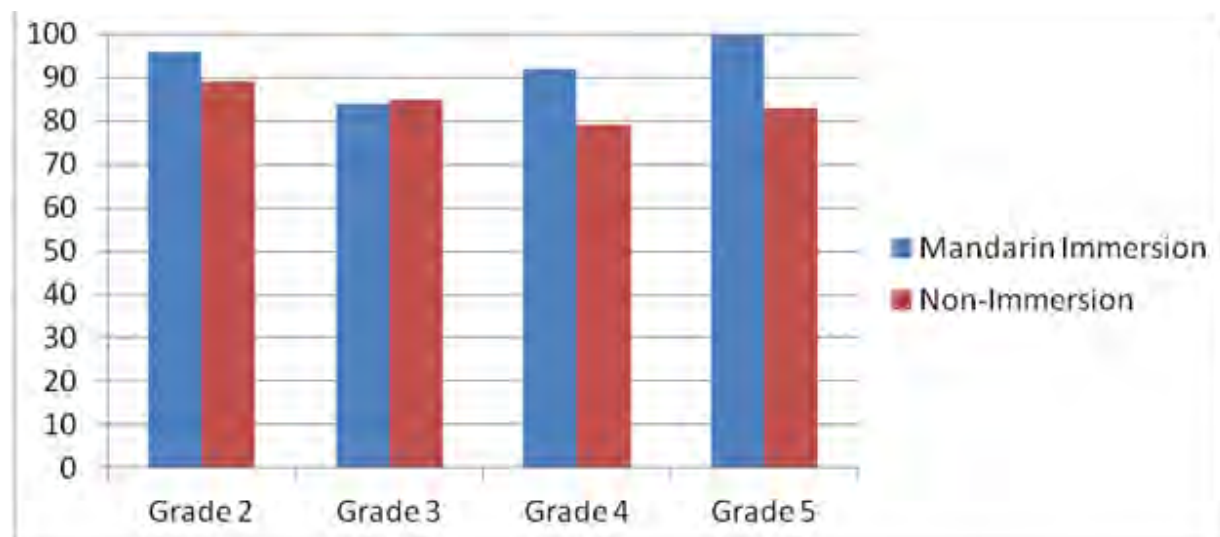


Source: Ohlone Mandarin/English Two-way Immersion Program: Language Proficiency and Academic Achievement Evaluation Report, November 2013

#### 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.



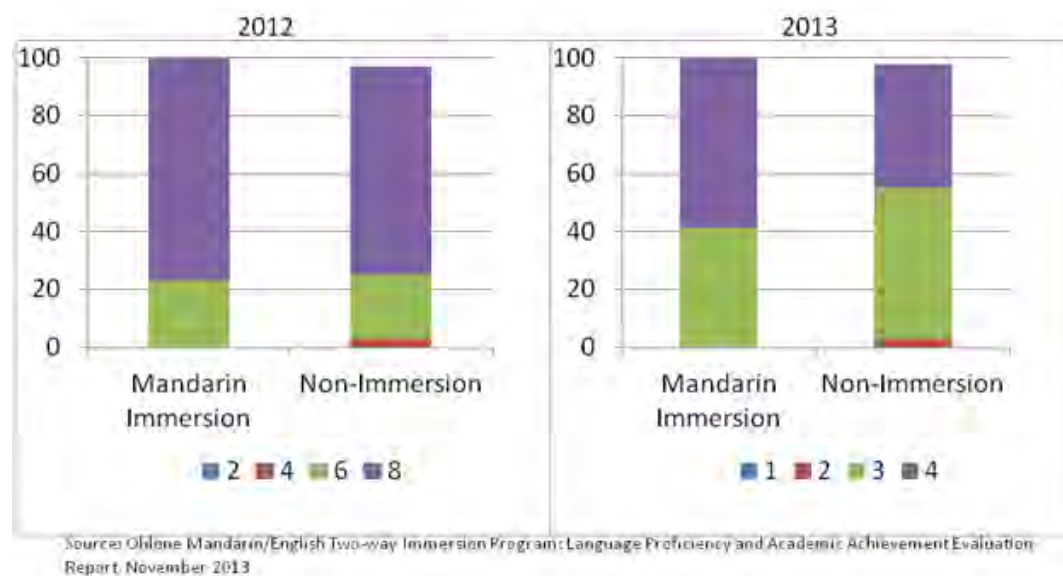
Source: Ohlone Mandarin/English Two-way Immersion Program: Language Proficiency and Academic Achievement Evaluation Report, November 2013

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.

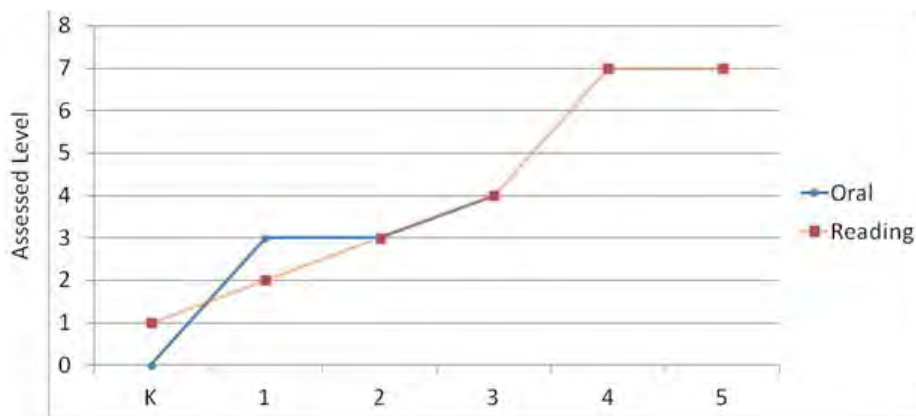
### DISTRIBUTION OF CALIFORNIA STAR RESULTS IN WRITING FOR FOURTH GRADE, 2012 – 2013

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.



### 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.

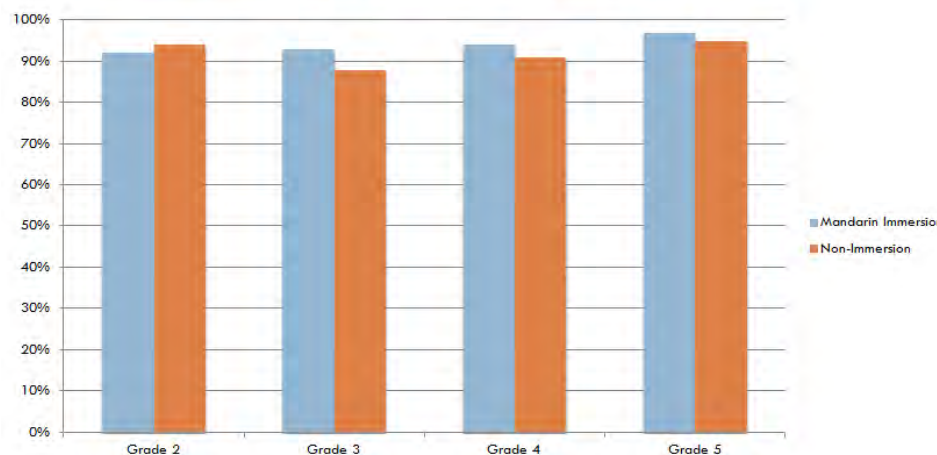
## CUPERTINO LANGUAGE IMMERSION PROGRAM (CLIP) RESULTS

### 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 2<sup>nd</sup> grade, but surpass them starting in 3<sup>rd</sup> grade and maintain this advantage through the rest of elementary school.

**Meyerholz STAR Results in English Language Arts, 2010 – 2013**  
**Percentage of Students at or Above Proficient**

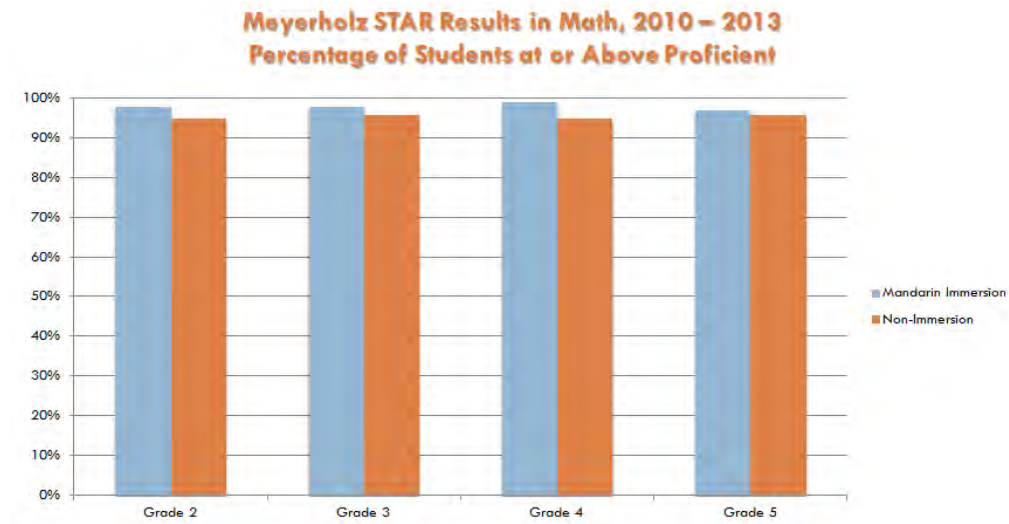


### DISTRIBUTION OF CALIFORNIA STAR RESULTS IN MATHEMATICS, 2010 – 2013

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	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade
California State	58%	48%	67%
Alameda County	63%	54%	72%
<b>Mandarin Immersion</b>	<b>87%</b>	<b>74%</b>	<b>82%</b>

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 3<sup>rd</sup> Grade**

Program	English Language Arts	Math
<b>Mandarin Immersion</b>	<b>410</b>	<b>428</b>
Schoolwide	348	371
Difference	+62	+57

**2011 CST Results: English Language Arts and  
Math  
Mean Scale Score Comparison for 4<sup>th</sup> Grade**

Program	English Language Arts	Math
<b>Mandarin Immersion</b>	<b>361</b>	<b>395</b>
Schoolwide	357	359
Difference	+4	+36

The above table compares the results of 3<sup>rd</sup> and 4<sup>th</sup> 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 Yourself, 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 Intrinsic 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 suggests that naming emotions helps us calm and manage them.

**Recognize Patterns:** aids students in identifying thinking, feeling, and action patterns, 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 thinking 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 Intrinsic 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 perseverance, two skills that most affect our ability to function despite 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 conscious level, it becomes self-reinforcing 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
<b>Enhance Emotional Literacy</b>	<ul style="list-style-type: none"> <li>Develop basic feeling vocabulary</li> <li>Identify causes of basic feelings</li> </ul>	<ul style="list-style-type: none"> <li>Expand feeling vocabulary</li> <li>Learn “logic” of feelings; causes and effects</li> </ul>	<ul style="list-style-type: none"> <li>Develop depth of meaning of feelings and blends</li> <li>Understand sources of conflicting feelings</li> </ul>
<b>Recognize Patterns</b>	<ul style="list-style-type: none"> <li>Become more observant of thoughts, feelings, actions</li> <li>Begin to consider patterns</li> </ul>	<ul style="list-style-type: none"> <li>Sharpen observation skills to become more accurate and realistic</li> <li>Learn to identify patterns immediately following reaction</li> </ul>	<ul style="list-style-type: none"> <li>Increase clarity of recognizing patterns in the moment and over longer time periods</li> <li>Learn about group patterns</li> </ul>
<b>Apply Consequential Thinking</b>	<ul style="list-style-type: none"> <li>Learn about costs and benefits</li> <li>Begin to assess immediate consequences</li> </ul>	<ul style="list-style-type: none"> <li>Increase skill in assessing results of choices</li> <li>Become aware of effects of emotions</li> </ul>	<ul style="list-style-type: none"> <li>Increase ability to evaluate choices and results</li> <li>Predict consequences of feelings</li> </ul>
<b>Navigate Emotions</b>	<ul style="list-style-type: none"> <li>Become more aware of sensing emotions</li> <li>Recognize that it is possible to change feelings</li> </ul>	<ul style="list-style-type: none"> <li>Increase ability to shift or change feelings</li> <li>Develop multiple strategies for changing feelings</li> </ul>	<ul style="list-style-type: none"> <li>Learn to generate emotions to motivate effective action</li> <li>Increase awareness of 2-way influence of feelings and thoughts</li> </ul>
<b>Exercise Optimism</b>	<ul style="list-style-type: none"> <li>Increase awareness of multiple choices/options</li> <li>Learn to realistically appraise risk</li> </ul>	<ul style="list-style-type: none"> <li>Learn PPP-TIE framework for optimistic response</li> <li>Increase capacity to reframe pessimistic explanations</li> </ul>	<ul style="list-style-type: none"> <li>Become more able to generate positive emotion</li> <li>Learn that adversity is an opportunity for growth</li> </ul>
<b>Increase Empathy</b>	<ul style="list-style-type: none"> <li>Become more curious about others</li> <li>Recognize shared concerns and experiences</li> </ul>	<ul style="list-style-type: none"> <li>Become more accurate in identifying emotional cues</li> <li>Increase respect for others</li> </ul>	<ul style="list-style-type: none"> <li>Practice and internalize empathic response</li> <li>See effect of empathy in relationships</li> </ul>
<b>Pursue Noble Goals</b>	<ul style="list-style-type: none"> <li>Recognize that people live in communities</li> <li>Increase perception of self-efficacy</li> </ul>	<ul style="list-style-type: none"> <li>Expand sphere of concern</li> <li>Become aware of interdependence</li> </ul>	<ul style="list-style-type: none"> <li>Develop principles and ethical thinking</li> <li>Increase commitment to take action based on principles</li> </ul>

2015		2016	
7/20-7/28, 10/16	Teacher Work Days	1/18	Martin Luther King Day
7/29	First Day of School	1/27, 2/23, 4/20, 5/19	Staff Development (Early Release)
8/20, 9/16, 11/16	Staff Development (Early Release)	2/15	Presidents Day
9/7	Labor Day	3/21	Teacher Work Days
10/5-10/15	Fall Intercession	3/22-4/1	Spring Intercession
11/11	Veterans Day	5/30	Memorial Day
11/25-11/27	Thanksgiving Break	6/10	Last Day of School
12/21-1/1/16	Winter Break (School Closed)	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
<b>July &amp; August</b>	<b>All about Me</b> Students learn to greet their teachers and peers and talk about themselves. <b>School is Fun</b> They learn classroom rules and common vocabulary and phrases used in the classroom. They also learn about school supplies.	<ul style="list-style-type: none"> <li>- Greetings</li> <li>- Develop language and vocabulary for common classroom language</li> <li>- Understand classroom rules</li> <li>- Understand and respond to basic questions such as name and age</li> <li>- Listen to literature about starting school and identify characters and setting</li> <li>- Understand that characters are composed of individual strokes and write the basic strokes</li> <li>- Develop tonal awareness</li> </ul>
<b>September &amp; October</b>	<b>My Family &amp; My Friends</b> 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. <b>Colors of Fall</b> Students learn colors and activities for fall. <b>Mid-Autumn Festival</b> Students listen to legends about the holiday and learn how it is celebrated.	<ul style="list-style-type: none"> <li>- Develop vocabulary for family members, animals, and colors</li> <li>- Draw/dictate/write members in one's own family</li> <li>- Identify and name fall colors</li> <li>- Develop vocabulary and understand meaning of vocabulary</li> <li>- Recognize basic strokes and understand that strokes are written in fixed directions</li> <li>- Recognize and write characters for numbers 1-10</li> <li>- Understand that certain parts of Mandarin characters are pictorial</li> <li>- Recognize and read basic characters starting with pictographs</li> <li>- Understand key elements of the Mid-Autumn Festival</li> <li>- Listen to fiction and identify characters and settings</li> <li>- Sing songs and recite rhymes and understand their basic meaning</li> </ul>
<b>November</b>	<b>Harvest Time!</b> 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.	<ul style="list-style-type: none"> <li>- Develop vocabulary and phrases for talking about fruits, food, likes and dislikes</li> <li>- Demonstrate understanding of common verbs and adjectives</li> <li>- Locate the title of the book, use illustrations and context to make predictions</li> <li>- Compare and contrast lives in the past and now</li> <li>- Understand that characters are composed of radicals</li> <li>- Start to recognize radicals and know their meaning</li> <li>- Follow correct stroke order to produce known characters</li> </ul>

		<ul style="list-style-type: none"> <li>- Sing songs and recite rhymes and understand their basic meaning</li> </ul>
<b>December</b>	<b>Colors of Winter &amp; Holiday Season</b> Students learn winter colors and activities and how people around the world celebrate winter holidays.	<ul style="list-style-type: none"> <li>- Develop vocabulary for colors and winter activities, and talk about one's preference</li> <li>- Listen to and read literature about winter holidays</li> <li>- Understand conversations within a familiar and meaningful context</li> <li>- Retell familiar stories with prompt and support</li> <li>- Follow correct stroke order to write characters</li> <li>- Sing songs and recite rhymes and understand their basic meaning</li> </ul>
<b>January</b>	<b>Body Parts &amp; Movement</b> 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.	<ul style="list-style-type: none"> <li>- Develop vocabulary and language for body parts and verbs</li> <li>- Recognize core characters and state meaning</li> <li>- Follow correct stroke order to write characters</li> <li>- Sing songs and recite rhymes and understand their basic meaning</li> <li>- Understand conversations within a familiar and meaningful context</li> </ul>
<b>February</b>	<b>Chinese New Year</b> Students learn about blessing phrases, food and how people celebrate. They understand Chinese New Year customs through folk stories.	<ul style="list-style-type: none"> <li>- Use blessing phrases to greet others</li> <li>- Develop vocabulary related to topic</li> <li>- Listen to fiction and informational text about Chinese New Year</li> <li>- Attend to spoken Mandarin for sustained periods of time</li> <li>- Understand familiar words and phrases in context</li> <li>- Ask and answer questions about key details in a text with prompt and support</li> <li>- Follow correct stroke order to write characters</li> </ul>
<b>March</b>	<b>Spring is Here!</b> 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.	<ul style="list-style-type: none"> <li>- Develop vocabulary and phrases for animals, insects and where they live</li> <li>- Observe and describe the life cycle of butterflies</li> <li>- Understand and know the meaning of radicals used in this unit</li> <li>- Follow correct stroke order to write characters</li> <li>- Begin to write short phrases and simple sentences</li> </ul>
<b>April</b>	<b>Plant a Tree</b> 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.	<ul style="list-style-type: none"> <li>- Develop vocabulary and phrases for plants</li> <li>- Observe and describe the structure of plants, and what they need to grow</li> <li>- Begin to write short phrases and simple sentences</li> <li>- Read literature related to transportation</li> <li>- Understand and know the meaning of radicals used in this unit</li> <li>- Write core characters following the correct stroke order</li> </ul>
<b>May &amp; June</b>	<b>What Should I Wear Today?</b> 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.	<ul style="list-style-type: none"> <li>- Develop vocabulary for seasons, weather and clothing</li> <li>- Look up weather forecast with the assistance of teacher/parents</li> <li>- Describe the clothing student is wearing and why s/he chose to wear those items</li> <li>- Recognize core characters for the topic</li> <li>- Begin to read basic characters and simple sentences</li> <li>- Write core characters following the correct stroke order</li> </ul>



## 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
<b>July &amp; August</b>	<p><b>More About Me</b> Students learn vocabulary and sentences to introduce themselves.</p> <p><b>Class Begins!</b> 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.</p>	<ul style="list-style-type: none"> <li>- Self-introduction</li> <li>- Understand, ask and respond to questions about one's name, age, grade and where s/he lives</li> <li>- Develop language and vocabulary for common classroom objects and language</li> <li>- Understand and respond to teacher's instructions</li> <li>- Understand classroom rules</li> <li>- Develop good learning habits</li> <li>- Learn stroke names and phrases</li> <li>- Write core characters following the correct stroke order</li> <li>- Use the correct tones when speaking</li> </ul>
<b>September &amp; October</b>	<p><b>My Birthday</b> 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.</p> <p><b>Literature World</b> 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.</p> <p><b>Mid-Autumn Festival</b> Students listen to legends about the holiday and learn why and how it is celebrated. Students also learn famous poems written for this festival.</p>	<ul style="list-style-type: none"> <li>- Develop vocabulary for year, months and dates</li> <li>- Develop and use appropriate language relating to someone's birthday</li> <li>- Reading foundation skills</li> <li>- Key ideas and details in fiction</li> <li>- Describe characters, settings and events</li> <li>- Understand and retell the central message in fiction</li> <li>- Understand the different structures of characters</li> <li>- Review/learn characters from 0-31</li> <li>- Recognize and write characters for core characters</li> <li>- Understand and describe key elements of the Mid-Autumn Festival</li> <li>- Read poems and understand the basic meaning of the poem, as well as the central message in the poem</li> </ul>



<b>November</b>	<b>Let's Make a Turkey!</b> 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.	<ul style="list-style-type: none"> <li>- Develop vocabulary and phrases for fruits, food, likes and dislikes</li> <li>- Develop vocabulary for common verbs</li> <li>- Ordering and sequential words</li> <li>- 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)</li> <li>- Identify radicals and know their meaning</li> <li>- Follow correct stroke order to produce known characters</li> </ul>
<b>December</b>	<b>I'm Cold!</b> 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.	<ul style="list-style-type: none"> <li>- Develop vocabulary for season, weather and clothes</li> <li>- Talk about feelings</li> <li>- Discuss past experience</li> <li>- Listen to and read text about common illnesses</li> <li>- Describe the connection between two individuals, events, ideas or pieces of information in a text</li> <li>- Understand repeated language patterns</li> <li>- Recognize and write characters for core characters</li> </ul>
<b>January</b>	<b>World Traveler</b> 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.	<ul style="list-style-type: none"> <li>- Develop vocabulary and language for Countries of the World</li> <li>- Compare and contrast the adventures and experiences of characters in stories</li> <li>- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings</li> <li>- Recognize core characters and state meaning</li> <li>- Follow correct stroke order to write characters</li> <li>- Sing songs and recite rhymes and understand their basic meaning</li> </ul>

<b>February</b>	<p><b>Chinese New Year &amp; Lantern Festival</b> 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.</p>	<ul style="list-style-type: none"> <li>- Use and respond to blessing phrases</li> <li>- Develop vocabulary related to the topic</li> <li>- Listen to fiction and informational text about Chinese New Year and the Lantern Festival</li> <li>- Identify basic similarities and differences between two texts on the same topic</li> <li>- Ask and answer questions about key details in a text with prompt and support</li> <li>- Understand the main idea of a new story</li> <li>- Write core characters following the correct stroke order</li> <li>- Follow correct stroke order to write characters</li> <li>- Sing songs and recite rhymes and understand their basic meaning</li> </ul>
<b>March</b>	<p><b>Transportation</b> 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.</p> <p><b>Tea Drinking</b> Students learn the history of tea, different kinds of tea and the method of tea drinking.</p>	<ul style="list-style-type: none"> <li>- Develop vocabulary and phrases for talking about means of transportation</li> <li>- Read literature related to transportation</li> <li>- Understand the tea culture</li> <li>- 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</li> <li>- Ask and answer questions about key details in a text read aloud, or information presented orally or through other media</li> <li>- Understand and know the meaning of radicals used in this unit</li> <li>- Follow correct stroke order to write characters</li> </ul>

April	<p><b>I Want to be a ...</b> Students learn names of different occupations. They read biographies of famous people. They express personal choice of occupation for the future.</p>	<ul style="list-style-type: none"> <li>- Understand vocabulary and sentences about occupation</li> <li>- Read literature related to occupation</li> <li>- Identify the reasons an author gives to support points in a text</li> <li>- Produce complete sentences</li> <li>- 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)</li> <li>- Understand and know the meaning of radicals used in this unit</li> <li>- Write core characters following the correct stroke order</li> </ul>
May & June	<p><b>Community</b> Students learn the name of places in the community. They listen to and read texts on this topic.</p> <p><b>Mother's and Father's Day</b> Students learn and review words about family. They learn how to express love and give reasons. Students listen and read stories.</p> <p><b>Dragon Boat Festival</b> Students learn phrases, food and how people celebrate this festival. They understand customs and history through folk stories.</p>	<ul style="list-style-type: none"> <li>- Develop vocabulary for places in the community, family and the Dragon Boat Festival</li> <li>- Develop words and sentences to express opinions</li> <li>- Listen to fiction and informational text about the Dragon Boat Festival</li> <li>- Understand familiar words and phrases in context</li> <li>- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood</li> <li>- Write opinion pieces</li> <li>- Recognize core characters for topic</li> <li>- Write core characters following the correct stroke order</li> </ul>

## 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
<b>July &amp; August</b>	<b>Welcome to Kindergarten!</b> 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.	<ul style="list-style-type: none"> <li>- Procedures and routines</li> <li>- Choosing books</li> <li>- Talking about books</li> <li>- Pre-writing</li> </ul>
<b>September</b>	<b>Playing with Language, Letters, Sounds and Words</b> 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.	<ul style="list-style-type: none"> <li>- Rhyming</li> <li>- Looking for letters, sounds and words</li> <li>- Asking and answering questions</li> <li>- Writing drafts and sharing opinions</li> </ul>
<b>October &amp; November</b>	<b>Concepts About Print</b> 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.	<ul style="list-style-type: none"> <li>- Book parts</li> <li>- 1:1 correspondence</li> <li>- Who is an author or illustrator</li> <li>- Illustrations in stories</li> <li>- Putting things into categories</li> </ul>
<b>December &amp; January</b>	<b>Being a Word Solver</b> 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.	<ul style="list-style-type: none"> <li>- Use picture, pattern and initial sound clues</li> <li>- Stop and think while reading</li> <li>- Making predictions</li> <li>- Revising your writing</li> </ul>

<b>February</b>	<b>Making Connections</b> 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.	<ul style="list-style-type: none"> <li>- Making connections while reading, referencing prior knowledge</li> <li>- Different types of texts (poems, fantasy, etc.)</li> </ul>
<b>March</b>	<b>Comparing and Contrasting</b> 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.	<ul style="list-style-type: none"> <li>- Compare and contrast characters</li> <li>- Compare and contrast two texts on the same topic</li> <li>- Words with multiple meanings</li> <li>- Shared research</li> </ul>
<b>April</b>	<b>Re-telling</b> 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.	<ul style="list-style-type: none"> <li>- Telling stories</li> <li>- Retelling stories</li> <li>- Story structure</li> <li>- Writing narratives</li> </ul>
<b>May &amp; June</b>	<b>Genre Study: Nonfiction</b> 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. <b>Author Study</b> 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.	<ul style="list-style-type: none"> <li>- Fiction v. nonfiction</li> <li>- Using illustrations and captions</li> <li>- Identifying the main idea</li> <li>- Compare and contrast characters</li> <li>- Pulling together comprehension and word analysis strategies to study one author</li> <li>- Publishing your writing</li> </ul>

## 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
<b>July &amp; August</b>	<b>Welcome to First Grade!</b> 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.	<ul style="list-style-type: none"> <li>- Procedures and routines</li> <li>- Choosing books</li> <li>- Talking about books</li> <li>- Pre-writing</li> <li>- Short and long vowel sounds</li> </ul>
<b>September</b>	<b>Re-telling</b> 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.	<ul style="list-style-type: none"> <li>- Telling stories</li> <li>- Re-telling from books</li> <li>- Story structure</li> <li>- Story elements</li> <li>- Sentence structure</li> <li>- Blending and segmenting phonemes</li> </ul>
<b>October</b>	<b>Monitoring for Meaning</b> 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.	<ul style="list-style-type: none"> <li>- Stop and think while reading</li> <li>- Comprehension and fix-up strategies</li> <li>- Consonant and vowel digraphs</li> <li>- Sharing opinions</li> </ul>
<b>November &amp; December</b>	<b>Characters</b> 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.	<ul style="list-style-type: none"> <li>- Characterization</li> <li>- Point of View</li> <li>- Identifying how an author supports reasoning</li> <li>- Final -e words</li> <li>- Syllables</li> </ul>
<b>January &amp; February</b>	<b>Creating Sensory Images</b> 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.	<ul style="list-style-type: none"> <li>- Making mind movies</li> <li>- Using sensory images</li> </ul>

<b>March</b>	<b>Reading Across Genres</b> 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
<b>April</b>	<b>Inferring</b> 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
<b>May &amp; June</b>	<b>Genre Study: Nonfiction</b> 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. <b>Author Study</b> 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
<b>July &amp; August</b>	<b>Being a Good Citizen</b> Students learn about rules, consequences and citizenship. They learn about characteristics of good citizens through stories and folktales.	<ul style="list-style-type: none"> <li>- Understand and follow class and school rules</li> <li>- Learn about characteristics of good citizens</li> <li>- Understand that actions have consequences</li> </ul>
<b>September</b>	<b>My School</b> Students study their school. They learn about the people there and their jobs. They map out and describe the school's layout.	<ul style="list-style-type: none"> <li>- Relative locations (near/far, right/left)</li> <li>- The school's layout</li> <li>- People at the school</li> </ul>
<b>October &amp; November</b>	<b>Jobs People Do</b> Students learn about the work that people do in the school and in their community.	<ul style="list-style-type: none"> <li>- Familiar jobs</li> </ul>
<b>December &amp; January</b>	<b>Maps</b> Students study their community and neighborhood using maps. They construct maps and models. They connect places on maps to historical stories.	<ul style="list-style-type: none"> <li>- Identify land and water on maps</li> <li>- Identify traffic symbols and map symbols</li> <li>- Construct maps and models</li> </ul>
<b>February</b>	<b>Being an American Citizen</b> Students learn about national and state symbols and icons.	<ul style="list-style-type: none"> <li>- Identifying flags</li> <li>- Identifying symbols (bald eagle and Statue of Liberty)</li> </ul>
<b>March &amp; April</b>	<b>Time</b> Students reinforce their learning about time and calendars from their mathematics lessons. They sequence events in temporal order and use calendars.	<ul style="list-style-type: none"> <li>- Ordering events in time</li> <li>- Identify and order days, weeks and months</li> </ul>
<b>May &amp; June</b>	<b>Learning about the Past</b> 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.	<ul style="list-style-type: none"> <li>- Identifying reasons for commemorative holidays</li> <li>- Historical figures (George Washington, Pocahontas, etc.)</li> <li>- Comparing and contrasting their lives with daily life in the past</li> </ul>

## 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
<b>July &amp; August</b>	<b>Rights and Responsibilities</b> Students learn about rules, consequences and citizenship. They learn about characteristics of good citizens through stories and folktales.	<ul style="list-style-type: none"> <li>- How we make rules</li> <li>- Good sportsmanship</li> <li>- The "Golden Rule"</li> </ul>
<b>September &amp; October</b>	<b>Places</b> 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.	<ul style="list-style-type: none"> <li>- Locate the local community, California, the US, the 7 continents and 4 oceans</li> <li>- Compare 3-D models and pictures</li> <li>- Make simple maps</li> <li>- The relationship between the physical environment and human life</li> </ul>
<b>November &amp; December</b>	<b>Work and Money</b> Students explore basic economic concepts through role-play. They identify different types of work and the roles people play in the community.	<ul style="list-style-type: none"> <li>- Understand how money is used</li> <li>- Identify jobs that manufacture, transport, and market goods and services</li> </ul>
<b>January &amp; February</b>	<b>Life Now and Then</b> Students learn about the past by comparing and contrasting everyday life in different times and places.	<ul style="list-style-type: none"> <li>- Compare schools and communities in the past</li> <li>- Compare past transportation</li> <li>- Differences and similarities in everyday life</li> </ul>
<b>March &amp; April</b>	<b>American Symbols and Traditions</b> Students study American traditions. They learn about national holidays. They identify American symbols and historical events.	<ul style="list-style-type: none"> <li>- Recite the Pledge of Allegiance</li> <li>- Sing patriotic songs</li> <li>- Understand national holidays</li> <li>- Identify symbols such as the bald eagle, Statue of Liberty, the Constitution</li> </ul>
<b>May &amp; June</b>	<b>Diversity in America</b> 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.	<ul style="list-style-type: none"> <li>- Forms of diversity</li> <li>- Benefits and challenges of diversity</li> <li>- How American Indians and immigrants have shaped American culture</li> <li>- Compare different cultures within the community</li> </ul>

## 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
<b>July &amp; August</b>	<b>Who is in School Today?</b> 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	<ul style="list-style-type: none"> <li>- Counting</li> <li>- One-to-one correspondence</li> <li>- Equivalent sets</li> <li>- Attributes</li> <li>- Surveys</li> <li>- Calendars</li> </ul>
<b>September</b>	<b>Counting and Comparing</b> Students continue to develop counting strategies and the idea of equivalent sets. They begin to compare quantities and lengths.	<ul style="list-style-type: none"> <li>- Counting up to 10</li> <li>- Compare and sort objects by length</li> <li>- Compare and order quantities</li> </ul>
<b>October &amp; November</b>	<b>What Comes Next?</b> Students sort, classify and compare objects. They construct, describe and extend repeating patterns with manipulatives and in visual representations.	<ul style="list-style-type: none"> <li>- Sort and compare objects</li> <li>- Identify and describe repeating patterns</li> <li>- Determine what comes next in a repeating pattern</li> </ul>
<b>December &amp; January</b>	<b>Measuring and Counting</b> 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.	<ul style="list-style-type: none"> <li>- Measuring length</li> <li>- Counting up to 20</li> <li>- Adding and subtracting small numbers (up to 10)</li> <li>- More than or fewer than</li> </ul>
<b>February &amp; March</b>	<b>Make a Shape, Build a Block</b> 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.	<ul style="list-style-type: none"> <li>- Describe, identify, compare and sort 2-D and 3-D objects</li> <li>- Construct geometric objects</li> <li>- Compose and decompose shapes</li> <li>- Describe and extend repeating shape patterns</li> </ul>

<b>April</b>	<b>How Many Do You Have?</b> 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.	<ul style="list-style-type: none"><li>- Counting by 2s and 5s</li><li>- Counting up to 100 by ones and tens</li><li>- Adding and subtracting single digit numbers, with totals to 20</li><li>- Solving story problems</li><li>- Days of the week and time</li></ul>
<b>May &amp; June</b>	<b>How Much Do You Have?</b> 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.	<ul style="list-style-type: none"><li>- Counting and making coin combinations</li><li>- Using mathematic operation signs (+, -, =) to write number sentences.</li></ul>

## 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
<b>July &amp; August</b>	<b>How Many of Each?</b> 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.	<ul style="list-style-type: none"> <li>- Counting, ordering and comparing</li> <li>- Addition up to 10</li> <li>- Story problems</li> <li>- Time</li> </ul>
<b>September</b>	<b>Making Shapes and Designing Quilts</b> 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.	<ul style="list-style-type: none"> <li>- Describing, comparing, classifying 2-D shapes</li> <li>- Composing and decomposing shapes</li> <li>- Geometric transformations</li> <li>- Patterning</li> <li>- Symmetry</li> </ul>
<b>October</b>	<b>Solving Story Problems</b> Students learn about counting to higher numbers. Through games and story problems, they develop their understanding of addition and subtraction.	<ul style="list-style-type: none"> <li>- Counting to higher numbers</li> <li>- Counting on as an addition strategy</li> <li>- Addition and subtraction using numbers and notation</li> <li>- Addition and subtraction to 20</li> </ul>
<b>November</b>	<b>What Would You Rather Be?</b> Students study data collection and representation. They learn to sort objects using a given attribute.	<ul style="list-style-type: none"> <li>- Collecting and sorting data</li> <li>- Representing data</li> <li>- Sorting objects</li> </ul>
<b>December &amp; January</b>	<b>Fish Lengths and Animal Jumps</b> Students study linear measurement using nonstandard and standard units. They solve story problems that involve length, weight and volume.	<ul style="list-style-type: none"> <li>- Linear measurement</li> <li>- Partial units in measurement</li> <li>- Comparing length, weight and volume</li> </ul>
<b>February</b>	<b>Number Games and Crayon Puzzles</b> 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.	<ul style="list-style-type: none"> <li>- Addition with 2 and 3 addends</li> <li>- Multiple strategies for adding and subtracting</li> <li>- Addition and subtraction to 40</li> <li>- Story problems</li> <li>- Using a number line and 100 chart</li> </ul>
<b>March</b>	<b>Color, Shape, and Number Puzzles</b> Students make, describe and extend repeating patterns. They extend their understanding of patterns to number	<ul style="list-style-type: none"> <li>- Repeating patterns</li> <li>- Number sequences</li> </ul>

	sequences within problem solving.	
<b>April</b>	<b>Twos, Fives, and Tens</b> 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.	<ul style="list-style-type: none"> <li>- Counting and writing numbers to 100 and beyond</li> <li>- The importance of 10</li> <li>- Comparing numbers</li> <li>- Counting by 2s, 5, and 10s</li> </ul>
<b>May &amp; June</b>	<b>Shapes and Equal Parts</b> 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.	<ul style="list-style-type: none"> <li>- Describing, naming and classifying 3-D shapes</li> <li>- Understanding the relationship between 2-D and 3-D shapes</li> <li>- Partitioning shapes into equal shares</li> </ul>

## 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
<b>July, August, September, &amp; October</b>	<b>Animals Two by Two</b> 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.	<ul style="list-style-type: none"> <li>- All animals need food in order to live and grow. They obtain their food from plants or from other animals.</li> <li>- Animals can change their environment</li> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> </ul>
<b>November, December, January, &amp; February</b>	<b>Materials and Motion</b> 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	<ul style="list-style-type: none"> <li>- Water has different states</li> <li>- Properties of materials can be changed</li> <li>- Pushes and pulls can have different strengths and directions</li> <li>- Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it</li> <li>- When objects touch or collide, they push on one another and can change motion</li> <li>- A bigger push or pull makes things speed up or slow down more quickly</li> <li>- A situation that people want to change or create can be approached as a problem to be solved through</li> </ul>



	<p>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.</p>	<p>engineering. Such problems may have many acceptable solutions.</p> <ul style="list-style-type: none"> <li>- People encounter questions about the natural world every day</li> <li>- People depend on various technologies in their lives; human life would be very different without technology</li> </ul>
<p><b>March, April, May, &amp; June</b></p>	<p><b>Trees and Weather</b></p> <p>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.</p> <p>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.</p> <p>Students engage in discussions about how weather conditions affect plants and how they change across the seasons.</p>	<ul style="list-style-type: none"> <li>- Plants need water and light to live and grow</li> <li>- Plants and animals can change their environment</li> <li>- 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.</li> <li>- 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.</li> <li>- Sunlight warms the Earth's surface.</li> <li>- 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.</li> <li>- 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.</li> <li>- Trees as resources that are used in everyday life</li> </ul>

## 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
<b>July, August, September, &amp; October</b>	<b>Sound and Light</b> 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.	<ul style="list-style-type: none"> <li>- Sound can make matter vibrate, and vibrating matter can make sound</li> <li>- Objects can be seen if light is available to illuminate them or if they give off their own light</li> <li>- Different types of materials allow different amounts of light to pass through them</li> <li>- People use a variety of devices to communicate over long distances</li> <li>- People depend on various technologies in their lives; human life would be very different without technology</li> </ul>

<p><b>November, December, January, &amp; February</b></p>	<p><b>Organisms</b> 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.</p> <p>Students read informational text and view photos and videos to further their understanding of the topic.</p>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> <li>- Young animals are very much, but not exactly like, their parents. Plants also are very much, but not exactly, like their parents.</li> <li>- Individuals of the same kind of plant or animal are recognizable as similar, but can also vary in many ways.</li> <li>- Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world.</li> </ul>
<p><b>March, April, May, &amp; June</b></p>	<p><b>Air and Weather</b> 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.</p> <p>Students also learn about the sun and the moon. They observe the sun and moon and understand that their</p>	<ul style="list-style-type: none"> <li>- Air is a gas and is all around us</li> <li>- Air is matter and takes up space</li> <li>- Weather describes conditions in the air outside; it occurs both during the day and night</li> <li>- Wind is moving air</li> <li>- The pressure from compressed air can move things; air resistance affects how things move</li> <li>- Weather changes from day to day and week to week</li> <li>- Features of weather include cloud cover, precipitation, wind and temperature</li> <li>- Weather conditions (temperature, wind, snow, rain) can be measured using tools such as thermometers, wind vanes, anemometers and rain</li> </ul>

	<p>locations change during the time of the day. They also learn about stars.</p> <p>Students read fiction and informational text and connect what they read to what they observe and experience in their everyday life.</p>	<p>gauges.</p> <ul style="list-style-type: none"> <li>- Meteorologists are scientists who study, observe and record information about the weather, and who use that information to forecast the weather</li> <li>- Daily changes in temperature, precipitation and weather type can be observed, compared and predicted.</li> <li>- Weather affects the decisions people make about the clothing they will wear and about their outside activities</li> <li>- The moon can be seen sometimes at night and sometimes during the day</li> <li>- The moon looks different every day, but looks the same again about every 4 weeks</li> <li>- There are more stars in the sky than anyone can easily see or count</li> <li>- The sun can be seen only in the daytime</li> <li>- 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</li> <li>- Patterns of the motion of the sun, moon and stars in the sky can be observed, described and predicted</li> <li>- Seasonal patterns of sunrise and sunset can be observed, described and predicted</li> <li>- Patterns in the natural world can be observed, used to describe phenomena and used as evidence</li> </ul>
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## APPENDIX VII: SAMPLE STEAM PROJECT-BASED LEARNING LESSON

P R O J E C T D E S I G N : O V E R V I E W		
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)	<p>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.</p> <p>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.</p> <p>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.</p> <p>ELA 1.R.1 Ask and answer questions about key details in a text.</p> <p>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.</p> <p>ELA 1.RI.4 Ask and answer question s to help determine or clarify the meaning of words and phrases in a text.</p> <p>ELA 1.RI.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>ELA 1.RI.9 Identify basic similarities in and differences between two texts on the same topic.</p> <p>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.</p> <p>ELA 1.W.7 Participate in shared research and writing projects.</p> <p>ELA 1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>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.</p> <p>ELA 1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>ELA 1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>Visual Arts 4.3 Describe how and why they made a selected work of art, focusing on the media and technique.</p> <p>Math 1.OA Represent and solve problems involving addition and subtraction.</p> <p>Math 1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>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.</p> <p>Math 1.G.1 Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes.</p>	

## Wei Yu International Charter School Appendices and Attachments

<b>21st Century Competencies</b> (to be taught and assessed)	Collaboration	X	Creativity and Innovation	X
	Communication	X	Other:	
	Critical Thinking	X		
<b>Project Summary</b> (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.			
<b>Driving Question</b>	How can we, as safety product designers, solve problems children face when playing outdoors, during the day and/or when it's dark?			
<b>Entry Event</b>	A product designer will talk to students via video chat to request their help to design a product to help keep children safe.			
<b>Products</b>	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		

## P R O J E C T D E S I G N : O V E R V I E W

**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:



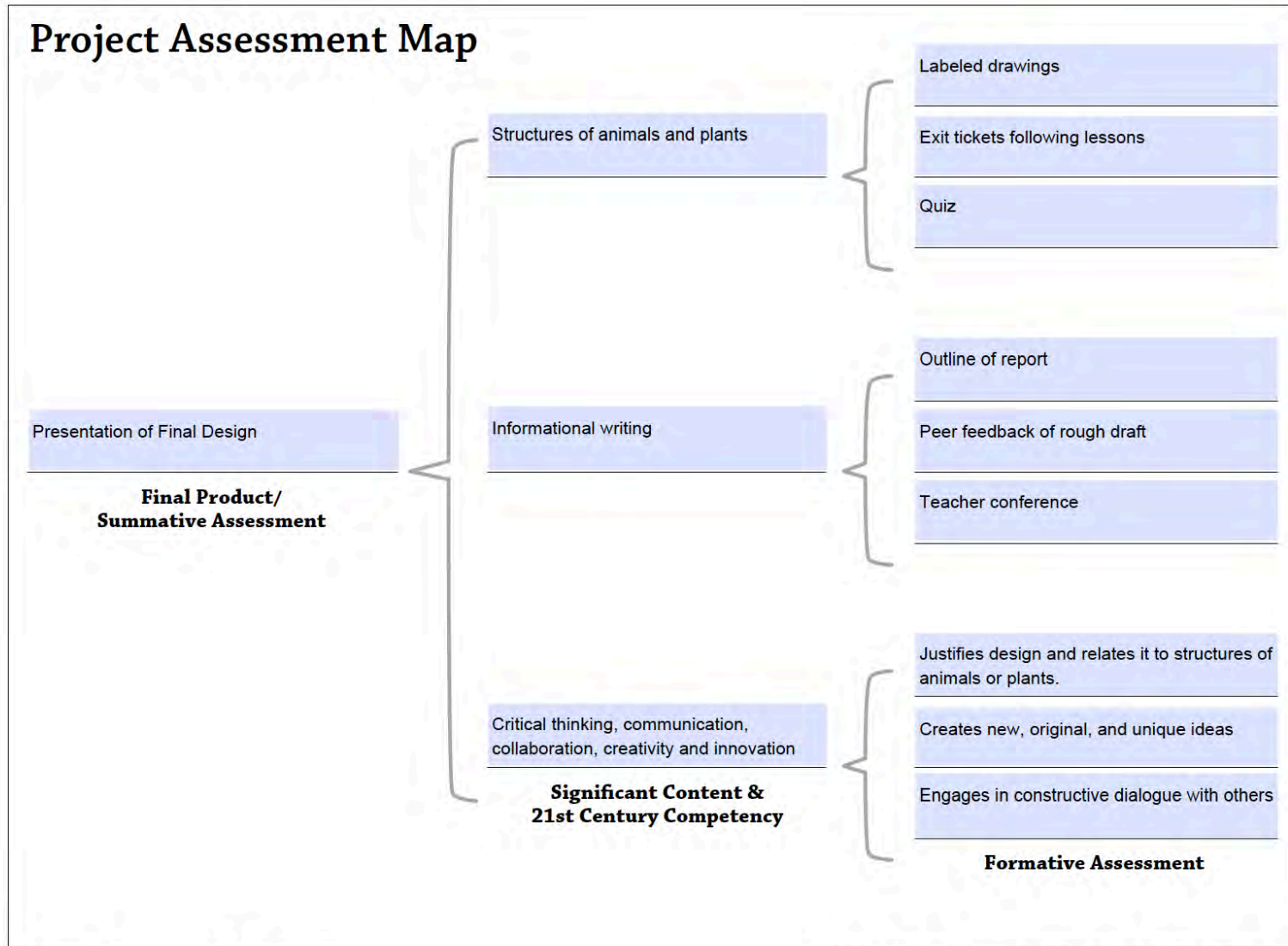
# PROJECT DESIGN: STUDENT LEARNING GUIDE

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



**APPENDIX VIII-A: ARTICLES OF INCORPORATION**

**ARTICLES OF INCORPORATION  
OF  
BAY AREA LANGUAGE IMMERSION SCHOOLS**

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

**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

3702932

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 *YCP*

Date: \_\_\_\_\_

*Debra Bowen*  
DEBRA BOWEN, Secretary of State

**APPENDIX VIII-B: DRAFT BYLAWS**

**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<sup>25</sup>
- 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.<sup>26</sup>

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.

<sup>25</sup> 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.

<sup>26</sup> 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 1<sup>st</sup> and end on June 30<sup>th</sup> 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

**APPENDIX VIII-C: DRAFT CONFLICT OF INTEREST CODE****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**

<u>Designated Position</u>	<u>Assigned Disclosure Category</u>
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**

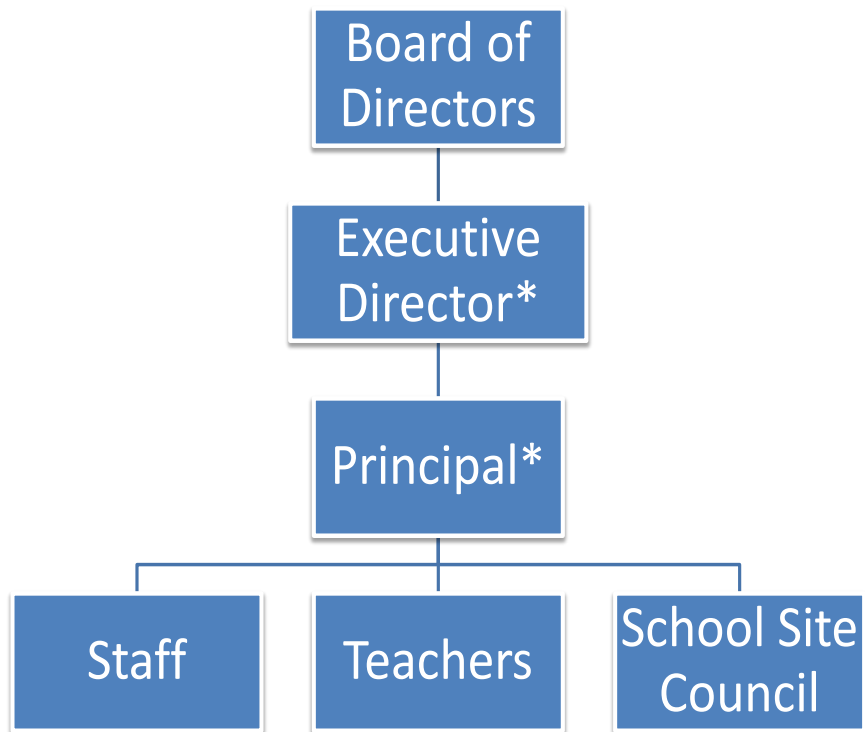
Designated positions assigned to this category must report:

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	<a href="http://www.actiondayprimaryplus.com/locations/coventry">www.actiondayprimaryplus.com/locations/coventry</a>
Action Day Primary Plus	18720 Bucknall Rd	Saratoga, CA 95070	(408) 370-0357	<a href="http://www.actiondayprimaryplus.com">www.actiondayprimaryplus.com</a>
Action Day Primary Plus Phelan School	801 Hibiscus Ln	San Jose, CA 95117	(408) 985-5998	<a href="http://www.actiondayprimaryplus.com">www.actiondayprimaryplus.com</a>
Alka Montessori	70 S San Tomas Aquino Rd	Campbell, CA 95008	(408) 871-0320	<a href="http://www.alkamontessori.com">www.alkamontessori.com</a>
Beyond Learning	1811 Fallbrook Ave	San Jose, CA 95130	(408) 828-0819	<a href="http://www.beyondpreschool.com">www.beyondpreschool.com</a>
Creative Habitat Children's Center	1190 W Latimer Ave	Campbell, CA 95008	(408) 374-4442	<a href="http://www.creativehabitat.biz">www.creativehabitat.biz</a>
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	<a href="http://www.etkids.org">www.etkids.org</a>
Happy Day Care	5071 Doyle Rd	San Jose, CA 95129	(408) 425-6110	<a href="http://www.happydaycare.org">www.happydaycare.org</a>
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	<a href="https://plus.google.com/101809860894770763746/about?gl=us&amp;hl=en">plus.google.com/101809860894770763746/about?gl=us&amp;hl=en</a>
Little Tree International Montessori	430 Darryl Dr	Campbell, CA 95008	(408) 364-1232	<a href="http://www.littletreemis.com">www.littletreemis.com</a>
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	<a href="http://www.mecpreschool.com">www.mecpreschool.com</a>
My Pre-School Inc	1472 Saratoga Ave	San Jose, CA 95129	(408) 376-0385	<a href="http://www.my-preschool.com">www.my-preschool.com</a>

Pasitos School	801 Hibiscus Ln	San Jose, CA 95117	(408) 244-3551	<a href="http://www.pasitosschool.com/Home.html">www.pasitosschool.com/Home.html</a>
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	<a href="http://www.starbright.com">www.starbright.com</a>
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	<a href="http://www.allegroperformingarts.com">www.allegroperformingarts.com</a>
Avloni Academy of Music	18572 Prospect Rd	Saratoga, CA 95070	(408) 203-3510	<a href="http://www.avlonimusic.com">www.avlonimusic.com</a>
Campbell Tae Kwon DO Academy	75 N San Tomas Aquino Rd	Campbell, CA 95008	(408) 866-9400	<a href="http://www.ygtaekwondo.com/YG_Lee_Tae_Kwon_Do/Home.html">www.ygtaekwondo.com/YG_Lee_Tae_Kwon_Do/Home.html</a>
David K's Music School	1428 Saratoga Ave	San Jose, CA 95129	(408) 866-0120	<a href="http://www.davidksmusicschool.com">www.davidksmusicschool.com</a>
Ernie Reyes' World Martial Arts and Kickboxing	90 N San Tomas Aquino Rd	Campbell, CA 95008	(408) 374-1177	<a href="http://www.erniereyes.com/html_documents/school/school.asp?change=yes">www.erniereyes.com/html_documents/school/school.asp?change=yes</a>
Gymboree Play & Music Center	1600 Saratoga Ave #517	San Jose, CA 95129	(408) 378-5318	<a href="http://www.gymboreeclasses.com/index.jsp">www.gymboreeclasses.com/index.jsp</a>
Just B...Dance / A Performing Arts & Wellness Center	827 W Hamilton Ave	Campbell, CA 95008	(408) 370-7793	<a href="http://www.justbdance.com">www.justbdance.com</a>
Mindcare Children's Workshop	1114 Saratoga Ave	San Jose, CA 95129	(408) 475-6463	<a href="http://www.mindcarecw.com">www.mindcarecw.com</a>
Tim Yip Violin Lessons	2258 Camrose Ave	San Jose, CA 95130	(818) 971-9492	<a href="http://www.timyipviolin.com">www.timyipviolin.com</a>
Westgate Dance Studio	1600 Saratoga Ave	San Jose, CA 95129	(408) 871-9190	<a href="http://www.dancethezone.com">www.dancethezone.com</a>

#### RELIGIOUS ORGANIZATIONS

Bethel Church of San Jose	1201 S Winchester Blvd	San Jose, CA 95128	(408) 246-6790	<a href="http://www.bethel.org">www.bethel.org</a>
Campbell Church of Christ	1075 W Campbell Ave	Campbell, CA 95008	(408) 378-	<a href="http://www.campbellchurch.org">www.campbellchurch.org</a>



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

#### LIBRARY

West Valley Branch Library	1243 San Tomas Aquino Rd	San Jose, CA 95117	(408) 244-4747	<a href="http://www.sjpl.org/westvalley">www.sjpl.org/westvalley</a>
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#### COMMUNITY ORGANIZATIONS

Blackford Family Resource Center	1970 Willow St	San Jose, CA 95125	(408) 380-8600	<a href="http://www.catholiccharitiessc.org/first-5-program">http://www.catholiccharitiessc.org/first-5-program</a>
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Catholic Charities Family Resource Center	4 Wabash Ave	San Jose, CA 95128	(408) 380-8600	<a href="http://www.catholiccharitiessc.org/first-5-program">http://www.catholiccharitiessc.org/first-5-program</a>
Cypress Community & Senior Center	403 S. Cypress Ave	San Jose, CA 95117	(408) 244-1353	<a href="http://www.sanjoseca.gov/Facilities/Facility/Details/Cypress-Community-Center-294">http://www.sanjoseca.gov/Facilities/Facility/Details/Cypress-Community-Center-294</a>
The Health Trust Family Resource Center	46 Race St	San Jose, CA 95126	(408) 380-8600	<a href="http://www.catholiccharitiessc.org/first-5-program">http://www.catholiccharitiessc.org/first-5-program</a>
Las Madres				<a href="http://www.lasmadres.org">www.lasmadres.org</a>
MOMS Club of San Jose				<a href="https://www.bigtent.com/groups/momswsj">https://www.bigtent.com/groups/momswsj</a>
San Jose Police Activities League (Campbell/West San Jose Storm)	P.O. Box 10488	San Jose, CA 95157	(408) 242-2870	<a href="http://wsjstorm.com/">http://wsjstorm.com/</a>
Southwest YMCA	13500 Quito Road	Saratoga, CA 95070	(408) 370-1877	<a href="http://www.ymcasv.org/southwest/">http://www.ymcasv.org/southwest/</a>
Starbird Youth Center	1050 Boynton Ave	San Jose, CA 95117		<a href="http://www.communityunitedsj.org/">http://www.communityunitedsj.org/</a>

#### 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	<a href="http://www.luckysupermarkets.com">www.luckysupermarkets.com</a>
Mitsuwa Marketplace	675 Saratoga Ave	San Jose, CA 95129	(408) 255-6699	<a href="http://www.mitsuwa.com">www.mitsuwa.com</a>
Oakmont Produce Market	810 W Hamilton Ave	Campbell, CA 95008	(408) 866-6555	<a href="http://www.oakmontproduce.com">www.oakmontproduce.com</a>
Old Macdonald's Farmers Market	1069 Saratoga Ave	San Jose, CA 95129	(408) 517-9749	<a href="http://www.oldmacdonaldsfarmersmarket.com">www.oldmacdonaldsfarmersmarket.com</a>
Safeway	950 W Hamilton Ave	Campbell, CA 95008	(408) 871-1272	<a href="http://local.safeway.com/ca/campbell-3241.html?utm_source=G&amp;utm_medium=Maps&amp;utm_campaign=G+Places">local.safeway.com/ca/campbell-3241.html?utm_source=G&amp;utm_medium=Maps&amp;utm_campaign=G+Places</a>
Sprouts Farmers Market	5205 Prospect Rd #153	San Jose, CA 95129	(408) 725-3970	<a href="http://www.sprouts.com">www.sprouts.com</a>

## APPENDIX X-G: CHARTER CAPITAL FUNDING



2009 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

## 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 Appendices and Attachments

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,



Lucy Howng

9/11/2014

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,

A handwritten signature in cursive script that reads "Felicity Miao".

Felicity Miao

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

September 11, 2014

To Whom It May Concern:

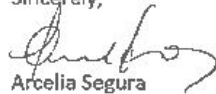
My name is Arcelia Segura, and I am a supporter of, and believer in, the mission, vision, goals and leadership of Wei Yu International Charter School (WYICS).

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,

A handwritten signature in black ink, appearing to read 'Sarah Giam', written over the printed name.

Sarah Giam

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

September 8, 2014

To Whom It May Concern:

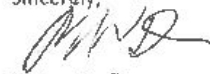
My name is Vivian Dorflinger, and I am a supporter of, and believer in, the mission, vision, goals and leadership of Wei Yu International Charter School (WYICS).

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

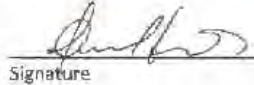
We, as the Founding Team of Wei Yu International Charter School (WYICS), are committed to provide a strong start for the school. Therefore, should the Founder Team determine it is necessary to fund raise and/or donate collectively and should the school be authorized to commence operations and require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

Jun Dong 9/9/2014  
Print Name

  
Signature

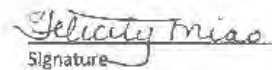
Zhiwei Gu 9/10/2014  
Print Name

  
Signature

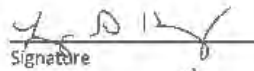
Aracelia Segura 9/11/2014  
Print Name

  
Signature

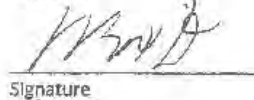
Kalib S. Parthy 9/11/2014  
Print Name

  
Signature

Felicity Miao 9/12/2014  
Print Name

  
Signature

Lucy Howng 9/12/2014  
Print Name

  
Signature

Vivian Dorel Agen 9/12/2014  
Print Name

  
Signature

SARAH GRAM 9/12/2014  
Print Name

## APPENDIX XI: LETTERS OF SUPPORT



*Create your future!*

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 4<sup>th</sup> 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,

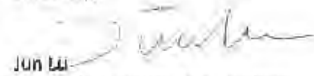
William Clay  
Theater Arts Instructor and Department Chair  
West Valley College

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,








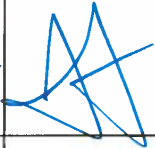
Jun Lu  
Jun Lu Performing Arts Academy

## APPENDIX XII: MEANINGFULLY INTERESTED PARENTS

Signatures from meaningfully interested parents begin on next page.

### PETITION FOR THE ESTABLISHMENT OF WEI YU INTERNATIONAL CHARTER SCHOOL

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Wei Yu International Charter School. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the Moreland School District to grant approval of the charter pursuant to Education Code 47600 *et seq.* The petitioners authorize the Founders Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

NAME <i>Nombre</i>	SIGNATURE <i>Firma</i>	ADDRESS <i>Dirección</i>	PHONE NUMBER <i>número de teléfono</i>	EMAIL	STUDENT GRADE IN	NAME OF NEIGHBOR-	DATE <i>Fecha</i>
Sonia Dyck							
Robert Benzio							
patrick necessario							
Bob bell							
JONATHAN TANNER							

### PETITION FOR THE ESTABLISHMENT OF WEI YU INTERNATIONAL CHARTER SCHOOL


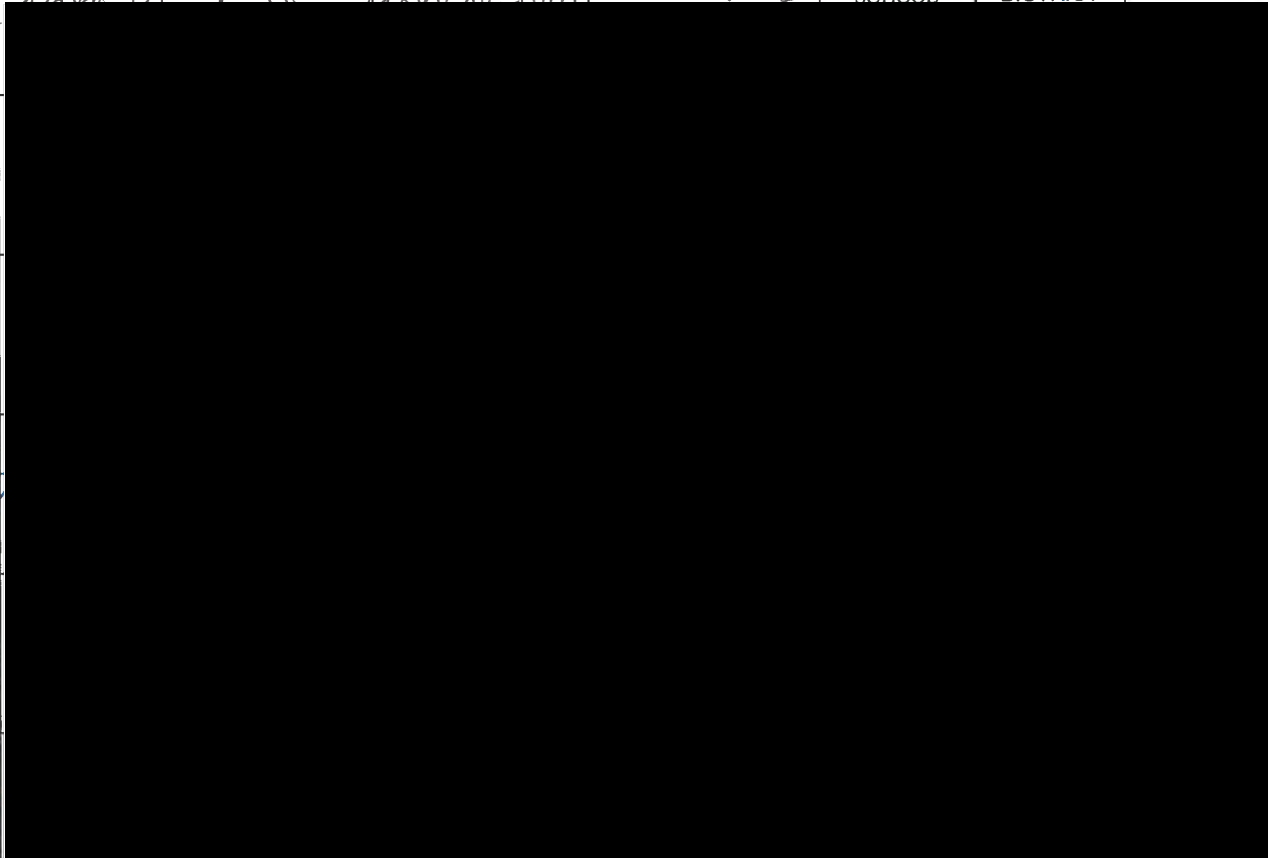



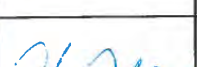


The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Wei Yu International Charter School. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the Moreland School District to grant approval of the charter pursuant to Education Code 47600 *et seq.* The petitioners authorize the Founders Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

NAME <i>Nombre</i>	SIGNATURE <i>Firma</i>	ADDRESS <i>Dirección</i>	PHONE NUMBER <i>número de teléfono</i>	EMAIL	STUDENT GRADE IN 2015-2016 SCHOOL YEAR <i>Grado del</i>	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE <i>Fecha</i>
Bertina Garcia	Bertina Garcia						
Bertina Garcia	Bertina Garcia						
Veronica Darnell	Veronica Darnell						
Virginia Gonzalez	Virginia Gonzalez						
Derek Chang	Derek Chang						
Eunice Chang	Eunice Chang						

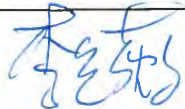






### PETITION FOR THE ESTABLISHMENT OF WEI YU INTERNATIONAL CHARTER SCHOOL






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NAME <i>Nombre</i>	SIGNATURE <i>Firma</i>	ADDRESS <i>Dirección</i>	PHONE NUMBER <i>número de teléfono</i>	EMAIL	STUDENT GRADE IN 2015-2016 SCHOOL	NAME OF NEIGHBOR- HOOD DISTRICT	DATE <i>Fecha</i>
Winnie Hsu				Winnie.Hsu@			
Winnie Hsu							
Lee Sun							
Hang Tian							
Wei Lei							
Xiaopeng Zhao							

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Wei Yu International Charter School. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the Moreland School District to grant approval of the charter pursuant to Education Code 47600 *et seq.* The petitioners authorize the Founders Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.



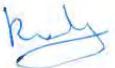

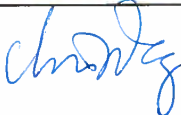
NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER número de teléfono	EMAIL	STUDENT GRADE IN 2015-2016 SCHOOL YEAR Grado del estudiante	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE Fecha
LIWEI LEE							
Katung Nader							
Xiaoke Zhang							
Tao Gui							
Yuezi zhong							

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Wei Yu International Charter School. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the Moreland School District to grant approval of the charter pursuant to Education Code 47600 *et seq.* The petitioners authorize the Founders Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

NAME <i>Nombre</i>	SIGNATURE <i>Firma</i>	ADDRESS <i>Dirección</i>	PHONE NUMBER <i>número de teléfono</i>	EMAIL	STUDENT GRADE IN <b>2015-2016</b> SCHOOL YEAR <i>Grado del estudiante</i>	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE <i>Fecha</i>
Tramang Ruan							
Claudia Ceren							
SAWDEEP KAUR							
JATINDER SINGH							
TIFANY FOSTER							

NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER número de teléfono	EMAIL	STUDENT GRADE IN 2015-2016 SCHOOL YEAR Grado del estudiante	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE Fecha
Shuwei Chen	Shuwei Chen						
Yuxiang Luo	Yuxiang Luo						
Caroline Wilkerson	Caroline Wilkerson						
Jessica Mutschler	Jessica Mutschler						
Xiaofeng Wang	Xiaofeng Wang						

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Wei Yu International Charter School. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the Moreland School District to grant approval of the charter pursuant to Education Code 47600 *et seq.* The petitioners authorize the Founders Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.






NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER número de teléfono	EMAIL	STUDENT GRADE IN 2015-2016 SCHOOL YEAR Grado del	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE Fecha
Mei-Ying Chou							
Xuesong- Lu							
Ranhi Xiong							
Wen Li							
Christine Wang							

**PETITION FOR THE ESTABLISHMENT OF WEI YU INTERNATIONAL CHARTER SCHOOL**

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Wei Yu International Charter School. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the Moreland School District to grant approval of the charter pursuant to Education Code 47600 *et seq.* The petitioners authorize the Founders Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

NAME <i>Nombre</i>	SIGNATURE <i>Firma</i>	ADDRESS <i>Dirección</i>	PHONE NUMBER <i>número de teléfono</i>	EMAIL	STUDENT GRADE IN 2015-2016 SCHOOL YEAR <i>Grado del estudiante</i>	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE <i>Fecha</i>
Xiao	Xiao						
Xuressa Cruz							
Jacinto Lopez							
Vanesa Sanchez							
Francine Johnson	Francine Johnson						

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Wei Yu International Charter School. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the Moreland School District to grant approval of the charter pursuant to Education Code 47600 *et seq.* The petitioners authorize the Founders Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER número de teléfono	EMAIL	STUDENT GRADE IN 2015-2016 SCHOOL YEAR Grado del	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE Fecha
Suzanne Matop							
KEITHA							
RANDEV KANAPADY							
Zhengy Guan							
Jing Jiang							

**PETITION FOR THE ESTABLISHMENT OF WEI YU INTERNATIONAL CHARTER SCHOOL**

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Wei Yu International Charter School. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the Moreland School District to grant approval of the charter pursuant to Education Code 47600 *et seq.* The petitioners authorize the Founders Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.






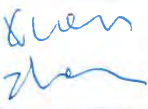
NAME <i>Nombre</i>	SIGNATURE <i>Firma</i>	ADDRESS <i>Dirección</i>	PHONE NUMBER <i>número de teléfono</i>	EMAIL	STUDENT GRADE IN 2015-2016 SCHOOL YEAR <i>Grado del estudiante</i>	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE <i>Fecha</i>
A							
Anginel Erginlian	A. Erginlian						
Deborah Chou	Deborah Chou						
Matt Hayes	Matt Hayes						
Eue Sun	Eue Sun						
Jason Brown	Jason Brown						



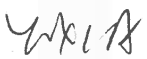
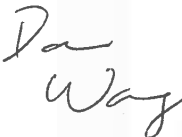

Campbell  
CPSI



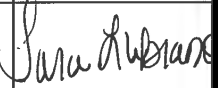

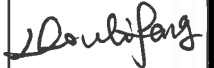




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NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER número de teléfono	EMAIL	STUDENT GRADE IN 2015-2016	NAME OF NEIGHBOR- HOOD	DATE Fecha
Grace Wen				gracewen@msn.com			
Kes Kong							
Shall							
Michelle Tseng							
Dawn Hernandez							
Xuan Zhao							

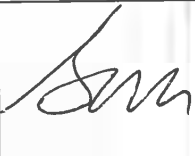
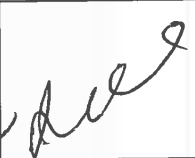
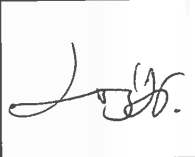
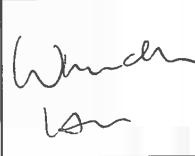
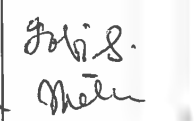
NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER número de teléfono	EMAIL	STUDENT GRADE IN 2015-2016 SCHOOL YEAR Grado del estudiante	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE Fecha
Dhinya Rari							
Alicia Rogers							
YINGWEI XIA							
Dawen Wang							
Dan Du							

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Tara Lubrano							
Haojun Chen							
Lifang Zhou							
Chia- suan, Lai							
Meghan Lee							

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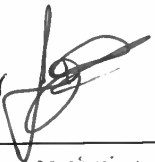

NAME <i>Nombre</i>	SIGNATURE <i>Firma</i>	ADDRESS <i>Dirección</i>	PHONE NUMBER <i>número de teléfono</i>	EMAIL	STUDENT GRADE IN 2015-2016 SCHOOL YEAR <i>Grado del estudiante</i>	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE <i>Fecha</i>
Pineda	Pineda						
Romo	Romo						
Xico	Xico						
Barlin	Barlin						
Janira	Janira						

NAME <i>Nombre</i>	SIGNATURE <i>Firma</i>	ADDRESS <i>Dirección</i>	PHONE NUMBER <i>número de teléfono</i>	EMAIL	STUDENT GRADE IN 2015-2016 SCHOOL YEAR <i>Grado del estudiante</i>	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE <i>Fecha</i>
Jun Dong							
Anna Tcheeka							
Linning Yang							
Wanchen Hsu							
Tobi Nielsen							

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
NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER número de teléfono	EMAIL	STUDENT GRADE IN 2015-2016 SCHOOL YEAR Grado del estudiante	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE Fecha
Amy Shen	AP Shen						
Ram Madala	Ram						
Yuan Liu	YL						
SARVESH JAGANNATH	SJ						
Queenie Fwu	Queenie						

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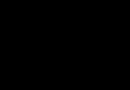
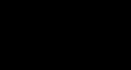
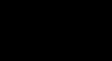
NAME <i>Nombre</i>	SIGNATURE <i>Firma</i>	ADDRESS <i>Dirección</i>	PHONE NUMBER <i>número de teléfono</i>	EMAIL	STUDENT GRADE IN <b>2015-2016</b> SCHOOL YEAR <i>Grado del estudiante</i>	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE <i>Fecha</i>
Montse Lopez							
Jorge Valdovinos							
virginia Gonzalez	virginia gonzalez						
AURELIA GUZMAN	AURELIA GUZMAN						
Maria Guzman							



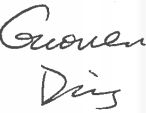
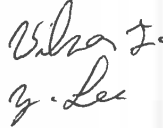
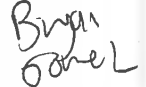


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JOSE CORNEJO							
Terry Filbrant							
Jenny Cao							
ELS9 Acavedo							
Christine Rodriguez							
Josefina Madison							

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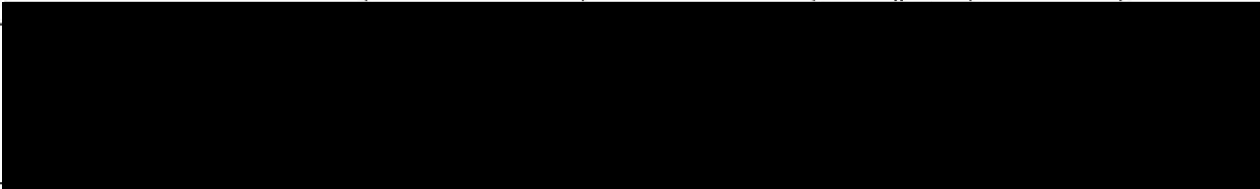
NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER número de teléfono	EMAIL	STUDENT GRADE IN 2015-2016	NAME OF NEIGHBOR- HOOD	DATE Fecha
Jorna Jimenez							
Mariq Pulido							
Praxedis Rosas	Praxedis Rosas						
Fatima Leon	Fatima Leon						
Ella Rojas							
Janeth							

NAME <i>Nombre</i>	SIGNATURE <i>Firma</i>	ADDRESS <i>Dirección</i>	PHONE NUMBER <i>número de teléfono</i>	EMAIL	STUDENT GRADE IN <b>2015-2016</b> SCHOOL YEAR <i>Grado del estudiante</i>	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE <i>Fecha</i>
Liang Tao							
Tina Zhu							
Guowen Ding							
WILSON LEE							
Bryan Gomez							






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Apri Phung	Apri Phung						
Anshi Liang	Anshi Liang						
Haihu Yan	Haihu Yan						
Margaret Heieh	Margaret Heieh						
Guogang Li	Guogang Li						

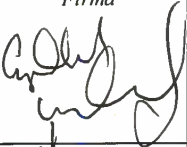
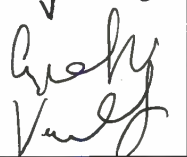
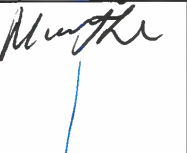
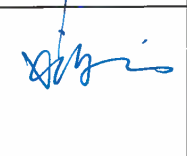
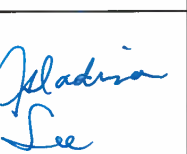

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Amy Zhou							

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GARRET GOE							
Mirna Lorenzana							
Homa Jahanian							
Vivek Sinha							
I Hsuan. Li							




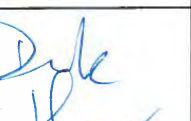
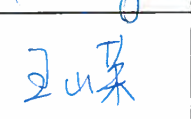
NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER número de teléfono	EMAIL	STUDENT GRADE IN 2015-2016 SCHOOL YEAR Grado del estudiante	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE Fecha
Cecilia Goh							
Saffi Jiang	Li Li						
Anna Chan							
Maria Keller							
Hilda Montano							

NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER número de teléfono	EMAIL	STUDENT GRADE IN 2015-2016	NAME OF NEIGHBOR- HOOD	DATE Fecha
Cynthia Valentin							
Cynthia Valentin							
Mary Kunze							
Xia Lin							
Gladina Lee							
Kelly Bargent							


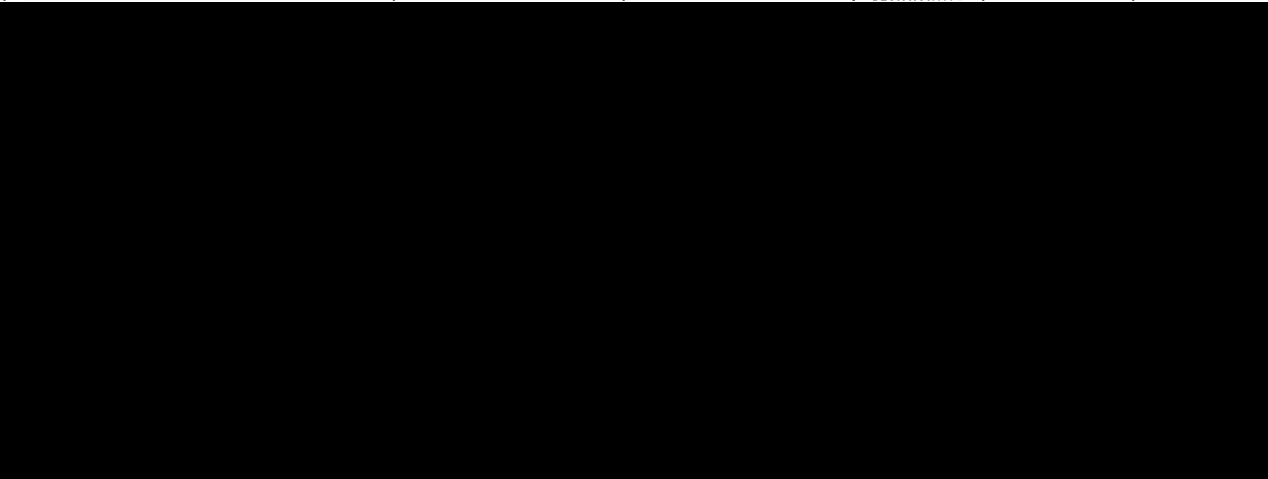

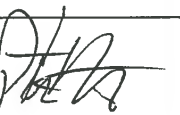


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Muy trang							
Sharon Yan							
Fenghua Ji							
Aditya Chambal							

NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER número de teléfono	EMAIL	STUDENT GRADE IN 2015-2016 SCHOOL YEAR Grado del estudiante	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE Fecha
Barbara Schriker							
Dong Liang							
Ving Li							
Derek Huang							
RONG WAN G							



NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER número de teléfono	EMAIL	STUDENT GRADE IN 2015-2016 SCHOOL YEAR Grado del estudiante	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE Fecha
Sue Onara							
STEPHANO MAR							
Peter Mateja							



NAME <i>Nombre</i>	SIGNATURE <i>Firma</i>	ADDRESS <i>Dirección</i>	PHONE NUMBER <i>número de teléfono</i>	EMAIL	STUDENT GRADE IN <b>2015-2016</b> SCHOOL YEAR <i>Grado del estudiante</i>	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE <i>Fecha</i>
Kim Tram							
Jennifer Wu							
Vakula Vusa	V. Vakulachi						
FLORENCE Tu							
Melanie Rafferty							

**PETITION FOR THE ESTABLISHMENT OF WEI YU INTERNATIONAL CHARTER SCHOOL**

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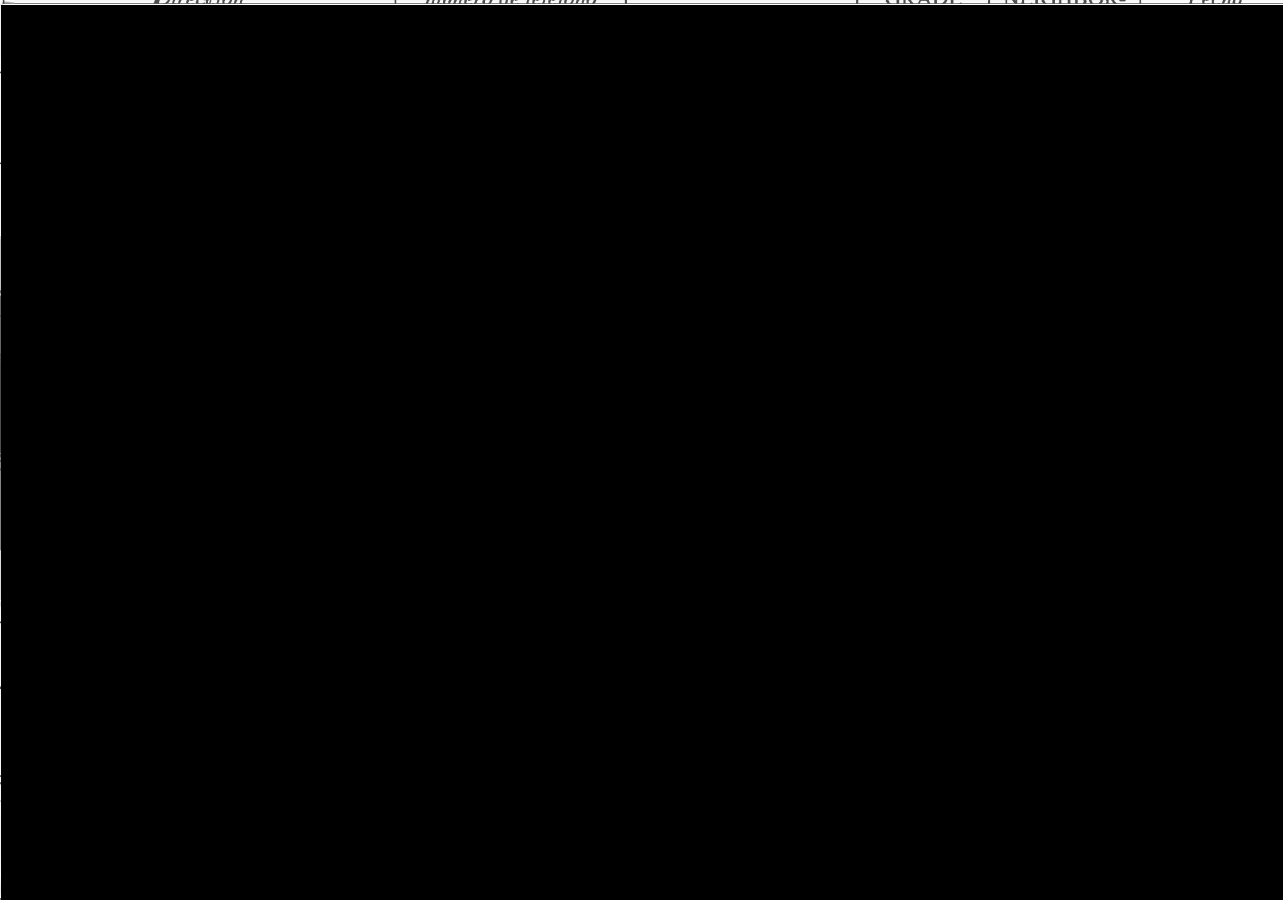


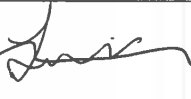

NAME <i>Nombre</i>	SIGNATURE <i>Firma</i>	ADDRESS <i>Dirección</i>	PHONE NUMBER <i>número de teléfono</i>	EMAIL	STUDENT GRADE IN 2015-2016 SCHOOL YEAR <i>Grado del estudiante</i>	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE <i>Fecha</i>
Meichu Hsu	Meichu Hsu						





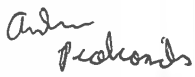









### PETITION FOR THE ESTABLISHMENT OF WEI YU INTERNATIONAL CHARTER SCHOOL

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Angela Ng							
Lawrence Yang							
Alicia Reale							
Tracy Cheng							
Xiaoyan Jiang							

NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER número de teléfono	EMAIL	STUDENT GRADE IN 2015- 2016 SCHOOL YEAR Grado del	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE Fecha
Kate Plant							
maria Contreras							
Yinghsuan Chiang							
Chun-Mei Lin							
Andreu Prados							

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Larla Caballero							
Winnie Ting							
Jenny Yen							
Anna Lozano							
Susan Yang							



NAME <i>Nombre</i>	SIGNATURE <i>Firma</i>	ADDRESS <i>Dirección</i>	PHONE NUMBER <i>número de teléfono</i>	EMAIL	STUDENT GRADE IN 2015-2016 SCHOOL YEAR <i>Grado del estudiante</i>	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE <i>Fecha</i>
EMANUEL TACORA							
Silvia Wu							
Cassandra Torres							
Emma Torres							
Angelica Rosa							


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Mindy Cruz	Mindy Cruz						
Deusmile Das	Deusmile Das						
Deepali Meadhekar	Deepali Meadhekar						
Debra Estenoz	Debra Estenoz						

Wei Yu International Charter School Appendices and Attachments


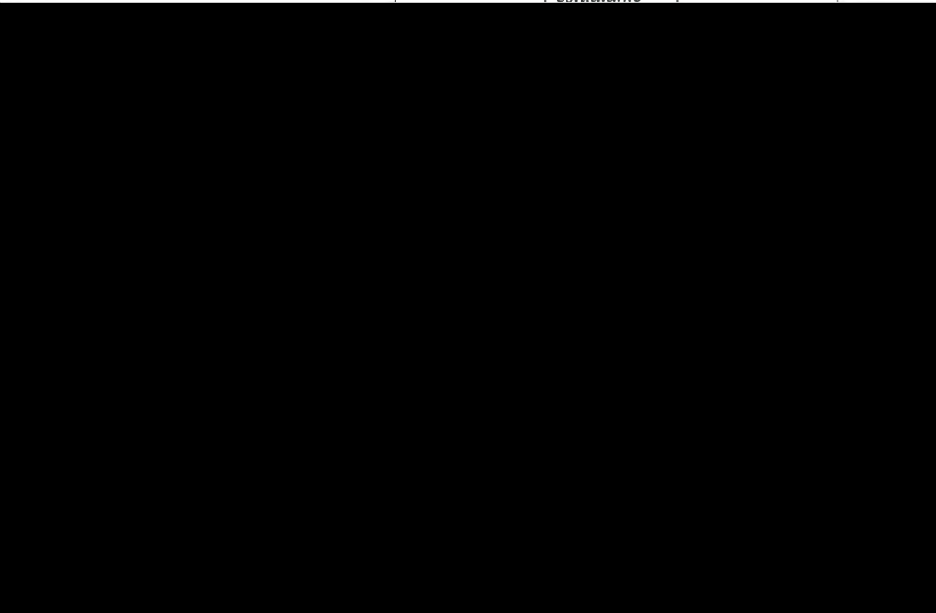




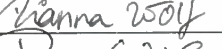



**PETITION FOR THE ESTABLISHMENT OF WeiYu International CHARTER SCHOOL**

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	NAME <i>Nombre</i>	SIGNATURE <i>Firma</i>	ADDRESS <i>Dirección</i>	PHONE NUMBER <i>número de teléfono</i>	STUDENT GRADE IN 2015-2016 SCHOOL YEAR <i>Grado del estudiante</i>	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE <i>Fecha</i>
1.	Evelyn Ho						
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

**PETITION FOR THE ESTABLISHMENT OF WeiYu International CHARTER SCHOOL**






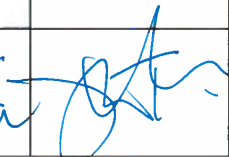
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1.	ERIC RAFIA						
2.	Jenny Rafia						
3.	ERIC YEUNG						
4.	Rossana Yeung						
5.	Dianna Wolf						
6.	BORIS WOLF						
7.	AVERY PHAM						
8.	ANN PHAM						
9.	Sajeed Thakur						
10.							




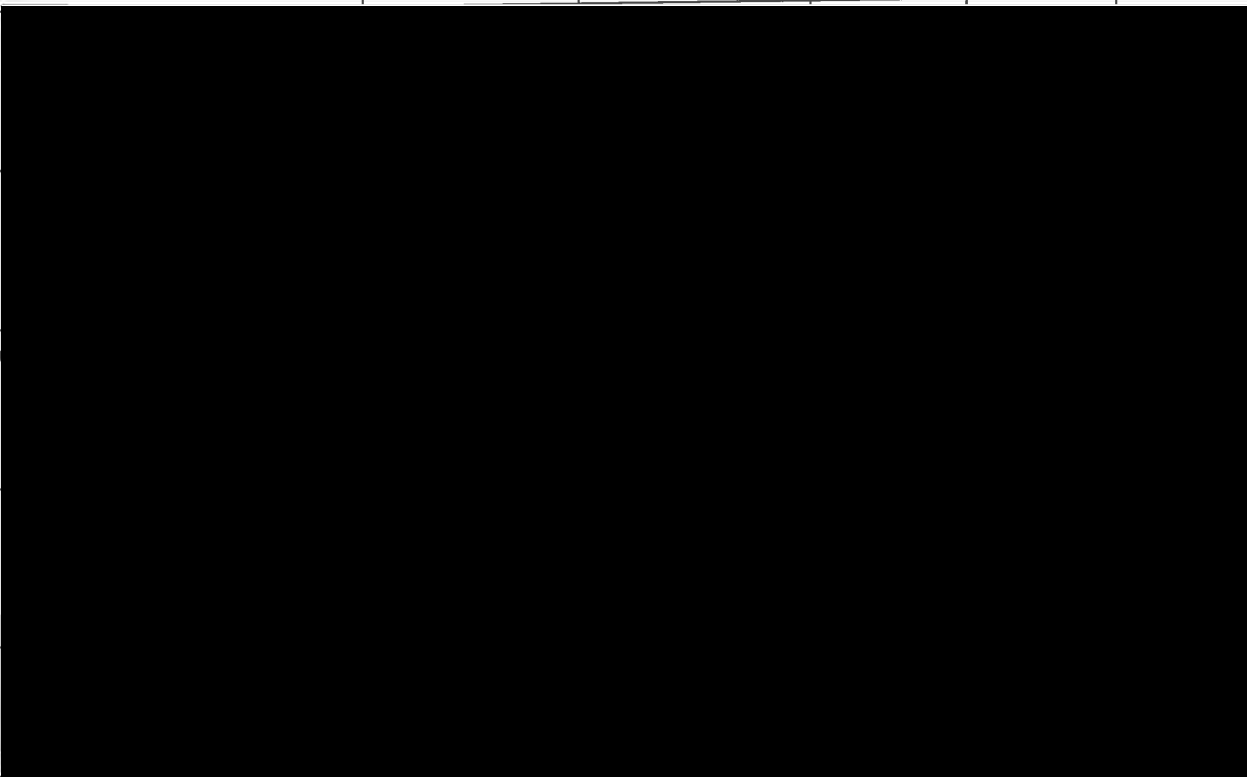






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Juhyun Jin							
Jenny Cong							
Debbie Mac							
Haven Latimore							
Angela							
M.T. Chua							


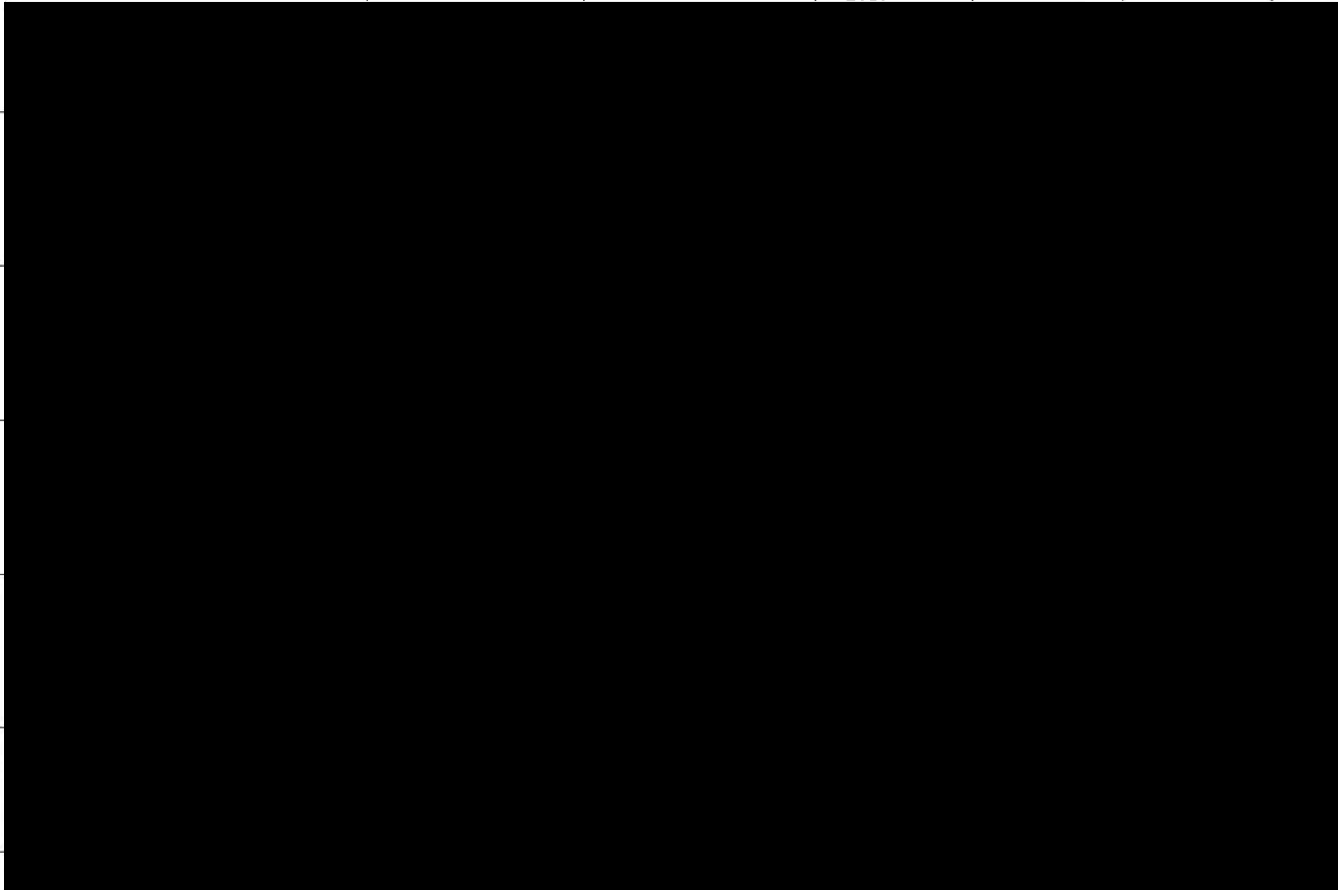
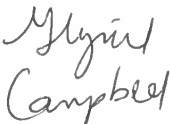
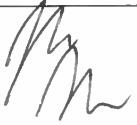
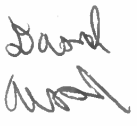

**PETITION FOR THE ESTABLISHMENT OF WEI YU INTERNATIONAL CHARTER SCHOOL**

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Pyush							
Yang							
ANDREI KARABELNIAU							
Abet							
Verona Castillo							

### PETITION FOR THE ESTABLISHMENT OF WEI YU INTERNATIONAL CHARTER SCHOOL

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Guillermo Calullo							
↓	↓						
Glynis Campbell							
John Shen							
David Aguilera							
Morgan Lee							



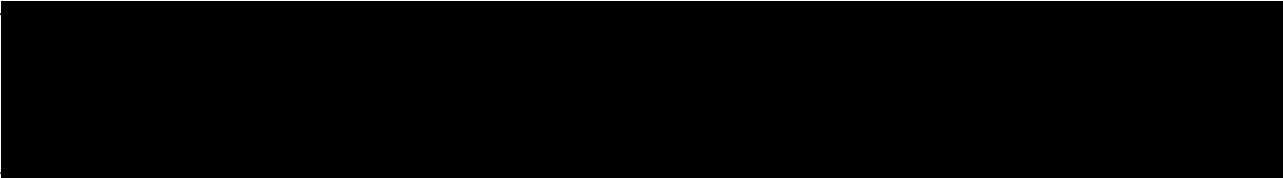
The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Wei Yu International Charter School. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the Moreland School District to grant approval of the charter pursuant to Education Code 47600 *et seq.* The petitioners authorize the Founders Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

NAME Nombre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER Número de teléfono	EMAIL	STUDENT GRADE IN 2015-2016 SCHOOL YEAR Grado del estudiante	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE Fecha
Ssuwei Chen							
Peifeng Wu							
Lin Zhou							
MYUNGKE CHO							
Fredrick Louis							

Wei Yu International Charter School Appendices and Attachments

**PETITION FOR THE ESTABLISHMENT OF WEI YU INTERNATIONAL CHARTER SCHOOL**

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Wei Yu International Charter School. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the Moreland School District to grant approval of the charter pursuant to Education Code 47600 *et seq.* The petitioners authorize the Founders Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

NAME <i>Nombre</i>	SIGNATURE <i>Firma</i>	ADDRESS <i>Dirección</i>	PHONE NUMBER <i>número de teléfono</i>	EMAIL	STUDENT GRADE IN <b>2015-2016</b> SCHOOL YEAR <i>Grado del estudiante</i>	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE <i>Fecha</i>
Eunbi Cho							
Eunbi Cho							



## PETITION FOR THE ESTABLISHMENT OF WEI YU INTERNATIONAL CHARTER SCHOOL

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Wei Yu International Charter School. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the Moreland School District to grant approval of the charter pursuant to Education Code 47600 *et seq.* The petitioners authorize the Founders Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

NAME <i>Nombre</i>	SIGNATURE <i>Firma</i>	ADDRESS <i>Dirección</i>	PHONE NUMBER <i>número de teléfono</i>	EMAIL	STUDENT GRADE IN 2015-2016 SCHOOL YEAR <i>Grado del estudiante</i>	NAME OF NEIGHBOR- HOOD DISTRICT SCHOOL	DATE <i>Fecha</i>
ARJUN MAJUMDA	Arjun Majumdar						
Louis Santana	Louis Santana						
Nicole Barelli	Nicole Barelli						
Ellen Kaplan	Ellen Kaplan						
JOHN POTAT	John Potat						





WEBSITE | [WWW.WEYUCHARTER.ORG](http://WWW.WEYUCHARTER.ORG)  
FACEBOOK | [WEYUCHARTER](https://www.facebook.com/weiyucharter)  
EMAIL | [WEYUCHARTER@GMAIL.COM](mailto:WEYUCHARTER@GMAIL.COM)

### **Board Member Replacement**

On September 26, 2014, we notified the Moreland School District of a change to our Charter Petition. Ching-Pei Hu resigned from the initial Bay Area Language Immersion Schools (BALIS) Board because of concerns raised by her Superintendent over a conflict of interest between the Moreland School District and the Cupertino Unified School District, where she is a Principal. Ching-Pei was immediately replaced on the Board by Helen Wong, who has extensive administration experience, in addition to experience successfully launching and growing schools based on the Mandarin immersion model. The following is her biography:

Helen Wong is currently the Founder and Head of School at Cornerstone Learning Foundation in Palo Alto, CA. Helen is the former founding Principal and Head of the Chinese Program at Wellspring International School. Prior to Wellspring, she worked for Yew Chung International School in Hong Kong and Silicon Valley for 13 years, serving as a teacher, Head of Chinese Program, and Vice Principal. Before emigrating to Hong Kong, Helen taught at Jinguang Elementary School, in Fujian, China. Ms. Wong has taught students from preschool age to high school in Mainland China, Hong Kong and the U.S.

Helen believes students learn foreign language best when they are active constructors of meaning and users of the language, rather than passive receivers of vocabulary and information. She believes teachers teach best when they can scaffold instruction so that their students became increasingly independent in their use of the spoken and written language. Knowing each student is the first step that a teacher needs to take in order to be able to teach best. Although parents tell Helen they are fortunate to have her as their child's teacher, Helen feels the child is the root for her enjoyment, motivating her professional growth.

## **CERTIFICATION OF COMPLIANCE WITH APPLICABLE LAW**

### ***California Code of Regulations, Title 5, Section 11967(b)(3)***

A charter petition that has been previously denied by a school district governing board and county board of education may be submitted to the State Board of Education. (Education Code Section 47605(j)(1).) As per Education Code Section 47605(j)(5), the State Board of Education has adopted regulations implementing the provisions of Section 47605(j)(1). See Title 5, California Code of Regulations Section 11967. (5 CCR Section 11967).)

5 CCR Section 11967 requires that a charter school petition that has been previously denied by a school district governing board and a county board of education must be received by the State Board of Education not later than 180 calendar days after the denial. (5 CCR Section 11967(a).) If within 60 days of a county board of education's receipt of a petition appealing the denial to establish a charter school, the county board of education does not grant or deny the petition for the establishment of a charter school, the charter school may submit the petition for the establishment of a charter school to the State Board of Education. (5 CCR Section 11967(d).) In addition, 5 CCR Section 11967(b)(3) requires the charter petitioner to provide a "signed certification stating that petitioner(s) will comply with all applicable law" when submitting the denied petition to the State Board of Education.

The following certification is submitted in compliance with 5 CCR Section 11967(b)(3).

### **Certification**

By signing below, I certify as follows:

1. That I am the authorized representative, and that I am competent and qualified to certify to the facts herein;
2. That, as the authorized representative, I have personal knowledge of the facts forming the basis of this certification;
3. That I make this certification for purposes of 5 CCR Section 11967(b)(3) only; and
4. That the charter petitioner(s) and the charter petition are in compliance with applicable law.

Name: Jun Dong  
Lead Petitioner  
Wei Yu International Charter School

Signature:

Date: February 23, 2015

School Name: Wei Yu International Charter School



CALIFORNIA  
DEPARTMENT OF  
EDUCATION

**TOM TORLAKSON**

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

October 22, 2014

Jun Dong, Founder  
Wei Yu International Charter School  
1776 Duvall Drive  
San Jose, CA 95130

Dear Founder Dong:

The purpose of this letter is to provide feedback on the Public Charter Schools Grant Program (PCSGP) application submitted by the September 16, 2014, filing deadline. The PCSGP application was reviewed and scored through a peer review process. Each element of the application's narrative responses was scored using a 4-point rubric. To receive PCSGP grant funds, an applicant must receive a score of 4, 3, or 2 in the seven required narrative response elements as stipulated in the Request for Applications (RFA), 2014–15 (Revised June 30, 2014).

The overall narrative element score for the Wei Yu International Charter School application met the Request for Applications (RFA) criteria and will continue in the review process to be considered for funding. The application received a total score of **43** by the peer reviewers. The next step in the process is the budget review.

The California Department of Education (CDE) will be conducting a mandatory "Next Steps" Webinar scheduled for **October 30, 2014, at 11:00 a.m.** Please refer to Attachment 1 for further details regarding accessing the Webinar. The topics for the Webinar are: Charter Term Requirement; Higher Grant Award Eligibility; Budget Process; Fiscal Reporting Requirements; Performance Reporting Requirements; and Grant Monitoring.

If you have any questions regarding this subject, please contact CDE staff, by phone at 916-322-6029 or by e-mail at [PCSGP-APPS@cde.ca.gov](mailto:PCSGP-APPS@cde.ca.gov) with the words "PCSGP Scoring" and the Charter School name in the subject line.

Sincerely,

/s/

Julie Russell, Director  
Charter Schools Division

JR:sr

Attachment 1  
Page 1 of 1

## Instructions for Access Next Steps Webinar

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### ATTENDEE INFORMATION

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Topic: PCSGP Next Steps Webinar

Date and Time: Thursday, October 30, 2014 11:00 am, Pacific Daylight Time (San Francisco, GMT-07:00)

Event number: 660 930 255

Event password: 98754

Event registration/address for attendees:

<https://cdeevents.webex.com/cdeevents/onstage/g.php?t=a&d=660930255>

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### Audio conference information

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Call-in toll number (US/Canada): 1-650-479-3207

Access code: 660 930 255

**First Time Users:** To save time before the meeting, check your system to make sure it is ready to use WebEx.

Step 1: Visit the test site at <http://www.webex.com/test-meeting.html>

Step 2: If you experience issues joining the meeting, contact WebEx support at 1-866-229-3239

*IMPORTANT NOTICE: This WebEx service includes a feature that allows audio and any documents and other materials exchanged or viewed during the session to be recorded. You should inform all meeting attendees prior to recording if you intend to record the meeting. Please note that any such recordings may be subject to discovery in the event of litigation.*

Felicity Miao  
Wei Yu International Charter School

Dear Felicity,

Yu Ming Charter School is excited at the prospect of another Bay Area Mandarin immersion school with which to collaborate! As we have discussed by phone, as a public school we are happy to share with you and your team what we have developed. This includes but is not limited to: our charter petition and supporting research, curriculum materials, policies, presentations, operating manuals, forms and templates. Feel free to use these documents in whatever way is most helpful to you as you launch your school. Please feel free to ask if you have any questions about the content. Also, don't worry about attribution for every specific fact or item; an overall acknowledgement that we have supported your efforts (e.g. a small note on your website or in your charter appendix) would be sufficient. We are glad to be able to play a role in helping you to create a high quality school in Santa Clara County.

Best Wishes,

A handwritten signature in black ink, appearing to read 'Gloria', with a stylized flourish extending to the right.

Gloria Lee  
Co-founder & Chair of the Board of Directors  
Yu Ming Charter School

Thomas C. Südhof, M.D.  
*Avram Goldstein Professor*  
*Investigator*, Howard Hughes Medical Institute  
*Professor*, Dept. of Molecular & Cellular Physiology  
Stanford University School of Medicine

Private Address:  
1055 Atkinson Lane  
Menlo Park, CA 94025 USA

---

November 29, 2014

Santa Clara County Board of Education  
Santa Clara County Superintendent Jon R. Gundry  
1290 Ridder Park Drive  
San Jose, CA 95131

Dear Trustees, dear Superintendent Gundry:

I am writing to you this letter as a father of young children to express my strong support for Wei Yu International Charter School. Professionally, I serve as the Avram Goldstein Professor in the Stanford University School of Medicine; I am a neuroscientist who researches the brain and teaches brain science to medical and graduate students. I believe it is probably fair to say that I am an internationally recognized authority on the brain since I have been awarded several recognitions for my work, including the Lasker~de Baake Award in Medicine and the Nobel Prize in Physiology or Medicine (both in 2013). In my capacity as a private citizen – which is also the capacity in which I write this letter – I serve on the BALIS Board of Directors which oversees the Wei Yu International Charter School. I serve on this board because I enthusiastically believe in the importance of a multilingual education for young children, and because I am also highly supportive of the notion of parental choice in education.

I believe that as a neuroscientist, I have a reasonable understanding of the cognitive benefits of bilingualism and biliteracy, which is especially critical to develop during early childhood. A child's ability to learn a new language is dramatically better at a young age than when the child approaches puberty and beyond. The most effective time for language acquisition, in the first 6-10 years of a child's life, is the time during which the brain of a child is developing rapidly. Although a person's brain continues to develop until the late teens (and sometimes beyond), the quantitatively most important formation of connections between nerve cells that generate the information processing capacity of the brain occurs in the first 6-10 years of age. In fact, most people cannot completely learn a new language once they have entered puberty, illustrating the enormous capacity of the early developing brain.

A child learns a language by 'living' that language - speaking it, hearing it, being immersed in it, writing it. This type of immersion learning is not conscious learning whereby a child remembers vocabulary and understands grammar, it is an implicit form of learning that, in an informal way of speaking, imprints the language onto the brain of the child. Young children are uniquely gifted for implicit learning, and additional amounts of implicit learning, such as the learning of languages, likely empowers a brain for additional amounts of explicit learning, such as the learning of math and sciences, at a later age. Children can

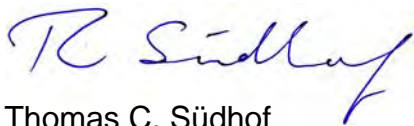
learn several languages, more than 3, without loss of the ability in any one of them; truly bilingual English-speaking children are, if anything, better in English than children who learn only English, and they also tend to be better at other subjects later in life as well.

The challenge of learning more languages basically enlarges the capacity of the brain in dealing with language. It does not saturate the brain's capacity, or occlude progress in any one of the languages a child learns. All of this does not happen in a traditional or enrichment language courses which do not really immerse a child into the other language. I personally think traditional language courses are not a very effective way of teaching languages which lag far behind immersion learning in every respect, and may be a relative waste of funds.

The Wei Yu International Charter School will offer the precious opportunity of immersion learning of a second language – Mandarin – to our next generation of children while taking most of the load off the Moreland School District. It will also broaden parental choice. This is a win-win situation for everybody, and should be a fruitful collaboration. Therefore, I strongly encourage the District to authorize its establishment.

Please do not hesitate to contact me if you have any questions.

Sincerely,



Thomas C. Südhof




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**Connie L. Lurie College of Education**  
**Communicative Disorders and Sciences**

Department Chair  
Michael L. Kimbarow, Ph.D.

Faculty  
Henriette W. Langdon, Ed.D.  
June McCullough, Ph.D.  
Jean M. Novak, Ph.D.  
Wendy Quach, Ph.D.  
Pei-Tzu Tsai, Ph.D.

Faculty Emeritus  
Gloria Weddington, Ph.D.

---

Department Coordinator (ASCI)  
Catherine Davis  
(408) 924-3669  
catherine.davis@sjsu.edu

[www.sjsu.edu/cds](http://www.sjsu.edu/cds)

---

Kay Armstead Center for  
Communication Disorders

Clinic Director  
Carlin Graveline, M.S., CCC-SLP  
(408) 924-3679  
carlin.graveline@sjsu.edu

Clinic Assistant  
Stephanie Rangel  
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[www.sjsu.edu/cds/clinic](http://www.sjsu.edu/cds/clinic)

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One Washington Square  
San José, California 95192-0079  
Main: 408-924-3688  
Fax: 408-924-3641



**The California State University:**  
Chancellor's Office  
Bakersfield, Channel Islands, Chico, Dominguez Hills,  
East Bay, Fresno, Fullerton, Humboldt, Long Beach,  
Los Angeles, Maritime Academy, Monterey Bay,  
Northridge, Pomona, Sacramento, San Bernardino,  
San Diego, San Francisco, San José, San Luis Obispo,  
San Marcos, Sonoma, Stanislaus

Santa Clara County Board of Education

c/o Superintendent Dr. Jon Gundry

1290 Ridder Park Dr

San Jose, CA 95131

February 4, 2015

Dear Dr. Gundry:

I am writing this letter in support of the establishment of the *Wei Yu International Charter School*. As you know, immersion programs have successfully educated thousands of students in two languages all around the world. I truly believe that the creation of this program will enable all students including those designated as ELL to become bilingual and biliterate with time. Some of the best research conducted in this country by Thomas and Collier document the success of such schools in the U.S. and the world.  
<http://www.thomasandcollier.com/index.html>.

The researchers have conducted several carefully designed studies with various language combinations and found that the best way to educate children with even limited proficiency in English (our case) is through well planned immersion programs. In Santa Clara, we only have a couple of Mandarin programs and the creation of the *Wei You International School* would be a very welcome addition to another corner of our county.

I hope that you and the members of the Santa Clara County Board of Education will support this program for the benefit of the community and the county. Being bilingual is a tremendous asset to the individual and to society. As I fluent speaker of four languages (Spanish, Polish, French and English), I have been able to reach out to even more children and families who have needed my help in the area of special education. However, it takes time and money as well as patience on everyone's part.

As the saying goes "It takes a whole village to raise a child." This is applicable to this case as well. And I will end my letter by quoting a comment from Collier (2014). "It takes challenging content education in an ELL's first language, not dumbed-down curriculum. And it takes a very, very long time. Most policy makers are not willing to wait that long, to provide funding that long. And so the constant battle is to convince school districts to hang in there and not have unrealistic expectations that it will take only one or two years for a kid to get to grade level. That's not true for any child in the world."

Thank you for your consideration. Sincerely,

*Henriette W. Langdon*

Henriette W. Langdon, Ed.D. F-CCC-SLP



***Blackford Neighborhood Action Coalition  
(NAC)  
1050 Boynton Avenue  
San Jose CA 95117***

November 10, 2014 Revised Feb 2, 2015

Subject: Wei Yu International Charter School

To Whom It May Concern:

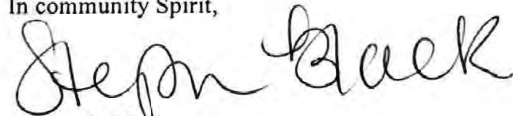
The Blackford Neighborhood Action Coalition endorses the Wei Yu International Charter School. The school will bring a much needed addition to the West San Jose area giving the community another option for education of our children with 21st century skills including STEAM and multilingualism.

Wei Yu will utilize a one-way Mandarin immersion model. Students will be offered a challenging, Common Core-aligned curriculum starting with 90% instruction in Mandarin and 10% in English. Children will initially receive more instruction in Mandarin because it will require more time to learn a foreign language in an English dominant society. Based on this immersion model, subjects taught in Mandarin will gradually transfer to English in upper grades.

Wei Yu's team has been an active part of our neighborhood association participating in our Thanksgiving event in November and Family Giving Tree event in December, already showing their interest in bringing more service to an underserved community.

I look forward to having this like minded individuals serve the youth of this community.

In community Spirit,



Stephanie Black

Program Director Community United  
Blackford NAC President

## California Learning Solutions

[www.california-learning.com](http://www.california-learning.com)

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*Rising to Meet Your Higher Education Dreams*

February 1<sup>st</sup>, 2015

To the Santa Clara Education Board:

I am writing this letter in support of Wei Yu International Charter School and ask that the Board approve their charter. As a multi-lingual public school graduate, I can attest first-hand to the continued need for public schools to develop the capacities to produce global citizens who are capable of communicating with a variety of peers. Wei Yu International Charter School will give students who would otherwise not be able to afford it, a world-class international education. As a graduate of an alternative public elementary school I developed the critical thinking and communication skills that might not have been possible for me outside a customized curriculum. The fact that it was free through the virtue of being public was critical because as the daughter of an immigrant single mother; it was our only choice for a quality alternative education in a non-private school setting.

The citizens of Santa Clara County have a need for diversified educational opportunities and such opportunities should be made available through the promise of public education. As a member of Wei Yu's advisory team I have been – and will continue to be – offering professional guidance in the development of the school's language program vis-à-vis California Learning Solutions. I founded California Learning Solutions to provide educational consulting services to schools and organizations in the areas of curriculum development; teacher training; and accreditation. I have a Master of Education in Language and Literacy from Harvard Graduate School of Education and a Bachelor in Psychology from Stanford University. My areas of specialty include working with students in the areas of early literacy development, first and second language acquisition, and teaching English as a second language.

I believe Wei Yu International Charter School's program will offer its students crucial research-based opportunities including dual-language immersion at a young age, STEAM, and project-based learning – all of which are beneficial for diverse populations including struggling, English Language Learners, as well as gifted students. If the Board has any questions about my qualifications and contributions to Wei Yu International Charter School please do not hesitate to reach out via the contact information below.

Sincerely,

*Yenda Giovanatto, Ed.M.*

Founder and Principal Consultant  
California Learning Solutions

---

1048 Irvine Avenue #153  
Newport Beach, California  
92660

mobile: 949-566-1778

[yenda@california-learning.com](mailto:yenda@california-learning.com)

**UNIVERSITY OF CALIFORNIA, BERKELEY**

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO • SANTA BARBARA • SANTA CRUZ

ETHNIC STUDIES DEPARTMENT  
554 BARROWS HALL  
BERKELEY, CALIFORNIA 94720-2570  
TEL: (510) 643-0796  
FAX: (510) 642-6456

November 7, 2014

Moreland School District Board of Education  
Superintendent Mark Barmore  
4711 Campbell Avenue  
San Jose, CA 95130

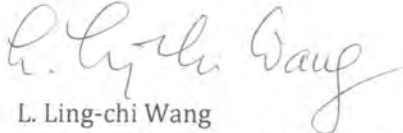
Dear MSD Trustees and Superintendent Barmore:

As a life-long professor of Asian American and Ethnic Studies at UC Berkeley, who started the first Chinese immersion program in San Francisco more than 30 years ago, I fully support the establishment of Wei Yu International Charter School. This charter school will join the larger national movement of teaching Chinese and other foreign languages in elementary, secondary and higher education institutions across the U.S. and is also aligned with the State and County education goal of developing bilingual and biliteracy skills. In fact, the State and County have established the Seal of Biliteracy program, which formally recognizes high school graduates who have attained advanced levels of proficiency in English and one or more additional languages.

As a strong advocate of public education options and language immersion programs, I value the education model of Wei Yu International Charter School. China's political, economic and cultural impact in generations to come will be significant. As business and political relationships between the US and China deepen and become more complex, having the skills to communicate with people in this increasingly important part of the world will be a valuable asset.

I believe the Wei Yu International Charter School will bring great value to the Moreland School District by providing a critical public education option for students and parents, and encourage the Moreland School District to authorize its establishment.

Sincerely,



L. Ling-chi Wang  
Asian American and Ethnic Studies

150 DAK STREET  
SAN FRANCISCO, CA  
94102

PHONE  
415.865.6000

WWW.CAIS.ORG

FAX  
415.865.6006



中美国际学校  
CHINESE  
AMERICAN  
INTERNATIONAL  
SCHOOL

January 30, 2015

Dear Jun,

Congratulations on Wei Yu International Public Charter School's endeavor to bring another language immersion program to the Bay Area! Chinese American International School is excited to hear of the prospect of another school with which to collaborate. We invite you to tour our school, participate in our robust teacher training and development program, and engage in discussions to continuously improve each other's curriculum.

As the oldest Mandarin immersion program in the nation, we are happy to use our extensive experience in Mandarin immersion to provide guidance and help. CAIS is in the unique position of being a leader in developing Pre-K through eighth grade language immersion education. Our curriculum and methodology accommodates the fact that a significant portion of our student population does not speak and has no access to Chinese at home.

We know that Mandarin immersion is in high demand, having grown to over 150 programs across the country since our initial opening in 1981. Please let us know how our site can be of support to Wei Yu and we hope that you can open your school in San Jose.

Best wishes,

Kevin Chang

Chinese Program Director

Chinese American International School

October 09, 2014

Moreland School District Board of Education  
4711 Campbell Avenue  
San Jose, CA 95130-1790

Dear Moreland Board members:

On behalf of the California Charter Schools Association (CCSA), I am writing to ask your support for approval of Wei Yu International Charter School petition. This petition is the result of a parent- and community-driven effort to bring a unique, innovative Mandarin-immersion model with an emphasis on science, technology, engineering, arts, and math (STEAM).

CCSA is committed to supporting quality new school developers through the petition development and authorization process. We provided guidance to the founding group and are excited with their school model. By way of this petition, Moreland parents are expressing their interest in expanded school options, particularly ones that will give their students the skills they need to thrive in the 21st century workplace and in Silicon Valley. By approving this charter, you would expand the portfolio of options for families in Moreland School District.

To guide your decision on this charter petition, the California Education Code is clear – a local educational agency shall not deny the approval of a charter petition unless it adopts written findings, specific to the petition, that:

1. The charter school presents an unsound educational program.
2. The petitioners are demonstrably unlikely to successfully implement the program;
3. The petition does not contain the required number of signatures;
4. The petition does not contain the required affirmations; or
5. The petition does not contain reasonably comprehensive descriptions of all of the 16 elements described by law.

CCSA firmly believes the school fully meets all these legal requirements. In light of their legally compliant petition and their commitment to ensuring that all students have the opportunity to attain a high-quality education, I ask that you support the approval of Wei Yu International Charter School petition and demonstrate your commitment to providing high quality public school options to all students in Santa Clara County.

Best regards,



Danyela Souza Egorov  
Regional Director, Santa Clara County  
California Charter Schools Association



1107 9th Street, Suite 200 • Sacramento, CA 95814 • p 916-448-0995 • f 916-448-0998 • [www.calcharters.org](http://www.calcharters.org)  
250 East 1st Street, Suite 1000 • Los Angeles, CA 90012 • p 213-244-1446 • f 213-244-1448

January 20, 2015

Santa Clara County Board of Education  
1290 Ridder Park Drive  
San Jose, CA 95131-2304

Dear Santa Clara County Board Members,

On behalf of the California Charter Schools Association (CCSA), I am writing to ask your support for approval of Wei Yu International Charter School petition. This petition is the result of a parent- and community-driven effort to bring a unique, innovative Mandarin-immersion model to Moreland School District.

CCSA is committed to supporting quality new school developers through the petition development and authorization process. We provided guidance to the founding group and are excited with their school model. By way of this petition, Moreland parents are expressing their interest in expanded school options, particularly ones that will give their students the skills they need to thrive in the 21st century workplace and in Silicon Valley. By approving this charter, you would expand the portfolio of options for families in Moreland School District.

To guide your decision on this charter petition, the California Education Code is clear – a local educational agency shall not deny the approval of a charter petition unless it adopts written findings, specific to the petition, that:

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Best regards,

A handwritten signature in dark ink, appearing to read 'Danyela Mf', is written over a light gray rectangular background.

Danyela Souza Egorov  
Regional Director, Santa Clara County  
California Charter Schools Association

13 October 2014

Dr. Chin-an Miao,  
A1, 4/F, Y.Y. Mansion,  
96 Pokfulam Road,  
Hong Kong.

Dear Moreland School District Board,

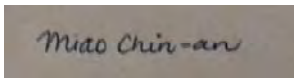
As a Former Principal Investigator of Mother Tongue Teaching Program in the Faculty of Education, University of Hong Kong, I support the establishment of Wei Yu International Charter School.

Our research revealed that early immersion is the ideal way of acquiring bilingual ability. It is proved by empirical observation in addition to theoretic deduction. English is the most important language in the world and Chinese is becoming more and more important because of China's large population, long cultural tradition and fast economic development. Thus, it is really a wise policy to let some children to master two languages fluently in their early childhood.

I believe Wei Yu International Charter School will create great value to the Moreland School District by bringing a diverse choice to students and parents.

I ask that the Moreland School Board to support the establishment of this school.

Sincerely,

A rectangular box containing a handwritten signature in dark ink. The signature appears to read "Miao Chin-an".

Chin-an Miao  
Ph.D. in Linguistics, University of Hong Kong  
Former Principal Investigator,  
Mother Tongue Teaching Program,  
The Faculty of Education,  
University of Hong Kong





*Create your future!*

September 2, 2014

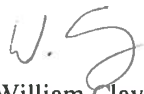
Dear Moreland School District Board,

I am a tenured instructor in the Theater Arts department at West Valley College and also a Moreland District parent of two 4<sup>th</sup> 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,



William Clay  
Theater Arts Instructor and Department Chair  
West Valley College



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,



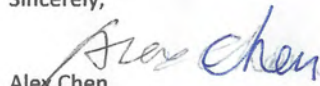
Jun Lu  
Jun Lu Performing Arts Academy

To Whom It May Concern:

As an organization locating in bay area, creating a platform to discuss and take action on critical issues that affect the Silicon Valley community, we recognize the diversity of this area. We have a constant flow of projects involving people coming from all parts of the world. Having employees, helpers and volunteers who can speak languages other than English will enable us to provide better help to others. 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 trust 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,



Alex Chen  
Silicon Valley Chinese Association

October 7, 2014

Board of Trustees  
Moreland School District  
4711 Campbell Avenue  
San Jose, CA 95130

RE: Support Letter Regarding Wei Yu International Charter School Petition

Dear Board of Trustees,

As the Councilmember of San Jose in District 4, I recognize the importance of the diversity in this area. We are in the melting pot society in the Bay Area, and Chinese represents one of the mainstream languages spoken in the business world. Moreover, it is important to provide the opportunity to our next generation to acquire another language other than English. As a former school board member of Berryessa Union School Board, I support strong curriculum and innovative education that is accessible and affordable to the public.

With the current state of business and economic dynamic, I am pleased to know that Wei Yu International Charter School has petitioned to open in the West San Jose area during the Fall of 2015. I trust 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,

A handwritten signature in black ink, appearing to read "Kansen Chu", with a long horizontal flourish extending to the right.

**KANSEN CHU**  
Councilmember  
City of San José

To Whom It May Concern:

As the California State Senate candidate for District 10, I recognize the importance of the diversity in this area. We are in the melting pot society in the Bay Area, and Mandarin represents one of the mainstream languages spoken in the business world; it is important to provide the opportunity to our next generation to acquire another language other than English. As the founder of Silicon Valley International Group, Inc., CEO of DCLC International Group and as the Past President of NAIFA (National Association of Insurance and Financial Advisors) Silicon Valley Chapter, I support innovative education that is accessible and affordable to the public.

With the current state of business and economic climate, 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 trust 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,

# Peter Kuo

Peter Kuo  
California State Senate candidate of District 10  
1313 North Milpitas Blvd. Suite #215,  
Milpitas, CA, 95035

## ATTACHMENT 1

## MORELAND SCHOOL DISTRICT

MEANINGFULLY INTERESTED STUDENTS - RESIDENTS OF THE MORELAND SCHOOL DISTRICT

Parents/Guardians, Please Note the accompanying statement:

By signing this form, I am indicating my intention to enroll my student in the Charter School where they will attend for the 2015-16 year.

STUDENTS INFORMATION							
	STUDENTS LAST NAME	STUDENTS FIRST NAME	2015-16 GRADE LEVEL	BIRTHDATE	MORELAND HOME SCHOOL	PARENT/GUARDIAN SIGNATURE	PHONE NUMBER
1	Smith					D.A.	
2							
3							
4							
5							

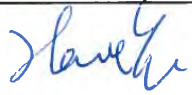
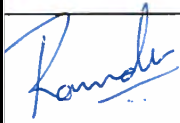
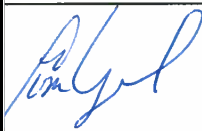
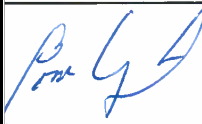
## ATTACHMENT 1

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MEANINGFULLY INTERESTED STUDENTS - RESIDENTS OF THE MORELAND SCHOOL DISTRICT

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	STUDENTS LAST NAME	STUDENTS FIRST NAME	2015-16 GRADE LEVEL	BIRTHDATE	MORELAND HOME SCHOOL	PARENT/GUARDIAN SIGNATURE	PHONE NUMBER
1	Kumar						
2	KANAPADY						
3	Yamamoto						
4	Yamamoto						
5							

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	STUDENTS LAST NAME	STUDENTS FIRST NAME	2015-16 GRADE LEVEL	BIRTHDATE	MORELAND HOME SCHOOL	PARENT/GUARDIAN SIGNATURE	PHONE NUMBER	
1	TONG							
2	<del>David</del>							
3	Chen							
4	Chang							
5	Gaki							
6	Partida Brittanya							
7	Conrad							
8								
9								
10								

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1	Cheng						
2	Cheng						
3	Woo <del>Zhang</del>						
4	Garzon						
5	<del>Rizha</del> Zhang						
6	SALCEDO						
7	CHO						
8	CHO						
9	LOU						
10	WANG						








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	STUDENTS LAST NAME	STUDENTS FIRST NAME	2015-16 GRADE LEVEL	BIRTHDATE	MORELAND HOME SCHOOL	PARENT/GUARDIAN SIGNATURE	PHONE NUMBER
1	Dong						
2	chen						
3	Luh						
4	RUAN						
5	JMADA LA						






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	STUDENTS LAST NAME	STUDENTS FIRST NAME	2015-16 GRADE LEVEL	BIRTHDATE	MORELAND HOME SCHOOL	PARENT/GUARDIAN SIGNATURE	PHONE NUMBER
1	WANG						
2	TSANG						
3	YAN						
4	Lin						
5	Chion <del>Chion</del>						






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	STUDENTS LAST NAME	STUDENTS FIRST NAME	2015-16 GRADE LEVEL	BIRTHDATE	MORELAND HOME SCHOOL	PARENT/GUARDIAN SIGNATURE	PHONE NUMBER
1	Perratt						
2	Perratt						
3	ZiYan <sup>Gui</sup>						
4	zhao						
5	B. Qian						




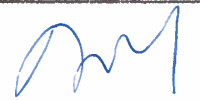

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	STUDENTS LAST NAME	STUDENTS FIRST NAME	2015-16 GRADE LEVEL	BIRTHDATE	MORELAND HOME SCHOOL	PARENT/GUARDIAN SIGNATURE	PHONE NUMBER
1	Chow						
2	Deng						
3	Zhuge						
4	Bartkowski						
5	Bartkowski						




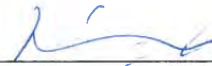




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	STUDENTS LAST NAME	STUDENTS FIRST NAME	2015-16 GRADE LEVEL	BIRTHDATE	MORELAND HOME SCHOOL	PARENT/GUARDIAN SIGNATURE	PHONE NUMBER
1	SUNDARESAN						
2	ZOU						
3	Kang						
4	Liang						
5	Liang						
6	SUN						
7	SUN						
8	Rogers						
9							
10							

## ATTACHMENT 1


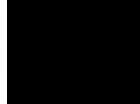
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	STUDENTS LAST NAME	STUDENTS FIRST NAME	2015-16 GRADE	BIRTHDATE	MORELAND HOME SCHOOL	PARENT/GUARDIAN SIGNATURE	PHONE NUMBER
1	PHAM						
2							
3							
4							
5							

## ATTACHMENT 1







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	STUDENTS LAST NAME	STUDENTS FIRST NAME	2015-16 GRADE	BIRTHDATE	MORELAND HOME SCHOOL	PARENT/GUARDIAN SIGNATURE	PHONE NUMBER
1	CHANG						
2							
3							
4							
5							

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	STUDENTS LAST NAME	STUDENTS FIRST NAME	2015-16 GRADE LEVEL	BIRTHDATE	MORELAND HOME SCHOOL	PARENT/GUARDIAN SIGNATURE	PHONE NUMBER
1	Jia					Di Jia	
2	Fu						
3	GEE						
4	Barajas						
5	Bailey					Barbara Bailey	



## ATTACHMENT 1

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	STUDENTS LAST NAME	STUDENTS FIRST NAME	2015-16 GRADE LEVEL	BIRTHDATE	MORELAND HOME SCHOOL	PARENT/GUARDIAN SIGNATURE	PHONE NUMBER
1	Schulhe					Hans Schulhe	
2							
3							
4							
5							





## ATTACHMENT\*1

## MORELAND SCHOOL DISTRICT

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	STUDENTS LAST NAME	STUDENTS FIRST NAME	2015-16 GRADE LEVEL	BIRTHDATE	MORELAND HOME SCHOOL	PARENT/GUARDIAN SIGNATURE	PHONE NUMBER
1	Lee						
2	Sun						
3	phung						
4	TSANG						
5	Cheng					Liwaylee	





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	STUDENTS LAST NAME	STUDENTS FIRST NAME	2015-16 GRADE LEVEL	BIRTHDATE	MORELAND HOME SCHOOL	PARENT/GUARDIAN SIGNATURE	PHONE NUMBER
1	Lu						
2	Rafferty						
3	Pabbickett					V. Valverde	
4	Chan						
5	Sandoval						

36

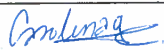




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## MORELAND SCHOOL DISTRICT

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	STUDENTS LAST NAME	STUDENTS FIRST NAME	2015-16 GRADE LEVEL	BIRTHDATE	MORELAND HOME SCHOOL	PARENT/GUARDIAN SIGNATURE	PHONE NUMBER
1	RAMOS						
2	MARTINEZ						
3	Alfiana						
4	<del>Brock</del> Kaur						
5	Kaur						

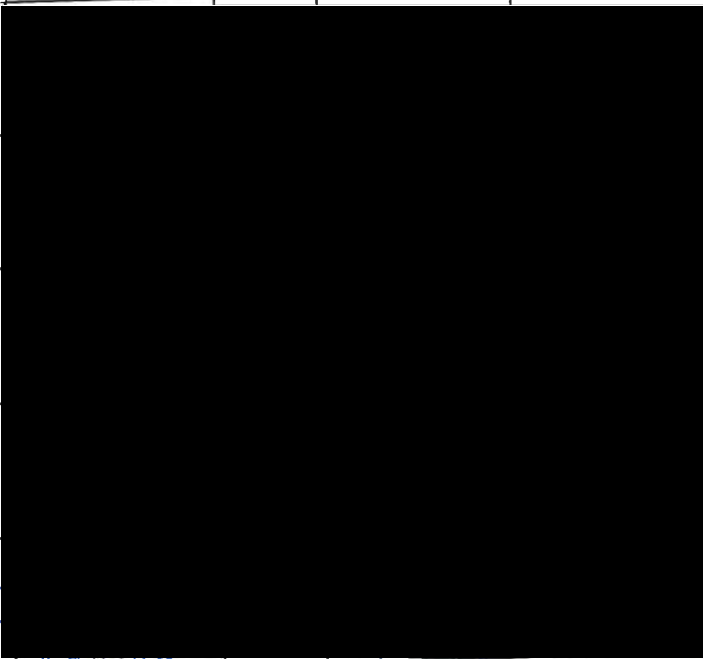
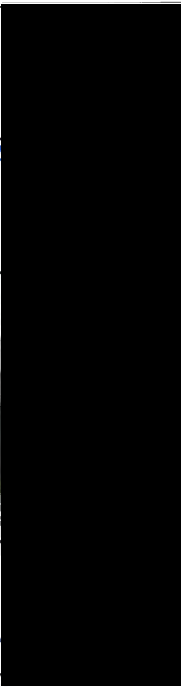


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	STUDENTS LAST NAME	STUDENTS FIRST NAME	2015-16 GRADE LEVEL	BIRTHDATE	MORELAND HOME SCHOOL	PARENT/GUARDIAN SIGNATURE	PHONE NUMBER
1	Alkhafaji					3 Amel	
2	Jimenez					Praxedis Rojas	
3	REYES						
4	Cruz						
5	Angela					Batuea	

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	STUDENTS LAST NAME	STUDENTS FIRST NAME	2015-16 GRADE LEVEL	BIRTHDATE	MORELAND HOME SCHOOL	PARENT/GUARDIAN SIGNATURE	PHONE NUMBER
1	Yuiisa					Noemi H. H.	
2	Chahal					Se	
3							
4							
5							

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	STUDENTS LAST NAME	STUDENTS FIRST NAME	2015-16 GRADE LEVEL	BIRTHDATE	MORELAND HOME SCHOOL	PARENT/GUARDIAN SIGNATURE	PHONE NUMBER
1	Justin						
2	Alvarado						
3	Ximena						
4	Ceren						
5							


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	STUDENTS LAST NAME	STUDENTS FIRST NAME	2015-16 GRADE LEVEL	BIRTHDATE	MORELAND HOME SCHOOL	PARENT/GUARDIAN SIGNATURE	PHONE NUMBER
1	Estrada						
2	Henrra Medellin					Janeth	
3							
4							
5							



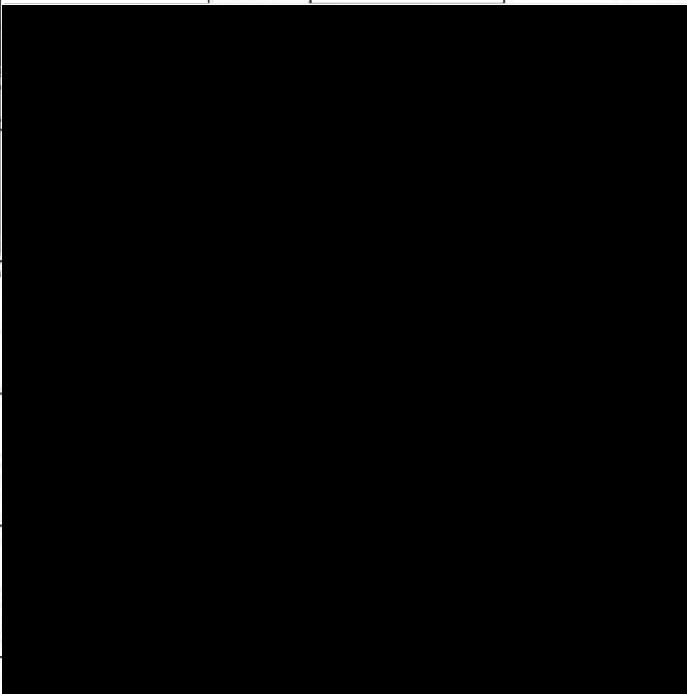

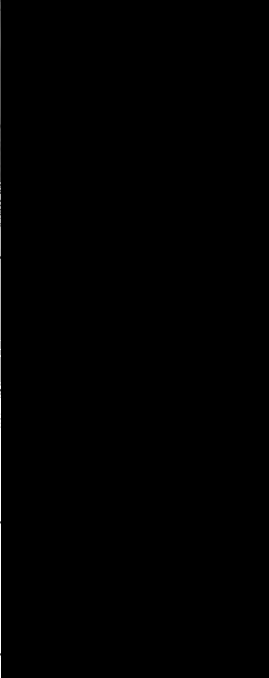
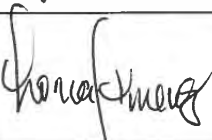

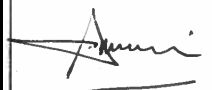

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	STUDENTS LAST NAME	STUDENTS FIRST NAME	2015-16 GRADE LEVEL	BIRTHDATE	MORELAND HOME SCHOOL	PARENT/GUARDIAN SIGNATURE	PHONE NUMBER
1	LOUIS						
2	Bravo						
3	RUIZ						
4	Wahed						
5	Kuo						

10 07 09






## ATTACHMENT 1

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1	Co						
2	CHAN						
3	Ma						
4	DAMARILLO						
5	Evan JOHN SON						

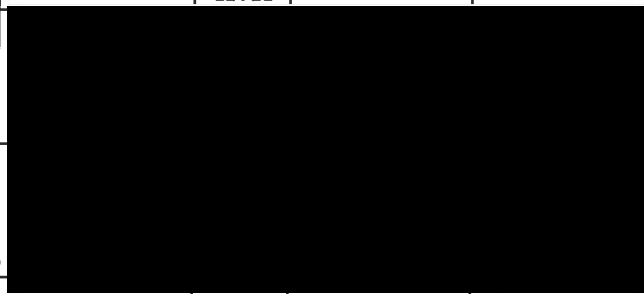

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	<i>Parents</i> STUDENTS LAST NAME	<i>Address</i> STUDENTS FIRST NAME	<i>IPeds</i> 2015-16 GRADE LEVEL	BIRTHDATE	MORELAND HOME SCHOOL	PARENT/GUARDIAN SIGNATURE	PHONE NUMBER
1	Patrick <i>Chandler</i>					<i>[Signature]</i>	
2	Chloe					<i>[Signature]</i>	
3	<i>students</i>						
4							
5							


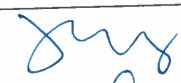
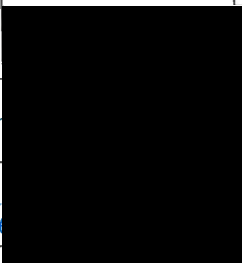
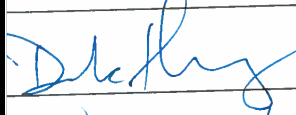

Wei Yu International Charter School Appendices and Attachments

ATTACHMENT 1

MORELAND SCHOOL DISTRICT

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1	Choy						
2	Huang						
3	Smith Pererict						
4							
5							
6							
7							
8							
9							
10							

Wei Yu International Charter School Appendices and Attachments

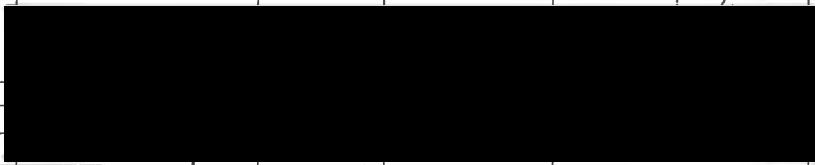

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1	Tian					Vylyes	
2	Walt					Tris	
3							
4							
5							
6							
7							
8							
9							
10							

Wei Yu International Charter School Appendices and Attachments



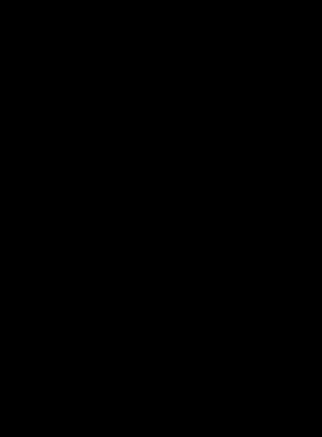


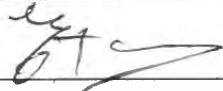

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MEANINGFULLY INTERESTED STUDENTS - RESIDENTS OF THE MORELAND SCHOOL DISTRICT

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By signing this form, I am indicating my intention to enroll my student in the Charter School where they will attend for the 2015-16 year

STUDENT INFORMATION							
	STUDENTS LAST NAME	STUDENTS FIRST NAME	2015-16 GRADE LEVEL	BIRTHDATE	MORELAND HOME SCHOOL	PARENT/GUARDIAN SIGNATURE	PHONE NUMBER
1	Hu						
2	Chang						
3	Mgumder						
4	TAZOPA						
5	Hsu						
6							
7							
8							
9							
10							

Wei Yu International Charter School Appendices and Attachments

ATTACHMENT 1

MORELAND SCHOOL DISTRICT

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1	Higuera					Astizque	
2							
3							
4							
5							
6							
7							
8							
9							
10							


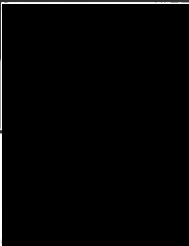
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	STUDENTS LAST NAME	STUDENTS FIRST NAME	2015-16 GRADE	BIRTHDATE	MORELAND HOME SCHOOL	PARENT/GUARDIAN SIGNATURE	PHONE NUMBER
1	DANIEL JIMENEZ					AURELIA GUZMAN	
2	<del>Josefina Madrigal</del> Moreno						
3							
4							
5							



Wei Yu International Charter School Appendices and Attachments

ATTACHMENT 1

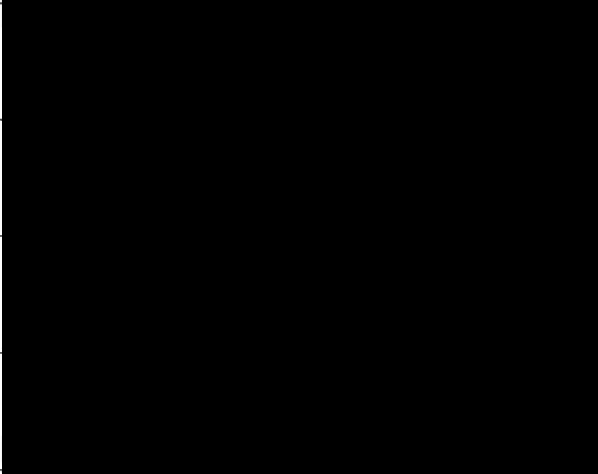

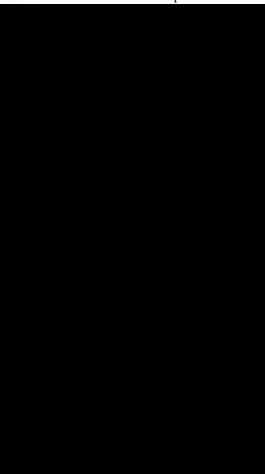



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	STUDENTS LAST NAME	STUDENTS FIRST NAME	2015-16 GRADE LEVEL	BIRTHDATE	MORELAND HOME SCHOOL	PARENT/GUARDIAN SIGNATURE	PHONE NUMBER
1	Hu					C. J. Hu	
2							
3							
4							
5							
6							
7							
8							
9							
10							

ATTACHMENT 1							
MORELAND SCHOOL DISTRICT							
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	STUDENTS LAST NAME	STUDENTS FIRST NAME	2015-16 GRADE	BIRTHDATE	MORELAND HOME SCHOOL	PARENT/GUARDIAN SIGNATURE	PHONE NUMBER
1	Solomon						
2	Solomon						
3	Foster						
4	Jee						
5							


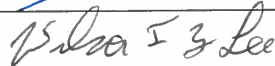
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1	JUSUF						
2	LEE						
3							
4							
5							
6							
7							
8							
9							
10							

Wei Yu International Charter School Appendices and Attachments

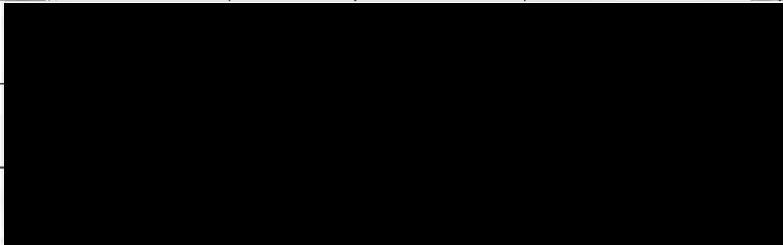
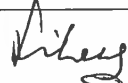


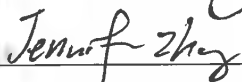
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1	Xu						
2	Deng						
3	Wolf						
4							
5							
6							
7							
8							
9							
10							

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1	Nystrom					Lee Nystrom	
2	Tu						
3	Loh						
4	Ng						
5	Luo						
6							
7							
8							
9							
10							

Wei Yu International Charter School Appendices and Attachments



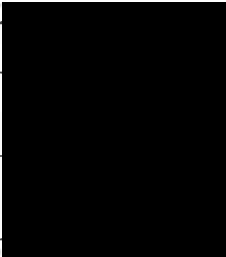


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1	Huang						
2	Xuan						
3	Ye						
4							
5							
6							
7							
8							
9							
10							

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1	Yang					Rushy	
2	<del>Yang</del>						
3	Junlan					L. Q. y	
4	CEPRIC					CE	
5	Li					Hung	

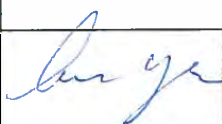




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1	YAN						
2	Shen						
3	LIANG						
4	Chio						
5	ZHOU						



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1	WOLF					Hannasaf	
2	Bayo					Mymie Campbell	
3	Zhou						
4	Staples					Danug	
5	Staples						

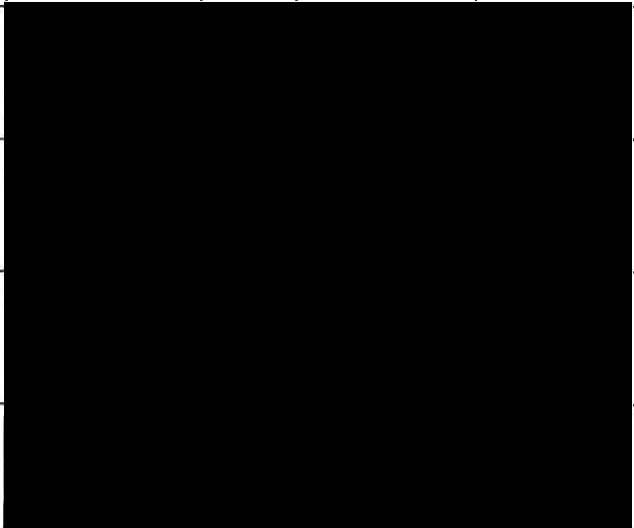




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1	Chen						
2	Wilkinson						
3	Lee						
4	LEE						
5							



2015-2016

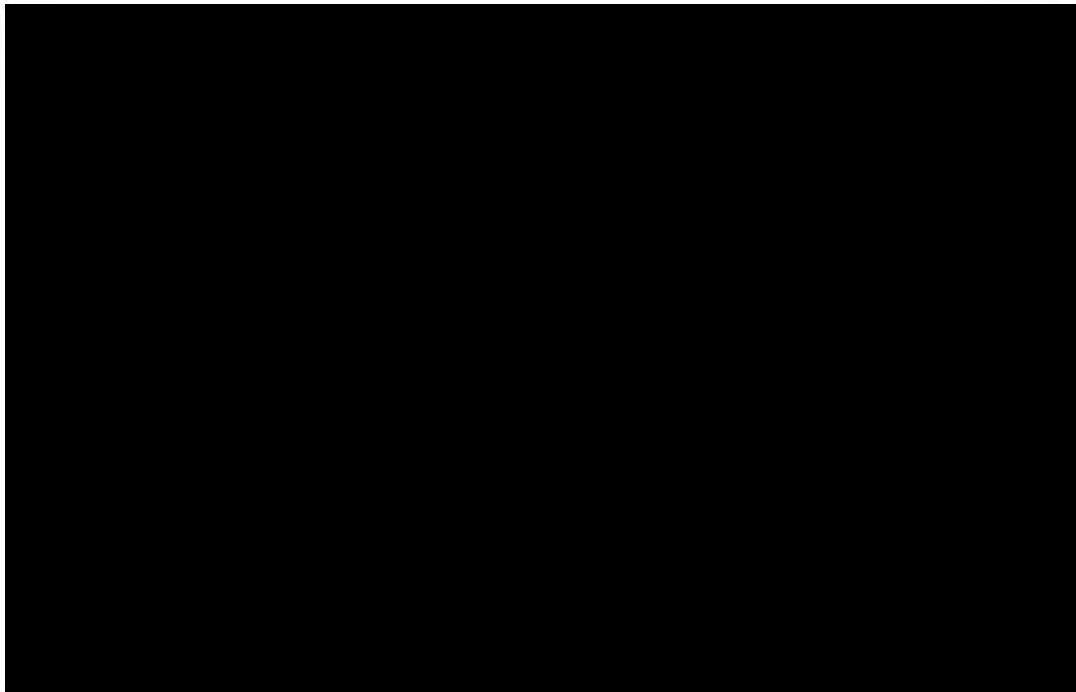
## INTENT TO ENROLL

WEI YU INTERNATIONAL CHARTER SCHOOL

Website: [www.weiyucharter.org](http://www.weiyucharter.org)  
Email: [weiyucharter@gmail.com](mailto:weiyucharter@gmail.com)  
Facebook: Weiyucharter

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Signature of Parent/Legal Guardian: \_\_\_\_\_

*Ena Preotera*

Date: \_\_\_\_\_

12/17/14



WEI YU  
INTERNATIONAL  
CHARTER  
SCHOOL

WEBSITE: WWW.WEYUCHARTER.ORG  
FACEBOOK: WEIYUCHARTER  
EMAIL: WEIYUCHARTER@GMAIL.COM

## Intent to Enroll

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### Student Information:

International Charter School for the 2015-16 school year. I understand that signing this Form **does not guarantee enrollment** in the Charter School. I further understand that this information will be disclosed to the Moreland School District to support the Charter School's request for facilities under Proposition 39, and that the District may contact me directly to verify my response.

Signature of Parent/Legal Guardian: \_\_\_\_\_

Date: 12-20-2014

[www.welyucharter.org](http://www.welyucharter.org)

WEI YU INTERNATIONAL CHARTER SCHOOL

PUBLIC SCHOOL

PROJECT BASED

STEAM

SOCIAL-EMOTIONAL LEARNING



WEI YU  
INTERNATIONAL  
CHARTER  
SCHOOL

WEBSITE | WWW.WEYUCHARTER.ORG  
FACEBOOK | WEYUCHARTER  
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### Student Information:

[Redacted Student Information]

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Signature of Parent/Legal Guardian: \_\_\_\_\_

Date: 12/20/2019

[www.welyucharter.org](http://www.welyucharter.org)

CHARTER SCHOOLS PUBLIC SCHOOL PROJECT-BASED STEAM SOCIAL-EMOTIONAL LEARNING



2015-2016

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Signature of Parent/Legal Guardian: \_\_\_\_\_

Date: \_\_\_\_\_

12/21/2014



2015-2016

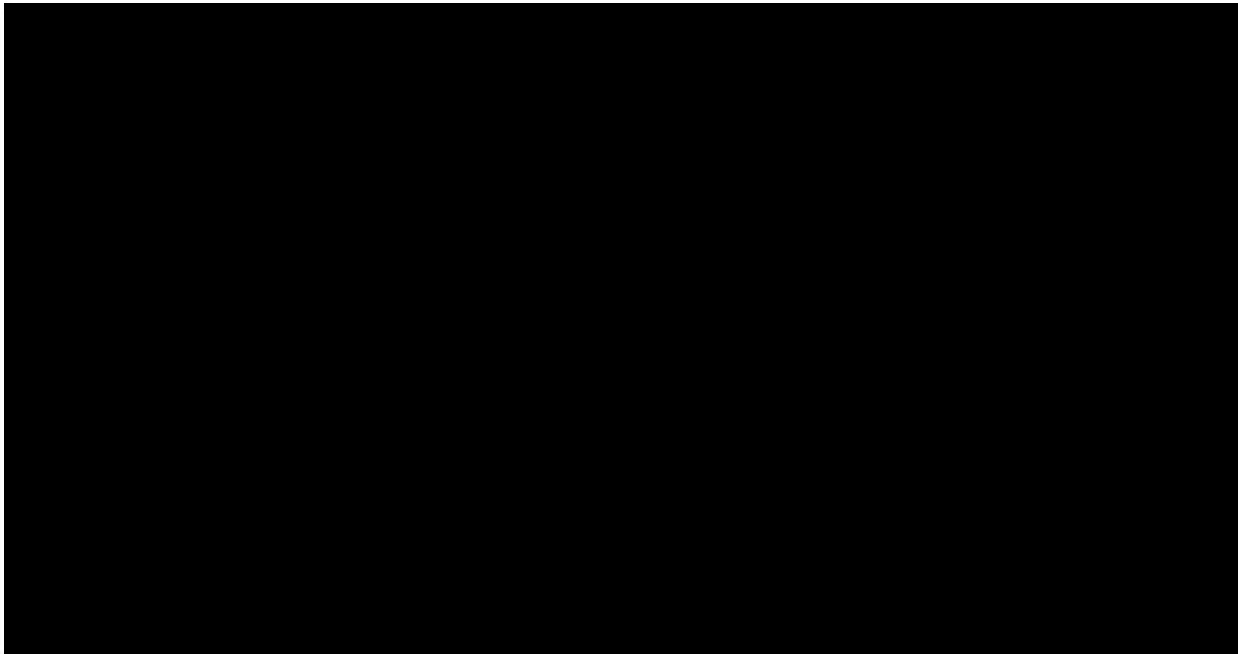
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Signature of Parent/Legal Guardian: \_\_\_\_\_

A handwritten signature in black ink, appearing to read 'Ant Lh', is written over a horizontal line.

Date: \_\_\_\_\_

12/21/2014



2015-2016

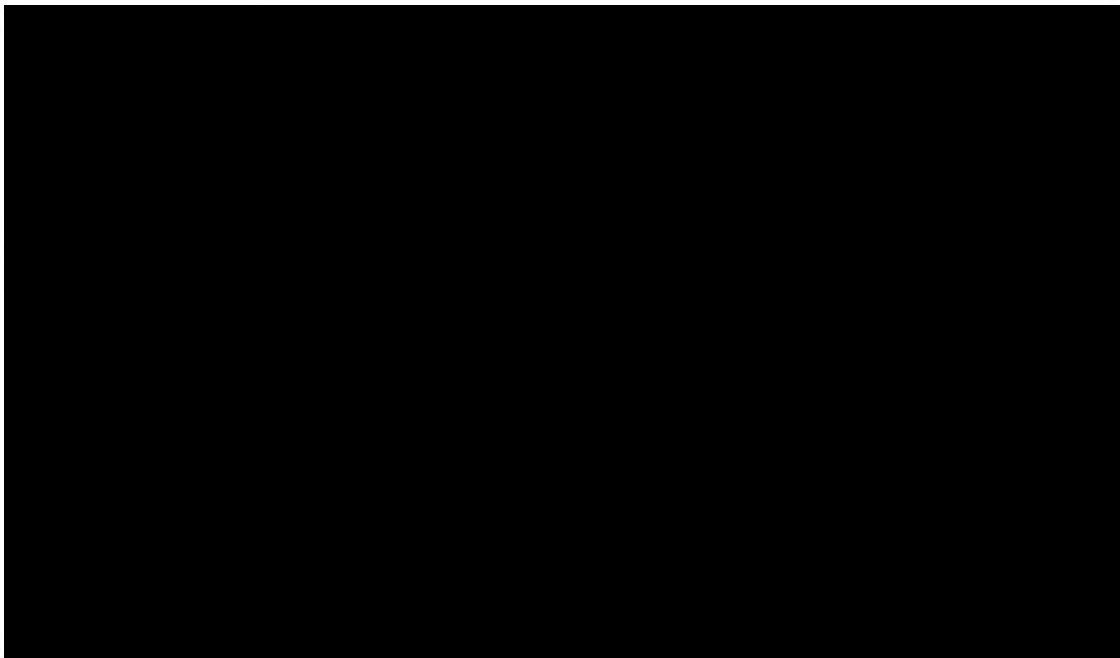
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Signature of Parent/Legal Guardian:

A handwritten signature in blue ink, consisting of a stylized 'W' and 'Y' followed by a horizontal line.

Date:

A handwritten date in blue ink, '12/19/2014', written in a cursive style.





2015-2016

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Signature of Parent/Legal Guardian: \_\_\_\_\_

Date: \_\_\_\_\_

12/22/2014



2015-2016

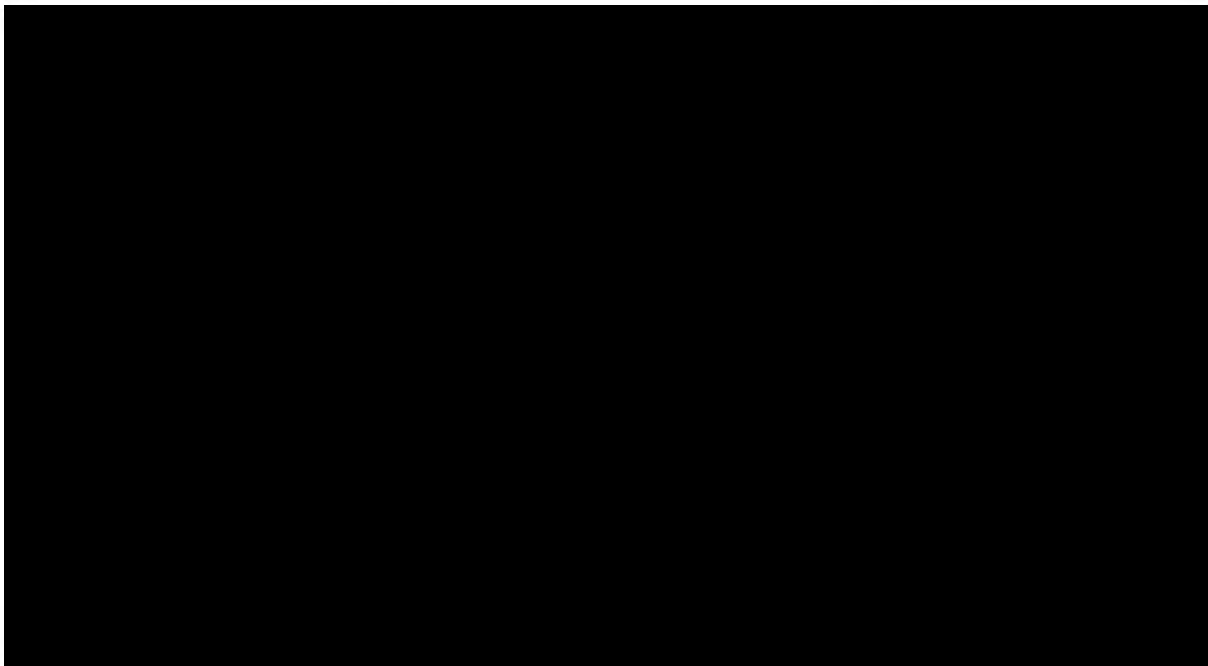
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Signature of Parent/Legal Guardian: \_\_\_\_\_

A handwritten signature in black ink, appearing to be 'A. R. G.' or similar, written over a horizontal line.

Date: 2014/12/22



2015-2016

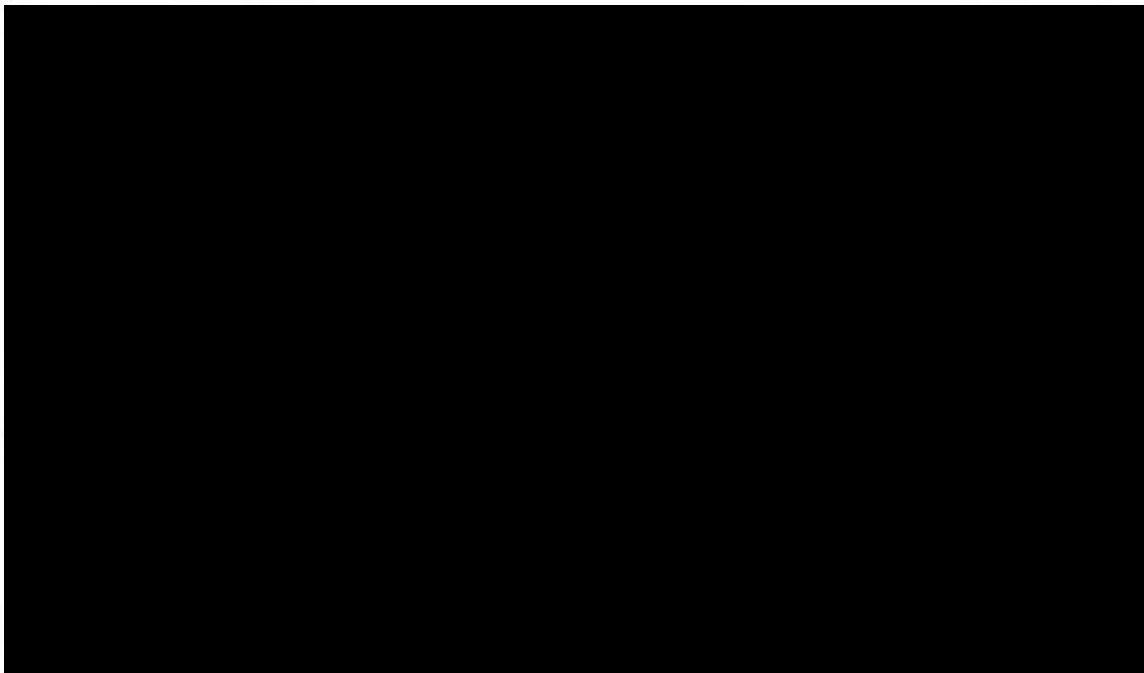
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Signature of Parent/Legal Guardian:

A handwritten signature in blue ink, appearing to be 'Y. T. C.', written over a horizontal line.

Date: 12/22/14



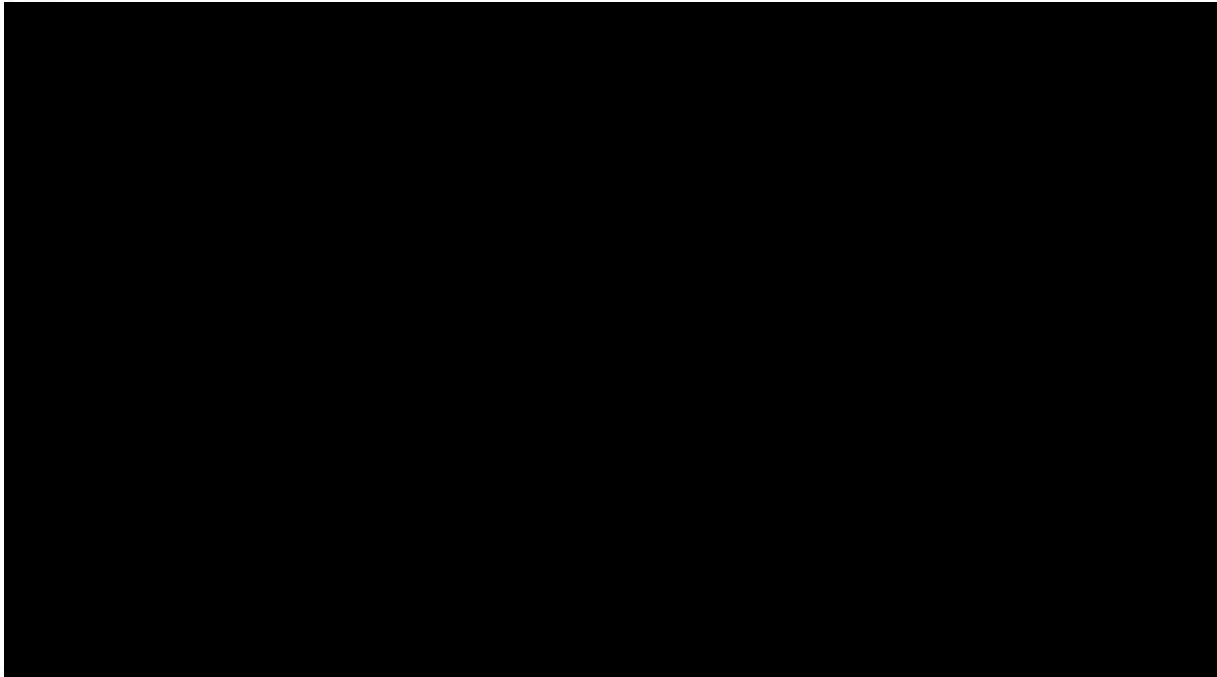
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Date: \_\_\_\_\_

12-22-14



2015-2016

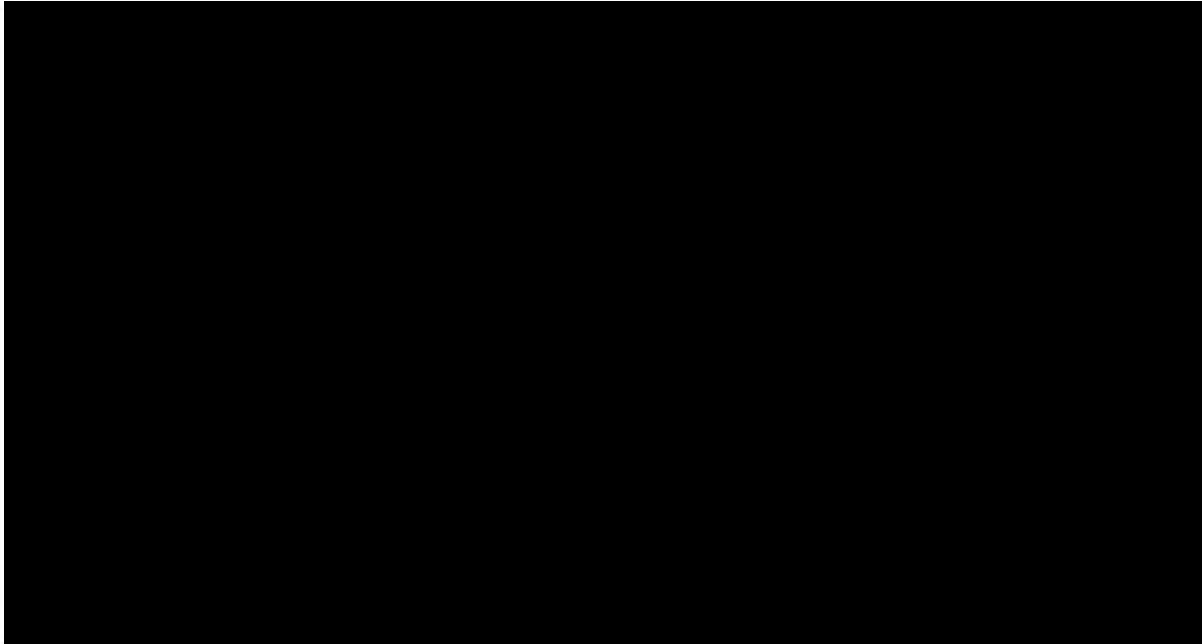
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Date: \_\_\_\_\_



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Signature of Parent/Legal Guardian: \_\_\_\_\_

Date: \_\_\_\_\_

12/17/14



2015-2016

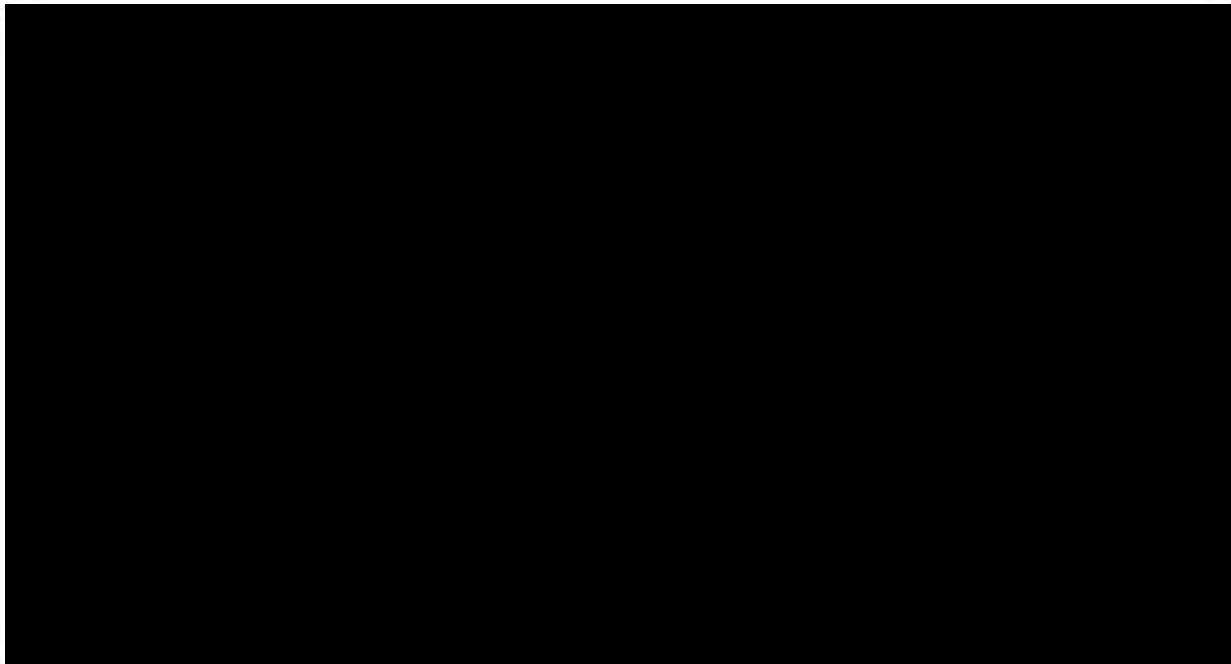
## INTENT TO ENROLL

WEI YU INTERNATIONAL CHARTER SCHOOL

Website: [www.weiyucharter.org](http://www.weiyucharter.org)  
Email: [weiyucharter@gmail.com](mailto:weiyucharter@gmail.com)  
Facebook: Weiyucharter

Dear potential Wei Yu International Charter School parents/guardians:

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Signature of Parent/Legal Guardian: \_\_\_\_\_

A handwritten signature in blue ink, appearing to be 'SM' or similar, written over a horizontal line.

Date: \_\_\_\_\_

12/18/2014



## INTENT TO ENROLL

WEI YU INTERNATIONAL CHARTER SCHOOL

Website: [www.weiyucharter.org](http://www.weiyucharter.org)  
Email: [weiyucharter@gmail.com](mailto:weiyucharter@gmail.com)  
Facebook: [Weiyucharter](https://www.facebook.com/weiyucharter)

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Signature of Parent/Legal Guardian: \_\_\_\_\_

A handwritten signature in blue ink, appearing to be 'Dina', is written over a horizontal line.

Date: 12.12.14





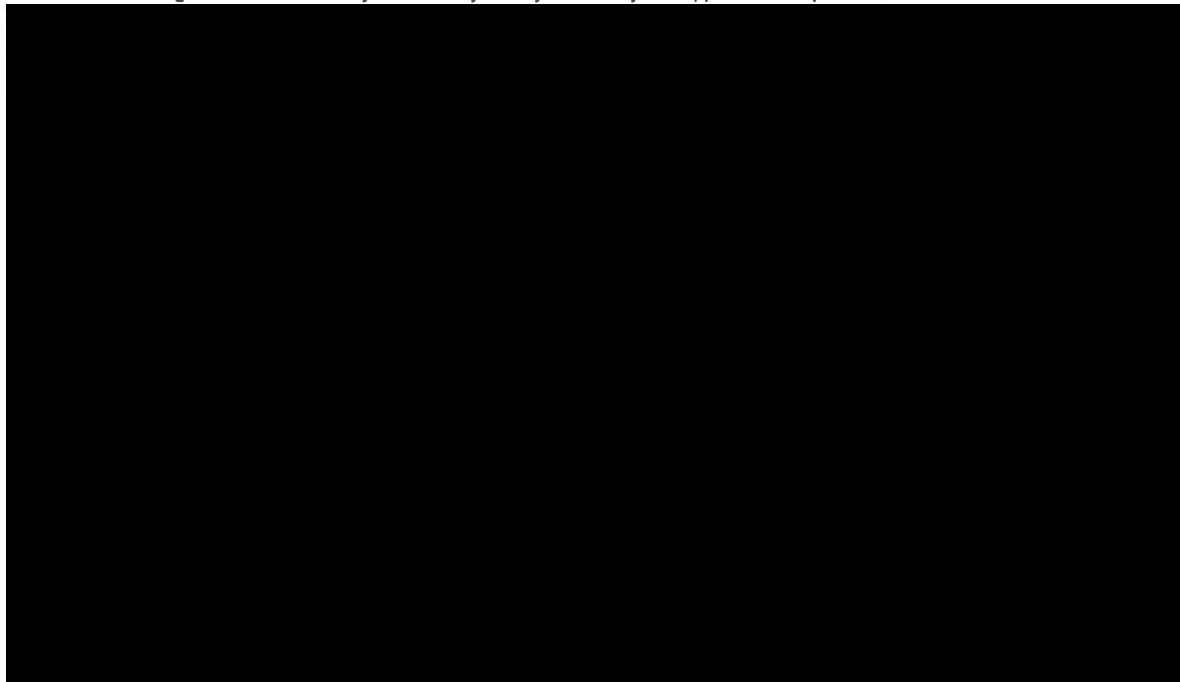
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Email: [weiyucharter@gmail.com](mailto:weiyucharter@gmail.com)  
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Signature of Parent/Legal Guardian: *Jee Sun*

Date: 12/12/14



2015-2016

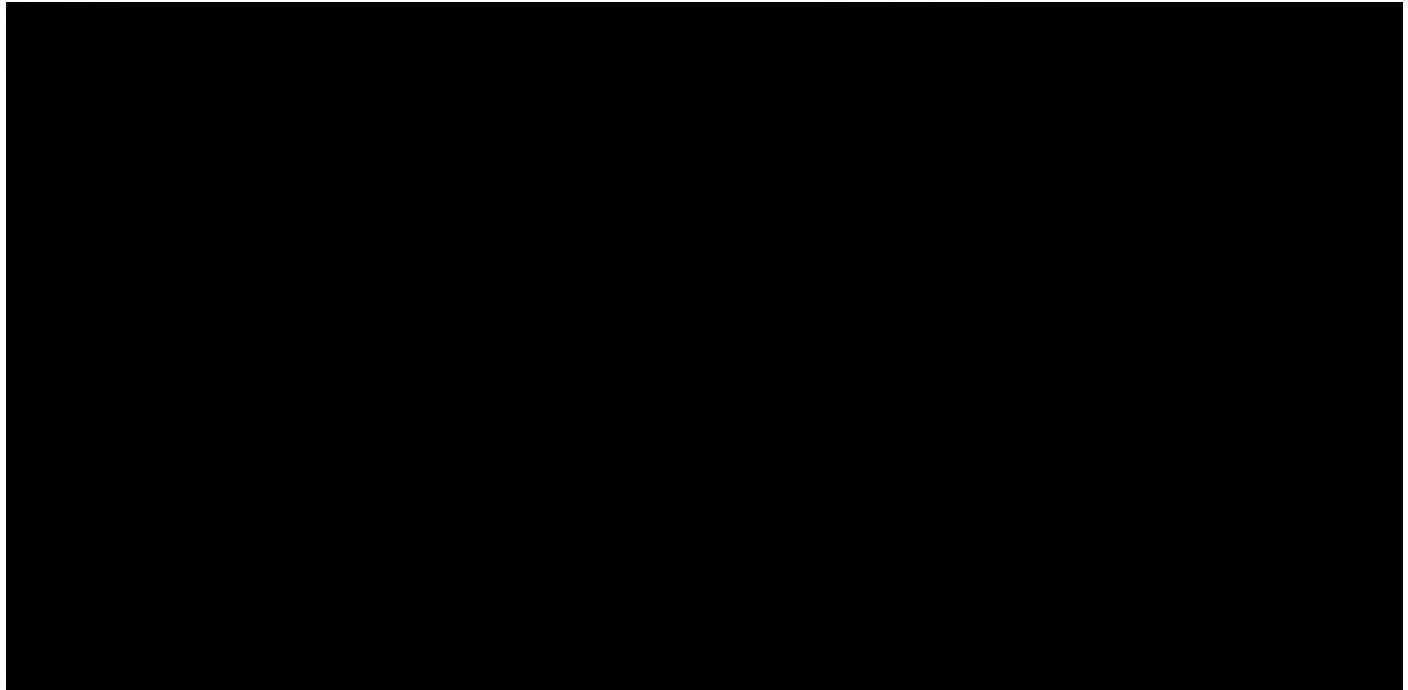
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Signature of Parent/Legal Guardian:

A handwritten signature in black ink, appearing to be a stylized 'S' or 'L' followed by a horizontal line.

Date:

10/31/14



2015-2016

## INTENT TO ENROLL

WEI YU INTERNATIONAL CHARTER SCHOOL

Website: [www.weiyucharter.org](http://www.weiyucharter.org)  
Email: [weiyucharter@gmail.com](mailto:weiyucharter@gmail.com)  
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Signature of Parent/Legal Guardian: \_\_\_\_\_

A handwritten signature in black ink, appearing to be 'Jom' or similar, written over a horizontal line.

Date: 12-22-14



2015-2016

## INTENCIÓN DE INSCRIPCIÓN

WEI YU INTERNATIONAL CHARTER SCHOOL

Website: [www.weiyucharter.org](http://www.weiyucharter.org)  
Email: [weiyucharter@gmail.com](mailto:weiyucharter@gmail.com)  
Facebook: Weiyucharter  
Teléfono: (408) 785-0274

Estimado padre/tutor de futuro estudiante de la escuela Wei Yu International Charter School:

Bajo la ley de California (Proposición 39) el Distrito Escolar de Moreland tiene que proveer a la escuela Wei Yu International Charter School instalaciones razonablemente equivalentes en donde se pueda operar la escuela chárter. Este formulario puede ser utilizado para apoyar la solicitud para instalaciones de la escuela chárter. Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir a su estudiante en el programa de la escuela chárter para el curso escolar 2015-16.  
¡Gracias por su apoyo y su cooperación!

Con mi firma, indico que tengo una intención seria de inscribir al estudiante mencionado arriba en la escuela Wei Yu International Charter School para el curso escolar 2015-16 . Entiendo que al firmar este formulario no garantiza matriculación en la Escuela Chárter. También entiendo que esta información será revelada al Distrito Escolar de Moreland para apoyar la solicitud de instalaciones bajo la Proposición 39 de la escuela chárter y el Distrito puede contactarme directamente para verificar mi respuesta

Firma del Padre o Tutor Legal:

Alicia Perales G.

Fecha:

12-27-2014



2015-2016

## INTENT TO ENROLL

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Signature of Parent/Legal Guardian:

Melanie Pabbenj Date: 12-20-14



2015-2016

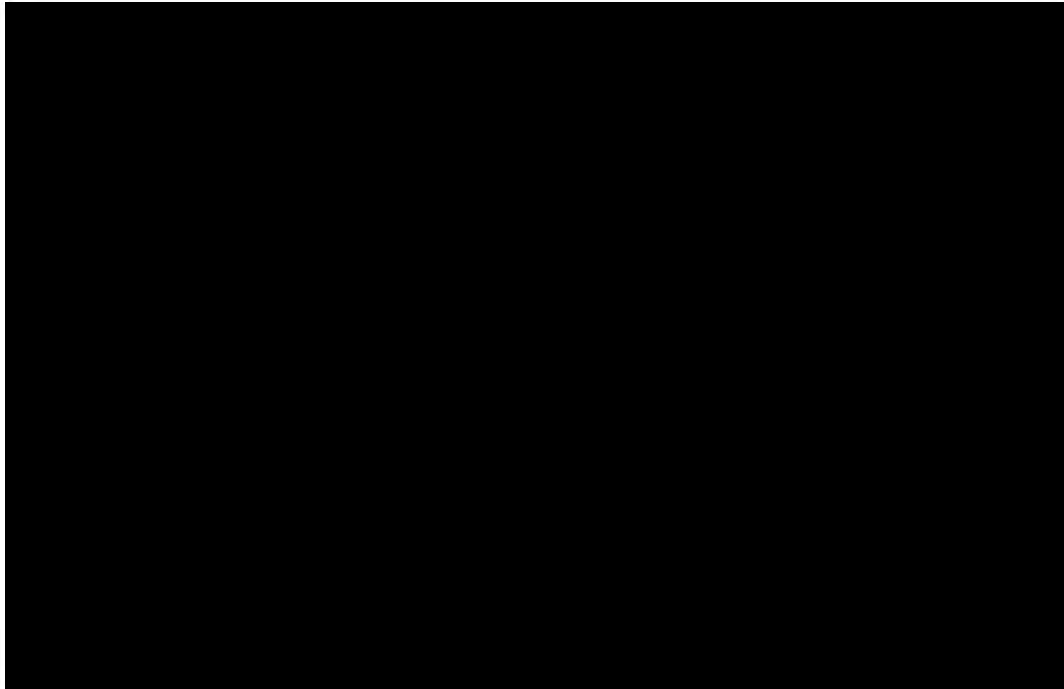
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Signature of Parent/Legal Guardian:

A handwritten signature in black ink, appearing to be 'C. Song', written over a horizontal line.

Date:

12/16/14



2015-2016

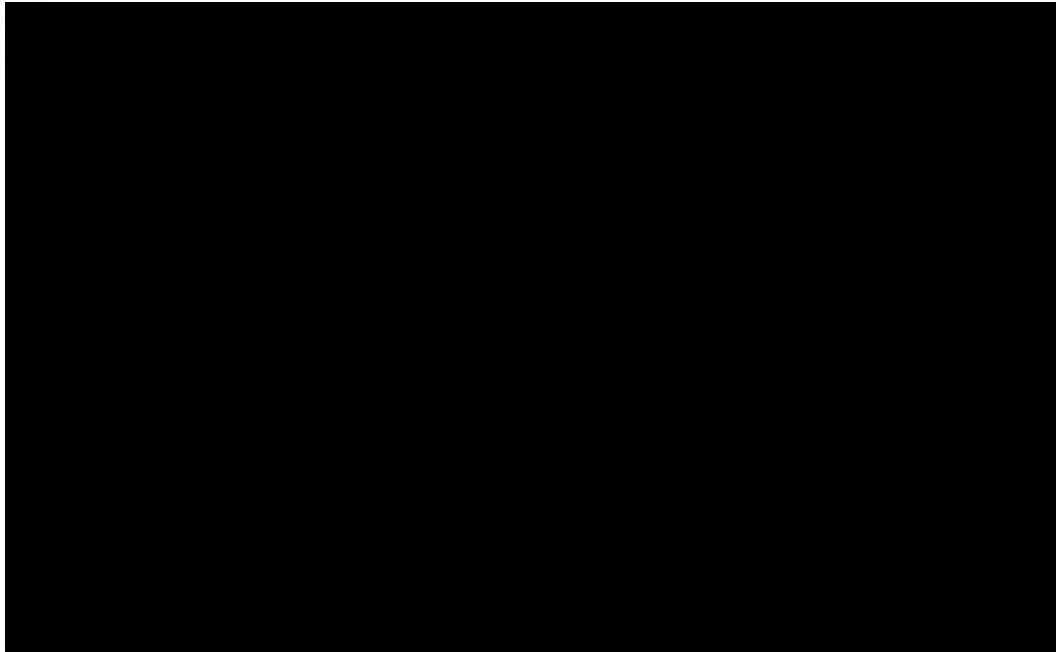
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Email: [weiyucharter@gmail.com](mailto:weiyucharter@gmail.com)  
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Signature of Parent/Legal Guardian: \_\_\_\_\_

*Maria Lin*

Date: \_\_\_\_\_

*12/12/14*



2015-2016

## INTENT TO ENROLL

WEI YU INTERNATIONAL CHARTER SCHOOL

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Signature of Parent/Legal Guardian: \_\_\_\_\_

Date: \_\_\_\_\_





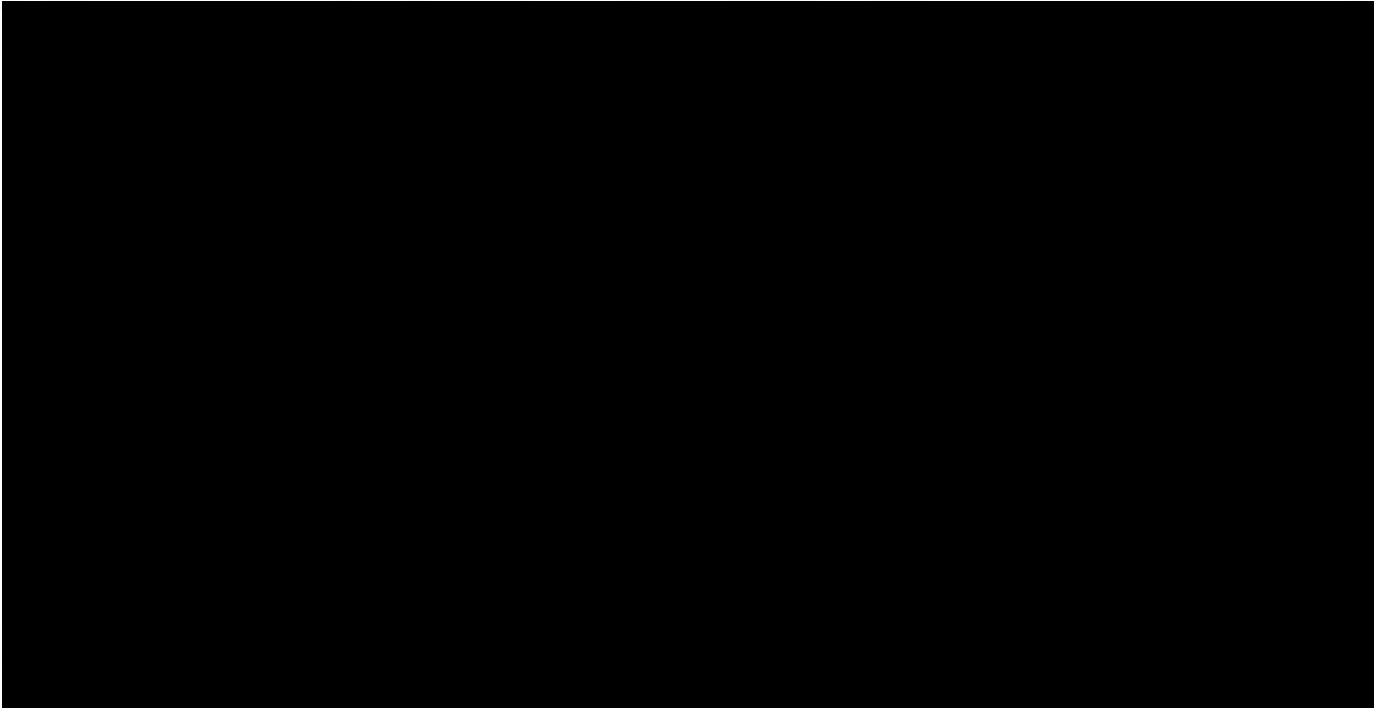
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Signature of Parent/Legal Guardian: \_\_\_\_\_

Date: \_\_\_\_\_

12-07-14



2015-2016

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Signature of Parent/Legal Guardian: \_\_\_\_\_

A handwritten signature in black ink, appearing to be 'U. S. J.', written over a horizontal line.

Date: \_\_\_\_\_

12/08/14



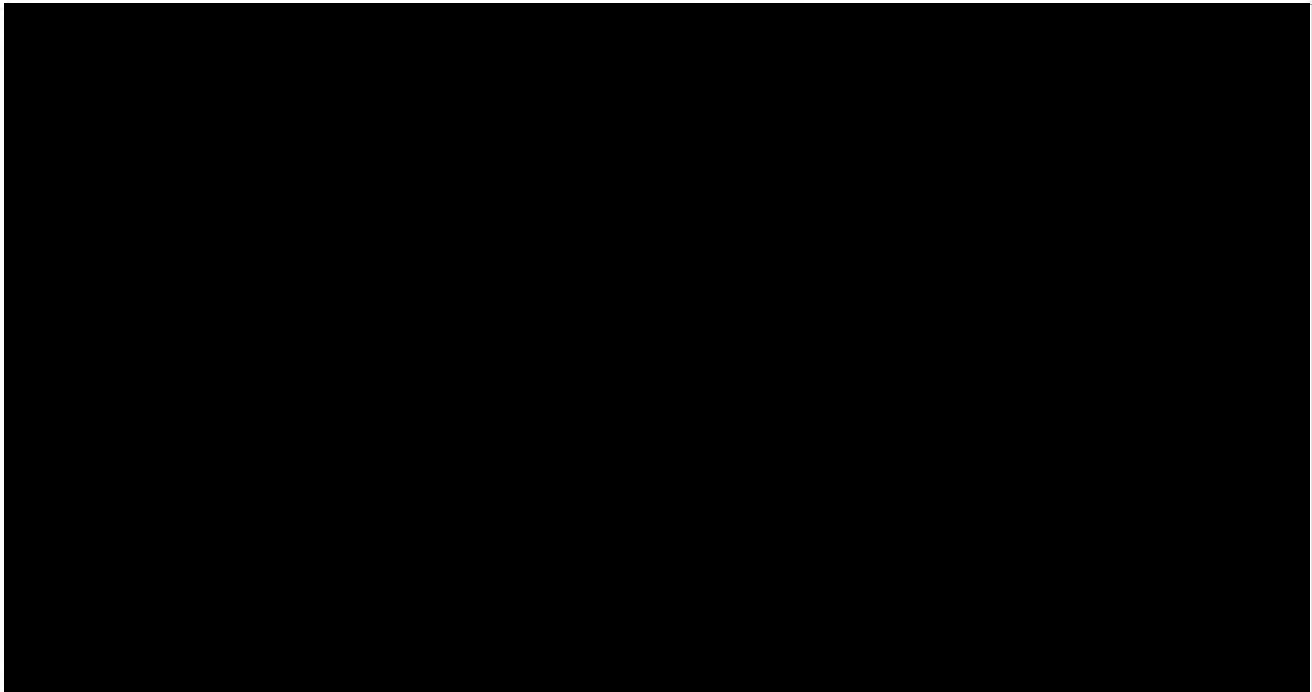
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Email: [weiyucharter@gmail.com](mailto:weiyucharter@gmail.com)  
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Signature of Parent/Legal Guardian: \_\_\_\_\_

Date: \_\_\_\_\_



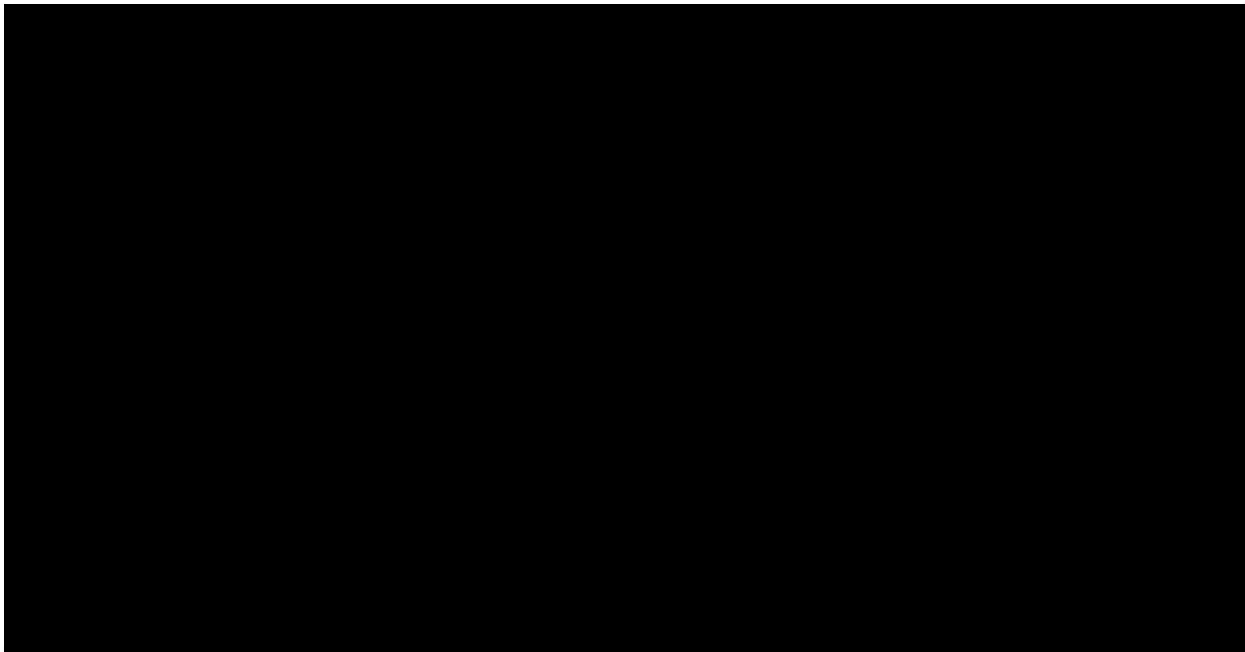
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Signature of Parent/Legal Guardian:

Juxiang Luo

Date:

12/09/2014



2015-2016

## INTENCIÓN DE INSCRIPCIÓN

WEI YU INTERNATIONAL CHARTER SCHOOL

Website: [www.weiyucharter.org](http://www.weiyucharter.org)  
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Facebook: Weiyucharter  
Teléfono: (408) 785-0274

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¡Gracias por su apoyo y su cooperación!

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Firma del Padre o Tutor Legal:

Noemi M.

Fecha:

12/18/14



2015-2016

## INTENT TO ENROLL

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Signature of Parent/Legal Guardian:

A handwritten signature in blue ink, appearing to read 'Mitias Deyhd', written over a horizontal line.

Date:

12/18/14



2015-2016

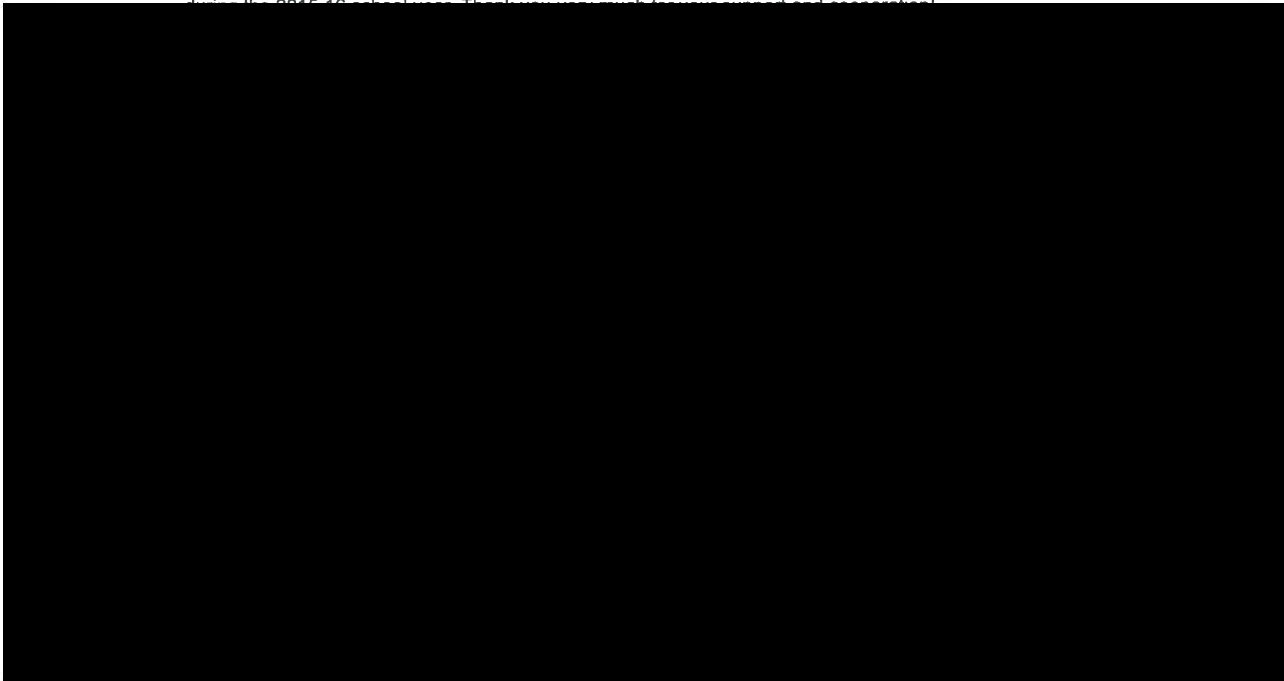
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Signature of Parent/Legal Guardian:

A handwritten signature in blue ink, appearing to be 'R' followed by a flourish.

Date:

12/20/14



2015-2016

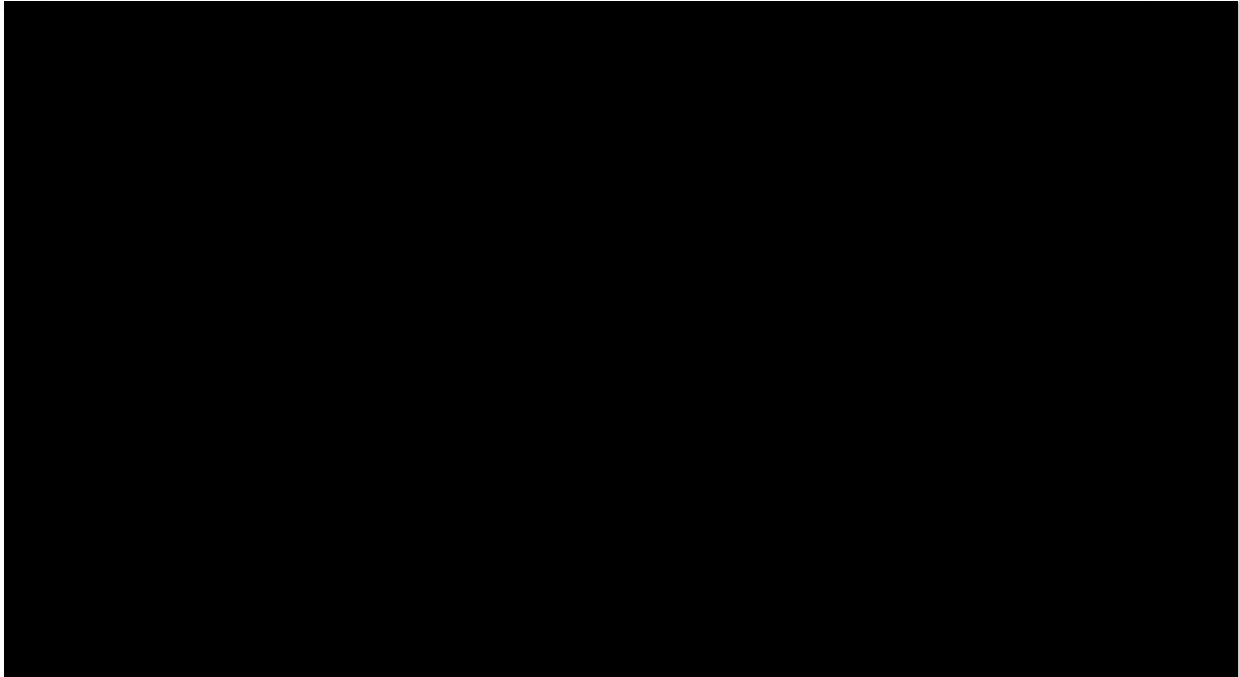
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Signature of Parent/Legal Guardian: Yuezi Zhang

Date: 12/08/2014





2015-2016

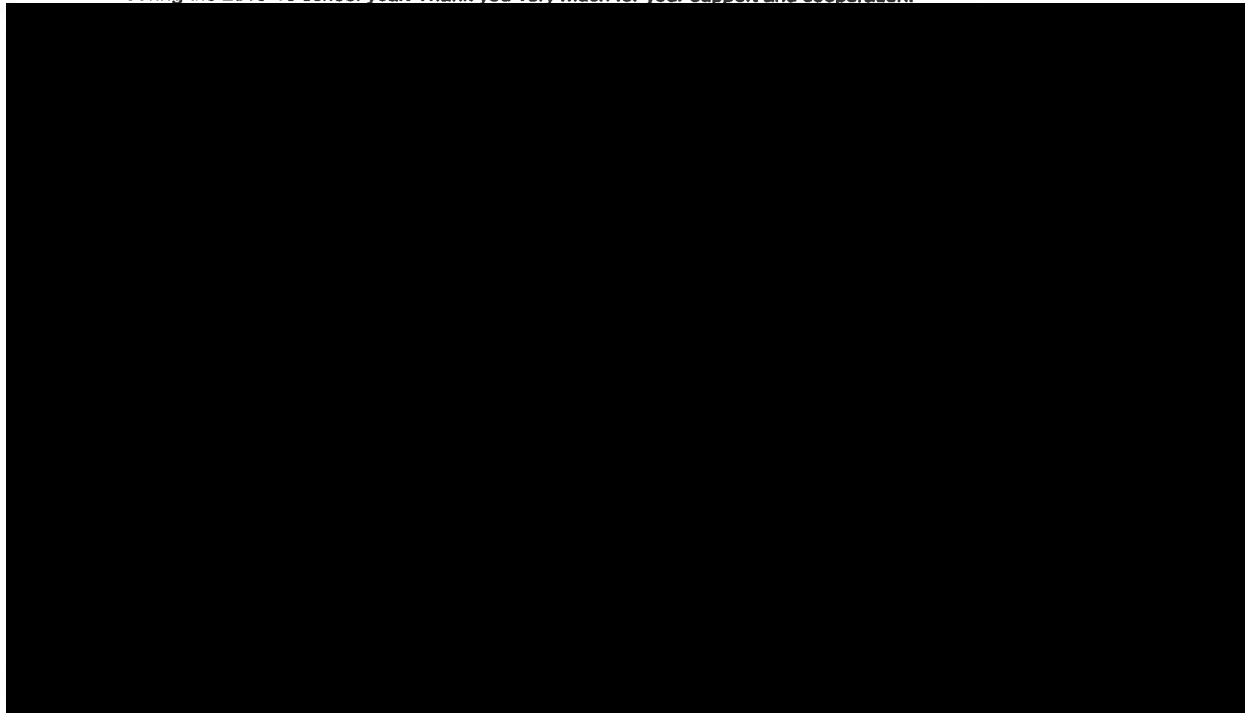
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Signature of Parent/Legal Guardian: 

Date: 12/07/14



2015-2016

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Signature of Parent/Legal Guardian: P. Raul

Date: 12/23/14



2015-2016

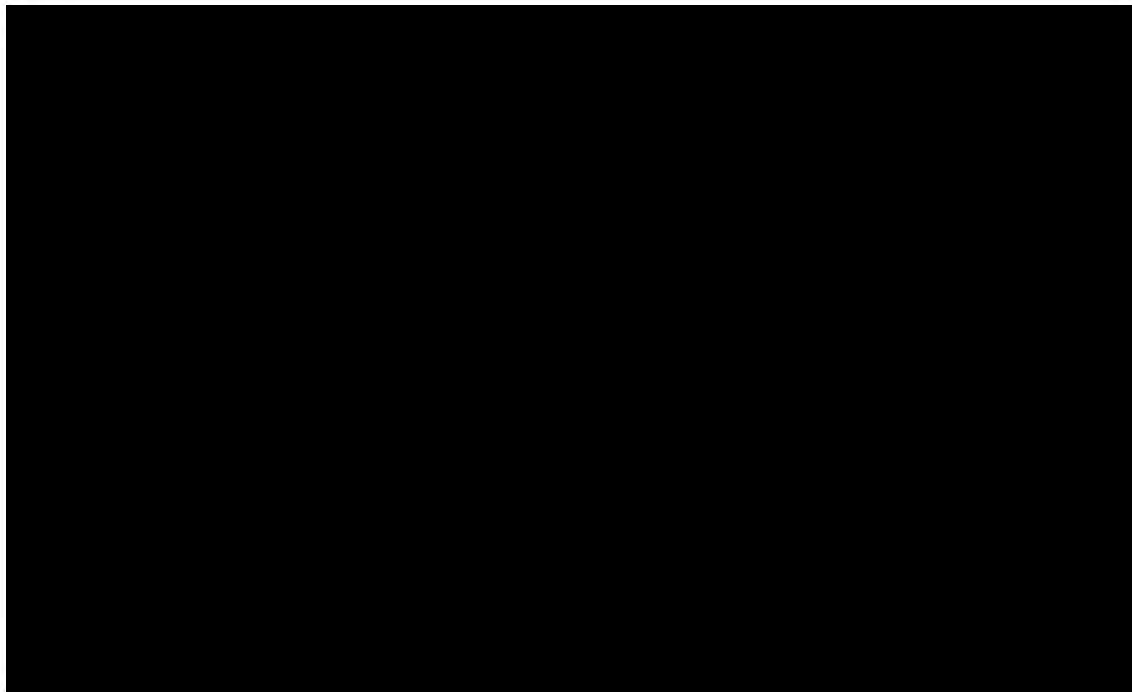
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Signature of Parent/Legal Guardian: \_\_\_\_\_

A handwritten signature in blue ink, appearing to read "Nath Ch".

Date: \_\_\_\_\_

12/23/14



2015-2016

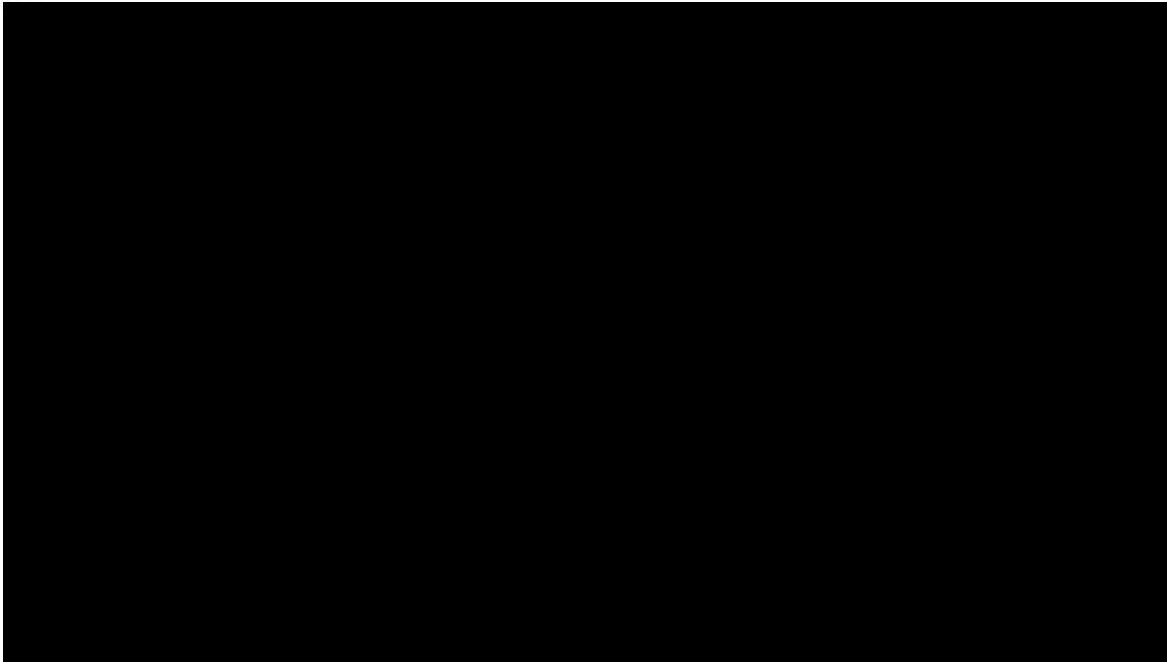
## INTENT TO ENROLL

WEI YU INTERNATIONAL CHARTER SCHOOL

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Signature of Parent/Legal Guardian:

A handwritten signature in black ink, appearing to read 'Kwan C. Lam'.

Date:

12/17/2014



2015-2016

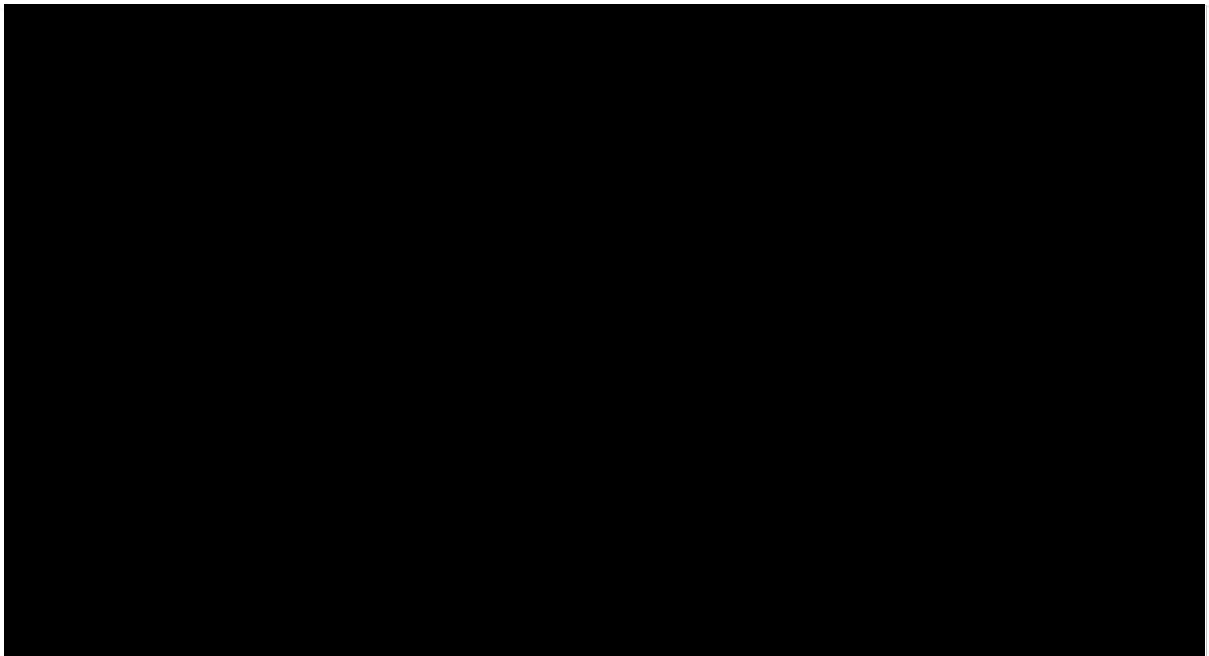
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(408) 207-2030

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Signature of Parent/Legal Guardian: \_\_\_\_\_

Date: \_\_\_\_\_

12/31/2014



2015-2016

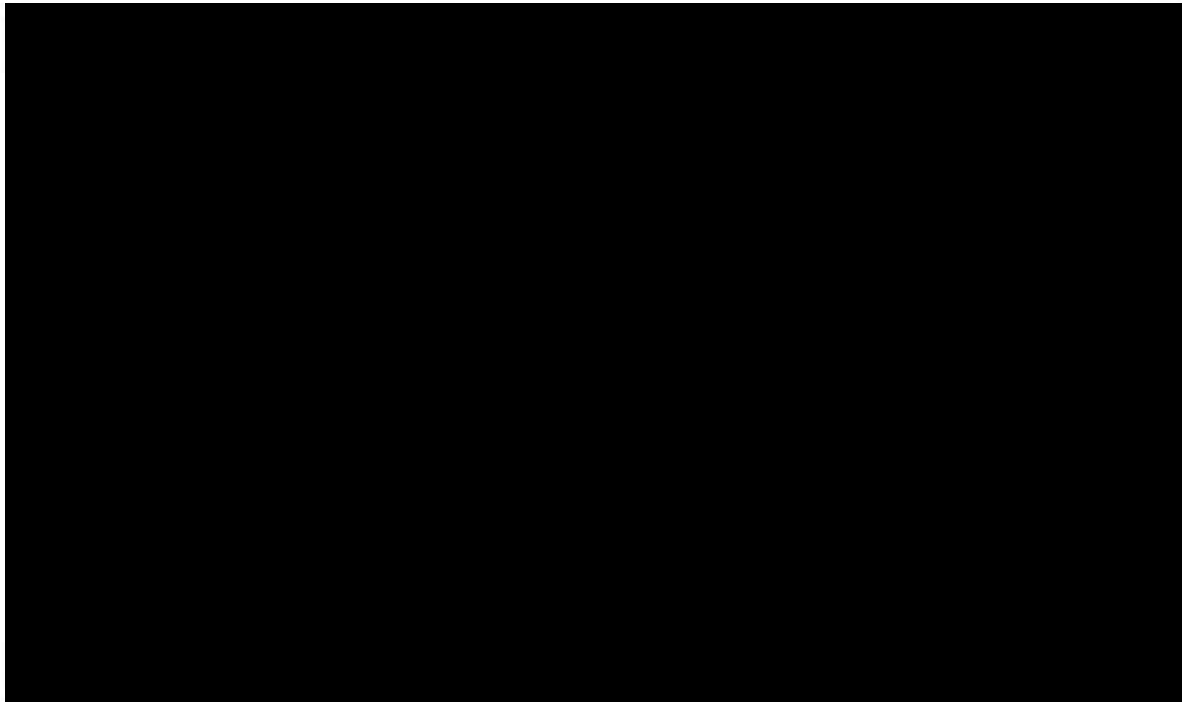
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Teléfono: (408) 785-0274

Estimado padre/tutor de futuro estudiante de la escuela Wei Yu International Charter School:

Bajo la ley de California (Proposición 39) el Distrito Escolar de Moreland tiene que proveer a la escuela Wei Yu International Charter School instalaciones razonablemente equivalentes en donde se pueda operar la escuela carácter. Este formulario puede ser utilizado para apoyar la solicitud para instalaciones de la escuela carácter. Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir a su estudiante en el programa de la escuela carácter para el curso escolar 2015-16.  
¡Gracias por su apoyo y su cooperación!



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Firma del Padre o Tutor Legal:

Noemi M.

Fecha:

12/18/14



2015-2016

## INTENCIÓN DE INSCRIPCIÓN

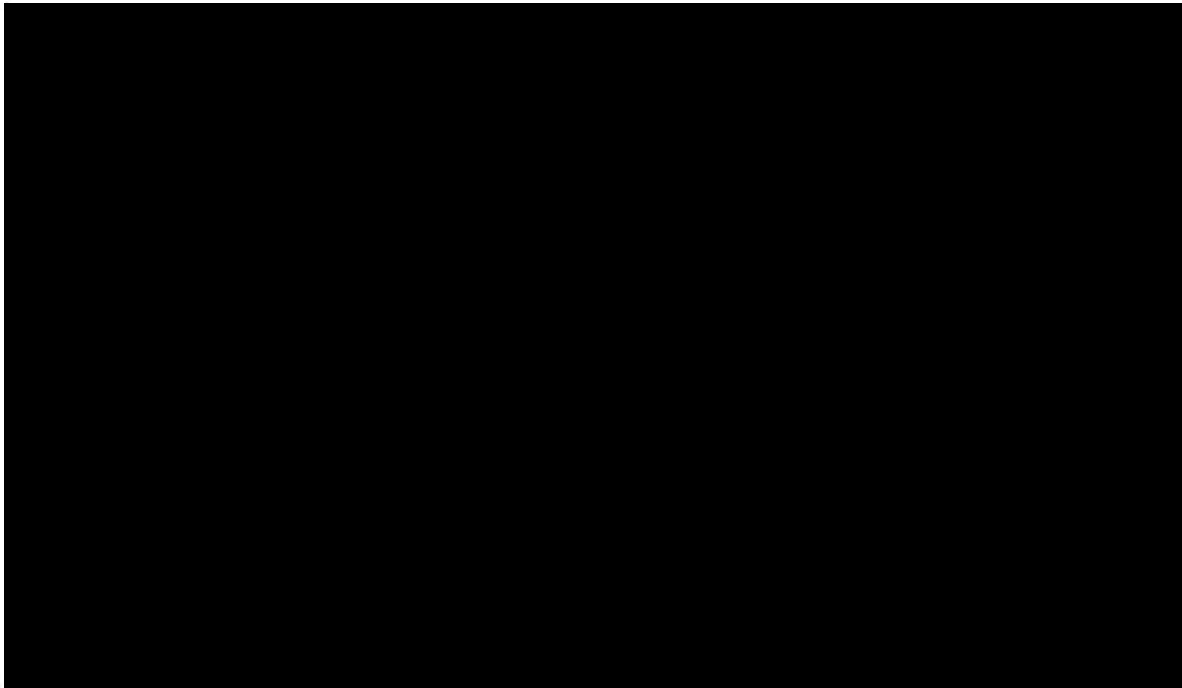
WEI YU INTERNATIONAL CHARTER SCHOOL

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Firma del Padre o Tutor Legal:

Fecha:

12/18/14



2015-2016

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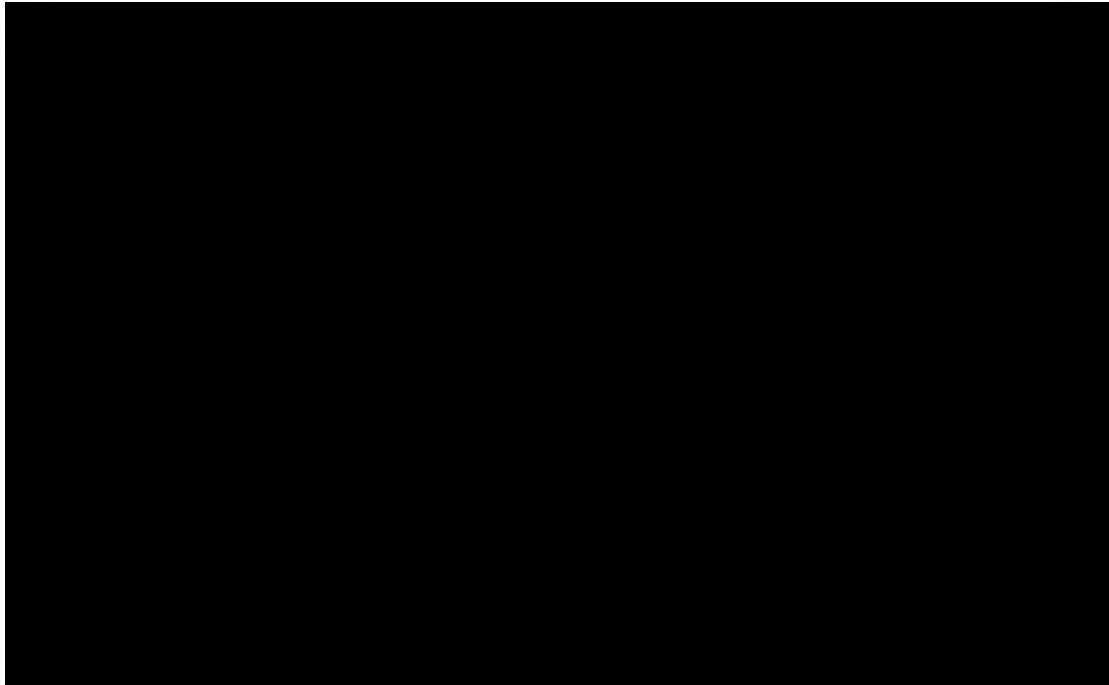
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12/18/14





2015-2016

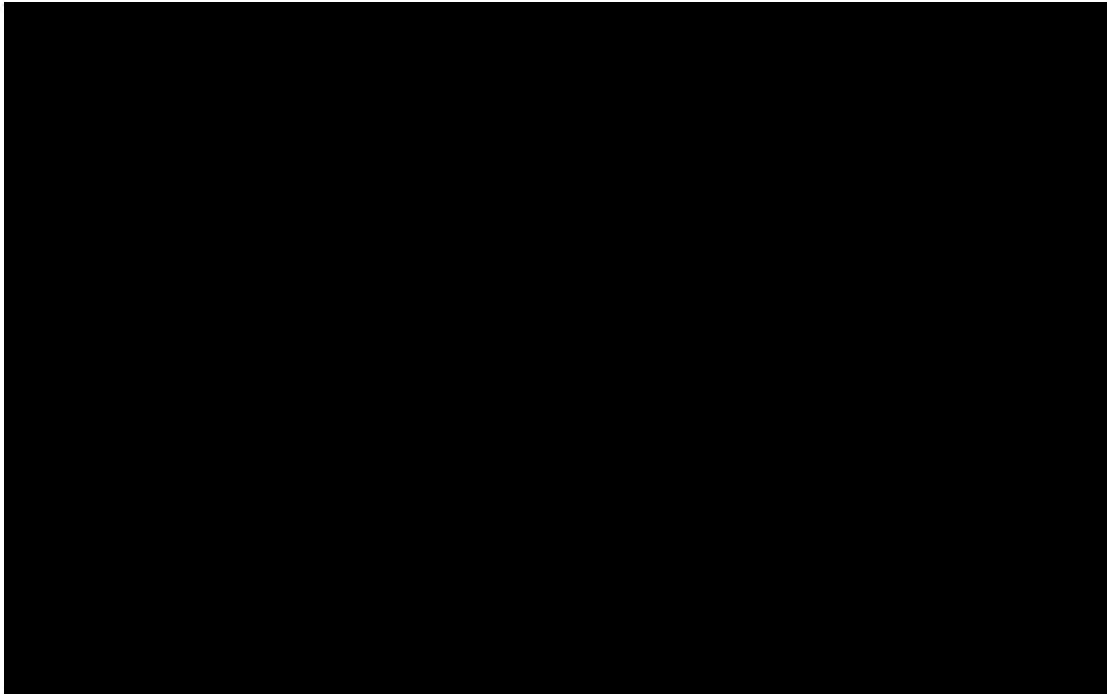
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Fecha:

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2015-2016

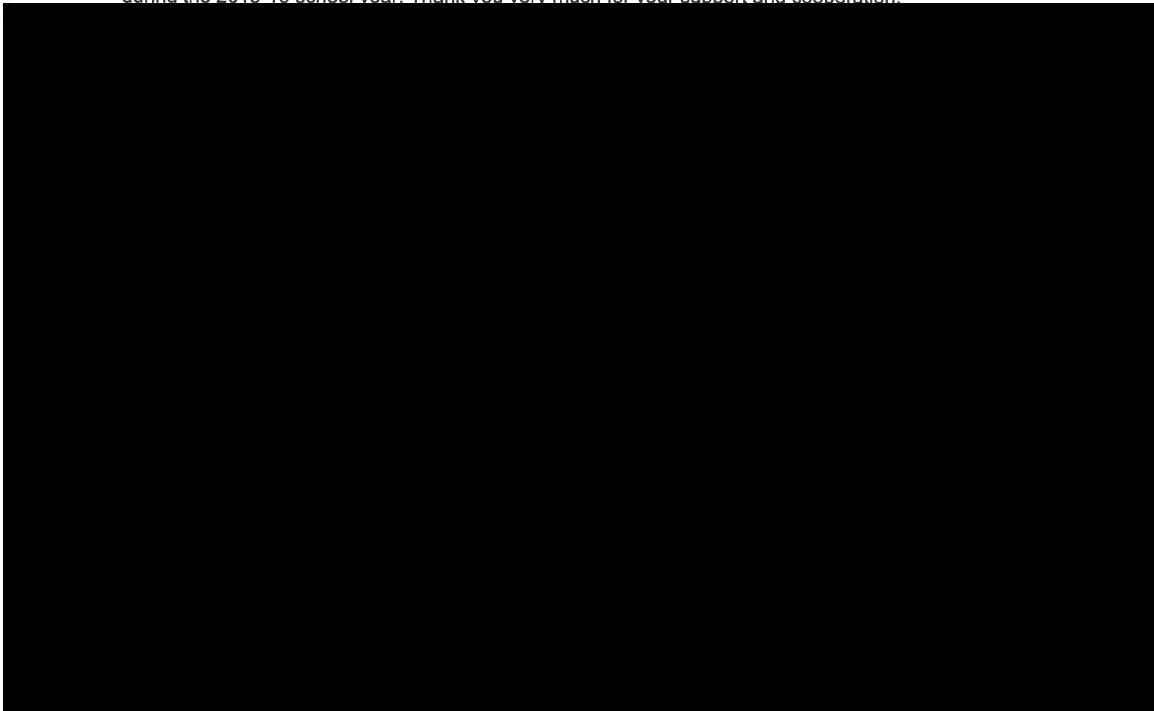
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Signature of Parent/Legal Guardian: \_\_\_\_\_

A handwritten signature in blue ink, appearing to be 'J. H. H.', written over a horizontal line.

Date: 12-18-14



2015-2016

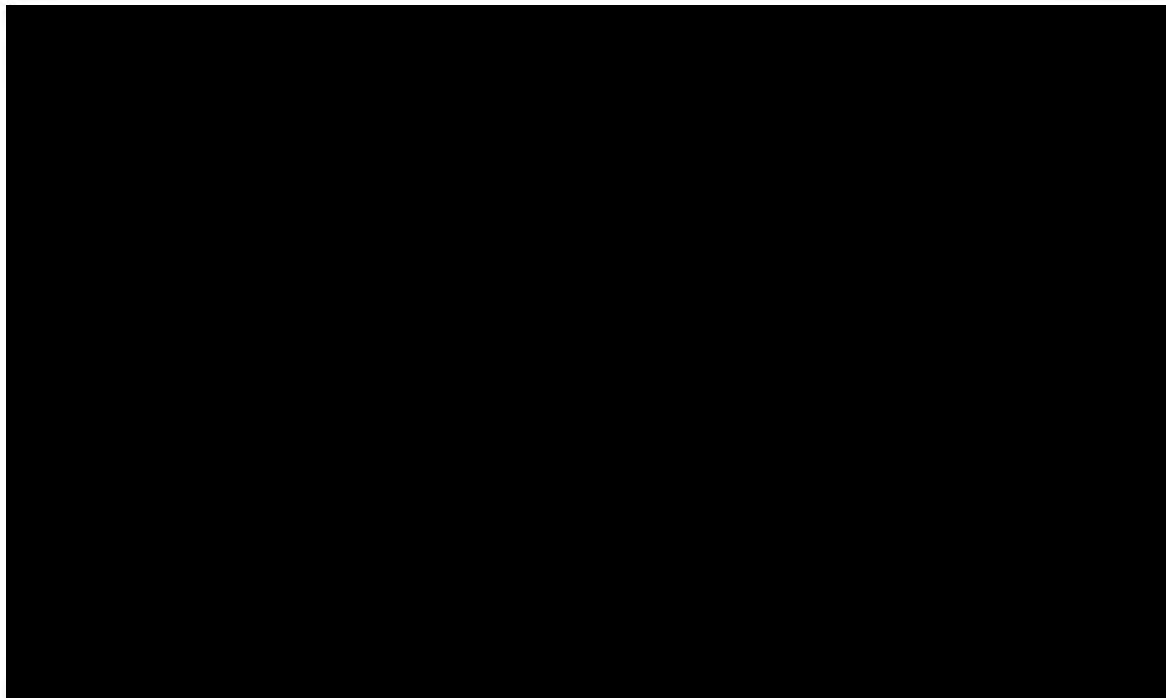
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Firma del Padre o Tutor Legal: Gabriela S. Fecha: 17/12/14



2015-2016

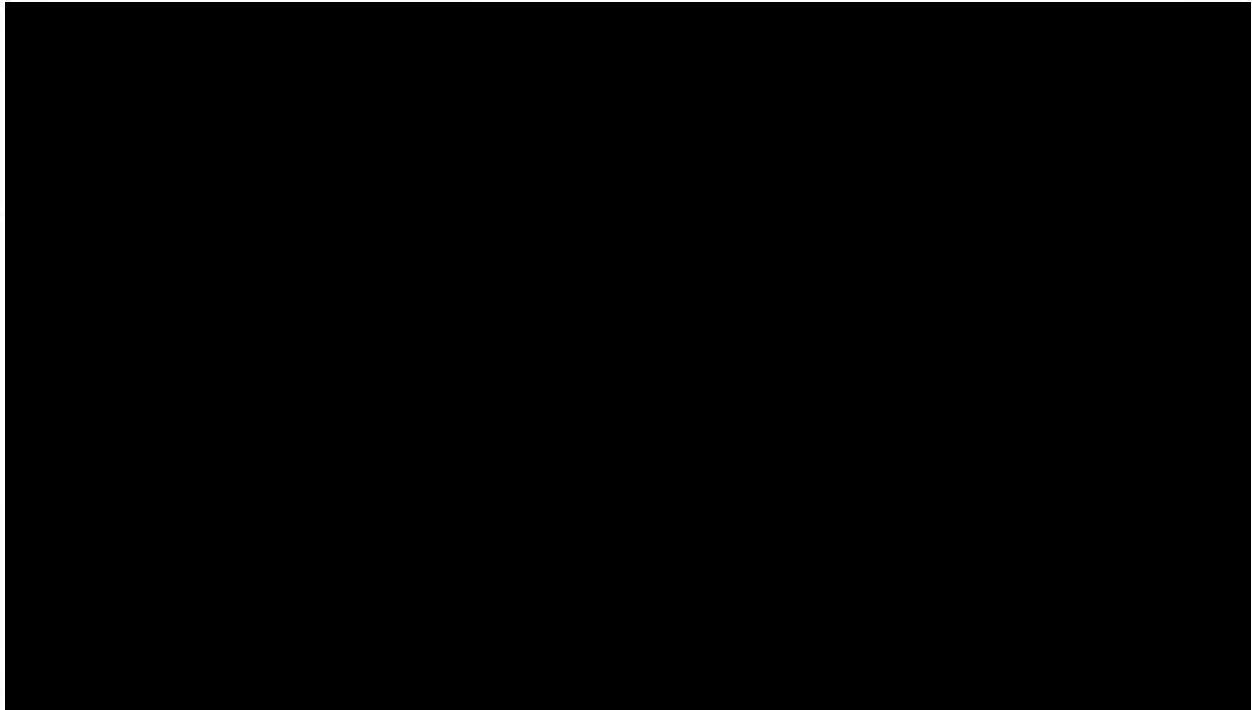
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A handwritten signature in black ink, appearing to be 'K. J. ...', written over a horizontal line.

Date: \_\_\_\_\_

12/17/14



2015-2016

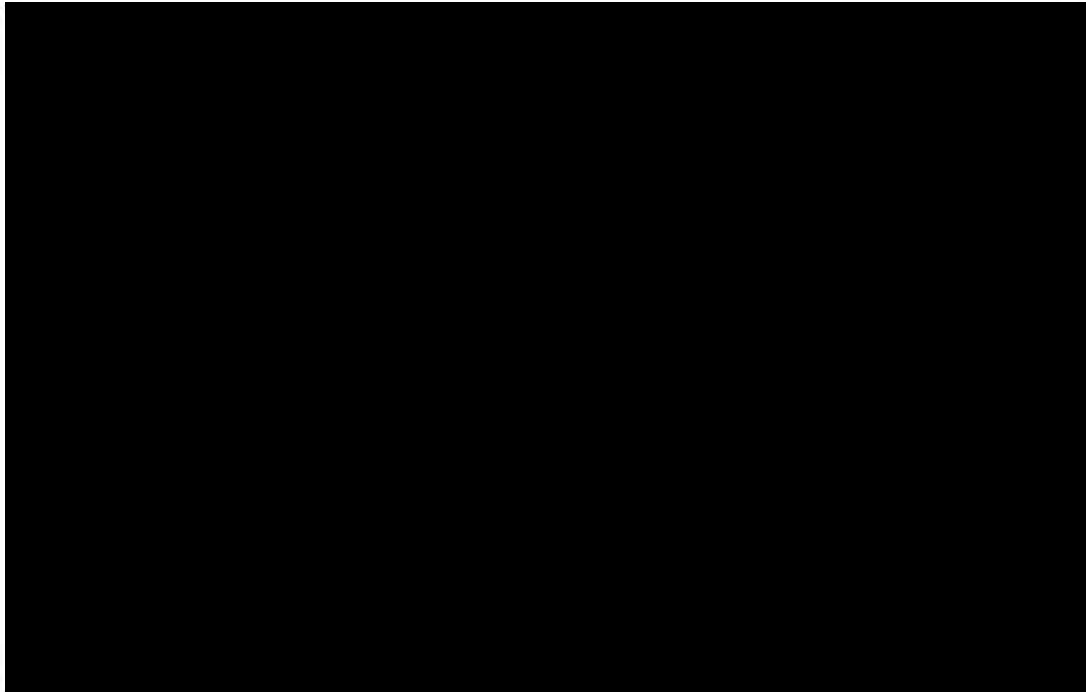
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Fecha:

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2015-2016

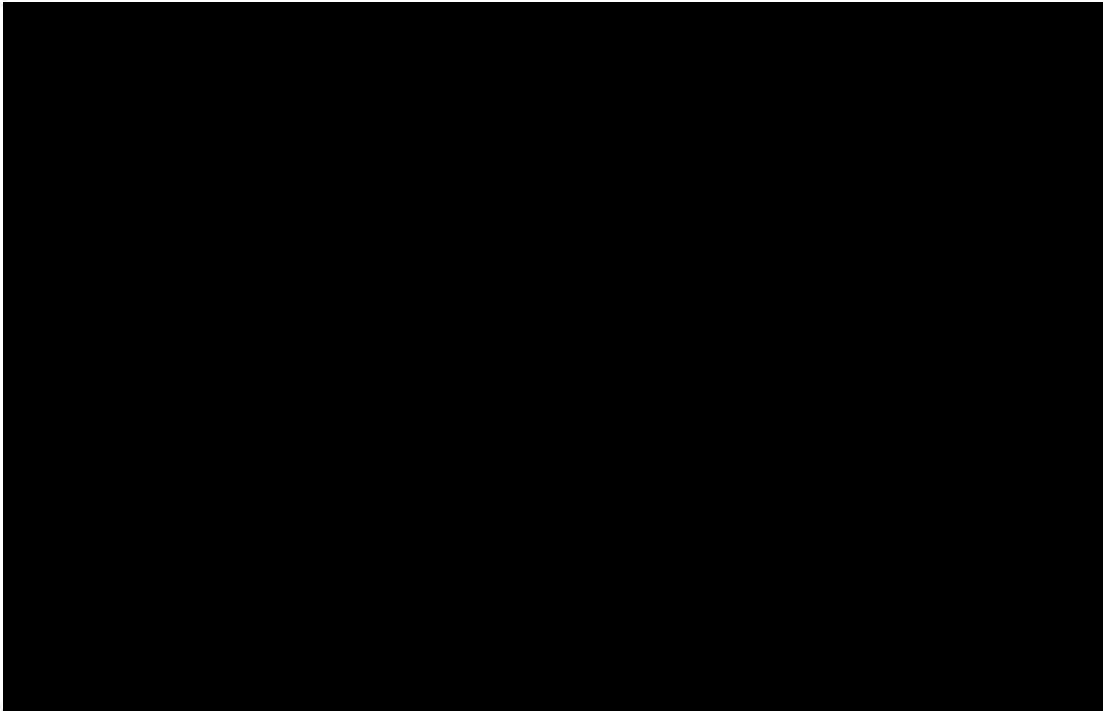
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Signature of Parent/Legal Guardian:

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Date: 12-17-14



2015-2016

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## Intent to Enroll

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Student Information:

[Redacted Student Information]

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Signature of Parent/Legal Guardian: \_\_\_\_\_

A handwritten signature in blue ink, appearing to be 'H. H. H.', written over a horizontal line.

Date: 12/12/2014

[www.weiyucharter.org](http://www.weiyucharter.org)

MANDARIN IMMERSION

PUBLIC SCHOOL

PROJECT BASED

STEAM

SOCIAL EMOTIONAL LEARNING





WEI YU  
INTERNATIONAL  
CHARTER  
SCHOOL

WEBSITE | [WWW.WEYUCHARTER.ORG](http://WWW.WEYUCHARTER.ORG)  
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EMAIL | [WEYUCHARTER@GMAIL.COM](mailto:WEYUCHARTER@GMAIL.COM)

### Timeline of Pertinent Events

- September 15, 2014** The Charter School Petitioners submit the Charter Petition to the District.
- September 23, 2014** The District adds the Charter School to the board meeting agenda and gives Charter School Petitioners 15 minutes to address the Moreland School Board.
- September 30, 2014** The District holds a board study session on charter school law.
- October 14, 2014** The District holds a public hearing on the Charter Petition. Many parents, prospective students, and community members attended to demonstrate their support for the Charter School.
- October 28, 2014** The District holds a board question and answer session regarding the Charter School.
- November 14, 2014** The District publishes the staff report on the Charter School's Petition.
- November 18, 2014** The District governing board voted 5-0 to deny the Charter School's Petition. Many parents, prospective students, and community members attended to demonstrate their support for the Charter School.
- November 24, 2014** The Charter School Petitioners submit a charter petition appeal to the County.
- December 10, 2014** The County holds a public hearing on the Charter Petition. Many parents, prospective students, and community members attended to demonstrate their strong support for the Charter School.
- January 30, 2015** The County publishes the staff report on the Charter School's Petition.
- February 4, 2015** The County Board voted 7-0 to deny the Charter School's Petition. More than 100 parents, prospective students, and community members attended to demonstrate their strong support for the Charter School.



# 2016-2017 ACADEMIC CALENDAR

Wei Yu International Charter School

Mandarin Immersion Education in West San Jose

July						
S	M	T	W	T	F	S
					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						

20-26 — Staff Development (whole day)  
27 — First Day of School

3

August						
S	M	T	W	T	F	S
	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			

17 — Staff Development (early release)

23

September						
S	M	T	W	T	F	S
				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	

5 — Labor Day

15 — Staff Development (early release)

21

October						
S	M	T	W	T	F	S
						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					

3-14 — Fall Intersession

14 - Staff Development (whole day)

11

November						
S	M	T	W	T	F	S
		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			

11 — Veteran's Day

15 — Staff Development (early release)

23-25 — Thanksgiving Recess

18

December						
S	M	T	W	T	F	S
				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

16 — Staff Development (early release)

19-30 — Winter Break

12

January						
S	M	T	W	T	F	S
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				

2 — Winter Break

16 — Martin Luther King, Jr. Day

25 — Staff Development (early release)

20

February						
S	M	T	W	T	F	S
			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				

17 — Staff Development (early release)

20 — President's day

19

March						
S	M	T	W	T	F	S
			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	

20 — Staff Development (whole day)

20-31 — Spring Intersession

13

April						
S	M	T	W	T	F	S
						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						

18 — Staff Development (early release)

20

May						
S	M	T	W	T	F	S
	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			

18 — Staff Development (early release)

29 — Memorial Day

22

June						
S	M	T	W	T	F	S
				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	

9 — Last Day of School

7

189 INSTRUCTIONAL DAYS

WWW.WEYUCHARTER.ORG

MANDARIN IMMERSION

PUBLIC SCHOOL

PROJECT-BASED

STEAM

SOCIAL-EMOTIONAL LEARNING